

# EAST AYRSHIRE COUNCIL

## DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES

### A PROPOSAL DOCUMENT

#### That subject to the outcome of this consultation exercise:

- Education provision at the current location of St Sophia's Primary School should be discontinued with effect from June 2016 or as soon as possible thereafter;
- The children and young people attending St Sophia's Primary School should transfer to a campus co-located with Galston Primary School and Galston Early Childhood Centre with effect from August 2016 or as soon as possible thereafter;
- Views are also sought on the proposal that St Sophia's Primary School should transfer to a campus co-located with Galston Primary School and Early Childhood Centre on the current Galston Primary and Early Childhood Centre site

This proposal therefore also has implications for Galston Primary School and Galston Early Childhood Centre

This document has been issued by East Ayrshire Council for Proposal in terms of the Schools (Consultation) (Scotland) Act 2010.

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## DISTRIBUTION

A copy of this document, and its summary version, are available on the East Ayrshire Council web-site:

[www.east-ayrshire.gov.uk](http://www.east-ayrshire.gov.uk)

A summary copy of this document will be provided to:

- The Parent Councils of the affected schools
- The parents of the pupils at the affected schools
- Parents of children expected to attend either of the affected primary schools within 2 years of the date of publication of this Proposal Document
- The pupils at the affected schools
- The teaching and ancillary staff, at the affected schools
- The trade unions representatives of the above staff
- The Community Councils
- Relevant users of the affected schools
- Relevant Community Associations
- The constituency MSP
- List MSPs for the area
- The Constituency MP
- Sub-Divisional Commander, Police Scotland
- Chief Executive, NHS Ayrshire and Arran
- Chief Executive Strathclyde Partnership for Transport (SPT)
- Area Commander, Scottish Fire and Rescue Service
- Executive Director of Neighbourhood Services, East Ayrshire Council
- Executive Director of Finance and Corporate Support, East Ayrshire Council
- Director of Health and Social Care Partnership
- South Ayrshire Council
- North Ayrshire Council
- Skills Development Scotland
- Community Planning Partnership Board
- Principal of Ayrshire College
- The Diocese of Galloway

A copy of this document is also available from:

- Council Headquarters, London Road, Kilmarnock, KA3 7BU
- Public libraries in the vicinity of the schools affected
- Local area offices in the vicinity of the schools affected
- The schools affected by the proposal

This document is also available in alternative formats or in translated form for readers whose first language is not English. Please apply in writing to the Department of Educational and Social Services, Council Headquarters, London Road, Kilmarnock, KA3 7BU, by telephone on 01563-576585; or by e-mail at [education.consultation@east-ayrshire.gov.uk](mailto:education.consultation@east-ayrshire.gov.uk)

## **SUMMARY OF PROCESS FOR THIS PROPOSAL DOCUMENT**

### **Consideration by the Cabinet (Education)**

1. This Proposal Document has been issued as a result of a decision by the Cabinet (Education) of East Ayrshire Council. This is to seek views on the proposals in this paper.

### **Pre-consultation**

2. Although not a statutory requirement, officers of the Council conducted a pre-consultation on the proposals contained in this document. This was undertaken in November and December 2014. The pre-consultation involved discussion with heads of establishment, parent councils, staff and young people in addition to certain community groups. The comments resulting from this pre-consultation together with the Council response to them are given on the Council web-site at [www.east-ayrshire.gov.uk](http://www.east-ayrshire.gov.uk) and may be found through the "Consultations" section of the home page. A "Frequently Asked Questions" document has also been prepared which is also available at the same location on the Council web-site.

### **Proposal Document issued to consultees and published on Council Web-site**

3. A summary copy of this document will be issued free of charge to the consultees listed on the preceding page. Advice on where the complete Proposal Document can be obtained will be included and both the full version and summarised version will be published on the Council website: [www.east-ayrshire.gov.uk](http://www.east-ayrshire.gov.uk). If requested, copies of both the full and summary versions will also be made available in alternative formats or in translated form for readers whose first language is not English.

### **Publication of advertisement in local newspapers**

4. An advertisement will be placed in the relevant local newspapers and if necessary any national newspaper. In addition, there may be announcements related to the Proposal process on the local radio station, West Sound / West FM.

### **Length of Consultation period**

5. An advertisement will be placed in local newspapers on **Thursday 5 February 2015**. The consultation will open on **Thursday 12 February 2015** and thereafter run until close of business on **Friday 27 March 2015**, which includes a period of at least six weeks and includes at least thirty (30) school days.

### **Public meeting**

6. A public meeting will be held, the details of which are set out below.

**Date:** Tuesday 24 February 2015  
**Venue:** St Sophia's Primary School  
**Time:** 7.00pm

### **Involvement of Education Scotland**

7. When the Proposal Document is published, a copy will also be sent to Education Scotland by East Ayrshire Council. Education Scotland will also receive a copy of any relevant written representations that are received by the Council from any person during the consultation period or, if Education Scotland agree, a summary of them. Education Scotland will further receive a summary of any oral representations made to the Council at the public meeting that will be held and, as available (and so far as otherwise practicable), a copy of any other relevant documentation. Education Scotland will then prepare a report on the educational aspects of the proposal not later than 3 weeks after the Council has sent them all representations and documents mentioned above. In some cases, it is possible for them to extend the 3 weeks with the agreement of the Authority. However, for the avoidance of doubt, the 3 week period will not start until after the consultation period has ended. In preparing their report, Education Scotland may enter the affected school(s) and make such reasonable enquiries of such people there as they consider appropriate and may make such reasonable enquiries of such other people as they consider appropriate.

### **Preparation of Consultation Report**

8. The Council will review the proposal having regard to the Education Scotland Report, written representations that it has received and oral representations made to it by any person at the public meeting. It will then prepare a Consultation Report. This report will be published in electronic and printed formats and will be advertised in local newspapers and, if necessary, any national newspaper. It will be available on the Council web-site and from Council Headquarters, public libraries in the vicinity of the affected schools, local offices in the vicinity of the affected schools as well as the affected schools, free of charge. Anyone who made written representations during the consultation period will also be informed about the report. The report will include a record of the total number of written representations made during the consultation period, a summary of the written representations, a summary of the oral representations made at the public meeting, the Authority's response to the Education Scotland Report as well as any written or oral representations it has received, together with a copy of the Education Scotland Report and any other relevant information, including details of any alleged inaccuracies and how these have been handled. The Report will also contain a statement explaining how it complied with the requirement to review the proposal in light of the Education Scotland Report and representations (both written and oral) that it received. The Consultation Report will be published and available for further consideration for a period of 3 weeks.

### **Decision**

9. This consultation report, together with any other relevant documentation, will be considered by the Cabinet (Education) who will come to a decision. This decision is then subject to the Council's call-in procedures. The proposal concerns the re-location of St Sophia's Primary School. It will therefore not be subject to ministerial call-in by Scottish Ministers.

### **Commission for the Delivery of Rural Education**

10. From 1 August 2014 there is a presumption against the closure of rural schools. St Sophia's Primary School is not considered to be a rural school by the Scottish Government.

### **Note on Corrections**

11. If any inaccuracy or omission is discovered in this Proposal Document either by the Council or any person, the Council will determine if it is a material inaccuracy or omission. If the inaccuracy or omission is material then it must be corrected or the Proposal paper reissued or the timescale for the consultation period revised if appropriate. The individual who raised the issue must be invited to make any further representations if they disagree with the correction. Relevant consultees and Education Scotland will be advised of any material change or if the proposal paper is reissued. If it is determined that it is minor or not material then the Authority will inform the person who raised the matter.

### **Format of Public Meetings**

12. A formal public meeting will be held to discuss these proposals. Anyone wishing to attend the public meeting is invited to do so. The meeting, which will be convened by East Ayrshire Council in consultation with the Parent Council of St Sophia's Primary School and will be addressed by the Executive Director of Educational and Social Services, and other senior officers of the Council.
13. The meeting will be an opportunity to:
- Hear more about the proposal
  - Ask questions about the proposal
  - Have your views recorded so that they can be taken into account as part of the Proposal process.

The meeting will be held at:

### **ST SOPHIA'S PRIMARY SCHOOL: Tuesday 24 February 2015 at 7.00pm**

14. A note will be taken at the meeting of comments, questions and officer responses. These notes will be published on the Council website, and a copy will be made available on request. These notes will also be forwarded to Education Scotland along with all other submissions and comments that are received by the Council during the consultation process.

