

Prestonpans Consultation - Frequently Asked Questions

1. What is the main purpose of the proposal and is it just a cost-cutting exercise?

Answer:

The statutory school consultation process is predicated on consulting on a proposal that is viable and deliverable and represents the very best educational outcomes for its young people. The Schools (Consultation) (Scotland) Act 2010 requires Education Authorities to produce a comprehensive Education Benefits statement that clearly sets out the benefits for children and young people affected by the proposal and that the closure of a school is proposed for positive educational reasons.

Whilst the financial information in the proposal document reflects a decrease in the revenue budget due to changes in the senior leadership/management team, the main purpose of the proposal is to address the additional challenges for children, staff and parents that currently exist with the additional stage transition between P3 and P4 and raise attainment for all.

The Educational Benefits that will arise from this proposal for all children Nursery to P7 affected or likely to be affected are clearly set out in paragraphs 61 and 62(A) to 62(M) on pages 23 to 26 in Section B of the Prestonpans Consultation Proposal Document, some of which are highlighted below:

‘H. The additional stage transition presents many challenges, the most significant being how to ensure meaningful progression and continuity of learning from Primary 3 to Primary 4. This is a crucial stage for pupils as they progress through Curriculum for Excellence levels with the expectation that most achieve First level by the end of Primary 4. Although both schools have worked well together to develop consistent approaches to planning learning, teaching and assessment, there are still opportunities to improve this further. For example, pupils can experience one approach to writing in Primary 3 and then another approach as they move into Primary 4 which can make it more challenging to build on prior learning or experiences. Therefore, removing the need for an additional stage transition to a different school at the end of P3 is likely to reduce any possible risk of slowing down of progress as children progress through the First Level of Curriculum for Excellence.

I. Currently staff work in separate schools and therefore work across either Nursery to Primary 3 or Primary 4 to Primary 7. Although the schools moderate learning, teaching and assessment across the cluster, teachers have not taught across both schools or participated in further moderation activity across both schools. The Education Service and HM Inspectors are very clear that teachers need to understand the curriculum in terms of the expectations on children both before and after the stage they are teaching. It is absolutely critical that staff have a full understanding of the breadth and depth of learning and expectations of learners across each of the Curriculum for Excellence levels. Staff also need to have a very strong understanding of child development across the stages and most often that comes from experience of working with children across different stages. This is not possible under the current separate school arrangement. The establishment of a single staff team would enable teachers to work across all stages of the school which would support professional learning and would further ensure a shared understanding of each child as a learner and expectations and progression from Nursery to Primary 7. This should bring greater curricular coherence, improved consistency of expectations and increased moderation of standards.’

As set out in paragraphs 18 to 20, pages 14 to 16, of the Consultation Proposal Document:

'Ensuring children transitioning into, through and beyond school is regarded as one of the potential barriers to children's wellbeing, continuity and progress in learning and achievement. Consistency in our approaches to planning learning, teaching and assessment, particularly at key milestones is vital for learner progression, effective transition and raising attainment for all. Pupil wellbeing is further supported where approaches are consistent through one school. There is better continuity for pupils in terms of familiarity and confidence and there are increased opportunities for pupils to develop and sustain relationships with their peers and with school staff. The need for seamless and high quality transition is recognised internationally, nationally and locally and is central to continuity of education and progression through the curriculum. East Lothian Council contacted professors in order to inform the rationale for change, this proposal and the Educational Benefits statement. Research tells us that there is not a shared understanding of transition across cluster schools. This makes it difficult to plan and prepare transition. Within a single school structure there would be a shared understanding of transition. Research suggests that relationships and communication are key to effective transition:

"Practitioners should have an excellent understanding of the experiences the child has had in the past, and will have in the future, and should work towards clear aims and roles during the transitions process."

"It is important to work with parents together to co-construct the transition, to know more about the social capital of the child and to understand what they are bringing with them to school."

(Professor Aline-Wendy Dunlop from the Department of Childhood and Primary Studies at the University of Strathclyde) '

2. Who will make the final decision about the proposal and why is there only one option?

Answer:

While it is East Lothian Council's Education Service that is conducting the proposal, it is for the elected members of East Lothian Council to decide at an East Lothian Council meeting following the conclusion of the statutory consultation period to adopt the proposal, withdraw it or seek to consult on another proposal.

