

**EAST LoTHIAN COUNCIL**  
**DEPARTMENT OF RESOURCES AND PEOPLE SERVICES**

**Statutory School Consultation**

**THIS IS A PROPOSAL DOCUMENT**

This consultation is on the following proposal:

**Proposed Closure of Prestonpans Infant & Nursery School and Prestonpans Primary School and the establishment of a new non-denominational primary school structure and its associated catchment area for Prestonpans**

That subject to the outcome of this consultation exercise:

- Prestonpans Infant & Nursery School and Prestonpans Primary School will be closed with effect from February 2019, or as soon as possible thereafter;
- A new non-denominational single primary school structure with nursery class and its associated catchment area will be established for Prestonpans with effect from February 2019, or as soon as possible thereafter;
- The new single school structure will operate on a split site within the existing buildings and facilities for Prestonpans Infant & Nursery School and Prestonpans Primary School;
- Children attending Prestonpans Infant & Nursery School and Prestonpans Primary School will transition to the new single school structure with effect from February 2019, or as soon as possible thereafter.
- The leadership and management of Prestonpans Early Learning & Childcare Centre will transfer to the Head Teacher of the new single school structure with effect from February 2019, or as soon as possible thereafter.

The following schools are **directly affected** by this proposal:

- Prestonpans Infant & Nursery School
- Prestonpans Primary School
- Prestonpans Early Learning & Childcare Centre

In accordance with the *Schools (Consultation) (Scotland) Act 2010*, East Lothian Council wants to hear your views on the proposal to close Prestonpans Infant & Nursery School and Prestonpans Primary School and establish a new non-denominational single primary school structure with nursery class and its associated catchment area for Prestonpans.

Within this Proposal Document you will find information about the proposal, the reasons behind it,

their likely impact and how you can tell us what you think about them.

There is also a short questionnaire at the end of this document that we are inviting as many people affected as possible to complete and return.

The Council is keen to receive comment on the proposal to close Prestonpans Infant & Nursery School and Prestonpans Primary School and establish a new non-denominational single primary school structure with nursery class and its associated catchment area for Prestonpans.

East Lothian Council would like to thank you in advance for your help and co-operation as your views are extremely important to us.

*We would like to be as open as possible with the results of this consultation so please note that your response will be anonymised and made public at the end of the consultation period. You may wish to ensure that you do not give any identifying details in your response. If you don't wish your response to be made public, you can specify this in the questionnaire and within any written response.*

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## **DISTRIBUTION**

A copy of this document, and an information leaflet, are available on the East Lothian Council Consultation Hub:

<http://www.eastlothianconsultations.co.uk/education/prestonpans-consultation>

Paper copies of the information leaflet will be available at:

- Prestonpans Infant & Nursery School
- Prestonpans Primary School
- Prestonpans Early Learning & Childcare Centre
- Cockenzie Primary School
- St Gabriel's RC Primary School
- Longniddry Primary School
- Camperdown Nursery
- Seahorse Nursery
- Longniddry Playgroup
- Puffin Playgroup
- Sandcastle Playgroup
- Tots and Teens at Preston Lodge High School
- Prestonpans Group Practice
- The Harbours Medical Practice

- Forthview Road Surgery
- Prestonpans Community Centre
- Prestonpans Library
- John Muir House, Haddington

Paper copies of the consultation document, including the questionnaire, will also be available at:

- Prestonpans Infant & Nursery School
- Prestonpans Primary School
- Prestonpans Early Learning & Childcare Centre
- Cockenzie Primary School
- St Gabriel's RC Primary School
- Longniddry Primary School
- Camperdown Nursery
- Seahorse Nursery
- Longniddry Playgroup
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- Prestonpans Group Practice
- The Harbours Medical Practice
- Forthview Road Surgery
- Prestonpans Community Centre
- Prestonpans Library
- John Muir House, Haddington

Versions of this document can be supplied in Braille, large print, audiotape or in your own language. Please phone the Public Information Officer on 01620 827199.

To be taken into consideration, responses to the consultation must be received by **Tuesday 2<sup>nd</sup> October 2018**. These can be made electronically through the online consultation questionnaire on East Lothian Council's Consultation Hub at:

<http://www.eastlothianconsultations.co.uk/education/prestonpans-consultation>

Written responses can be returned to Prestonpans Consultation, East Lothian Council, Resources and People Services, John Muir House, Haddington, EH41 3HA.

You can also deposit your written response in one of the collection boxes at the following locations from **Monday 20<sup>th</sup> August 2018** until **Tuesday 2<sup>nd</sup> October 2018**:

- Prestonpans Infant & Nursery School
- Prestonpans Primary School
- Prestonpans Early Learning & Childcare Centre
- Prestonpans Community Centre

**The affected consultees are:**

- The Parent Councils of Prestonpans Infant & Nursery School and Prestonpans Primary School
- The parents/carers of children at Prestonpans Infant & Nursery School, Prestonpans Primary School and Prestonpans Early Learning & Childcare Centre
- The parents/carers of any children expected to attend Prestonpans Infant & Nursery School, Prestonpans Primary School and Prestonpans Early Learning & Childcare Centre within two years of the date of publication of the proposal paper
- The children at Prestonpans Infant & Nursery School, Prestonpans Primary School and Prestonpans Early Learning & Childcare Centre
- The staff at Prestonpans Infant & Nursery School, Prestonpans Primary School and Prestonpans Early Learning & Childcare Centre
- The trade union representatives of the above staff
- Preston, Seton & Gosford Area Partnership
- Prestonpans Community Council

## SECTION A: SUMMARY OF PROCESS FOR THIS PROPOSAL DOCUMENT

### Schools (Consultation) (Scotland) Act 2010

1. The Council has a number of statutory duties relating to the provision of education in its area including the statutory consultation that must be undertaken when proposing a permanent change to any of their schools, including nursery schools, such as closure, relocation or change of catchment area. The *Schools (Consultation) (Scotland) Act 2010* principle purpose 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.”*

2. This Proposal Document has been prepared in accordance with the Schools (Consultation) (Scotland) Act 2010, having regard to the statutory guidance published by the Scottish Government on 14th May 2015, both of which are available for reference at the following websites:

Schools (Consultation) (Scotland) Act 2010: <http://www.legislation.gov.uk/asp/2010/2/contents>

Statutory Guidance (14th May 2015): <http://www.gov.scot/Publications/2015/05/4615>

3. The process for consultation, summarised in this section, details how the Council is undertaking this consultation.

### Consideration by Council

4. The *Education (Scotland) Act 1980* places a legislative duty on the Council to ensure the adequate and efficient provision of school education across their area. This duty applies in respect of both the current school population and anticipated pattern of demand. In addition, Councils have a statutory duty to secure best value in terms of the Local Government in Scotland Act 2003.
5. This Proposal Document has been issued to seek views on the proposals in this paper and report back to East Lothian Council on the outcome of the consultation in order that the Council can make a decision on any proposed changes.

### Proposal Document issued to consultees and published on East Lothian Council's website

6. An information leaflet setting out details about the proposal and consultation meetings will be issued to the consultees listed on page 4. Advice on where the complete Proposal Document can be obtained will be included and published on East Lothian Council's Consultation Hub:

<http://www.eastlothianconsultations.co.uk/education/prestonpans-consultation>

7. If requested, copies of the proposal document will also be made available in alternative formats or translated for readers whose first language is not English.

8. A “Frequently Asked Questions” document has also been prepared which is also available on East Lothian Council’s Consultation Hub:

<http://www.eastlothianconsultations.co.uk/education/prestonpans-consultation>

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

9. An advertisement will be placed in the local newspaper on **23<sup>rd</sup> August 2018** and **13<sup>th</sup> September 2018**. A pre-announcement was also made on the Council’s website and social media posts on the **16<sup>th</sup> August 2018**. In addition, there may be announcements related to the Proposal process on East Lothian Council’s website, Facebook page and Twitter feeds.

#### **Length of Consultation period**

10. The consultation period will commence on **Monday 20<sup>th</sup> August 2018** and last until close of business on **Tuesday 2<sup>nd</sup> October 2018**, being a period of six weeks, which also includes the minimum 30 school days.

#### **Format of Public meetings**

11. A public meeting will be held at **Preston Lodge High School on 26<sup>th</sup> September 2018 at 7pm**, the details of which are set out below in paragraphs 21-26 in Section A of this Proposal Document.

#### **Involvement of Education Scotland**

12. When the Proposal Document is published, a copy will be sent to Education Scotland by East Lothian 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. Additionally, Education Scotland will receive a summary of any oral representations made to the Council at the public meetings and drop in sessions that will be held and, as available, a copy of any other relevant documentation.
13. Education Scotland require three weeks within which to prepare a report on the educational aspects of the proposal after the Council has sent them all representations and documents mentioned above. The three-week period will not start until after the consultation period has ended. In preparing their report, Education Scotland may visit the affected schools and make such reasonable enquiries of such people there as they consider appropriate.