16. Given the preparations made in formulating this document officers concluded that the proposal below should be put to cabinet for approval.

**EAST AYRSHIRE COUNCIL  
DEPARTMENT OF EDUCATIONAL & SOCIAL SERVICES**

**THIS IS A PROPOSAL DOCUMENT**

**ST SOPHIA'S PRIMARY SCHOOL**

**PROPOSAL**

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- Views are also sought on the proposal that St Sophia's Primary School should transfer to a campus co-located with Galston Primary School and Early Childhood Centre on the current Galston Primary and Early Childhood Centre site.

This proposal therefore also has implications for:

- Galston Early Childhood Centre
- Galston Primary School

## **East Ayrshire Council Vision for Education**

16. Community Planning is about a range of partners in the public and voluntary sectors working together to better plan, resource and deliver quality services that meet the needs of people who live and work in East Ayrshire.

The Community Plan is recognised by all partners as the sovereign strategic planning document for the delivery of public services in East Ayrshire over the 12 years from 2003 to 2015 and sets out the overall vision for the local area.

*East Ayrshire will be a place with strong, safe and vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs*

## **Promoting Life Long Learning**

17. Recognising the importance of education to children, young people and adult learners, Lifelong Learning is threaded through the three Community Plan themes of:

- Economy and skills
- Community Safety
- Wellbeing

Key strategic objectives for the Education Service of East Ayrshire Council are:

- Improved literacy and numeracy skills for children, young people and adults;
- Positive and sustained destinations for learners; and
- Improved community capacity, spirit and cohesion is developed.

The provision of education is fundamental to economic regeneration of East Ayrshire and raising individual aspirations. East Ayrshire Council strives to ensure that all its citizens are equipped with the appropriate skills for life and the work place and to achieve these objectives the Council has raising educational attainment and equipping young people for the world of work as one of its strategic priorities.

## **Delivery of Curriculum for Excellence in East Ayrshire**

18. Curriculum for Excellence is well embedded within all East Ayrshire schools and seeks to achieve a transformation in education by providing a coherent, more flexible and enriched curriculum from 2 to 18 years. The curriculum includes the totality of experiences that are planned for children and young people through their education, wherever they are being educated.

Curriculum for Excellence aims to ensure that all young people develop knowledge, skills and attributes for learning, life and work, which are encapsulated in the four capacities:

- successful learners;
- confident individuals;
- responsible citizens; and
- effective contributors.

19. At its meeting of 4 May 2011, the Cabinet of East Ayrshire agreed the priorities for the development of Curriculum for Excellence in East Ayrshire between 2011 and 2015. In summary, these are:

- Learning and Teaching (Pedagogy)
- Assessment and Moderation, Recording and Reporting
- Experiences and Outcomes
- Literacy, Numeracy and Health and Wellbeing
- Curriculum Structure
- Senior Phase

## **National and Local Influences**

### **Scottish Government Commitment for the National School Estate**

20. The Scottish Government commitment and vision for the national school estate was expressed jointly with COSLA, and resulted in the development of a new school estate strategy that was published in 2009.

This document, *Building Better Schools: Investing in Scotland's Future*, sets out national and local government's shared vision, aspirations and principles for the efficient and effective management of the school estate and the key aspirations for the school estate state:

- "All children and young people will be educated in, and community users will use, schools that are 'fit for purpose' in terms of condition, suitability and sufficiency;
- Schools are well-designed, accessible, inclusive learning environments that inspire and drive new thinking and change and which support the delivery of high quality educational experiences through *Curriculum for Excellence*;
- Schools are integral parts of the communities they serve, with pupils making use of community facilities and communities accessing school facilities;
- Schools accommodate and provide a range of services, activities and facilities that make a difference to people's health and well being, to



sustaining economic growth and to the strength and vibrancy of communities;

- A sustainable school estate whose design, construction and operation is environmentally and energy efficient; contributes directly to delivering the year-on-year reductions in greenhouse gas emissions introduced by the Climate Change (Scotland) Act 2009, which is resilient to the impact of climate change and which leads by example in matters of environmental performance;
- A school estate that is efficiently run and that delivers maximum value for money;
- A school estate which is flexible and responsive - both to changes in demand for school places and to learners' and teachers' requirements and wishes, and where the beneficial impact of change is maximised by thorough engagement with users and stakeholders.”

This document has been framed taking account of these Scottish Government aspirations and the Schools (Scotland) (Consultation) Act 2010 (amended).

## Local Factors

### Pupil Rolls

21. The primary and secondary pupil roll within East Ayrshire has fallen by 2,404 i.e. 13.00% in the last decade. According to the General Registrar’s Office the number of children, aged 0-15 in East Ayrshire is projected to fall by 4.8% between 2010 and 2035. It is recognised that this reduction is not evenly spread across the Council area, with significant housing developments increasing rolls in nearby schools, however it is clear that the overall trend in projected pupil rolls is downwards.

Taking the most recent information available Table 1 (below) highlights the number of surplus spaces in the primary school and secondary school estates.

**Table 1: Primary and Secondary Pupil Rolls and School Capacities as at September 2014**

	(A) Working capacity/ Usable Spaces	(B) Pupil Roll	(C) = (A)- (B) Surplus Capacity	% Occupancy
<b>Primary</b>	13,331	8,942	4,389	67%
<b>Secondary</b>	10,327	6,779	3,548	66%
<b>Total</b>	<b>23,658</b>	<b>15,721</b>	<b>7,937</b>	<b>66.5%</b>

The table highlights that there are 7,937 surplus spaces in the school estate and this approximates to approximately 10 two-stream primary schools, and 3 large secondary schools. In order to improve building efficiency and reduce un-necessary expenditure therefore, the number of surplus spaces must continue to be reduced.

## Rural Schools / Small Schools

22. East Ayrshire Council has a number of primary schools and secondary schools considered as rural schools under the Scottish Government's classification. This means that special factors must be taken into account when the education authority considers the future of these schools under Section 12 of the Schools (Consultation) (Scotland) Act 2010. These factors include:

- Any viable alternative to the school closure proposal;
- The impact on the local community should the school be closed; and
- The likely effect of travelling arrangements that may arise as a consequence of the school closing.

Further, the Scottish Government allocates funding to local authorities for any school identified as being a "small school". A small school is one that has a pupil roll below 70 pupils. Any proposal to close a small school would therefore have a consequential impact on the level of central Government funding made available to the Council and this would require to be identified in the financial impact of a closure decision being implemented.

The school considered within this Proposal Document is not identified as being rural.

## School Estate Suitability and Condition

23. The Cabinet of East Ayrshire Council approved the established vision for its school estate on 27 June 2012. This vision will ensure the delivery of Curriculum for Excellence in school buildings, which are suitable for that purpose. This vision further states:

***East Ayrshire Council's Department of Educational and Social Services : committed to providing choice, maximising opportunity for all, developing the potential of individuals and meeting needs through inclusion"***

This statement covers every aspect of the Department's work including the management and development of educational establishments. The Council's School Estate Management Plan states that development and improvement in the fabric of school buildings is a key component in the facilitation of the learning and teaching process. Paragraph 16 of the document also sets out a summary of the Council's vision for our school estate as follows.:

*"To not only provide facilities that meet the practicalities of good buildings but also to create a positive impact on the learning experience and the value to the community through:*

- *Developing the ethos of inclusion;*
- *Creating welcoming places for both students and staff;*
- *Facilitating a modern curriculum and learning experience;*
- *Encouraging enhanced community use; and*
- *Inspiring pride and ownership by communities*

*However, in meeting these principles and aims the practicalities of the estate and determining investment strategies in line with the Council's Asset Management Plan the Council also requires to:*

- *Achieve an average occupancy level of 85% of capacity;*
- *Address maintenance issues and condition;*
- *Meet statutory requirements including DDA legislation;*
- *Consider security implications; and*
- *Improve property flexibility and extended use."*

The continued upgrading of the school estate is seen as being essential in meeting the key strategic theme of raising educational attainment and preparing our young people for the world of work.

East Ayrshire Council is proud of the ongoing work undertaken to ensure that young people are educated in excellent school buildings, however there is more which needs to be done to further improve our school estate and ensure all young people are given the opportunity to learn in a building which meets the Council's objectives.

### **Impact of the Children and Young People's Act**

24. The Children and Young People's Act has introduced a new concept of early learning and childcare and seeks to remove the artificial divide between pre-school education for 2, 3 and 4 year old, childcare for 0-3 year olds and wrap around care for 3 and 4 year olds.

