



Proposal Document

Closure of Inveravon Primary School

Consultation open 29th August 2022 to 7th October 2022

MORAY COUNCIL IS PROPOSING, SUBJECT TO THE OUTCOME OF THE STATUTORY CONSULTATION PROCESS:

- **To discontinue education at Inveravon Primary School, which is currently mothballed and re-assign its catchment area to that of Knockando and Glenlivet**
- **The proposal would apply to the primary school stages (P1-P7) of education in Inveravon, as there is no pre-school education provided at the school.**
- **The proposed changes, if approved, will take place immediately after the conclusion of the statutory process relating to school closures.**

This document has been issued by Moray Council in accordance with the Schools (Consultation) (Scotland) Act 2010 as amended. The Act requires that changes to the school estate, including the proposed closure of a school, are subject to rigorous statutory consultation.

The schools affected by this proposal are:

- Inveravon Primary School
- Knockando Primary School
- Aberlour Primary School
- Glenlivet Primary School

DISTRIBUTION

A copy of this document is available on the Moray Council website: http://www.moray.gov.uk/moray_standard/page_105407.html or by emailing learningstate@moray.gov.uk

This document will be made available to:

- Parent Councils of the schools listed above
- Parents of the pupils at the schools listed above
- Pupils at the schools listed above
- Parents of pre-school age children living within the Inveravon catchment
- Staff at the schools listed above
- Trade union representatives of the above staff
- Speyside Community Council
- Inveravon Community Association
- Knockando Community Association
- Glenlivet and Tomintoul Development Trust
- Education Scotland

- Inveravon catchment residents

Read copies of this document is also available at:

- Aberlour Library
- Knockando Primary School
- Aberlour Primary School
- Glenlivet Primary School
- Glenlivet Medical Practice
- Ballindalloch Post Office
- Community Centre, Speyside High School
- Elgin Central Library

1. Legislative Background

- 1.1. The proposal is advanced within the context of all applicable legislation. Amongst other duties, education authorities are required to secure adequate and efficient provision of school education (S.1 of the Education Act 1980); and to endeavour to secure improvement in the quality of school education in schools that are managed by them (S.3 of the Standards in Scotland's Schools Act 2000).
- 1.2. Inveravon Primary School is classed as remote rural school within the terms of the Schools (Consultation) (Scotland) Act 2010 and the Council has had regard to the provisions of that Act, in particular the heightened consideration to be given to rural school closures. In terms of that Act, S7 requires a public meeting to be held as part of the consultation process.

2. Introduction

- 2.1. Moray Council strives to allocate its resources in a way that ensures the quality of all of its services. It attaches particular importance to providing the best possible educational experience for all of the pupils in its schools.
- 2.2. This proposal document is focussed upon Inveravon Primary School, located within Speyside area of Moray, and part of the Speyside Associated School Group.
- 2.3. This proposal document contains several maps. PDF copies of all maps will be available on the Moray Council website at the address given on page 34 of this document. Printed copies of the maps will also be available on request in each of the schools affected by the consultation and at Aberlour Library.

The consultation will run from Monday 29 August 2022 until Friday 7 October. Two public meetings will be held on Tuesday 27 September 2022 at Speyside High School between 7pm and 8pm and Inveravon Church between 1.30pm and 2.30pm. An online meeting will be held on Wednesday 28 September 2022 between 7pm and 8pm.

- 2.4. The consultation process for this proposal is set out in detail in Section 17 of this document.

3. Reason for Proposal

- 3.1. This proposal is being advanced for the following reasons:
 - No children have attended Inveravon Primary School since the end of session 2016/17, when the school was mothballed. The decision to mothball was taken as no pupils were enrolled from Aug 17.