#### **Preparation of Consultation Report**

14. 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 and drop in session. It will then prepare a final Consultation Report. The Consultation Report will be published in electronic and printed formats and will be advertised in the local newspapers. It will be available on the Council website and from Council Headquarters (John Muir House), public libraries in the vicinity of the affected schools, and the affected

schools. Anyone who made written representations during the consultation period will also be informed about the report. The Consultation 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 meetings and drop in sessions, the Council'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. It will also set out the actions the Council has taken to address any alleged inaccuracies and omissions notified to it. The Consultation 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 had received. The Consultation Report will be published and be available for further consideration for a period of 3 weeks.

## **Decision**

15. The Consultation Report together with any other relevant documentation will be considered after the end of the 3-week period, by the Council who will come to a final decision on this matter.

## **Scottish Ministers Call-in**

16. At the end of the consultation process, Section 15 of the *Schools (Consultation)(Scotland) Act 2010* enables ministers to call-in a decision to implement the proposed closure of Prestonpans Infant & Nursery School and Prestonpans Primary School and establish a new non-denominational single primary school structure for Prestonpans.
17. Beginning on the day that the final decision is taken, the Council has a period of six working days to notify Scottish Ministers of the decision. Scottish Ministers then have a period of eight weeks from and including the date of decision to decide if they will call-in the proposal. The Council must publish the fact that the Scottish Ministers have been notified and that representations can be made to the Scottish Ministers within the first three weeks of the eight-week period. The Scottish Ministers will take into account any relevant representations that were made to them by any person within the first three weeks. The Council may not proceed with the implementation of the proposal until this eight-week period has passed.
18. If the Scottish Ministers decide to call in a closure proposal, it is then referred to the Convener of the School Closure Review Panels who has a period of seven days after a call in notice is issued to constitute a School Closure Review Panel. The Panel may decide to refuse consent to the proposal, refuse consent and remit it to the education authority for a fresh decision or grant consent to the proposal, either subject to conditions, or unconditionally. The Panel must notify the education authority of its decision within eight weeks from when the Panel was constituted or within 16 weeks if the Panel has issued a notice to the education authority that a decision has been delayed. The Council may not proceed with the implementation of the proposal until the outcome of the call-in has been notified to the Council.

19. **Appendix 1** sets out the timeline for both the Consultation and Scottish Ministers Call-in periods.

#### **Note on Corrections**

20. If any inaccuracy or omission is discovered in this Proposal Document either by the Council or any person, the Council will determine if relevant information has been omitted or, there has been an inaccuracy. It may then take appropriate action which may include the issue of a correction or the reissuing of the Proposal paper or the revision of the timescale for the consultation period if appropriate. In that event, relevant consultees and Education Scotland will be advised. The person, or persons, who have raised concerns, will receive an individual response to their submission.

#### **Public Meeting and Drop in session**

21. A formal public meeting will be held to discuss the proposal. Anyone wishing to attend the public meeting is invited to do so. The public meeting, which will be convened by East Lothian Council will be addressed by the Head of Education, and other senior officers of the Council, and chaired by an independent person.

22. The public meeting will be an opportunity to:

- Hear more about the proposal
- Ask questions about the proposal
- Have your views minuted so that they can be taken into account as part of the consultation process

23. The public meeting will be held in **Preston Lodge High School** on **Wednesday 26<sup>th</sup> September 2018 at 7pm.**

24. A drop in session will be held on **4<sup>th</sup> September 2018** at **Prestonpans Infant & Nursery School** from **12.00pm to 5.00pm.**

25. Another drop in session will be held on **11<sup>th</sup> September 2018** at **Prestonpans Primary School** from **12.00pm to 5.00pm.**

26. A minute will be taken at the public meeting of comments, questions and officer responses. A summary of the points raised 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 as explained above.



## SECTION B: PROPOSAL DOCUMENT

### Proposal:

**Proposed Closure of Prestonpans Infant & Nursery School and Prestonpans Primary School and the establishment of a new non-denominational primary school structure and its associated catchment area for Prestonpans**

That subject to the outcome of this consultation exercise:

- Prestonpans Infant & Nursery School and Prestonpans Primary School will be closed with effect from February 2019, or as soon as possible thereafter;
- A new non-denominational single primary school structure with nursery class and its associated catchment area will be established for Prestonpans with effect from February 2019, or as soon as possible thereafter;
- The new single school structure will operate on a split site within the existing buildings and facilities for Prestonpans Infant & Nursery School and Prestonpans Primary School;
- Children attending Prestonpans Infant & Nursery School and Prestonpans Primary School will transition to the new single school structure with effect from February 2019, or as soon as possible thereafter.
- The leadership and management of Prestonpans Early Learning & Childcare Centre will transfer to the Head Teacher of the new single school structure with effect from February 2019, or as soon as possible thereafter.

The following schools are **directly affected** by this proposal:

- Prestonpans Infant & Nursery School
- Prestonpans Primary School
- Prestonpans Early Learning & Childcare Centre

This proposal document is therefore issued with the intention of seeking views on one issue:

- The closure of Prestonpans Infant & Nursery School and Prestonpans Primary School and the establishment of a new single primary school structure with nursery class and its associated catchment area for Prestonpans.

## Proposal for consultation

### Introduction

1. Education Authorities have a number of statutory duties in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of school education across their area, including the provision of education for eligible pre-school children and includes any school or Early Learning & Childcare centre, which are run by the Education Authority. These duties apply in respect of both the current school population and anticipated pattern of demand and include but are not limited to:
  - i. **Section 1 of the Education (Scotland) Act 1980** requires authorities to secure for their area adequate and efficient provision of school education:  
<http://www.legislation.gov.uk/ukpga/1980/44/contents>
  - ii. **Section 17 of the Education (Scotland) Act 1980** requires authorities to provide sufficient accommodation in schools and other educational establishments under their management:  
<http://www.legislation.gov.uk/ukpga/1980/44/section/17>
  - iii. **Part 1, Section 1 of the Local Government in Scotland Act 2003**  
<http://www.legislation.gov.uk/asp/2003/1/part/1> requires authorities to secure best value by continuous improvement in performance of the authority's functions, maintaining an appropriate balance between quality and cost.
  - iv. **Section 3 of the Standards in Scotland's Schools etc Act 2000**,  
<http://www.legislation.gov.uk/asp/2000/6/section/3> 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. 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."*
2. As part of its statutory duties under the *Schools (Consultation) (Scotland) Act 2010*, the Council must consult on certain changes in arrangements for educating children in its area before it can commit to delivering them. This includes when proposing a permanent change to any of their schools, including nursery schools, such as closure, relocation or change of catchment area.

## East Lothian Council's Vision for Education

3. The **East Lothian Council Plan 2017-2022** outlines the strategy the Council will follow and details the objectives and strategic goals it has set itself over the next five years to strive to meet its vision. The Council Plan sets out the following themes and objectives for the next five years:
  - Growing our Economy
  - Growing our People
  - Growing our Communities
  - Growing our Capacity
4. The overarching objective of 'reducing inequalities within and across our communities' that was adopted when the 2012-2017 Council Plan was reviewed in 2014 remains the overarching objective of the new Council Plan. Within this context, the provision of high-quality education and early learning & childcare has an important role in contributing to both the themes and objectives in the Council Plan.
5. East Lothian Council is committed to raising educational attainment and ensuring that all children and young people have the best opportunities in life. East Lothian's Education Service aims to provide the best education in Scotland through a relentless focus on Inclusion, Achievement, Ambition and Progress for All. We will all work together to Get it Right for Every Child and to ensure that all children and young people are Safe, Healthy, Nurtured, Active, Respected, Responsible and Included. To realise our vision we will:
  - Act with ambition and integrity to open minds to the rights and values of education and help everyone to achieve their potential.
  - Work together to nurture all our children and young people.
  - Demonstrate a community working together to make that difference for every child.
  - Collectively strive for excellence and equity for all.
6. Our vision and values for education within East Lothian Council align with the Key Priorities in the National Improvement Framework for Scottish Education 'Achieving Excellence and Equity' (*Scottish Government, January 2016*) and 'Delivering Excellence and Equity in Scottish Education' (*Scottish Government, June 2016*):
  - Improvement in attainment, particularly in literacy and numeracy;
  - Closing the attainment gap between the most and least disadvantaged children;
  - Improvement in children and young people's health and wellbeing; and
  - Improvement in employability skills and sustained, positive school leaver destinations for all young people.
7. Furthermore, East Lothian Council has set out its vision for early learning and childcare in the 'Early Learning and Childcare Strategy 2016-2021', making a clear commitment to working with children, families and partners in the community to ensure that children have the best start in life and are ready to succeed. The Strategy outlines three guiding principles as follows:

- Deliver on the Scottish Government's commitment to increase the number of funded early learning & childcare hours for all three and four year olds and eligible two year olds from 600 to 1140 per year by 2020. Targeting support towards the parents, children and communities most in need.
  - To close the attainment gap through early intervention and reduce the impact of disadvantage by providing targeted support to families facing additional pressures.
  - To ensure an informed, well-qualified, skilled and motivated workforce to enable delivery of high quality early learning and childcare services capable of meeting future demand and challenges, as we move towards 1140 hours.
8. The new duties imposed on education authorities by the Standards in Scotland's Schools etc Act 2000 as amended by the 2016 Act took effect from August 2017. On 21 November 2017, East Lothian Council's Education Committee approved the [East Lothian Education Service Local Improvement Plan 2017-18](#), the education authority's annual statement of improvement objectives. One of the key outcomes identified for the Education Service in session 2017/18 to 2019/20, as set out in the plan, is consistency in our approaches to planning learning, teaching and assessment, particularly at key milestones, and continues to be a focus of the draft Education Service Local Improvement Plan for 2018-19.
9. 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. 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.