From August 2014, local authorities have had a statutory duty to provide 600 hours of early learning and childcare for all eligible children. High quality early learning and childcare provision better suited to families' needs, aims to make a significant impact on these critical years of a child's development; to promote longer term health and wellbeing in children and young people; to remove the barriers to work; and to improve the economic outcomes for families and wider economic growth.

This change has introduced more holistic and integrated provision which supports learning and development in caring and nurturing environments for all children and which can encompass further expansion.

### **East Ayrshire Council's Transformation Strategy**

25. The Council of East Ayrshire agreed the Transformation Strategy at its meeting of 28 June 2012. Paragraph 19 of the covering report set out the 10 key strategic imperatives and included:

*“ ix **Asset Management** – A significant element of the cost of council services relates to the use of physical assets. These need to be employed to maximum effect and surplus and underperforming assets disposed of. The Asset Management Strategy needs to be reviewed to ensure that it is appropriately re-aligned to reflect changes to strategic priorities. Target occupancy, usage, accessibility levels and unit costs should be established for each category of building and the Transformation Strategy should thereafter include actions to achieve these targets.*

*The Schools Estate Management Plan has already set an average school occupancy target of 85%. The Scottish Futures Trust is working on an initial target reduction of 25% of the national estate. These targets should be adopted by the Council and pursued with regular reports to Cabinet on their achievement. New capital projects should be expected to demonstrate net revenue savings over the lifetime of the asset.”*

The proposal contained within this document meets the stated objectives in relation to the Council's Transformation Strategy as it relates to buildings.

26. The extensive public engagement exercise that followed the launch of the Transformation Plan was reported to Cabinet on 5 December 2012. Specifically in relation to the management of the school estate it was reported that school rationalisation could contribute £2.246 million towards the overall savings target of £34.1 million. Additionally, the report noted on page 47 that 86.6% of the respondents agreed that school buildings should be available for community use outside of school hours and during school holidays, compared to 6.2% who disagreed. Further, although 29.2% of respondents disagreed that the Council should improve school occupancy levels to ensure the effective and efficient delivery of education by reducing the number of educational buildings, 50.1% agreed with this strategy. The total number of respondents was 1,558, which is thought to be a representative sample. Therefore, on balance more East Ayrshire residents support school rationalisation than oppose it, and a significant majority wish to see school buildings available for community use.

## **PROPOSAL**

27. Taking the context set out in section 1 (above), it is therefore proposed that:

### **ST SOPHIA'S PRIMARY SCHOOL**

#### **PROPOSAL**

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- Views are also sought on the proposal that St Sophia's Primary School should transfer to a campus co-located with Galston Early Childhood Centre and Galston Primary School on the current Galston Primary and Early Childhood Centre site.

This proposal also has implications for:

- Galston Early Childhood Centre
- Galston Primary School

## **PRESENT POSITION**

### **AN OVERVIEW OF ST SOPHIA'S PRIMARY SCHOOL**

#### **Delineated Area and Building Description**

**28.** St Sophia's Primary School provides denominational primary education to pupils from the Galston, Newmilns, Darvel, Fenwick and outlying areas and has facilities as listed below:

- Entrance waiting area with secured entry to the main body of the school.
- This leads to the central corridor, off which is the main office, housing general administration, the senior clerical assistant, photocopier etc.
- To the left of the school office there is an infant classroom with adjoining structured activity area, infant male and female toilets and a large, shelved storage cupboard.
- Adjacent to the infant classroom is the dining hall/PE hall. This is also used for weekly/ termly Assemblies and for Eucharistic and other Religious services, to which parents and parishioners are invited and regularly attend.
- There are three large, walk-in storage cupboards.
- There is a working kitchen though meals are cooked off-site.
- Directly opposite the main office is the janitor's office which also houses the medical bed.
- There is a spacious staffroom with sink, fridge. Microwave and toaster. The female staff toilet is adjacent to the staffroom.
- Opposite the staffroom, there are cloakroom bays for each class with individual pegs for a maximum of 139 children.
- The Head Teacher's office is also in the main corridor.
- Off the central corridor lies a large walk in stationery cupboard, plus an inner cupboard providing further secure storage.
- The lower floor leads to a well- stocked library, the Pr4/5 classroom and the 'Quiet Room', which is used for ASN/Group teaching and the storage of Numeracy/Literacy Resources.

- The lower ground floor houses the Primary 4-7 male and female toilets, the male staff toilet and the nurture/classroom assistant's room.
- Stairs to the upper floor lead to the Science, Technology, Engineering and Maths Room, the Primary 6/7 classroom, a small staff study and a large walk-in cupboard.
- There is a hut in the playground which is also used as a classroom, depending on the class structure. This session it is currently being used for Music and Art and Design to facilitate the fulfilment of NCCT.
- Playground/Outdoor Spaces
- There is a large, split level playground with a mixture of soft and hard surfaces. There is a large adventure playground and an eco-garden with several planters and fruit trees. The senior pupils also make use of the nearby community biosphere project to grow vegetables.
- There is parking in front of the main entrance for 6 cars, with further parking to the rear of the school.

### **Class Structure**

29. It is usual for St. Sophia's to have 4 classes, double composite throughout the school. This is dependent on a number of factors e.g. pupils at each stage, the requirement to fulfil the Working Time Agreement for staff, raising attainment and support for pupils.

In session 2013-2014 the class structure was as follows: 1/2/3 3/4/5  
5/6/7

6/7 In session 2014-2015 the class structure is: 1/2/3 4/5

The class structure for session 2015-2016 has not been finalised as Primary 1 enrolment has not yet taken place, though the preliminary plans will be to look at having 4 classes.

### **Community Usage**

30. The school operates a busy breakfast club from 8.15 am every morning.

The school is used 3 times per week for after school clubs which are very well attended by pupils from the school.

As mentioned previously, the Dining Hall/Gym Hall is used for Masses and other religious services which are well attended by parents/carers and parishioners from St. Sophia's and St. Paul's.

There is a very active Parent Council.

### **Building data – Capacity**

31. The planning capacity of a primary school is calculated by dividing the total area of teaching rooms by the space allocation per child (1.7m<sup>2</sup>). The working

capacity takes account of maximum class sizes, for example, composite classes which are limited to 25 pupils. Based on the Council's space allocation the classrooms could accommodate 149 pupils; however, due to maximum class sizes for Primary 1, 2 and 3 classes and composite classes the capacity of these rooms is limited to 25 or 30 each. Therefore, while the planning capacity of the school is 149, the working capacity is 147. As at census in September 2014, there were 60 pupils enrolled and therefore the school has an occupancy rate of 40.8%

The school structure, as at December 2014 has a pupil roll of 60, and is presently made up of 3 composite classes in Table 3.

**Table 2: St Sophia's Primary School Class Structure**

CLASS	NUMBER OF PUPILS
P1/2/3	21
P4/5	19
P6/7	20

The numbers of children at each stage are outlined in Table 4.

**Table 3: St Sophia's Primary Pupils at Each Stage**

STAGE	NUMBER OF PUPILS
P1	5
P2	9
P3	7
P4	11
P5	8
P6	7
P7	13

### **Building Suitability and Condition**

32. Table 5 below details the condition and suitability of the school buildings of St Sophia's Primary School, as presented to Cabinet in June 2012. The ratings are based on Scottish Government criteria and are measured on an A-D scale, representing:

**Table 4: Building Suitability for St Sophia's Primary School**

ESTABLISHMENT	SUITABILITY	CONDITION
St Sophia's Primary School	C	C

The condition and suitability ratings are based on those devised by the Scottish Government using the following criteria:

**Condition**

A: Good	Performing well and operating efficiently
B: Satisfactory	Performing adequately but showing minor deterioration
C: Poor	Showing major defects and/or not operating adequately
D: Bad	Economic life expired and/or risk of failure

**Suitability**

A: Good	Performing well and operating efficiently (the school buildings support the delivery of services to children and communities)
B: Satisfactory	Performing well but with minor problems (the school buildings generally support the delivery of services to children and communities)
C: Poor	Showing major problems and/or not operating optimally (the school buildings impede the delivery of activities that are needed for children and communities in the school)
D: Bad	Does not support the delivery of services to children and communities (the school buildings seriously impede the delivery of activities that are needed for children and communities in the school)

**Historic and Current School Roll Data**

33. The table below provides data on the pupil roll in St Sophia's Primary School from 2004 to 2014 (taken at the census date in September each year).