The statutory consultation activities that are being undertaken with regard to this proposal are designed to encourage maximum participation. This will enable the views of all members of the community to be included in the Consultation Report for elected members to make an informed decision (*see Section A of the Consultation Proposal Document*).

As stated in the Consultation Proposal Document, *The Education (Scotland) Act 1980* places a legislative duty on the Council to ensure the adequate and efficient provision of school education across its area and must consult on certain changes in such arrangements before it can commit to delivering them. *The Schools (Consultation) (Scotland) Act 2010* sets out the statutory consultation that must be undertaken when proposing a permanent change to any of their schools. The principle of the Act is *"... to provide strong, accountable statutory consultation practices and procedures that local authorities must apply to their handling of all proposals for school closures and other major changes to schools."*

The statutory consultation process is predicated on consulting on a proposal that is viable and deliverable and represents the very best educational outcomes for its young people. The 2010 Act requires Education Authorities to produce a comprehensive Education Benefits statement that clearly sets out the benefits for children and young people affected by the proposal and that the

closure of a school is proposed for positive educational reasons. The Educational Benefits that will arise from this proposal for children affected or likely to be affected are clearly set out in paragraphs 61 and 62(A) to 62(M) on pages 23 to 26 in Section B of the Consultation Proposal Document. The Education Service believes this proposal is the only viable and deliverable option to address the additional transition challenges for children, staff and parents at these two schools and to raise attainment and achievement for all.

3. Why is the proposal happening now?

Answer:

The Prestonpans catchment area is now the only primary catchment area in East Lothian where Nursery to P3 and P4 to P7 pupils from the same catchment are taught in two separate schools with separate operational and management structures requiring these pupils to have an additional stage transition between P3 and P4.

As set out in paragraphs 16 to 17, page 13 of the Consultation Proposal Document:

‘The Education Service and schools work together to share effective practice and ensure our children’s transitions are well-planned. However, the additional stage transition between P3 and P4 presents additional challenges for children at a key point of learning within Curriculum for Excellence (CfE) First Level. This also presents a more challenging transition stage for staff which is not experienced by staff in almost every other school across East Lothian and indeed more widely across Scotland.

The challenges of the additional stage transition across two separate establishments have been present for a number of years at Prestonpans Infant & Nursery School and Prestonpans Primary School. Evidence following the Education Service School Reviews of Prestonpans Infant & Nursery School and Prestonpans Primary School in 2016 highlighted that while pastoral transitions were strong between the two schools, they needed to develop stronger and more effective links to improve continuity and progression in children’s learning from Nursery to P7 and to improve curriculum transition. While both schools have worked well together to develop more consistent approaches to planning learning, teaching and assessment, it has not been possible to fully address this given that these are two separate schools.’

Below is an extract from a recent Education Scotland inspection report from a Primary 1 to Primary 7 school, which highlights the advantages of a P1 to P7 school where staff at all stages work together to ensure continuity and progression in their learning and achievements:

‘The school has developed clear progression pathways that support staff to plan and deliver high quality experiences and outcomes building on their prior learning. The local authority has supported schools through producing pathways in literacy and English language and numeracy and mathematics. These are based on the experiences and outcomes for Curriculum for Excellence (CfE) and, in conjunction with the national benchmarks, are helping teachers to develop a shared understanding of standards and expectations. These also support both coherence and progression. Senior leaders have a clear understanding of the progress of all children as they move through the school. Most children make very good progress from their prior levels of attainment.’ (Gourock Primary School, 18 September 2018)

[Section 3 of the Standards in Scotland's Schools etc Act 2000](#), requires authorities to “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”.

Section 3D of the 2000 Act (as inserted by section 2 of the 2016 Act) introduces a requirement on education authorities to carry out their duty to ensure the delivery of improvement in the quality of school education which is provided in the schools they manage, with a view to achieving the strategic priorities of the National Improvement Framework. Section 3 of the 2016 Act further introduces sections 3F and 3H of the 2000 Act which place duties on education authorities to prepare annual plans and reports describing planned and past activity to i) reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage, and ii) achieve the strategic priorities of the NIF.

These and other duties within the Act are underpinned by section 2(1) of the 2000 Act which states that:

"Where school education is provided to a child or young person by, or by virtue of arrangements made, or entered into, by, an education authority it shall be the duty of the authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential."

The new duties imposed on education authorities by the 2000 Act as amended by the 2016 Act took effect from August 2017.