### **Current Education Provision in the Prestonpans Cluster**

10. East Lothian Council currently delivers the statutory duty to provide primary and secondary education through provision in 35 primary schools and 6 secondary schools. Each primary and secondary school has a defined catchment area. The current defined school catchment areas for East Lothian Council are as published on the Council's website: [http://www.eastlothian.gov.uk/info/878/schools/1314/school\\_catchments](http://www.eastlothian.gov.uk/info/878/schools/1314/school_catchments)
11. Cluster areas are formed from the current six secondary catchment areas and their corresponding feeder primary catchment areas to enable cluster-wide working and planning by a variety of services across the Council, including Education.
12. Early Learning and childcare provision within East Lothian Council is currently delivered through 33 Local Authority settings and 19 private and voluntary sector Partnership Centres. While there are no defined catchment areas for Early Learning & Childcare (ELC) settings, the Education Authority aims to offer ELC provision wherever possible within local communities.

13. The Prestonpans cluster comprises four primary catchment areas: Blindwells, Cockenzie, Longniddry and Prestonpans. Secondary aged pupils from the cluster are served by Preston Lodge High School and denominational primary aged pupils are served by St Gabriel's RC Primary School. Early learning and childcare in the Prestonpans cluster is currently delivered through 5 Local Authority settings and 2 private and voluntary sector Partnership Centres.
14. The Prestonpans catchment area (see **Map 2**) is currently served by two separate non-denominational schools: Prestonpans Infant & Nursery School (nursery to Primary 3 stages) and Prestonpans Primary School (Primary 4 to Primary 7 stages) with separate operational and management structures. Until recently, the Prestonpans catchment area was one of only two primary catchment areas in East Lothian where P1 to P3 and P4 to P7 pupils from the same catchment are taught in two separate schools requiring an additional stage transition between P3 and P4. The other primary catchment area in East Lothian was Haddington. Across Scotland there were only three mainstream local authority Infant Schools registered as open as at September 2017. These three schools included Haddington Infant School and Prestonpans Infant & Nursery School.
15. Between 8<sup>th</sup> January and 26<sup>th</sup> February 2018, the Council undertook a statutory consultation on a proposal to close Haddington Infant School and King's Meadow Primary School and establish a new single non-denominational primary school for Haddington. The proposal was put forward to address the additional transition challenges present at the two schools for children, staff and parents with regard to the additional stage transition between Primary 3 and Primary 4. In line with the *Schools Consultation (Scotland) Act 2010*, Education Scotland considered the education aspects of the proposal and reported there were clear educational benefits. The proposal was approved by Elected Members on 24<sup>th</sup> April 2018 and is now being implemented following the decision by Scottish Ministers not to call-in the proposal.
16. 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.
17. The challenges of the additional stage transition across two separate establishments have been present for a number of years and are also present 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 school, 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.
18. 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. The [General Teaching Council for Scotland \(GTCS\) standards](#) sets out the requirements for student and registered teachers. Section 2.3.1 of the standard for full registration requires registered teachers to:

- *"have secure knowledge and detailed understanding of the stages of learners' cognitive, social and emotional development which they are able to use to take an holistic account of all learners' needs;*
- *have secure knowledge and detailed understanding of learning theories and draw on these systematically in planning, teaching and learning;*
- *have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected to professional practice"*

19. 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)*

20. 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.
21. 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.

22. As a result, 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.
23. 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.
24. 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. While Prestonpans Early Learning & Childcare Centre is a separate establishment with a separate budget and will continue to function as a separate establishment if the proposal is implemented, it does come under the management and leadership of the Head Teacher of Prestonpans Infant & Nursery School. Therefore, the leadership and management of Prestonpans Early Learning & Childcare Centre is directly affected by this proposal and is considered in this Proposal Document.
25. 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 *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. This proposal is put forward by the Council to address the additional transition challenges present at the two affected schools for children, staff and parents with regard to the additional stage transition between Primary 3 and Primary 4 and continuity and progression for all Nursery to P7. The Council believes that this proposal is the most reasonable, viable and appropriate course of action open to it in providing primary education and early learning & childcare provision within the context of these schools. The reasons for the Council coming to this view and consulting on this proposal are set out in this Proposal Document. 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.
26. The proposed closure of Prestonpans Infant & Nursery School and Prestonpans Primary School

and establishment of a new single primary school structure with nursery class in Prestonpans will **directly affect** the following schools and is considered in this Proposal Document:

- Prestonpans Infant & Nursery School
- Prestonpans Primary School
- Prestonpans Early Learning & Childcare Centre

27. The following schools are **indirectly affected** by the proposal:

- Preston Lodge High School
- Cockenzie Primary School
- Longniddry Primary School
- St Gabriel's RC Primary School

28. The factors which have been considered in the development of this Proposal Document are:

- The responsibilities associated with the National Improvement Framework and the new duties imposed on education authorities by the *Standards in Scotland's Schools etc Act 2000* as amended by the 2016 Act.
- The agreed principles underpinning the development of an empowered school led system set out in the 'Education Bill Policy Ambition – Joint Agreement', June 2018 <https://www.gov.scot/Publications/2018/06/8745/downloads>
- The duties placed on local authorities in relation to the adequate and efficient provision of school education in their area.
- The duties placed on local authorities to secure best value in the delivery of services.

29. If approved, implementation of this proposal will mean:

- Prestonpans Infant & Nursery School and Prestonpans Primary School will be closed with effect from February 2019, or as soon as possible thereafter.
- A new non-denominational single primary school structure with nursery class and its associated catchment area will be established for Prestonpans with effect from February 2019, or as soon as possible thereafter.
- The new single school structure will operate on a split site within the existing buildings and facilities for Prestonpans Infant & Nursery School and Prestonpans Primary School.
- Children attending Prestonpans Infant & Nursery School and Prestonpans Primary School will transition to the new single school structure with effect from February 2019, or as soon as possible thereafter.
- The leadership and management of Prestonpans Early Learning & Childcare Centre will transfer to the Head Teacher of the new single school structure with effect from February 2019, or as soon as possible thereafter.



- St Gabriel's RC Primary School would continue to serve denominational primary aged pupils from the associated catchment area of the new single primary school structure.
- Preston Lode High School would continue to serve secondary aged children from the associated catchment area of the new single primary school structure.

## School Pupil Rolls and Capacity

### Pupil Numbers

30. Non-denominational primary education in the Prestonpans catchment area is currently provided through two separate schools: Prestonpans Infant & Nursery School (for nursery to P3 stages) and Prestonpans Primary School (for P4 to P7 stages). Table 1 below shows the 2017 Pupil Census Rolls and current occupancy rates at both the schools:

**Table 1: Prestonpans Infant & Nursery School and Prestonpans Primary School Pupil Roll as at September Census 2017 and School Primary Capacity as at August 2018**

School Name	Planning Capacity (April 2018)	No. of classes for capacity	2017/18 Pupil Census roll	2017/18 % Occupancy Rate
Prestonpans Infant & Nursery	410	15	356	86.8%
Prestonpans Primary	504	16	361	71.6%

31. Denominational primary aged pupils from the Prestonpans catchment area have the option to attend St Gabriel's RC Primary School if they wish to do so. A number of primary pupils living in the Prestonpans catchment area attend St Gabriel's RC Primary School or a school in another catchment area, as shown in Table 2 below:

**Table 2**

Catchment Area	Pupils attending school in catchment area	Pupils attending RC school in cluster	Pupils attending school out with catchment area	Total
Prestonpans	671	167	111	<b>949</b>

32. Prestonpans Infant & Nursery School also has a nursery class contributing to the early learning & childcare provision within the Prestonpans cluster for children aged 3-5 years old. Under the current entitlement of 600 hours of funded ELC, nursery class capacity is expressed as morning and afternoon places, e.g. if a nursery has a building capacity of 60/60 that means it has the physical capacity to accommodate 60 children in the morning session and 60 children in the afternoon session. Table 3 below details the current nursery building capacity and nursery roll of Prestonpans Infant & Nursery School as at June 2018.