**Table 5: Historic Pupil Roll for St Sophia's Primary School**

<b>YEAR</b>	<b>ANNUAL P1 – P7 ST PUPIL ROLL AT CENSUS</b>
<b>2004</b>	110
<b>2005</b>	104
<b>2006</b>	110
<b>2007</b>	98
<b>2008</b>	94
<b>2009</b>	94
<b>2010</b>	76
<b>2011</b>	70
<b>2012</b>	66
<b>2013</b>	61
<b>2014</b>	60



The table highlights a 45.45% drop in pupils attending St Sophia from 2004 to 2014. The paragraph below highlights the projected roll for the school, taking all available information into account.

### **Projected Population Data and School Pupil Roll**

34. The Council takes a number of factors into account when projecting pupil rolls, gathering information from Community Planning Partners such as NHS Ayrshire and Arran, the Planning Service, Ayrshire Joint Planning Unit, General Registers of Scotland and information held on the Education Service Management Information System. The main factors included in pupil roll projections include:

- The birth rate for the East Ayrshire area;
- The number of children living in a school catchment area aged 0-1, 1-2, 2-3, 3-4 and 4-5;
- The number of houses planned to be built in a school's catchment area; and
- The number of placing requests into and out of a school.

In 2012 the Council revised its approach to calculating school roll projections based on best current practice in Scotland and to take account of the most recent available information.

The projected pupil rolls for St Sophia's Primary School are detailed in Table 7 (below).

**Table 6: Projected Pupil Rolls for St Sophia's Primary School**

	<b>PROJECTED PUPIL ROLLS</b>
September 2014	61
September 2015	54
September 2016	55
September 2017	56
September 2018	52
September 2019	53

### **Building Running Costs**

35. Costs associated with running the St Sophia's building are listed in Table 7 of Financial Implications at paragraph 60.

### **Education Scotland**

36. St Sophia's Primary School was last inspected in February 2014. Education Scotland found the following strengths within the school:

- The commitment of the headteacher and the staff to the school community.

- Well behaved, cooperative children who are motivated to learn.
- Increasing opportunities for children to benefit from a wider range of learning experiences.
- Strong caring ethos within the school.

The following areas were identified to assist the school to further improve:

- Improve the pace of learning and provide more challenge for all children, particularly the more able.
- Involve children more actively in making progress in their learning and help them develop the skills of more independent learners.
- Continue to develop the school's approaches to self-evaluation.
- Continue to take forward their work in with Curriculum for Excellence.

### **Community Use of St Sophia's Primary School**

37. Community use of St Sophia's Primary School for 2013/2014 and 2014/15 has been school or authority activities such as parents' evenings, afterschool clubs such as Enterprise and Choir and school discos.

### **OPTIONS FOR CONSULTATION**

38. Taking all of the information contained within this consultative document it is clear that:
- St Sophia's Primary School physical infrastructure can be improved, along with its suitability for learning and teaching in the 21<sup>st</sup> century;
  - The accommodation is on two levels with no accessible lift, thereby reducing access for children and adults with mobility problems. Even at ground level there are internal flights of stairs reducing access.
  - The deterioration of the fabric of current building would require significant expenditure in the near future.

### **RELOCATION OF ST SOPHIA'S PRIMARY SCHOOL TO A CO-LOCATED CAMPUS WITH GALSTON PRIMARY AND GALSTON EARLY CHILDHOOD CENTRE**

39. Within this proposal document, the Council is therefore seeking public comment and response on the following options relating to the relocation of St Sophia's Primary School.

Should this proposal be accepted and implemented, a new school will be created and located on a co-located campus with Galston Primary and Galston Early Childhood Centre Campus.

#### **OPTION 1**

40. Status Quo: no change to present St Sophia's Primary School and Galston Primary School and Galston ECC arrangements. The benefits of Option 1 are:

- No disruption to existing learning and teaching;
- Retains current place in its local community.

## **OPTION 2**

41. The children and young people attending St Sophia's Primary should transfer to a co-located campus with Galston Early Childhood Centre and Galston Primary School with effect from August 2016 or as soon as possible thereafter.

This option would result in the following benefits:

- A modern purpose built learning environment to suit the needs of all establishment communities
- Facilities that are fully suited to the delivery of a Curriculum for Excellence including:
  - Networking for information technology;
  - Accommodation compatible to Health Promoting School status;
  - A building which is environmentally friendly;
  - Facilities that make the best opportunities for sharing facilities and resources between the two schools and the Early Childhood Centre;
  - A common entrance and playground for the two schools;
  - Such other features as emerge from further consultations with the schools and community and which are cost-effective

## **PREFERRED OPTION**

42. Having taken account of the comments included in the 2 options above, the preferred option is that the children and young people attending St Sophia's Primary should transfer to a new St Sophia's Primary that is on a co-located campus with Galston Early Childhood Centre and Galston Primary School.

## **EDUCATIONAL BENEFITS**

43. The Educational Benefits Statement has been prepared having regard to the Guidance and Explanatory Notes published by the Scottish Government in association with the Schools (Consultation) (Scotland) Act, 2010 and which are available for reference at the following websites, respectively:

[www.scotland.gov.uk/Resource/Doc/91982/0097130.doc](http://www.scotland.gov.uk/Resource/Doc/91982/0097130.doc)

[www.oqps.gov.uk/legislation/acts2010/en/aspn\\_20100002\\_en.pdf](http://www.oqps.gov.uk/legislation/acts2010/en/aspn_20100002_en.pdf)

*“An education authority shall endeavour to secure improvement in the quality of school education which is provided in the schools managed by them; and they shall exercise their functions in relation to such provision with a view to raising Standards of education.”*

As required by the Schools (Consultation) (Scotland) Act, 2010, this Educational Benefits Statement is written from the perspective of benefits, should the merger proposal (Option 2) be implemented.

The Vision for this proposal is to develop a multi-denominational campus based on the good practice and experience from the Patna Primary School, Supported Learning Centre and Early Childhood Centre and St Xavier's Primary School project. Although a multi-denominational setting it has been shown that a development based on a shared educational philosophy centred on giving all children the best possible experience adds a new dimension to learning. This philosophy is based on the principles of:

- Progression in learning,
- Inclusion,
- Child-centred approaches, and
- Getting It Right for Every Child (GIRFEC)

The Patna experience has shown beyond doubt that the active engagement of staff, parents, children and the community in the design of new facilities, the implementation of provision and the development of a common agreed vision for education is central to success, delivering a better education for the children and young people served by the campus.

### **Advantages for Children attending St Sophia's Primary School**

44. The present buildings at St Sophia's present a dated educational environment being "C" rated for suitability. A move to the Galston Campus will give the children access to a modern environment with flexible open areas, designed outdoor space for learning, modern gymnasium, dining and social areas, designed in ICT in environmentally friendly facilities. This will better support the delivery of a Curriculum for Excellence.

Co-location with the children of Galton Primary School will allow the possibility of new friendships to be developed through joint working, and through play and activities at break times. This will increase children's confidence. They will also be able to continue the friendships developed in the community.

The Galston Campus, unlike the present St Sophia's is fully accessible and "disabled friendly". All accommodation and access is on one level enabling access for children with mobility problems and the colour scheme and layout was developed in consideration of the needs of children with a visual impairment. There is compliance with current requirements for accessible toilets and medical areas. All Catholic children who should attend a mainstream school will be able to do so.

### **Benefits for Children of Galston Primary School**

Currently the Children of Galston Primary School enjoy a modern educational environment in a "green design school". The principal benefit for the Galston Primary School children will therefore be in the possibilities offered by being part of a wider community and the opportunity to make new friendships –

particularly as St Sophia's children come from the entire Irvine Valley and beyond. By interaction with their peers they will therefore have an opportunity to gain directly a wider set of experiences.

The Authority also recognises that the Galston Primary School, although having the advantages of modern design could be further improved by the addition of increased dining hall and gymnasium space, with the addition of planned outdoor sports area such as an all-weather pitch. Consideration would be given to the provision of such features, accessible to the Galston Primary School children in the remodelling of the campus. Any developments would be undertaken in discussion with staff parents and young people. They will however see improved facilities to support the learning of Galston Primary School children as well as St Sophia's children.

### **Benefits for Children of Galston Early Childhood Centre**

Some children progress from Galston Early Childhood Centre to St Sophia's Primary School. Co-location will make joint planning for such children easier both at establishment and individual level.