Furthermore, as set out in the ‘Education Reform – Joint Agreement, June 2018’, the Education Bill will aim to establish a Head Teachers’ charter requiring local authorities to empower Head Teachers to be responsible for deciding how best to design their local curriculum in line with Curriculum for Excellence. While Head Teachers would be required to work collaboratively with other schools as well as the local authority on curriculum design and improving learning and teaching, the continuity of curriculum for excellence across different schools is challenging and having one single school structure would support this continuity. Pedagogical approaches within the culture and ethos of one school would also be more in sync than within two separate establishments.

Since the publication of the Proposal Document, the Deputy First Minister has not pursued the Head Teacher Charter through legislation but the [Programme for Government](#) sets out the intentions regarding school empowerment including Head Teacher’s autonomy over curriculum design.

East Lothian Council considers establishing one new primary school covering nursery through to P7 under a single management structure through this proposal will enhance transition and continuity in learning across the stages in the Prestonpans catchment area from Early Level through to Second Level. This proposal represents best value in terms of the continuous improvement of primary education and early learning & childcare provision within the Prestonpans area, providing equity across all schools in the Prestonpans cluster in terms of the continuity and progression in learning for primary aged pupils from Nursery through to P7. This proposal will also ensure equity across all schools in the Prestonpans cluster in terms of Leadership and Management arrangements and bring the Leadership and Management model of the two affected schools in line with all the other schools within the cluster and across East Lothian.

East Lothian Council also considers establishing one new primary school through this proposal to be the preferable option in providing the Head Teacher with the ability to carry out effectively such duties associated with both recent and planned changes within education.

Taking all of this into account, the Council is now undertaking a statutory consultation exercise on a proposal to close Prestonpans Infant & Nursery School and Prestonpans Primary School and establish a new non-denominational single primary school structure with nursery class for Prestonpans.

4. What are the cost savings of this proposal?

Answer:

The main decrease in the revenue budget provided as part of the indicative budget for a single school structure as at 2018/19 is in relation to the senior leadership/management team. Under the scheme of Devolved School Management the entitlement for the new school would be one Head Teacher and three Depute Head Teachers. The current management arrangements across the two schools is an entitlement to two Head Teachers and four Depute Head Teachers. The overall savings would be circa £130k. Other staffing entitlements based on the DSM scheme would remain the same. The current DSM scheme, however, does not take account of the proposed split campus arrangement and as such the funding model would be adapted to reflect the context of the school.

5. Will this proposal affect the Pupil Equity Fund (PEF) allocations?

Answer:

No, this proposal will not directly affect the PEF allocations.

Primary School PEF allocations are based on the estimated number of pupils from P1 to P7 who are eligible and registered for free school meals under national eligibility criteria, using the latest available data. For example, the 2018-19 funding allocation was calculated using the most recently available Healthy Living Survey and Pupil Census data and is based on:

- The estimated number of P1-P3 pupils who would be registered for free school meals using the national eligibility criteria. This will be done by taking the proportion of pupils registered for free school meals in primary schools in 2014 and then applying those to the 2017 school rolls for P1 to P3. *Note: the 2014 free school meal registration data is used as that was the last national data collection on P1-P3 pupils registered for free school meals before the national entitlement for free school meals to all P1-P3 pupils was introduced.*
- The estimated number of P4-P7 who are registered for free school meals.

The Scottish Government will keep this approach to estimating free school meal registrations under review as it seeks to improve the quality of data for identifying children living in households affected by poverty.

6. What will the management structure of the new school be and will parents have a say in this?

Answer:

As per current protocols, the Head of Education (or nominee, i.e. the new Head Teacher), in consultation with the recognised Trade Unions, and in accordance with the Devolved School Management (DSM) staffing allocation, and job sizing/evaluation processes, will determine the staffing structure for the new school. While parents have a say regarding the appointment of a new Head Teacher through the Parent Council, they do not have a say in determining school staffing structures.

The staffing entitlement for the proposed new primary school and its nursery class, which includes administrative and support staff, will be set at the time of its establishment in line with the primary and nursery roll of the school. Head Teachers are empowered through the scheme to have flexibility to determine whether they will staff the school according to the entitlement or to vary this according to local circumstances and needs. This flexibility is common practice within our schools across East Lothian and in line with the Scottish Government's Empowering Schools policy.