- No parents have chosen to enrol their children at Inveravon Primary School for the 2017/18, 2018/19, 2019/20, 2020/21, 2021/22 or 2022/23 sessions.
 - Although the number of primary school children in the Inveravon Primary School catchment totals 15 for the 2022/23 session those families who have formally indicated their choice (9 in total) do not wish to send their children to Inveravon Primary School as they have settled elsewhere.
 - A school roll of fewer than 15 pupils provides significant impediments to the successful implementation of a Curriculum for Excellence.
 - A school roll of fewer than 15 pupils hampers social interaction opportunities for children, who conversely benefit from attending larger schools amongst more children of their own age.
 - The Council has explored alternatives in arriving at this proposal, explained further below.
 - Alternative uses of the school building are restricted as the land is owned by the Ballindalloch Estate and was gifted to Moray Council more than a hundred years ago. The 'deeds' state that in the event of the site not being used for the education of children the land shall be returned to the Estate
- 3.2. The current proposal follows informal discussions between Moray Council officials; local elected members, the community council and community members. Informal meetings with the community were held as follows:
- Community engagement session (virtual) - Wednesday 9 February 2022
 - Community engagement session (virtual) - Tuesday 8 March 2022
 - Community engagement session at Speyside High School – Tuesday 8 March 2022
- 3.3. Letters were sent to every property within the catchment area to inform residents of the meetings in February 2022, with other contact details if they were unable to attend.
- 3.4. In addition to the engagement session's comments boxes were made available in locations around the Inveravon catchment as well as in Glenlivet, Knockando and Aberlour, and an online comments page was open on the Moray Council website from 16 February 2022 to gather views from all residents and people could telephone or email the Learning Estate team.
- 3.5. Despite a small uptake in numbers, these sessions proved useful and a number of suggestions were made over the course of the sessions for use of the school building – albeit with the understanding that should the school close these would need to be pursued with the Ballindalloch Estate.