**Table 3: Prestonpans Infant & Nursery School Nursery Class Roll & Capacity, June 2018**

Establishment	Building Capacity	Pupil Roll (June 2018)
Prestonpans IS Nursery Class	60 / 60	118

33. In line with the Scottish Government's intention to increase the entitlement of funded ELC from the current 600 hours per pupil per calendar year to 1,140 hours by 2020 – for all 3 to 5 year olds and eligible 2 year olds - the Council plans to introduce more flexible arrangements for parents/carers. East Lothian Council's long-term vision for early learning & childcare provision in the Prestonpans Cluster will be considered as part of the 1140 expansion plan [Expansion of Early Learning and Childcare to 1140 Hours - Draft Implementation Plan](#). Increasing the entitlement will require a substantially larger workforce, significant investment in infrastructure, and new, innovative models of delivery. As a result, the Scottish Government has invested in trials to test different models for increasing the ELC entitlement. Prestonpans Early Learning & Childcare Centre, which comes under the leadership and management of the Head Teacher of Prestonpans Infant & Nursery School, is one of the first trials set up in East Lothian during 2017/18 offering an 1,140 hours based model with the capacity to accommodate a maximum of 44 eligible 2 to 5 year olds. As stated earlier in paragraph 24, Prestonpans Early Learning & Childcare Centre is a separate establishment with a separate budget and will continue to function as a separate establishment if the proposal is implemented.

#### **Determining Primary School Building & Nursery Class Capacity**

34. Primary School Planning Capacity and Working Capacity is calculated generally in accordance with the Scottish Government guidance on Determining Primary School Capacity (October 2014) using the approach set out in Part 2 of the Guidance and in accordance with Sport Scotland Guidance on Primary School Sports Facilities.
35. The maximum capacity for nursery classes under the management of education authorities are restricted by Care Inspectorate requirements for the buildings (net area of classroom spaces and numbers of pupil toilets) based on The School Premises (General Requirement and Standards) (Scotland) Regulations 1967 (as amended) <http://www.legislation.gov.uk/ukxi/1967/1199/made> and the 'National Care Standards – early education and childcare up to the age of 16' (revised September 2009) - <http://www.gov.scot/Resource/Doc/349451/0116828.pdf>
36. The overall size of a primary school is based on the area allocation required for the projected pupil numbers using the Scottish Futures Trust standard area metrics. Nursery places are also generally expected to be delivered within the same metric as the relevant primary school band. For example, a single stream primary school with a design capacity of 231 pupils would be expected to be delivered within 8.5m<sup>2</sup> per pupil. If the school also had a 30/30 nursery this would be expected to be delivered within the same 8.5m<sup>2</sup> per pupil rate so a total of (231+30) x 8.5 = 2,218.5 m<sup>2</sup>.

37. A schedule of accommodation is developed from the global space allocation including, but not limited to, general classrooms, and other specialist spaces, ICT, art, music, drama and PE areas, together with general core accommodation for social, dining and staff. The schedule of accommodation for each school is developed through consultation between the Council and relevant stakeholders from the school and wider community including Community Planning partners.
38. The current overall condition of Prestonpans Infant & Nursery School as reported to the Scottish Government in April 2018 is rated as 'C – Poor' and Prestonpans Primary School is rated as 'B – Satisfactory'. The current suitability rating as at April 2018 for both Prestonpans Infant & Nursery School and Prestonpans Primary School is 'B – Satisfactory'. Condition and Suitability ratings are based on Scottish Government criteria measured on an A-D scale, representing:

Rating	Condition Criteria Description	Suitability Criteria Description
A: Good	Performing well and operating efficiently	Performing well and operating efficiently
B: Satisfactory	Performing adequately but showing minor deterioration	Performing adequately but with minor problems
C: Poor	Showing major defects and/or not operating adequately	Showing major problems and/or not operating optimally
D: Bad	Economic life expired and/or risk of failure	Does not support the delivery of services to children and communities

39. A programme of priority works will be planned over the next five years to improve the overall condition rating of Prestonpans Infant & Nursery School from a 'C' to a 'B'.

#### **Planned Housing Developments in the Prestonpans Infant & Nursery School and Prestonpans Primary School catchment area**

40. The East Lothian Council Housing Land Audit (HLA) 2017 sets out the sites in the established housing land supply and additional sites allocated over and above these to meet the SDPs Housing Land Requirements. The housing development sites that are in the Prestonpans catchment area are detailed in Table 4 below:

**Table 4: Housing Development Sites Summary**

Site Name	Latest Planning App Reference	Total No. of Units
Edinburgh Rd, Prestonpans	15/00487/P	14
Rope Walk, Prestonpans	14/01022/P	6
Edinburgh Rd/Dolphingstone	15/00473/PPM	160

#### **Projected Pupil Rolls**

41. The projected primary pupil rolls for Prestonpans Infant & Nursery School and Prestonpans Primary School to 2031 as at April 2018, taking into account pupils from current planned and committed developments (i.e. new housing with planning consent), as per Table 4 above, are

shown in Tables 5 and 6 below:

**Table 5: Projected Primary Pupil Rolls for Prestonpans Infant & Nursery School to 2031 as at April 2018**

2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
381	372	402	363	372	358	373	377	367	355	353	358	363	365

**Table 6: Projected Primary Pupil Rolls for Prestonpans Primary School to 2031 as at April 2018**

2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
410	452	462	512	500	505	509	469	471	463	476	463	460	454

42. Table 7 below further shows the projected pupil roll of the combined P1 to P7 stages for the proposed new single primary school structure from 2018 onwards:

**Table 7: Projected Primary Pupil Rolls for Proposed New Single Primary School Structure to 2031 as at April 2018**

2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
791	824	864	875	872	863	882	846	838	818	829	821	823	819

43. Table 7 above shows that the combined primary-aged population in the Prestonpans catchment area is projected to increase over the next 6 years to 2024 to a peak of 882 P1 to P7 pupils as a result of population demographics and planned new housing developments.

### **Projected Population Methodology**

44. The Council takes a number of factors into account when projecting pupil rolls, gathering information from NHS Lothian and information held on the Education Management Information System. The key factors influencing each forecast are:

- baseline population roll for each school or ELC establishment
- the number of births in each school catchment area in East Lothian
- net stage migration rates for each school or catchment area
- the number of houses planned to be built in a school's catchment area
- P7 to S1 transfer rates
- S4-S5 and S5-S6 stay-on rates
- average new build child per house ratios

45. The pupil roll projections are trends-based forecasts and take into consideration a wide range of evidence from the local catchment area and/or local authority Education establishment (as appropriate). This evidence includes the number of births and children (pre-school, primary and secondary school age) attending East Lothian schools and ELC provision from new build housing developments in each catchment area since 2003/04.

46. The methodology for forecasting primary and secondary school rolls has been in use in East

Lothian Council since 1996 and was originally developed by Lothian Regional Council. The methodology for projecting eligible 2 year olds, 3 to 5 year olds and Additional Support Needs (ASN) Specialist Provision populations within each catchment area was developed by East Lothian Council during 2015 and 2016.

47. The Council acknowledges that it is difficult to accurately predict pupil populations and school rolls over a long timeframe. The projections are a best estimate of what the size of each relevant pupil population will be in the future when particular assumptions are made on the baseline roll. The assumptions applied are based on current demographics, averages and historical trends and do not allow for future changes in local or national policy that may also influence population changes. Whilst the assumptions have proved generally reliable, the nature of the exercise means that they cannot be regarded as a prediction. They are therefore subject to annual review.
48. The projections are strongly influenced by the initial baseline population as well as proposed new house build. Material changes in the number and phasing of proposed new houses between different planning applications being lodged may subsequently change previously modelled projections. Similarly, changes in baseline population and occupancy levels can have an impact on whether a proposed development can be accommodated within existing education capacity or not. As the baseline changes each year and house completion rates change it then impacts on the assumptions that are made about future births, migration, secondary school stay-on rates etc. The process of population change is cumulative and therefore the reliability of projections decreases over time. Projections for areas with small populations are also less reliable as baseline population changes have a bigger impact more quickly than in areas with larger populations.

#### **Location of Proposed New Single Primary School Structure**

49. If approved, the new single primary school structure would operate on a split site within the existing buildings and facilities of Prestonpans Infant & Nursery School and Prestonpans Primary School. The current location of Prestonpans Infant & Nursery School is identified by the **blue polygon** on **Map 1** and the location of Prestonpans Primary School is identified by the **orange polygon** on **Map 1**. The current location of Prestonpans Early Learning & Childcare centre is identified by the **green polygon** on **Map 1**.

#### **Planned Extension of Existing Sites**

50. Prestonpans Infant & Nursery School is due to be extended to accommodate the projected eligible pre-school and P1-P3 pupils arising from new houses in the Prestonpans catchment area. This planned extension comprises a two floor extension to form two additional classrooms, a GP space and two tutorial/multi-purpose meeting rooms. The extension to the nursery class will provide 60m<sup>2</sup> clear play space to provide additional eligible pre-school places. The extensions are expected to be completed in August 2019. The primary pupil planning capacity of the building will be increased from 410 to 500 as a result of this work.