The Council is proposing a headship across two campuses for the new single school structure. The Head Teacher of the new school will determine how the management team will be organised in discussion with staff in the school in order to meet the needs of learners across the two campuses.

The current DSM scheme sets out the criteria for entitlement to management and other staff posts. Any change to the current in-place management post structure that arises out of the establishment of a single school structure will be considered in light of local circumstances and the need to ensure no detrimental impact at a time of transition to a new single school structure. The Education Service will put in place interim arrangements to ensure the allocation of resources to address this requirement and will keep the situation under review as the school grows.

(see paragraphs 86 to 88, page 30, of the Consultation Proposal Document)

7. How will the Head Teacher and the school management team be organised across the two campuses and manage the increased workload of a large single school? How will communication and parental access to the Head Teacher work if the Head Teacher is managing a school across two campuses?

Answer:

The projected peak roll for the proposed new single primary school structure is in keeping with the projected rolls for other primary schools elsewhere within East Lothian. The composition of the senior leadership and management team will reflect the size of the school roll ensuring collaborative leadership at all levels. The leadership team will foster collaborative leadership to develop a shared vision for change and improvement which is meaningful and relevant to the context of Prestonpans and its community. Any increases in pupil rolls due to an increase in children arising from committed housing in the area will be reflected within the school revenue budget and staffing complement in accordance with the approved Scheme of Delegation for School and the Council's devolved school management policies.

As mentioned previously, the Head Teacher of the new school will determine how the management team will be organised in discussion with staff in the school in order to meet the needs of learners across the two campuses.

As set out in paragraph 92, page 31, of the Consultation Proposal Document:

'The Council is proposing a headship across two campuses for the new single school structure. As the two campuses are not co-located, the Head Teacher of the new school will need to determine how the management team will be organised in discussion with staff in the school in order to meet the needs of learners across two campuses. East Lothian Council's Education Service has experience of operating a large primary school across two campuses. Within East Lothian, Dunbar Primary School has a school roll of 1,275 pupils over two campuses, John Muir and Lochend, which are situated approximately 10 minutes apart. Each campus has two Depute Head Teachers with an additional Depute with responsibility for the Cove communication provision. There are three Principal Teachers. Two of the Principal Teachers have inclusion remits; one is based in John Muir Campus and one is based in Lochend campus. The third Principal Teacher is a classroom based practitioner. Both campuses have their own administration offices although administrative functions can be shared across the whole school. The Head Teacher has an office in each campus and spends time in both campuses as required each week.'

Officers of the Council have also explored the various structures in operation in other Education Authorities, including the Executive Head Teacher of two large primary schools to gain an understanding of the management structures and day-to-day management of the schools.

8. What impact will the proposal have on the teaching structure and will the current class structure remain the same within the 2 campuses?

Answer:

As set out in paragraphs 54 to 57, page 22, of the Consultation Proposal Document:

'Maximum class size legislation and the physical limitations of teaching spaces are a key factor in determining the number of classes that are required to accommodate the number of pupils on the school roll. The appropriate statutory maximum class size – P1 maximum of 25, P2 and P3 maximum of 30, P4 to P7 maximum of 33, and composite maximum of 25 - will still apply to the class organisation for the new proposed school in line with current legislation and policy.

The class structure is agreed each year in discussion with the Head Teachers before the end of the academic session for the following year. Class structures are determined by the total expected school roll and how that can be organised in line with maximum class size legislation and the planning capacity available at that time.

If the proposal is approved, the roll of the new single primary school structure will comprise pupils from both Prestonpans Infant & Nursery School and Prestonpans Primary School. Therefore, the number of classes and class structure agreed for both the affected schools for 2018/19 will comprise the class structure for the new single school structure on its establishment for the remainder of that academic session.

Thereafter, the class structure would be reviewed annually, as per current protocol, to take account of changes in the pupil roll in accordance with the Council's policies and procedures.'

Due to recent and planned house build in the Prestonpans area the primary-aged population in Prestonpans is projected to increase over the next 6 years. Any increases in the pupil rolls due to an increase in nursery and primary aged children arising from changing demographics and committed and planned housing in the area will be reflected in the staffing entitlement and revenue budget for the new school during the budget and staffing allocation processes.