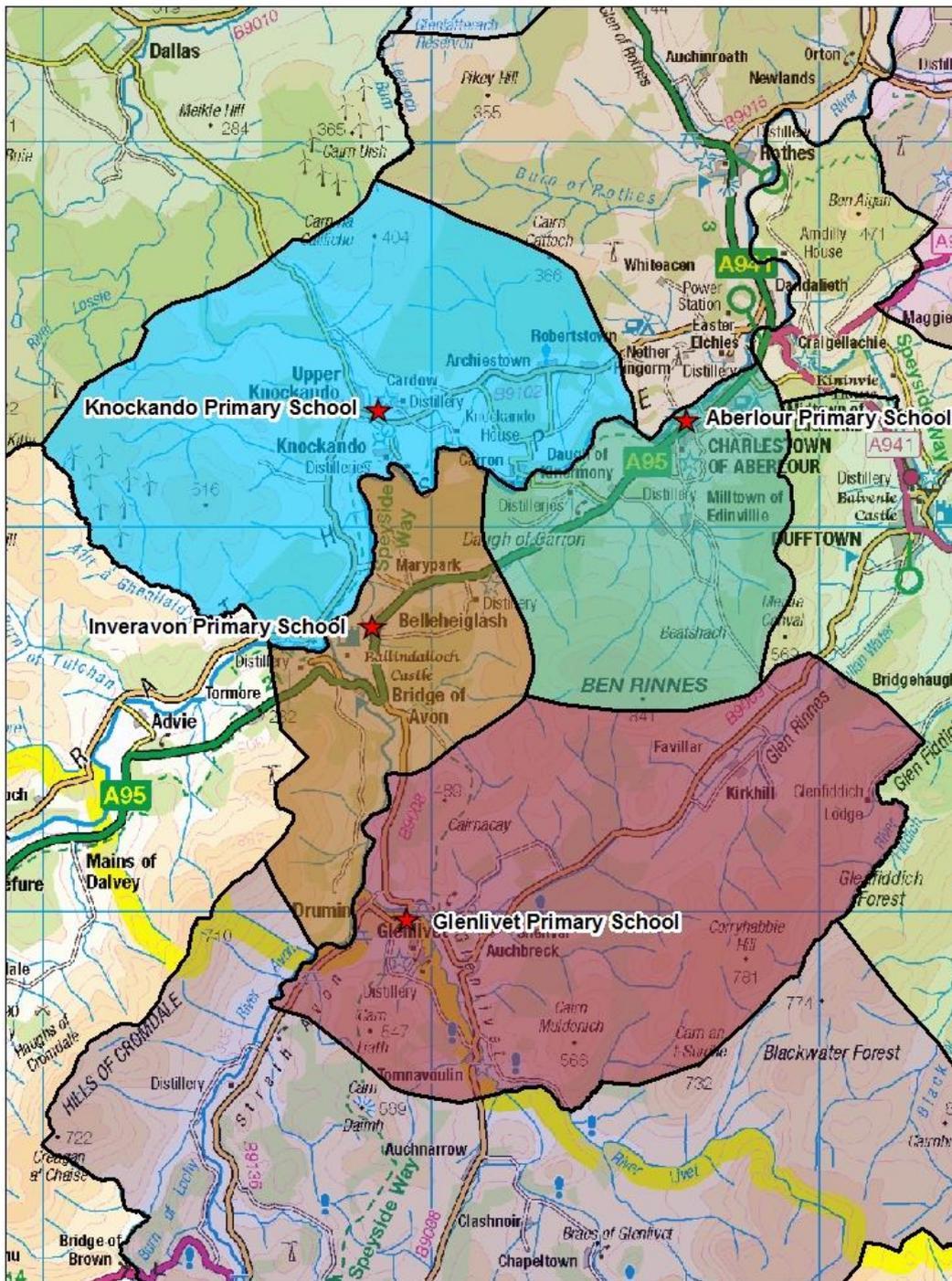
4. Examination of Alternatives

- 4.1. In bringing forward this proposal for closure, the Council must have special regard to any viable alternatives to closure. The alternatives to closure would be:
- to re-open Inveravon Primary School with its current catchment area or;
 - to continue with the current “mothballing” arrangement.
- 4.2. During the community engagement sessions, officers sought suggestions of alternatives to closure, although it was made clear that where the suggestion was not education related Moray Council could only note these and would forward these onto the Ballindalloch Estate for consideration as the land (and by inference the school building) would be returned to them in the event of a closure decision. The suggestions included:
- Community space for activities
 - Outdoor activity centre
 - Community cafe
 - Rural business centre
 - Residential property
- 4.3. As none of them involve the building operating as a primary school for local pupils, they would not be a viable alternative to closure.
- 4.4. In the event of a school closure being approved, consideration is required of the most appropriate way to re-zone the school catchment area. Further discussion of this is included in Section 7 of this report.
- 4.5. The detail of the Council’s consideration of the alternatives is set out throughout this proposal paper and the Options Appraisal.

5. Inveravon Primary School

- 5.1. During the build up to the closing months of the 2017/18 session it was noted that a number of children on the school roll were electing to move to Knockando and Aberlour primary schools.
- 5.2. In August 2017, due to no children attending the school from the start of the new 2017/18 session, the Education Service was left with no alternative but to take the decision to mothball Inveravon.
- 5.3. The Speyside Associated School group consists of 8 primary schools, Aberlour, Craigellachie, Glenlivet, Inveravon, Knockando, Mortlach, Rothes and Tomintoul. Each of these schools is in the catchment for Speyside High School in Aberlour.

- 5.4. Inveravon Primary School was built in the early 20th century. The school is non-denominational and serves properties within the rural area of the Ballindalloch Estate. It is located by the A95 just north of the Bridge of Avon 6.5 miles from Aberlour.
- 5.5. Inveravon Primary School catchment is bordered by Aberlour, Glenlivet, Knockando and Tomintoul schools within the Moray Learning Estate. It is also bordered to the west by Granttown Primary School in the Highlands Council area. Map 1 below shows the catchment area for Inveravon Primary School and the neighbouring schools.