51. The current planning capacity for Prestonpans Primary School is 504. There are no plans to extend Prestonpans Primary School. The projected P4-P7 pupil rolls for Prestonpans Primary School to 2031, taking into account new pupils from current planned and committed new housing developments in the Prestonpans catchment area can be accommodated within the existing planning capacity of the buildings.
52. 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 1004. The combined planning capacity of 1004 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.

### **Catchment Area for Proposed New Single Primary School Structure**

53. 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** which currently serves both Prestonpans Infant & Nursery School and Prestonpans Primary School.

### **Class Structure of the Proposed New Single Primary School Structure**

54. 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.
55. The class structure of each school 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.
56. 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.
57. 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.

## **School Dining/Catering Arrangements**

58. If approved, the new single primary school structure would operate from within the existing buildings and facilities of Prestonpans Infant & Nursery School and Prestonpans Primary School. Therefore, there is no direct impact on the current school dining/catering arrangements for children attending Prestonpans Infant & Nursery School and Prestonpans Primary School as a result of this proposal.

## **Shared Assemblies**

59. The maximum capacity for the Gym Hall at Prestonpans Infant & Nursery School is 516 and the maximum capacity for the hall at Prestonpans Primary School is 510. While the capacity of each hall will present opportunities for shared assemblies across different stages, it would not be possible to have a whole school shared assembly in either of these halls if the total roll exceeds the maximum capacity of either of these two halls.
60. An alternative solution would be to have a whole school shared assembly in a community facility nearby that would have the capacity to accommodate all the staff and pupils, for example Preston Lodge High School.
61. This would not be a unique situation for the proposed new school structure as there are other schools in East Lothian where the capacity of the school hall is not large enough to accommodate the whole school all at once. In such instances, staff embrace the opportunity to hold cross-stage assemblies to share learning, support inter-disciplinary learning experiences and develop further a sense of belonging to one community.

## **Education Benefits Statement**

62. The Educational Benefits Statement, for the proposal, 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)

<http://www.legislation.gov.uk/asp/2010/2/contents>

*“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.”*

63. As required by the *Schools (Consultation) (Scotland) Act, 2010*, this Educational Benefits Statement is written from the perspective of benefits, should the proposal be implemented. Additionally, the self-evaluation tool provided by Education Scotland was used to ensure compliance with the amended procedures now in place from the Act.

- A. The East Lothian Partnership's aim for East Lothian is set out in its statement of intent:

*"We will work in partnership to achieve an even more prosperous, safe and sustainable East Lothian, with a dynamic and thriving economy that enables our people and communities to flourish."*

- B. Education is fundamental in shaping a child's life. Getting a good education improves the likelihood of earning a higher income, enjoying better health and living longer. East Lothian Council's vision is to provide the best education service in Scotland via Inclusion, Achievement, Ambition, Attainment and Progress for All. We strive to achieve our vision and these principles through the actions taken by the Education Service to improve the quality of experiences we provide for children, young people, adults and families of East Lothian.
- C. As stated earlier in paragraphs 9 and 19 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. 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.'* (Professor Aline-Wendy Dunlop from the Department of Childhood and Primary Studies at the University of Strathclyde)

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.

- D. 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.
- E. Transition and continuity in learning across the stages from Early Level through to Second Level is enhanced by strong, consistent leadership across Early Level through to Second Level. The continuity of curriculum for excellence across different schools is challenging. Having one single school structure would support this continuity. Leadership and management of the curriculum in a single school structure provides more opportunities for staff to work together and support shared pedagogical approaches from nursery to P7, building on early years practice. Pedagogical approaches within the culture and ethos of one school would also be more in sync than within different schools.
- F. As stated earlier in paragraphs 14 to 17, 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. Evidence following the Education Service Reviews of these schools in 2016 highlighted that they needed to develop stronger and more effective links to improve curriculum transition.

- G. The proposed closure of the two schools and the establishment of a new non-denominational primary school under a single operational and management structure will provide the opportunity to develop a coherent and progressive curriculum from Early Level through to Second Level. It will also provide the opportunity to develop consistent learning and teaching experiences for pupils across both existing schools. Communication between teachers and between parents and teachers is more likely to be better with information passing within the school, including academic, pastoral and emotional information. This will support much smoother and improved pastoral and curricular transitions across the stages from Nursery through to Primary 7 with staff and management who know them well.
- 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.
- J. Pastoral transition would be better met through more and improved opportunities for staff to build relationships with families from Nursery and sustain those relationships through to

Primary 7, especially for those pupils who require enhanced support. This proposal would enable information and practice to be shared across the whole learning community to better meet the needs of pupils.

*'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)

- K. The Education Service is committed to the presumption of mainstream and the inclusion, engagement and involvement of all children. Support for Learning and Support Staff play a critical role in supporting children who require additional support for learning. Children requiring support benefit from working with those who know their pastoral and learning needs well. Often, staff move from stage to stage with the children they support. Currently, the existing school structure does not enable Support Staff to transition with children receiving additional support from Prestonpans Infant & Nursery School to Prestonpans Primary School.
- L. Creating successful partnerships is crucial for schools to work effectively and time needs to be spent creating a shared whole school identity and ethos. In order for this to happen, there would be a need to develop a shared vision, values and aims. The establishment of a new school would provide opportunities for the development of new vision, values and aims which are shared across the whole school learning community from Nursery to Primary 7. These would be created, shared and understood by pupils and the whole school community through, for example, shared assemblies.
- M. The proposed closure of the two schools and the establishment of a new single primary school structure would lead to one Parent Council established with equitable membership across all stages of the school. This would enable parents to build and develop consistent relationships from Nursery to Primary 7 and to influence and support developments across the whole learning community.

### **Summary – Balancing Educational Benefits**

- 64. In considering how educational benefits weigh against any potential disadvantages reference should be made to the impact on the other schools and communities within the area. All of the schools affected by this proposal currently provide an effective education for their children and young people. Section 3D of the *Standards in Scotland's Schools etc Act 2000* (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. The Council recognises this duty as an opportunity to enhance the learning opportunities for young people whilst bringing positive benefits to the whole learning community.

65. The Council believes this proposal will improve the continuity and progression in learning across all curriculum areas and stages of learning from Early Level through to Second Level in the Prestonpans catchment area. Therefore, the proposed closures and establishment of a new single primary school structure will have a positive impact on the children in both schools by further developing and enhancing a shared ethos, vision, values and aims from the nursery class through to Primary 7.
66. Establishing a new non-denominational primary school covering Nursery through to Primary 7 under a single management structure will secure best value, providing more equitable education provision across the School Estate where almost all schools operate as Nursery to Primary 7 settings. This proposal will also ensure equity across all schools in the Prestonpans cluster in terms of Leadership and Management arrangements.
67. The Education Service acknowledges that for some children the additional stage transition may be a positive experience, however, this is not the experience of all pupils transitioning from P3 to P4 between the two schools. For example, under the current two-school structure, children in Primary 3 with additional support needs who have built up relationships with pupil support assistants have to start again and build up relationships with new staff when they move into P4. Children's relationships with staff and teachers are crucial to their support network. A single school structure would enable staff to build relationships from Nursery and sustain those relationships through to P7, especially for those pupils who require enhanced support, and help improve children's social, emotional and mental well-being. Familiar environments are also important and while the proposed new school would be operating over two campuses, there would be more opportunities within the curriculum under a single school structure to work on common projects, for example, across different stages and the two campuses.
68. The single school structure split campus arrangement will also continue to provide opportunities for P3 children to act as role models within their campus, while also offering more opportunities for buddying and peer learning between the two campuses.

### **Consideration of alternative options**

69. The alternative to the closure of Prestonpans Infant & Nursery School and Prestonpans Primary School and establishment of a new non-denominational primary school under a single operational management structure is to continue with two separate establishments with separate staffing structures, management teams and identities. While the Education Service would continue to work with both schools to focus on improvement in the consistency of learning & teaching and continuity and progression, the Council may not be able to fully address the additional transition challenges for children, staff and parents to better meet the needs of all pupils.

### **Transition arrangements**

70. 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.