This should better enable transition – for example with children's visits between the school and the early childhood centre. It will also be much easier for staff to visit between establishments easing transition and contributing to a seamless curricular provision envisaged under a Curriculum for Excellence.

### **Benefits for all Children on the Campus**

The principle benefit will be that the children will be educated as one community in which differences are respected. This will contribute directly to the development of tolerant, respectful and positive attitudes.

Co-location with Galston Early Childhood Centre will provide easy one site access for all parents with young children in the Galston community irrespective of their denominational or non-denominational background. The position of the ECC as a non-denominational provision with links to both establishments will be re-inforced. Joint planning between the staffs of all three establishments will be facilitated at both the curricular level and the level of individual children. Multi-agency liaison meetings will be easier as will the transfer of information on individual children.

It will therefore also be easier for visiting services to plan visits to one campus as against two, which will be of assistance to children with additional support needs, particularly as the Galston campus has specialist accommodation for this purpose, including a parents' room.

The joint campus will allow all three establishments to share resources, and where appropriate staff expertise thereby enriching the children's experience. It will, for example be possible for all three schools to organise joint in-service training which may be led by colleagues from any one of the three establishments. This will also potentially assist with improvement planning.

The possibility of further improving the Galston campus facilities for all the children has already been highlighted.

**All Children**

Although not the purpose of this proposal, there will be some revenue savings from this proposal. This will contribute to a small release of pressure on wider budgets across the Authority therefore helping to safeguard children's access to adequate learning and staff resources into the future.

## **Disadvantages**

The Authority recognises there are some disadvantages to this proposal. The most obvious of these is that the addition of St Sophia's to the Galston Campus will mean that there will be less space available for the children already there.

Parents are also generally anxious in such consultations about rivalries developing between the schools. This can be thought of as contributing to bullying. There also sometimes anxieties about children being able to cope with in a bigger or more complex campus or facility. Such thoughts are unsettling and therefore of concern.

It is also recognised that for the campus to work in the way envisaged it requires all three establishments to be able to work together and harmonise provision and timetables. This can be challenging in some circumstances requiring, for example one or more establishment to alter the timing of its intervals, which can be seen as inconvenient.

## **Balancing Benefits against Disadvantages**

The Authority believes that there are considerable educational benefits coming from this proposal. The experience from shared campuses and particularly from the Patna/St Xavier's development is that this does provide a very positive, improved and worthwhile experience for all children. The benefits significantly outweigh the disadvantages.

There is more than sufficient space and accommodation on the campus for all the children and this is forecast to be the case into the future. Enhanced facilities, including outdoor space will be provided with access for all, and this will more than compensate or any initial perceived loss of space and the facilities will be better.

Concerns about bullying or inter-establishment rivalries rarely if ever materialise. In contrast, children tend to look forward to meeting new friends. Relationships are positive. The Authority experience is however that it is important that the establishments develop a sense of shared vision and purpose and steps will be taken to support colleagues in doing this in the earliest stages of the project. Experience also indicates that the involvement of key stakeholders – parents, staff, and young people – in the early stages of the design also helps to alleviate any concerns and ensures that everyone contributes to a positive development. The Authority is committed to such an approach. Additionally, once the practical level is reached it will be important to establish a user group so that any issues arising from joint use or harmonisation of provision can be identified and managed. Such a joint, shared approach helps eliminate any problems, such as bullying or negative rivalries.

## **Summary**

The Benefits clearly outweigh any disadvantages. The Authority approach will be to involve key stakeholders at important stages to identify and resolve any

emerging issue. There is a high level of confidence that children in all three establishments will be provided with a better educational experience as a result of this development

## **OPTIONS APPRAISAL**

45. In other public consultations, particularly where there is an amalgamation involved, a formal appraisal process would be necessary to clarify the financial and non-financial benefits of the proposals being approved. Given the circumstances for St Sophia's officers agreed that the educational benefits statement and the information contained in the revised financial template would provide a clear indication of the relevant factors. It is clear that the ongoing and increasing maintenance costs are a contributing factor to this decision. However the educational benefits are the driving force for this change of location into a campus.

## **PREFERRED OPTION**

46. Having considered all of the relevant factors, the preferred option of officers is to create a new St Sophia's Primary on a co-located campus within Galston Early Childhood Centre and Galston Primary School accepting the Scottish Government's offer of financial support towards construction costs.

## **SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010**

### **Scottish Government's Classification of Schools**

47. St Sophia's Primary School has been classified by the Scottish Government as a school in an accessible small town. The provisions contained within sections 12 and 13 of the Schools (Consultation) (Scotland) Act 2010 do not apply to this establishment, however, it has been the practice of East Ayrshire Council to assess any school relocation proposal against the factors which must be considered when consulting on the future of a rural school. These factors are detailed below:

- Alternatives to the closure proposal;
- Likely effect on the local community; and
- Likely effect caused by different travelling arrangements.

### **Likely effect caused by different travelling arrangements**

48. It is current Council policy to provide free transport to and from school for primary aged pupils who reside more than 1 ½ miles from their catchment area school and for secondary pupils who reside more than 3 miles from their catchment area school.
49. There are a number of criteria used to determine whether free transport is provided to school, including:
- Any pupils who live outwith the Council's distance criterion;



- Those who live within the distance criterion, but for whom the walking route to school is assessed as unsafe;
- If a child has a medical condition which requires them to be transported to and from school; or
- If a child is at a critical stage of education and requires to be kept at their current school.

#### Traffic Management and Safer Routes to School

50. The 2014 Hands Up Scotland Survey recorded the following travel to school modes for St Sophia's pupils.

Walk	23	39%
Cycle	3	5%
Scooter/Skate	3	5%
Park & Stride	1	2%
Driven	14	24%
Bus	12	20%
Taxi	3	5%
<i>Total</i>	<i>59</i>	<i>100%</i>

51. The relocation to Galston Primary school is unlikely to affect existing journey to school travel modes for St Sophia's pupils. The 2014 HUSS survey indicated that 14 pupils were driven to the school with a further 7 driven so far with the remainder of the journey undertaken by foot (park and stride). It is expected that these car trips will transfer to Galston Primary school and its environs. Galston primary is a relatively new school and incorporates parking for staff and visitors as well as pick-up and drop-off parking areas. There have been occasional problems caused within the Galston primary car park due to inconsiderate use of parking spaces by some parents. The additional car trips from re-located St Sophia's are small and should not have a significant detrimental impact.
52. Within Galston there are 4 existing School Crossing Patrollers, a Zebra crossing on Titchfield Street and traffic signals with a pedestrian phase at Galston Cross. Within the town there is a good system of footways which provide suitable walking routes to the existing schools as shown on the attached plan. It is not envisaged that any additional measures are required to facilitate walking routes to a relocated St Sophia's.

#### School Travel Plans

53. Both St Sophia's and Galston primaries have existing School Travel Plans with the aim of encouraging the use of active travel modes for the school journey. The preparation of an up to date School Travel Plan provides an excellent opportunity to encourage the take-up of sustainable travel for those moving to the new campus. It will be a requirement of planning consent that a new School Travel Plans is prepared. The Travel Plan could be an individual plan for St Sophia's or the two schools could elect to prepare a joint travel plan for the shared campus.

54. The travel plans will set objectives and targets for the school, which may include the following:
- Increased cycling to schools by pupils, staff and visitors
  - Improved safety around the school entrance
  - Increased awareness amongst pupils, staff and parents of the health, safety, environmental and social consequences of their travel choices

To support sustainable transport to school, the school will be required to provide an appropriate number of secure cycle parking facilities and secure scooter parking facilities for younger children.

55. The plan will include the relevant details such as staff and pupil numbers, school transport arrangements, and information on recommended routes to school. The plan will also identify what initiatives are in place to promote road safety and walking to school. At this stage there is no change to transport to school arrangements.
56. The travel plan will include survey details of how pupils, parents and staff travel to school and to identify particular difficulties or barriers to travel by sustainable modes, perceived or otherwise. The consultation then forms the basis for a school travel action plan of SMART targets with the timescales and responsible parties identified and will be reviewed on an annual basis. The Journey to School should be included in the school handbook.