Map 1 – Catchment area for Inveravon Primary School and surrounding schools

- 5.6. As mentioned in 1.2 under the Scottish Government Guidelines Inveravon primary school is classed as a remote rural school – that is it serves a population of less than 3,000 and is more than 30 minutes' drive from a settlement of 10,000 or more.
- 5.7. Inveravon Primary School has a functional capacity of 50 pupils. It is a single storey building with two classrooms, kitchen, hall, resources room, library reception/staff room. The hall doubles as both a dining room and indoor PE area. The school has a servery kitchen which served meals that were prepared at Aberlour Primary and delivered to Inveravon Primary School on a daily basis. The outside areas consists of a small concrete play area on the north aspect of the building which extends to adjacent grassed area.
- 5.8. Inveravon Primary School delivered primary education from P1-P7. There is no nursery on site and local children often attended Knockando or Aberlour nursery. The school did not operate a breakfast club or after school club outwith school hours.
- 5.9. When the school was last in operation, it was managed with a paired head teacher arrangement with Knockando Primary School. If the school were to re-open with one class, the staffing entitlements (Full Time Equivalent (FTE)) could be as follows:
- Head Teacher - 0.5 FTE
 - Principal Teacher - 1 FTE
 - McCrone support - 0.12 FTE
 - Pupil Support Assistant - 25 hours
 - Senior Catering Assistant -10 hours
 - Playground assistance - 7 hours
 - Lunchtime supervisor – 7.5hours

This would be dependent upon actual school roll and in line with the Moray Devolved School Management Scheme staffing formula.

- 5.10. In addition, any ASN teaching and pupil support staff would be allocated to the school in accordance with an annual assessment of need across the Speyside Associated Schools Group.
- 5.11. Every local authority in Scotland is required to grade their schools for condition and suitability. The grades range from A to D for each category with the following values:
- A: Good - Performing well and operating efficiently (the school buildings and grounds support the delivery of services to children and communities)

- B: Satisfactory - Performing adequately but with minor problems (the school buildings and grounds support the delivery of services to children and communities);
- C: Poor - Showing major problems and/or not operating adequately (the school buildings require continuous repair and does show signs of age/the school buildings and grounds impede the delivery of activities that are needed for children and communities in the school)
- D: Bad – Economic life expired and/or risk of Failure (the school buildings and grounds do not support the delivery of services to children and communities).

5.12. Inveravon Primary School was assessed as B for suitability and C for condition prior to mothballing. A more recent condition survey in June 2022 has assessed the overall condition remains at C although a number of elements are condition D. A breakdown of the condition elements is shown in the table below.

Roofs	Floors and Stairs	Ceilings	Ext Walls, Windows and Doors	Int Walls and Doors	Sanitary Services	Mechanical	Electrical	Decoration	Fixed Int Fixtures, Furniture and Fittings	External Areas	Outdoor Sports Facilities	Overall Score	Condition Category
C	D	C	C	B	C	D	D	C	B	D	N/A	42.27%	C

Table 1. Core Condition Assessment (Overall and Individual Elements)

5.13. There is no current Education Scotland Inspection report available for Inveravon Primary School. The last report HMIE Inspection Report was January 2012.

6. Details of Proposal

6.1. The Council proposes that Inveravon Primary School should be closed on a permanent basis. This would be with immediate effect from the completion of the consultation process. The Council also proposes that all existing primary aged pupils should continue their education at the schools they are currently attending. If the proposals are implemented any siblings of these current pupils would be able to join their brother/sister(s) at the same school.

6.2. The school catchment area would be reassigned to one of the neighbouring primary schools. Discussion of these options is set out in Section 7.

- **Option 1** - Close Inveravon Primary School and rezone to Knockando Primary School.

- **Option 2** - Close Inveravon Primary School and split catchment between Knockando and Aberlour Primary School.
- **Option 3** - Close Inveravon Primary School and split catchment between Knockando, Aberlour and Glenlivet primary schools.

Discounted options and alternatives to closure:

- **Option 4** - Close Inveravon Primary School and rezone with Aberlour Primary School.
- **Option 5** - Close Inveravon Primary School and rezone with Glenlivet Primary School.
- **Alternative 1** - Re-open Inveravon Primary School.
- **Alternative 2** - Continuation of mothballing Inveravon Primary School

Details of the Council’s consideration of the alternatives is set out in Section 8 and the discounted options in Section 9.