71. The first step in establishing a new school structure is the recruitment of the Head Teacher. The two schools would continue to function as two separate schools with separate budgets and staffing structures until the Head Teacher is in post.
72. 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 Head Teacher will also assume responsibility for the leadership and management of Prestonpans Early Learning & Childcare Centre. The budgets for Prestonpans Infant & Nursery School and Prestonpans Primary School would remain as set for the academic session under the responsibility of the appointed Head Teacher until the establishment of the new single school structure. Any additional resources required to assist the Head Teacher during the transition period will be provided. Prestonpans Early Learning & Childcare Centre is a separate early learning & childcare establishment. Although it is under the leadership and management of the Head Teacher of Prestonpans Infant & Nursery School, it has its own separate budget, which is not affected by the implementation of this proposal.
73. Once a Head Teacher is appointed and 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 will lead the Transition Action Group. The Education Authority will take forward the establishment of the new school in partnership with the Transition Action Group.
74. Children currently attending Prestonpans Infant & Nursery School and Prestonpans Primary School will not be significantly affected by the closure of the two schools as the new single primary school structure and its nursery class would operate within the existing buildings and facilities of Prestonpans Infant & Nursery School and Prestonpans Primary School.
75. For those children with Additional Support Needs there are well established procedures to identify particular learning needs and provide the required support measures during transition. Such work involves close liaison with parents and carers and, where relevant, Community Planning Partners. During the transition period, the new Head Teacher will support collaboration between the Support for Learning team across both schools. Support for Learning staff would liaise with each other to ensure that the learning, pastoral and social needs of children are met fully.
76. There is no change to the primary catchment boundary for the Prestonpans catchment area as a result of this proposal. The current policies on School Admission and Placing Requests would continue to apply to the new single primary school structure.
77. Parents of eligible pre-school children would continue to apply for early learning and childcare provision at the new primary school nursery class through the Council's existing Nursery Admissions processes.

78. Denominational primary aged children from the associated catchment area of the new single primary school structure would have the option to attend St Gabriel's RC Primary School if they wish to do so as per current arrangements.
79. Secondary aged children from the associated catchment area of the new single primary school structure would attend Preston Lodge High School as per the current catchment arrangements.

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

80. If approved, the new single primary school structure would operate from within the existing buildings and facilities of Prestonpans Infant & Nursery School and Prestonpans Primary School. Therefore, there is no direct impact on the current travelling and transport arrangements for children attending Prestonpans Infant & Nursery School and Prestonpans Primary School as a result of this proposal.
81. The Council's policy on school transport would continue to apply to the new single primary school structure.

#### **Staff Implications**

82. The staffing entitlement for the proposed new single primary school structure and its nursery class will be set in line with the primary and nursery pupil roll of the school and calculated in accordance with the approved Scheme of Delegation for Schools and the Council's devolved school management (DSM) policies.
83. Reconfiguration of existing core staffing arrangements will be required as a result of this proposal. Revised staffing arrangements are managed in accordance with the Council's policies and procedures. Since the roll of the new school structure would comprise pupils from the two closed schools there are specific arrangements for issues such as recruitment to promoted posts in the new school. Most teaching and ancillary staff will however transfer to the new school in proportion to the school roll and the Council has specific procedures in place that will be followed. Revised staffing arrangements for the new school structure will be managed in line with the Council's 'Protocol for School Merger' for both teaching and support staff.
84. The post of Head Teacher within the new school is deemed to be a "new" job against which Head Teacher(s) of the closed schools are not eligible to claim a match. The recruitment of the new Head Teacher will be carried out in line with current East Lothian recruitment procedures, appointing the best candidate for the vacancy. Recruitment will be open to all appropriately qualified staff from East Lothian and beyond. However, the Council also has an obligation to redeploy any displaced Head Teacher to an appropriate vacancy within the Council. When a post-holder is declared surplus, it is for the local authority to identify what current positions are available and that are a 'best fit' taking into account the knowledge and experience of the individual. Consultation should be undertaken with the Parent Council of the receiving school when redeployment to Head Teacher posts are being considered. Detailed duties under the Parental Involvement in Head Teacher and Deputy Head Teacher Appointments (Scotland)

Regulations 2007, Regulation 5(1) and (2) shall not apply where the education authority decides, following consultation in terms of regulation 4, that the post of Head Teacher be filled by redeploying to that post an existing Head Teacher currently employed elsewhere.

85. All staff, other than the Head Teacher(s), from the closed schools will be eligible to be matched to jobs in the structure of the new school. Prestonpans Early Learning & Childcare Centre is a separate early learning & childcare establishment. While the leadership and management of the Prestonpans Early Learning & Childcare Centre will be affected by implementation of this proposal, it has its own separate budget and will continue to operate as a separate establishment under the leadership and management of the Head Teacher of the new school. Therefore, reconfiguration of existing core staffing arrangements at Prestonpans Early Learning & Childcare Centre is not required as a result of this proposal.
86. 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 DSM staffing allocation, and job sizing/evaluation processes, will determine the staffing structure for the new school. 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. However, it should be noted that the Head Teacher of the new school can determine the management structure for the school using the allocated funding for the staffing structure. 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.
87. As mentioned in paragraph 86 above, 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. For example, the school roll may deliver an entitlement and funding for three Depute Head Teachers, but the Head Teacher may decide to have two Depute Head Teacher posts in place and have additional management posts such as a Principal Teacher instead. This can similarly be the case with other posts in the school.
88. 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 Department 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.
89. Support for Learning staffing requirements, 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. Overall the DSM scheme delivers an entitlement to financial resources based on a

criteria. Predictable Needs funding is allocated to each primary and secondary school each year in line with the school roll and free school meal entitlement rate, based on a three-year rolling average. The school roll is calculated at school level and is based on the pupil roll for each school as at the annual Pupil Census in September. Free meal entitlement is also calculated at school level and is based on the proportion of pupils within the school entitled to claim free school meals, whether they have been registered with the authority for free school meals or not, as at the annual Healthy Living Survey date.

90. Furthermore, 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.
91. 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.
92. 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.
93. The staffing entitlement for each school is reviewed annually to take account of changes in the pupil rolls and revised staffing arrangements are managed 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.

### **Financial Implications**

94. School revenue budgets, including nursery, within East Lothian Council are set in line with the

pupil roll and calculated in accordance with the Council's DSM policies and the approved Scheme of Delegation for Schools.

## Revenue Budget Implications

95. The current budget for 2018/19 for each school is set out in Table 8 below. An indicative budget based on the combined 2018/19 pupil rolls for both schools is also provided for the proposed new single primary school structure in Table 8.

**Table 8 – 2018/19 Revenue Budget for Prestonpans Infant School, Prestonpans Primary School and Proposed New Single Primary School Structure**

<b>Budget Heading</b>	<b>Prestonpans IS Budget 2018/19 (£)</b>	<b>Prestonpans PS Budget 2018/19 (£)</b>	<b>Indicative Budget for Single School Structure 18/19 (£)</b>
Core Staff – Primary	973,805.00	938,253.00	1,781,058.00
Core Staff - Nursery	199,605.00	0.00	199,605.00
Other Employee costs (inc Support for Learning staff & absence cover)	183,164.00	195,391.00	378,555.00
Staff Development	3,063.00	1,723.00	4,286.00
Energy Costs	26,466.00	24,943.00	51,409.00
Educational Supplies – core & nursery	24,870.00	21,161.00	48,599.26
<b>Sub Total</b>	<b>1,410,973.00</b>	<b>1,181,471.00</b>	<b>2,463,512.26</b>
Efficiency savings	-27,316.00	-26,181.00	-53,497.00
Pupil Equity Fund	104,400.00	65,880.00	170,280.00
<b>Total Budget</b>	<b>1,488,057.00</b>	<b>1,221,170.00</b>	<b>2,580,295.26</b>

96. The budget for '*Core Staff – Nursery*' is for Nursery Class staff only - Nursery Teachers and Nursery Nurses. The '*Core Staff - Primary*' budget contains an allocation for Management and non-teaching staff for the Nursery based on capacity. All other budget headings include an allocation for both Nursery and Primary as appropriate.

97. Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017-18. The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund. Funding must provide targeted support for children and young people affected by poverty to achieve their full potential. Although the Pupil Equity Funding is allocated on the basis of P1 to S3 pupils known to be eligible and registered for free school meals, Head Teachers can use their professional judgement to bring additional children in to the targeted interventions.

98. As stated earlier in paragraph 72, if the proposal is approved, the revenue budgets for Prestonpans Infant & Nursery School and Prestonpans Primary School would remain as set for the academic session under the responsibility of the appointed Head Teacher until the establishment of the new single school structure. Any additional resources required to assist the



Head Teacher during the transition period will be provided.

99. Prestonpans Early Learning & Childcare Centre is a separate early learning & childcare establishment. Although it is under the leadership and management of the Head Teacher of Prestonpans Infant & Nursery School, it has its own separate budget, which is not affected by the implementation of this proposal.

100. Any increases in the pupil rolls due to an increase in nursery and primary aged children arising from committed and planned housing in the area will be reflected within the revenue budget.

### **Capital Budget Implications**

101. There are no capital budget implications directly associated with this proposal.

### **Integrated Impact Assessment**

102. An integrated impact assessment has been undertaken as part of the consultation as it is important to understand how the needs of different groups may differ. Integrated Impact Assessment is a tool which enables the Local Authority to consider the needs of different groups. It enables it to:

- Develop better policies and practices, based on evidence
- Prevent or mitigate negative impacts on determinants
- Take effective action on key social policy areas including equality and human rights, poverty and the economy
- Meet legal requirements in relation to equality, sustainability and the environment and the need to promote human rights in all areas of life
- Consider the potential to advance/hinder the wellbeing of children and young people
- Be more transparent and accountable

103. The Local Authority is required by legislation to assess its proposals for equality impact to ensure that it does not unlawfully discriminate.