#### **Likely Effect on The local Community**

57. Given the short distance of the relocation there is unlikely to be any impact on the local community.

#### **OTHER ISSUES**

##### **Management of Proposals**

58. It is acknowledged that should the proposal be approved and implemented, forward planning will be required from the Department of Educational and Social Services and school senior staff, as a matter of good management practice. This planning is necessary in respect of curriculum delivery, staff management and associated issues.
59. There is no intention to rename the St Sophia's Primary School. However, if this were to transpire this would be determined in consultation with parents, staff, and children and young people.

## FINANCIAL IMPLICATIONS

**60. TABLE 7: Current revenue cost for school proposed for closure**

**St Sophia's PS Relocating To Existing Accommodation Within Galston Ps**

Name of School <b>ST SOPHIA'S PS</b>	Current Annual Running Costs	Proposed Annual Running Costs	Annual recurring savings (column 2 minus column 3)
<b>School Costs</b>			
<i>Employee costs - note 1</i>			
Teaching staff	£210,350	£210,350	£0
Support staff	£15,819	£15,819	£0
Teaching staff training (CPD etc)	£693	£693	£0
Support t staff training	£0	£0	£0
Supply costs - note 2	£3,225	£3,225	£0
<b>Building Costs</b>			
<i>Property insurance</i>			
Non domestic rates	£14,370	£0	£14,370
Water and sewerage charges	£2,400	£1,560	£840
Energy costs	£8,350	£4,874	£3,476
Cleaning (contract or in house)	£39,760*	£36,420*	£3340
Building repair and maintenance			
Grounds maintenance			
Facilities management costs - note 6	£42,440*	£30,660*	£11,760*
Revenue costs arising from capital			
Other	£4,118	£2,551	£1,567
<b>School operational costs:</b>			
Learning materials	£1,488	£1,488	£0
Catering (contract or in house)	£75,980*	£64,090	£11,890*
SQA costs	£0	£0	£0
Other school operational costs (e.g. licenses)	£2,841	£2,841	£0
<b>Transport Costs: note 3</b>			
Home to school	£90,822*	£90,822*	£0*
Other pupil transport costs			
Staff travel	£0	£0	£0
<b>SCHOOL COSTS SUB-TOTAL</b>	<b>£512,656*</b>	<b>£465,393*</b>	<b>£47,263*</b>

Income:			
Sale of meals	£39,670*	£39,670*	£0
Lets			
External care provider			
Other			
<b>SCHOOL INCOME SUB-TOTAL</b>	0	0	0
<b>TOTAL COSTS MINUS INCOME FOR SCHOOL</b>	£472,986*	£425,723*	£47,263*

<b>UNIT COST PER PUPIL PER YEAR</b>	TBC	TBC	TBC
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\*includes data for Galston Primary School in order to make comparison.

As St Sophia's Primary School is relocating to Galston PS as a separate school it is anticipated that this will only generate property related savings. As there are no significant adaptations to the existing Galston PS we do not foresee an increase in the rateable value. The pupil roll will increase by 20% We have factored this into the revised budget required at Galston PS for energy and water.

The current revenue school budgeted running cost for St Sophia's PS is £472,986\*pa. If the school relocate to Galston PS the anticipated revenue school budgeted running cost will be £425,723\*pa generating a saving of £47,263.

#### Capital Investment

For forward planning assumptions, appropriate allocations have been allowed for within the Council's 10 Year Capital Investment Programme for the possible costs associated with the relocation of St Sophias.

In the absence of specific detail, an indicative budget of £1.800m has been set using Scottish Futures Trust (SFT) cost and area metrics, taking account of the projected pupil rolls, an area allocation per pupil and an 'all in' construction cost per square metre (adjusted for the appropriate forecast Building Cost Information Service BCIS indexation factor).

<b>Capital Costs</b>		
	<b>School proposed for closure</b>	<b>Receiving school</b>
Capital life cycle cost - note 7	NA	
Third party contributions to capital costs	NA	

<b>Annual property costs incurred (moth-balling) until disposal</b>	
Property insurance	NA
Non domestic rates	NA

Water and sewerage charges	NA
Energy costs	NA
Cleaning (contract and in house)	NA
Security costs	NA
Building repair and maintenance	NA
Grounds maintenance	NA
Facilities management	NA
Other	NA
<b>TOTAL ANNUAL COST UNTIL DISPOSAL</b>	NA

<b>Non recurring revenue costs</b>	
	NA
<b>TOTAL NON-RECURRING REVENUE COSTS</b>	

<b>Impact on GAE - Note 5</b>	
<b>GAE IMPACT</b>	NA

## NOTES

1. The total costs incurred for teaching staff (row 5) and support staff (row 6) are required to be included. Column 2 should include the current costs for a full financial year for the school proposed for closure, and column 3 should include the additional costs of receiving school as a result of staff transferring.

For teaching staff, this should include regular teachers, itinerant teachers, learning support teaching staff and special education (ASN) staff.

Itinerant teaching staff includes central support services such as English as an additional language support, hearing, visually impaired services, educational psychology services.

For support staff, this should include classroom assistants, administration staff and janitorial staff.

For all staff the costs entered should include salary, NI and pension costs.

If the school proposed for closure has less than 3 staff members, then the cumulative staff costs only should be given in row 5 (for both teaching and support staff), so as to avoid possible disclosure of individual salaries.

Training costs should be identified separately in rows 7 and 8.

2. Supply costs to cover teaching and support staff. This may be held in central a budget, be devolved or shared across budgets.
3. 'Home to school' public transport costs should include those school transport costs incurred in accordance with the Council policy. 'Other public transport costs' will cover costs incurred for the transport of pupils for activities such as swimming etc.
4. Row 30 of column 3 should include the additional transport costs related to the increased home to school transport arrangements that are in place in accordance with Council policy. This figure is therefore likely to be considerably higher than the current costs.
5. This table is to capture the impact on the revenue support grant as a result of changes to GAE. Impact on GAE should consider the issues covered in the GAE section of the guidance document that accompany this template.
6. Facilities management costs will include costs related to caretaking, janitorial and security.
7. The capital costs for the receiving school should be taken across the life cycle of the school in line with the life expectancy of that school. That capital costs for the school proposed for closure should be taken across the same life cycle period.

### **Existing School Sites**

61. If the outcome of this consultation is that St Sophia's Primary School is co-located with Galston Early Childhood Centre and Galston primary School then the existing building on the current site will be declared surplus to educational requirements, following normal council procedures. Catchment areas and site plans are available as appendices 1 – 4 at the end of this document.

### **RESPONDING TO THE PROPOSAL**

62. Interested parties are invited to respond to the Proposal by making written or electronic submissions on the proposal to:
  - The Executive Director of Educational & Social Services, East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU; or
  - [education.consultation@east-ayrshire.gov.uk](mailto:education.consultation@east-ayrshire.gov.uk)
63. For the convenience of those wishing to respond, a form is provided at Appendix 5, and is also available on the council's website at:

**[www.east-ayrshire.gov.uk](http://www.east-ayrshire.gov.uk)**

Those wishing to respond are invited to state their relationship with the school – for example, "Pupil of St Sophia's Primary School", "Parent of a child at St Sophia's Primary School", "Grandparent of a child at St Sophia's Primary School", "Former pupil of St Sophia's Primary School", "Teacher of St

Sophia's Primary School", "Member of the Community" etc. Responses from the Parent Councils, staff, and Pupil Council are particularly welcome.

64. Those sending in a response, whether by letter or electronically should know that their response will be open to public scrutiny and may have to be supplied to anyone making a reasonable request to see it. If they do not wish their response to be publicly available, they should clearly write on the document:

***"I wish my response to be considered as confidential with access restricted to elected members and council officers of East Ayrshire Council."***

Otherwise, it will be assumed that the person making the response agrees to it being made publicly available.

### **RECOMMENDATIONS**

65. On 28 January 2015, the Cabinet of East Ayrshire Council agreed to adopt, for the purpose of consultation, that:

- (i) Education provision at the current location of St Sophia's should be discontinued with effect from June 2016, or as soon as possible thereafter.
- (ii) The children and young people attending St Sophia's Primary School should transfer to co-located campus with Galston Early Childhood Centre and Galston Primary School with effect from August 2016 or as soon as possible thereafter.
- (iii) otherwise note the contents of this report.