- 6.3. The options identified above would have a minor impact on the rolls of the schools affected. Table 1 below details the current roll and capacity of these schools over the next five years as per the Moray Council School Roll Forecast, using the census taken in September 2021.

School	Suitability Rating	Condition Rating	Functional Capacity	Current Roll (Sep 21)	2022/2023	2023/2024	2024/2025	2025/2026
Inveravon	B	C	50					
Knockando	B	C	75	46	47	51	57	56
Aberlour	B	B	183	116	111	111	117	119
Glenlivet	B	C	42	20	19	18	18	18

Table 2. School Roll Forecast

- 6.4. Birth rate data included in previous school roll forecasts, indicate that within the Inveravon catchment area there are around seven that would be expected to attend Inveravon School within the next three years. These pupils could be accommodated at either Knockando, Aberlour or Glenlivet primary schools.
- 6.5. Alternative uses for the building will be further explored with the community during the consultation period and beyond. Although in the event of closure the land and school building will be ‘returned’ to the Ballindalloch Estate, officers will seek to support individuals and community groups in ensuring any potential alternative uses suggested are forwarded to the Ballindalloch Estate for consideration.
- 6.6. It is important that this proposal does not have a negative impact upon any children currently attending schools affected by this proposal and that they have continuity in their education.

7. Options Assessment

- 7.1. Officers applied an objective methodology to the assessment of the options which are discussed in Appendix A.

7.2. Together with each school’s baseline score and outcome of the options appraisal matrix, other aspects that were taken into account for the overall recommendations were:

- Transport
- Outcome of surveys representing the views of the Inveravon School catchment parents and wider Inveravon community
- Views of parents and public expressed during engagement sessions
- Financial qualitative information
- Viability and timescale for option to be completed

7.3. Table 3 below shows the Options final rankings. Option 1, close Inveravon Primary School has the highest ranking although Option 2 and 3 also score highly and warrant consideration during the statutory consultation.

Options	Final Ranking
Option 1 - Close Inveravon Primary School and rezone to Knockando Primary School.	1
Option 2 - Close Inveravon Primary School and split catchment between Knockando and Aberlour Primary School.	2
Option 3 - Close Inveravon Primary School and split catchment between Knockando, Aberlour and Glenlivet primary schools.	3

Table 3 – Outcome of options appraisal

7.4. **Option 1 - Close Inveravon Primary School and rezone to Knockando Primary School**