9. How will children get the right support they need in a larger single school?

Answer:

The values and principles of Curriculum for Excellence and the national approach of Getting It Right for Every Child (GIRFEC) outlined in national legislation requires Education Authorities to consider a wide range of issues facing children and young people and put in place processes and supports to:

- identify and provide support to allow children and young people to overcome any barriers to learning and reach their full potential
- prevent discrimination of pupils with disabilities and protected characteristics and provide reasonable adjustments to ensure equality of opportunity in learning
- plan for accessibility of the curriculum, school information and physical access
- consider the wellbeing of children and young people

The establishment of a single school structure with a larger combined pupil roll does not mean that there will be less individualised support for pupils. The individual needs of learners are still taken into account by class teachers and support for learning staff. Entitlement to teacher numbers is linked to the number of planned classes for the academic session.

Maximum class size legislation and the physical limitations of teaching spaces are a key factor in determining the number of classes that are required to accommodate the number of pupils on the school roll. Each primary class would still require the equivalent of one-full time class teacher to teach that class. The appropriate statutory maximum class size – P1 maximum of 25, P2 and P3 maximum of 30, P4 to P7 maximum of 33, and composite maximum of 25 - will still apply to the class organisation for the new proposed school in line with current legislation and policy.

The entitlement for promoted teacher posts, support for learning and other support staff would still be set in accordance with the DSM scheme in line with the nursery and primary roll.

As set out in paragraphs 89 to 90, pages 30 to 31, of the Consultation Proposal Document, Support for Learning staffing requirements for each school, which are met through Predictable Needs funding, are determined by the Head Teacher under the DSM scheme to ensure the needs of all pupils are met. As is the case with all schools, the predictable needs funding for the proposed new primary school is dependent on the latest school roll and free meal entitlement information feeding into the predictable needs funding formula at the time the funding is allocated. If the school roll and free meal entitlement figures feeding into the formula remains the same from one year to the next, then the predictable needs funding will remain the same. If the school roll and/or free meal entitlement figures feeding into the formula change from one year to the next, then the predictable needs funding will change accordingly.

Budget allocations for Exceptional Need are made based upon the number of hours/full time equivalent (FTE) staff for specific children agreed by the Moderation Panel. These allocations are reviewed annually and are only available while the child attends school. If the child moves school then these allocations will move with them.

10. What will happen with the school uniform and will we have to buy another new one?

Answer:

As set out in paragraphs 117 to 122, pages 35 to 36 of the Consultation Proposal Document, if the proposal is approved, the uniform of the new school would be decided as part of the actions taken forward by the Transition Action Group and in consultation with parents, staff and children as part of the creation of the Transition Action Plan:

‘121. Currently the school uniform identity for Prestonpans Infant & Nursery School and Prestonpans Primary School operates with different logos and colours. Closing both schools and opening one new school will enable the school uniform identity to have the same logo and colour throughout P1 to P7. This will remove the financial burden on parents/carers having to purchase additional uniforms during the additional stage transition from P3 to P4. The cost of purchasing a new uniform for the new school would be one of the considerations for the Transition Action Group. For example, the Transition Action Group, through consultation with parents and children, may decide that the best way to manage this is to allow pupils to use their existing uniforms until they have outgrown them and/or they need replaced as a result of “wear and tear”.

122. The Education Service would wish to avoid incurring additional financial costs for parents as a result of this proposal. It is important that the Transition Action Group takes account of the recommendations set out in the [East Lothian Poverty Commission Report](#) and [East Lothian Poverty Action Plan 2017-19](#) when making any decisions about the school uniform. The authority will review clothing grant payments to parents/carers where any change to school uniform is due to the direct impact of the new school.’

11. Where is the Prestonpans Infant School extension going and when will it be extended?

Answer:

The new planned extension to Prestonpans Infant School will be located either side of the games hall providing increased capacity for primary aged children. This extension comprises ‘a two floor extension to form two additional classrooms, a General Purpose (GP) space and two tutorial/multi-purpose meeting rooms. An extension to the nursery class will also provide 60m² clear play space to provide additional eligible pre-school places. The extensions are expected to be completed in August 2019’ (see paragraph 50, page 21 of the Consultation Proposal Document)

The music room is temporarily being used as a classroom during the current academic session (2018/19) until the extension is complete and will revert to being used as a GP space.

12. Are there any plans to build any more new primary schools in the area for all the new housing?

Answer:

Prestonpans Infant and Prestonpans Primary schools have been extended to accommodate the pupils arising from new houses built in the Prestonpans catchment area. As stated above, a further expansion of Prestonpans Infant School is also being provided in August 2019.