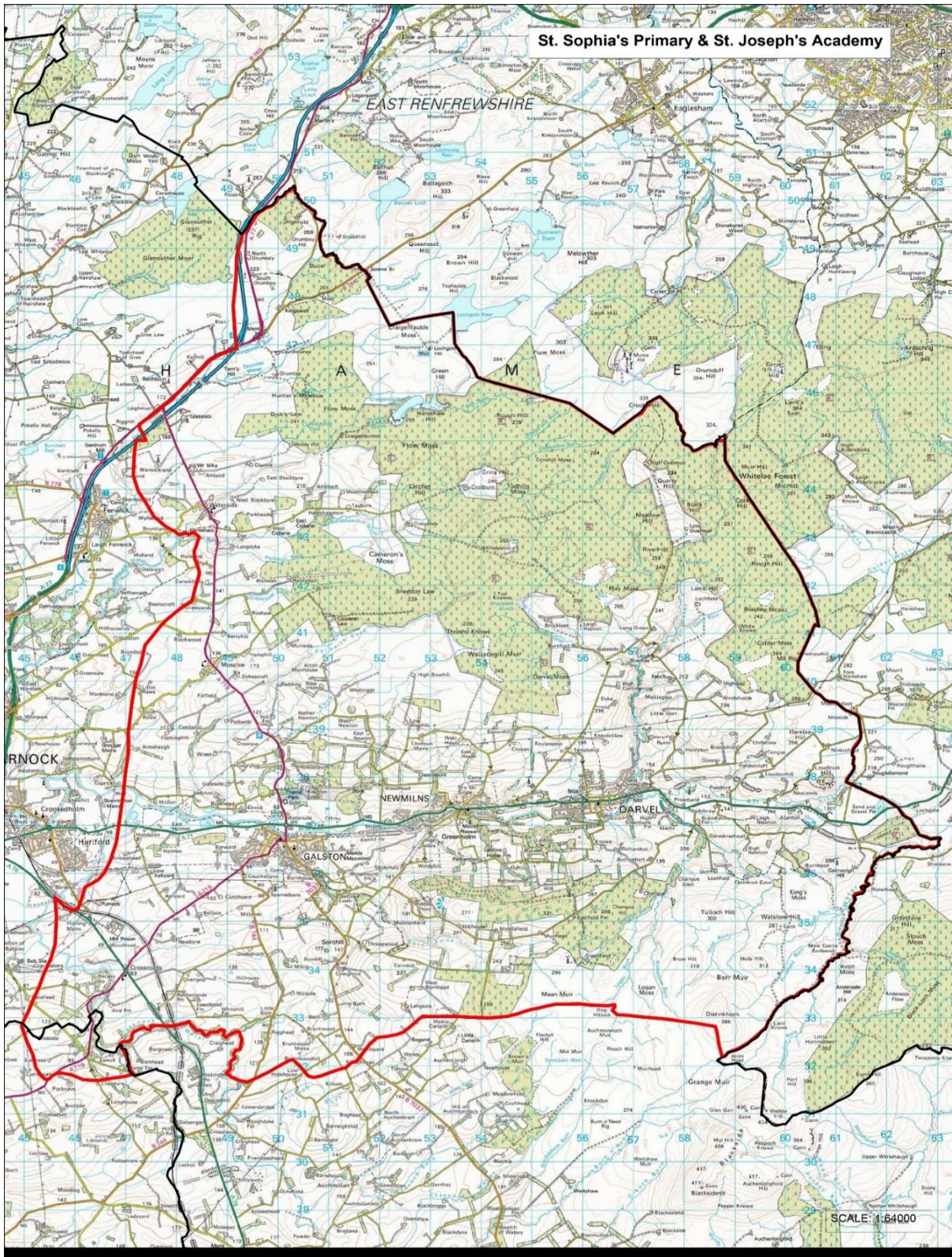
66. It is also recommended that:

- (i) Interested parties be invited to make written or electronic submissions on the proposal to:
  - the Executive Director of Educational & Social Services, East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU; or
  - [education.consultation@east-ayrshire.gov.uk](mailto:education.consultation@east-ayrshire.gov.uk)

no later than close of business Friday 27 March 2015.

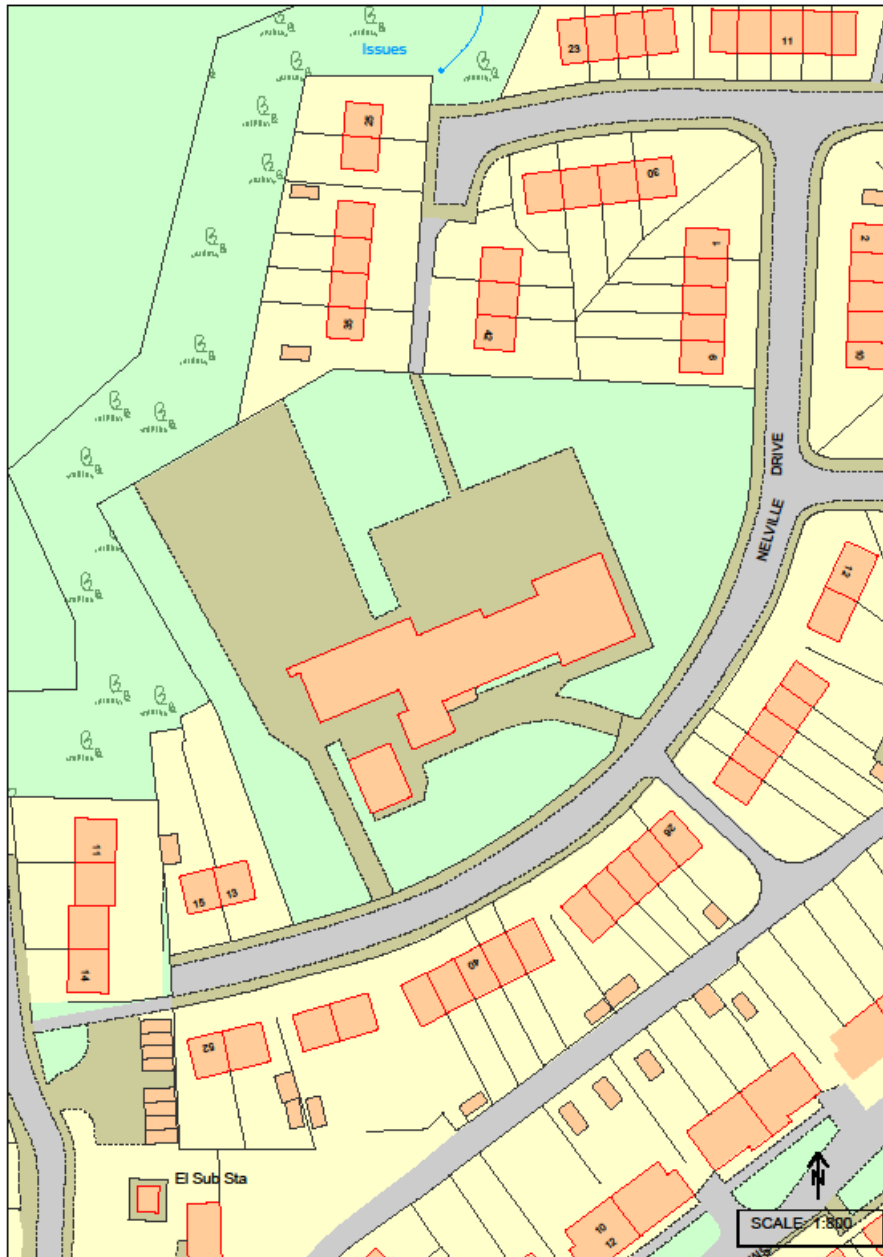
Graham Short  
Executive Director of Educational and Social Services