104. East Lothian Council will continue to consider the implications of this proposal in relation to equality, to reflect any issues raised in writing or oral representation made as part of the consultation process. The result of the Integrated Impact Assessment will be included in the final Consultation Report document.

### **Management of Proposals**

105. 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** of this Consultation Proposal Document.

106. 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.

107. 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”.
108. 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.
109. 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 28<sup>th</sup> May 2018.
110. The Council is fully committed to working with staff, children and parents during the transition period to establish the new school. The Education Service will put in place interim arrangements to ensure the allocation of resources to address the transition to a new single school structure and will keep the situation under review as the school grows.
111. High on the list of priorities for the Education Authority will be establishing the staffing arrangements for the new single primary school structure and the recruitment of the Head Teacher. The Education Authority will work closely with both school communities to promote the post, including the creation of a video. The Council’s communication team will be involved fully in the promotion of this exciting opportunity.
112. 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 Head Teacher will also assume responsibility for the leadership and management of Prestonpans Early Learning & Childcare Centre.
113. The Head Teacher will work closely with staff in both schools to discuss their aspirations and establish an appropriate staffing structure to meet the needs of learners across the two campuses. The Head Teacher will work closely with existing senior and middle managers in both schools to determine roles and remits in line with the needs of learners and context of the new school. During the transition period, the new Head Teacher will support collaboration between the Support for Learning team across both schools. Support for Learning staff would liaise with each other to ensure that the learning, pastoral and social needs of children are met fully.
114. The budgets for Prestonpans Infant & Nursery School and Prestonpans Primary School would remain as set for the academic session under the responsibility of the appointed Head Teacher

until the establishment of the new school. Any additional resources required to assist the Head Teacher during the transition period will be provided. Prestonpans Early Learning & Childcare Centre is a separate early learning & childcare establishment. Although it is under the leadership and management of the Head Teacher of Prestonpans Infant & Nursery School, it has its own separate budget, which is not affected by the implementation of this proposal.

115. As stated earlier in paragraph 92, 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.

116. Once a Head Teacher is appointed and 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 will lead the Transition Action Group. The remit of the Transition Action Group will be to create a Transition Action Plan with a phased approach specifying clear targets and agreed timescales over an appropriate timeframe to ensure community involvement in the process. The Education Authority will take forward the establishment of the new school in partnership with the Transition Action Group.

117. The Transition Action Plan will include but is not restricted to

- the name of the new school and nursery class
- the uniform
- school logo and website
- the formation of the new Parent Council
- consideration of a common school day (start/finish/lunch etc)
- curriculum rationale and delivery, i.e. approaches to planning learning, teaching and assessment
- stage to stage transition policy

118. The Council will work closely with the children, parents and staff to establish a new sense of school community, ethos and identity. The Transition Action Plan could include a range of activities such as joint learning themes, excursions, social and sporting events. These could take place during the transition period with the aim of creating and developing a positive school ethos.

119. A high level of engagement activities with parents, staff and children will also be planned from the earliest stages to enhance stakeholder engagement in the establishment of the values of the new school.

120. The existing Parent Councils at Prestonpans Infant & Nursery School and Prestonpans Primary School will require to disband in line with the Parental Involvement legislation, S8 [16] *"A Parent Council ceases to exist when the school for which it is established is discontinued or amalgamated with another school,"* and the local authority will provide support to establish a

new Parent Council for the new school in accordance with S5 [3] *“the local authority will promote the establishment of a Parent Council for any school”*.

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.

## **Conclusion**

123. Taking account of all of the information contained within paragraphs 1 to 122 in Section B of this Proposal Document, East Lothian Council believes that the measures proposed in this document will bring significant education benefits to children and enhance the provision of early learning and childcare and primary education in Prestonpans.
124. The proposed closures and establishment of a new single primary school structure provides an opportunity to improve learning and teaching and further raise attainment for all children in the Prestonpans catchment area. The establishment of a single school will create a positive environment for more effective learning and teaching that is better matched to the needs of the children across all stages. It will provide the opportunity to develop a coherent and progressive curriculum from Nursery to P7. It will also provide the opportunity to improve the consistency of learning and teaching approaches to better meet the needs of all pupils. This will support much smoother and improved pastoral and curricular transitions across the stages. In addition, this will also enable staff to work with children across the school which will provide enhanced support for their learning.
125. The proposed closures and establishment of a new single primary school structure will have a positive impact on the children in both schools by further developing and enhancing a shared ethos, vision, values and aims from the nursery class through to Primary 7.
126. The proposed closure of the two schools and the establishment of a new primary school under a single operational and management structure will secure best value, providing more

equitable education provision across the School Estate where almost all schools operate as Nursery to Primary 7 settings. This proposal will also ensure equity across all schools in the Prestonpans cluster in terms of Leadership and Management arrangements.

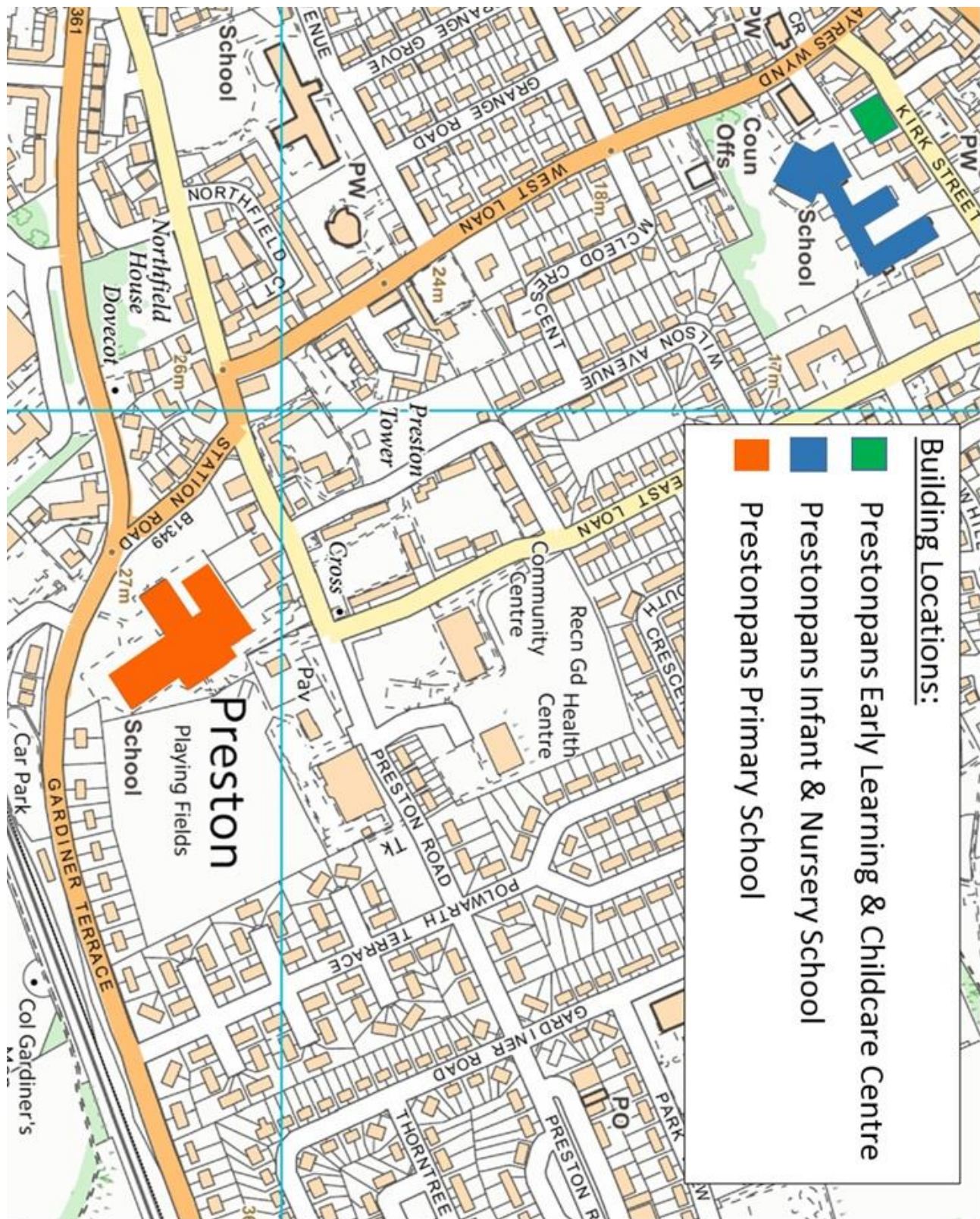
127. There are no environmental impacts as a result of this proposal.
128. Overall, there are strong educational and social arguments in favour of this proposal.