The combined planning capacity of the buildings and facilities of Prestonpans Infant & Nursery School and Prestonpans Primary School, with the planned extension at Prestonpans Infant & Nursery School, will be 1,004. The combined planning capacity of 1,004 can accommodate the projected peak P1-P7

pupil roll of 882 pupils in 2024 for the proposed new single school structure. Further expansion of the buildings and facilities are not required as a result of this proposal. The proposed new school's capacity will be continually assessed (as is the case with all schools), in comparison to roll projections from the catchment area it provides for, and all new house building (of 5 units or more) which occurs within the catchment area (see paragraph 52, page 22 of the Consultation Proposal Document).

13. Are there any plans to change the catchment area for Prestonpans and will the pupils from Blindwells be going to Prestonpans Infant School and Prestonpans Primary School?

Answer:

There are no plans to change the primary school catchment area for Prestonpans. The associated catchment area for the proposed new primary school structure would be established in name at the same time as the new school. The new associated catchment area will follow the existing boundary of the Prestonpans primary catchment area as detailed on **Map 2** in the Consultation Proposal Document which currently serves both Prestonpans Infant & Nursery School and Prestonpans Primary School (see paragraph 53, page 22 of the Consultation Proposal Document).

The planned new Blindwells settlement has an established primary catchment area of its own, approved by East Lothian Council on 22nd June 2010. The current allocation of circa 1,600 houses is of sufficient size to require a new permanent non-denominational primary school with early learning and childcare provision to accommodate the projected eligible pre-school and primary-aged pupils arising from these 1,600 houses. The new school facility provided at Blindwells will have sufficient capacity for the pupils expected to arise from the planned housing developments.

The Council has considered the temporary "hosting" arrangements for new pupils moving into the new houses at Blindwells during the initial house build years while the new primary school facilities at Blindwells are being built. Cockenzie Primary School has been identified as the best location for the temporary "hosting" arrangement for Blindwells primary school based on its relative proximity to the proposed Blindwells site and its available capacity based on projected school rolls.

14. Why does the proposal say February 2019 and when exactly will the new school be established?

Answer:

As set out in paragraphs 105 to 112, pages 33 to 34 of the Consultation Proposal Document:

'The establishment of the new single school structure is based on the approval of the proposal by elected members and the conclusion of the full statutory consultation process, the timeline of which is set out in *Appendix 1, [page 38 of the]* Consultation Proposal Document.

Subject to the conclusion of the Scottish Ministers eight-week call-in period or the notification of the outcome of a call-in, as appropriate, if approved, the closure of Prestonpans Infant & Nursery School and Prestonpans Primary School and the establishment of the new single primary school structure will take effect from February 2019, or as soon as possible thereafter.

It is not possible to provide an exact date at this stage of the proposal for the establishment of the new school structure as this would pre-empt the outcome of the consultation. This is why the proposal refers to the establishment of the new school "*with effect from February 2019, or as soon as possible thereafter*".

The first step in establishing a new school structure is the recruitment of the Head Teacher. If the proposal is approved and Scottish Ministers decide not to call-in the proposal, the Council would be able to commence the recruitment process for the new Head Teacher post in February 2019.

If the proposal is approved and the Scottish Ministers call-in the proposal to refer to the School Closure Review Panel, the recruitment process could only commence if the Panel consents to the proposal. The maximum timescale allowed for this could mean that implementation of the proposal would not commence until after 28th May 2018.

The two affected schools would continue to function as two separate schools with separate budgets and staffing structures until the Head Teacher is in post. Once in post, the Head Teacher will assume responsibility for the leadership and management of both schools during the transition period to the new single school structure.'

The Education Authority would take forward the consultation on the name of the new school with pupils, staff and parents whilst undertaking the recruitment for the new Head Teacher. Once in post, a Transition Action Group would be set up comprising the new Head Teacher, staff and parent representatives from both schools as well as council officers and trade union representatives. The new Head Teacher would lead the Transition Action Group. The Education Authority would take forward the establishment of the new school in partnership with the Transition Action Group.

15. If the proposal is approved, will the school start and end times change?

Not necessarily. As set out in paragraph 117 in Section B of the Consultation Proposal Document, this would be a consideration for the Transition Action Group in consultation with parents, staff and children as part of the creation of the Transition Action Plan.