ST SOPHIA'S PS CATCHMENT MAP



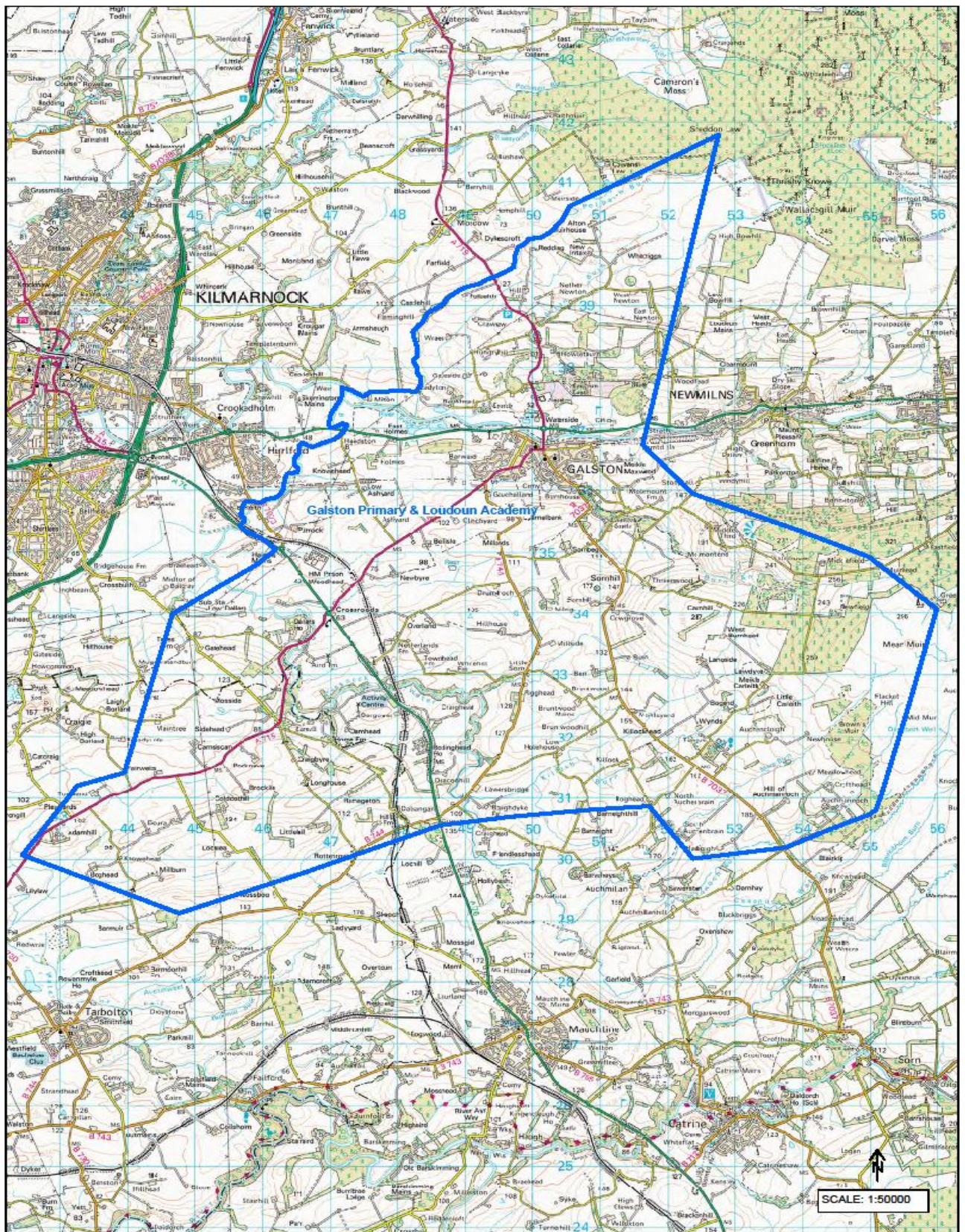


### ST SOPHIA'S PRIMARY SCHOOL SITE LAYOUT



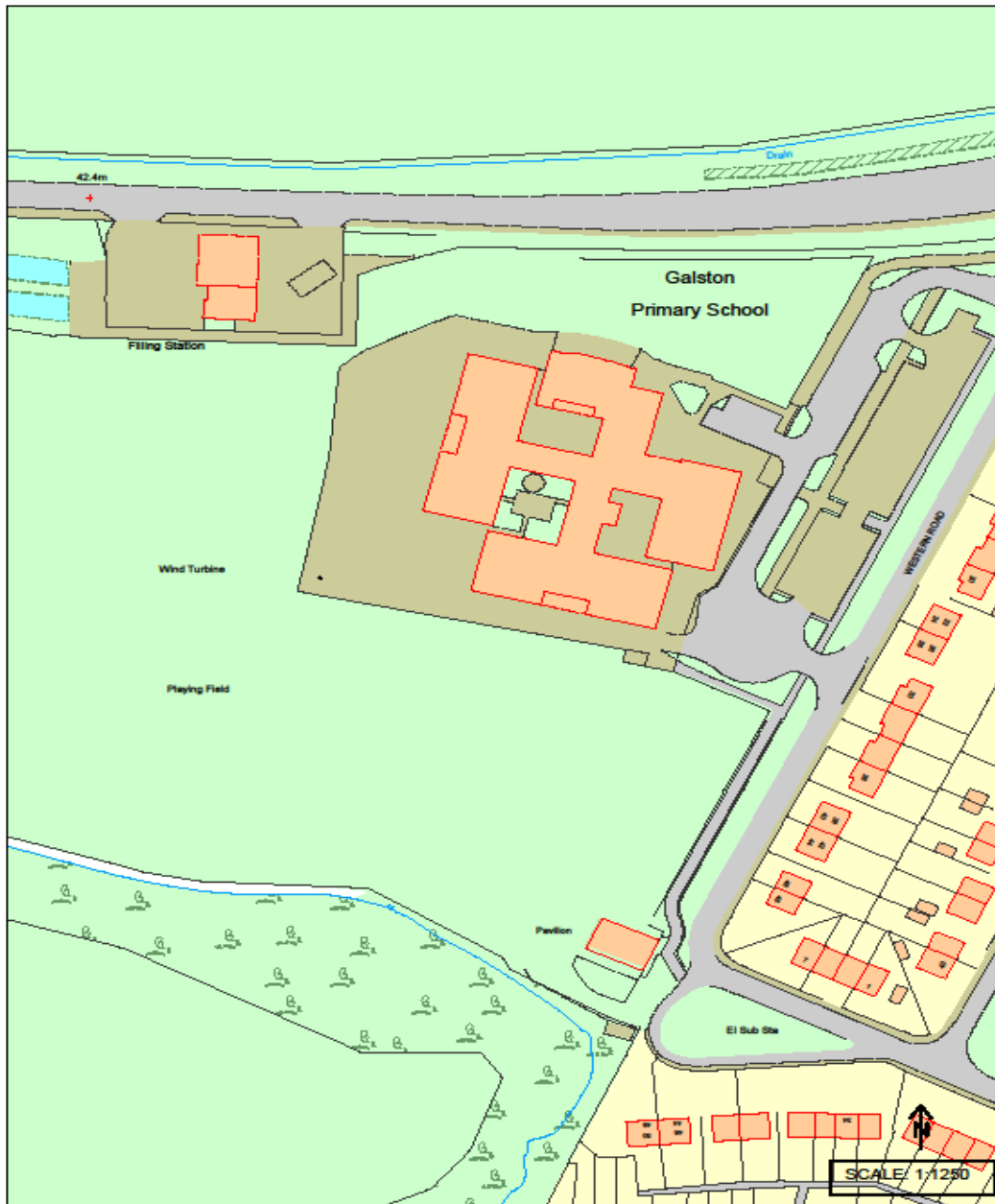
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### GALSTON PRIMARY SCHOOL CATCHMENT AREA



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GALSTON PRIMARY SCHOOL SITE PLAN



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**EDUCATION AND SOCIAL SERVICE DEPARTMENT  
CONSULTATION PROPOSAL RESPONSE FORM  
ST SOPHIA'S PRIMARY SCHOOL**

**PROPOSAL**

That subject to the outcome of this consultation exercise:

- Education provision at the current location of St Sophia's Primary School should be discontinued with effect from June 2016, or as soon as possible thereafter.
- The children and young people attending St Sophia's Primary should transfer to a campus co-located with Galston Early Childhood Centre and Galston Primary School with effect from August 2016 or as soon as possible thereafter.
- Views are also sought on the proposal that St Sophia's Primary School should transfer to a campus co-located with Galston Early Childhood Centre and Galston Primary School on the current Galston Primary School and Early Childhood Centre site.

This proposal therefore also has implications for:

- Galston Early Childhood Centre
- Galston Primary School

The consultation and response form is available online at [www.east-ayrshire.gov.uk/consultations](http://www.east-ayrshire.gov.uk/consultations)

MUST BE COMPLETED FOR A VALID RESPONSE	
Name (Please Print)	Address
	Postcode
CONFIDENTIALITY OF RESPONSE	
I wish my response to be considered as confidential with access restricted to elected members and council officers of East Ayrshire Council <input type="checkbox"/>	

PLEASE CONFIRM THAT YOU HAVE READ THE STATUTORY CONSULTATION DOCUMENT (FULL DOCUMENT) BY TICKING THIS BOX



(Please continue on a separate sheet if necessary)

**Office use:**