## Prestonpans Consultation and Scottish Ministers Call-In Process Timeline

	Date Beginning	Date Ending	Maximum Duration (in weeks)
<b>Statutory Consultation Period</b>	20/08/2018	02/10/2018	6 weeks
<b>Education Scotland Engagement Period</b>	23/10/2018	12/11/2018	3 weeks
<b>Publication of Consultation Report</b>	19/11/2018	09/12/2018	3 weeks
<b>Consideration of Consultation Report by East Lothian Council</b>	11/12/2018	11/12/2018	N/A
<b>Notification of Council Decision to Scottish Ministers</b>	11/12/2018	11/12/2018	N/A
<b>If proposal approved - Scottish Ministers Consideration of Council Decision</b>	11/12/2018	05/02/2019	8 weeks
<b>If proposal not called in by Scottish Ministers - Council Implementation of Proposal</b>	From February 2019, or as soon as possible thereafter		
<b>If proposal called in - Scottish Ministers refer to School Closure Review Panel for review</b>	11/12/2018	28/05/2019	24 weeks
<b>If proposal called in by Scottish Ministers and the School Closure Review Panel consents to the proposal - Council Implementation of Proposal</b>	From May 2019, or as soon as possible thereafter		

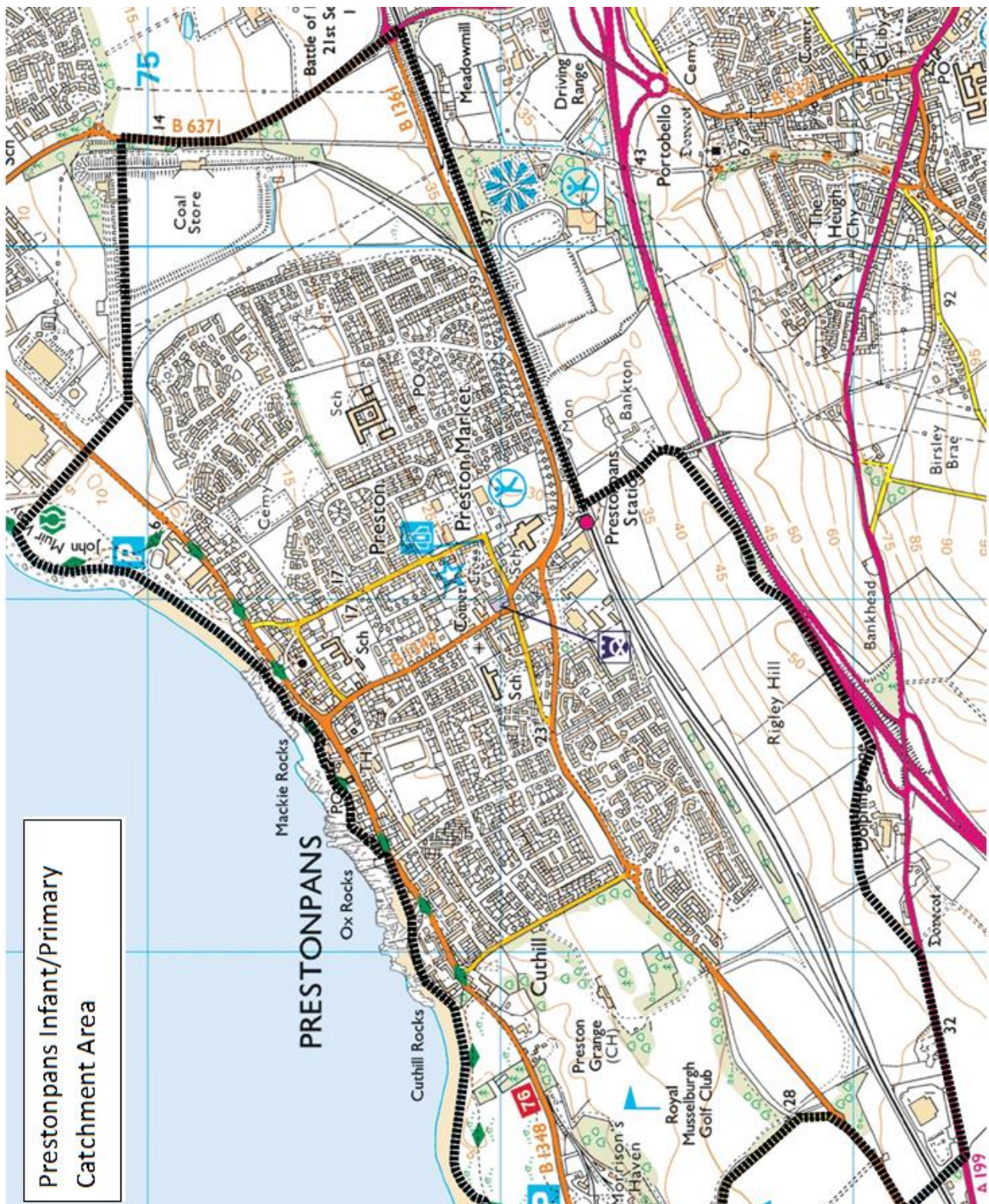


**MAP 1 – Location of Prestonpans Infant & Nursery School, Prestonpans Primary School and Prestonpans Early Learning & Childcare Centre Buildings & Facilities**





Map 2 – Current Prestonpans Infant & Nursery School and Prestonpans Primary School Catchment Area





# School Consultation Questionnaire

A Public Meeting will be held to discuss the proposal on Wednesday 26<sup>th</sup> September 2018 at 7pm in Preston Lodge High School.

**Please note – the closing date for submission of Consultation Questionnaires is Tuesday 2<sup>nd</sup> October 2018.**

We would like to make all comments made by the public during this consultation available at the end of the consultation period. Those sending in a response, whether by letter or electronically should know that their response will be open to the public once the consultation period ends. If they do **not** wish their response to be publicly available, they should tick the box below:

"I wish my response to be considered as confidential with access restricted to elected members and council officers of East Lothian Council. My comments will not be made available to the public" ☐

## About You

### 1. Are you responding to this questionnaire as an individual or on behalf of an organisation?

Individual ☐

Group / organisation (please give details in the box below) ☐

### 2. Which category best describes you? (Parents – please tick more than one box if you have children at different schools)

	Prestonpans Infant & Nursery School	Prestonpans Primary School	Other School
Parent of current pupil(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent of future pupil(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please give details in the box below, for example, 'local resident')

### 3. If you are a parent, please indicate which stage of education your child / children currently attends (please tick all that apply)

Not yet in Education	<input type="checkbox"/>	P4 – P7	<input type="checkbox"/>
Pre-school Education (age3-5)	<input type="checkbox"/>	S1 – S6	<input type="checkbox"/>
P1 – P3	<input type="checkbox"/>	No longer in school Education	<input type="checkbox"/>

## About The Proposal

If approved, Prestonpans Infant & Nursery School and Prestonpans Primary School will be closed with effect from February 2019, or as soon as possible thereafter. A new non-denominational single primary school structure with nursery class and its associated catchment area will be established for Prestonpans with effect from February 2019,

or as soon as possible thereafter. The new single school structure will operate on a split site within the existing buildings and facilities for Prestonpans Infant & Nursery School and Prestonpans Primary School. Children attending Prestonpans Infant & Nursery School and Prestonpans Primary School will transfer to the new single school structure with effect from February 2019, or as soon as possible thereafter.

Further detailed information can be found in the **Consultation Proposal Document** at [www.eastlothianconsultations.co.uk/education/prestonpans-consultation](http://www.eastlothianconsultations.co.uk/education/prestonpans-consultation)

**4. To what extent do you agree or disagree with the proposal to close Prestonpans Infant & Nursery School and Prestonpans Primary School and establish a new non-denominational single primary school structure covering Nursery to Primary 7 for the Prestonpans catchment area?**

- |                   |                          |
|-------------------|--------------------------|
| Strongly agree    | <input type="checkbox"/> |
| Agree             | <input type="checkbox"/> |
| Disagree          | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |
| No opinion        | <input type="checkbox"/> |

**5. Please use this box if you wish to give a reason(s) for your view or if you wish to make any further comment on the proposal (if you need to continue on a separate page please attach)**

**Thank you for completing this Consultation Questionnaire, please note the closing date for submission of completed questionnaires is Tuesday 2<sup>nd</sup> October 2018.**

You can return your completed questionnaire by post to:

Prestonpans Consultation  
East Lothian Council  
Resources and People Services  
John Muir House  
Haddington  
EH41 3HA

Or deposit it in one of the collection boxes at the following locations (*available from Monday 20<sup>th</sup> August 2018 until Tuesday 2<sup>nd</sup> October 2018*):

- Prestonpans Infant & Nursery School
- Prestonpans Primary School
- Prestonpans Early Learning and Childcare Centre
- Prestonpans Community Centre