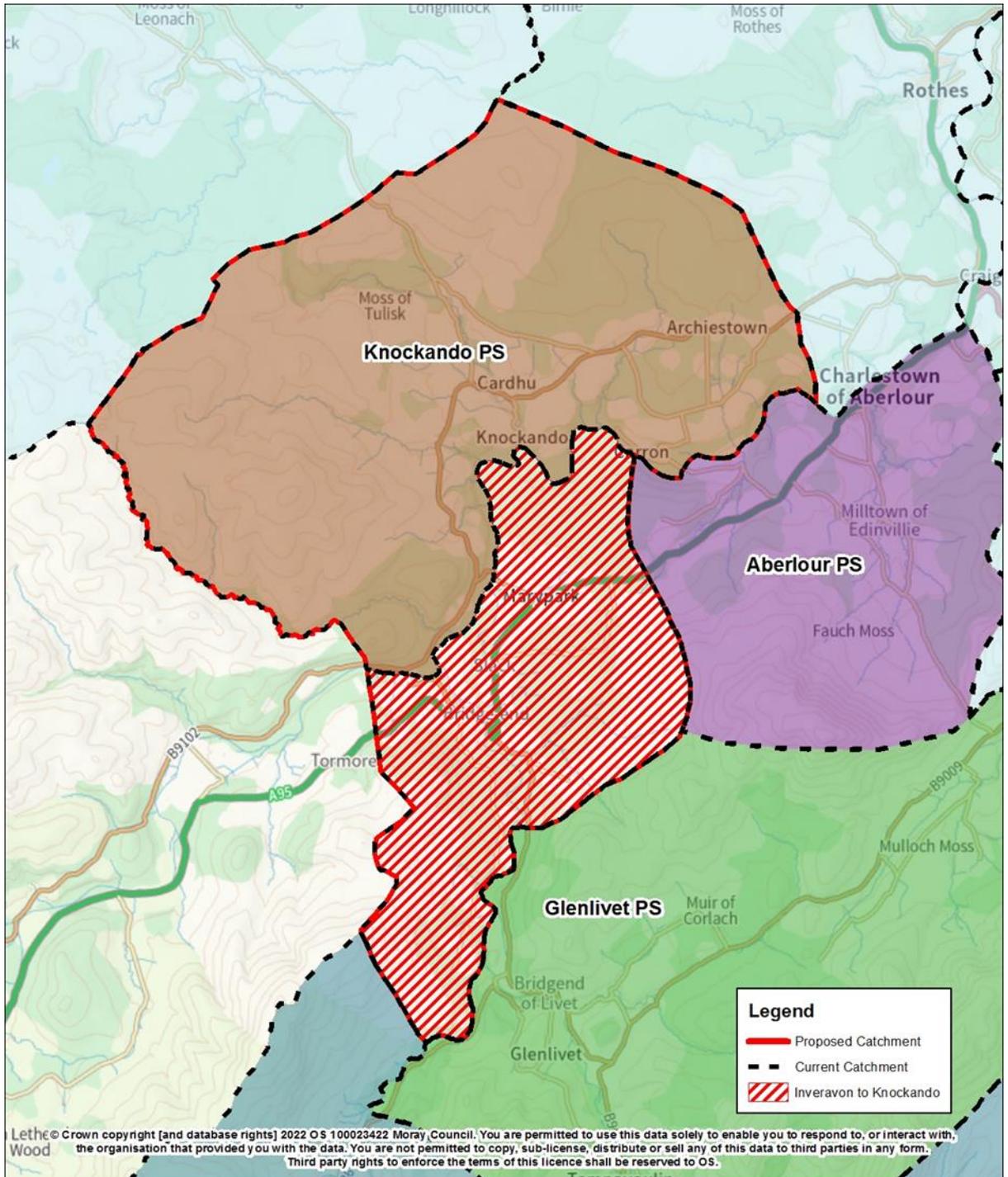
7.4.1 The proposed catchment for this area for this option is shown below in Map 2.

7.4.2 Knockando Primary School is a multi-building school. The main school building was built in the early 1900’s with additional two buildings, a gym hall built in and a dining room and additional classroom constructed in 1960s. It is situated in the rural area of Knockando, 9.8 miles west of Aberlour and some 6.6 miles from Inveravon Primary School by road. During the period of mothballing Knockando Primary School has been the designated schools for pupils in the Inveravon catchment area and has a shared head teacher with Inveravon Primary School. The school is non-denominational and is classed as “remote rural” school according to Scottish Government classification.

7.4.3 The school offers both primary education from P1-P7 and a partner operated nursery on site. Accommodation consists of three classrooms for school age children and one for nursery, a games hall used for PE and a dining block with both dining room and classroom area. The main building has multiple general-purpose rooms, library, Head Teacher office, school office and staff room. The

school has a servery which is designed to provide meals prepared at Rothes Primary School and delivered to the school on a daily basis. The outside areas are a concrete area with a small tarmac playground and grassed playing field area.

7.4.4 Knockando Primary School has a functional capacity of 75 pupils and a current roll of 46 P1-P7 pupils (September 2021). These are distributed across 3 classes. The school roll forecast suggests pupil numbers will see a small increase to a max of 58 in 2026. This represents a 58% use of capacity.



Map 2 – Proposed catchment area with rezoning Inveravon to Knockando Primary School

7.4.5 The class structure for the 2021/22 session is shown in Table 4 below

Stage	Class structure
P1/2	9/8
P3/4/5	5/7/4
P6/7	7/6

Table 4 – Knockando Primary School Class Structure on Census Day

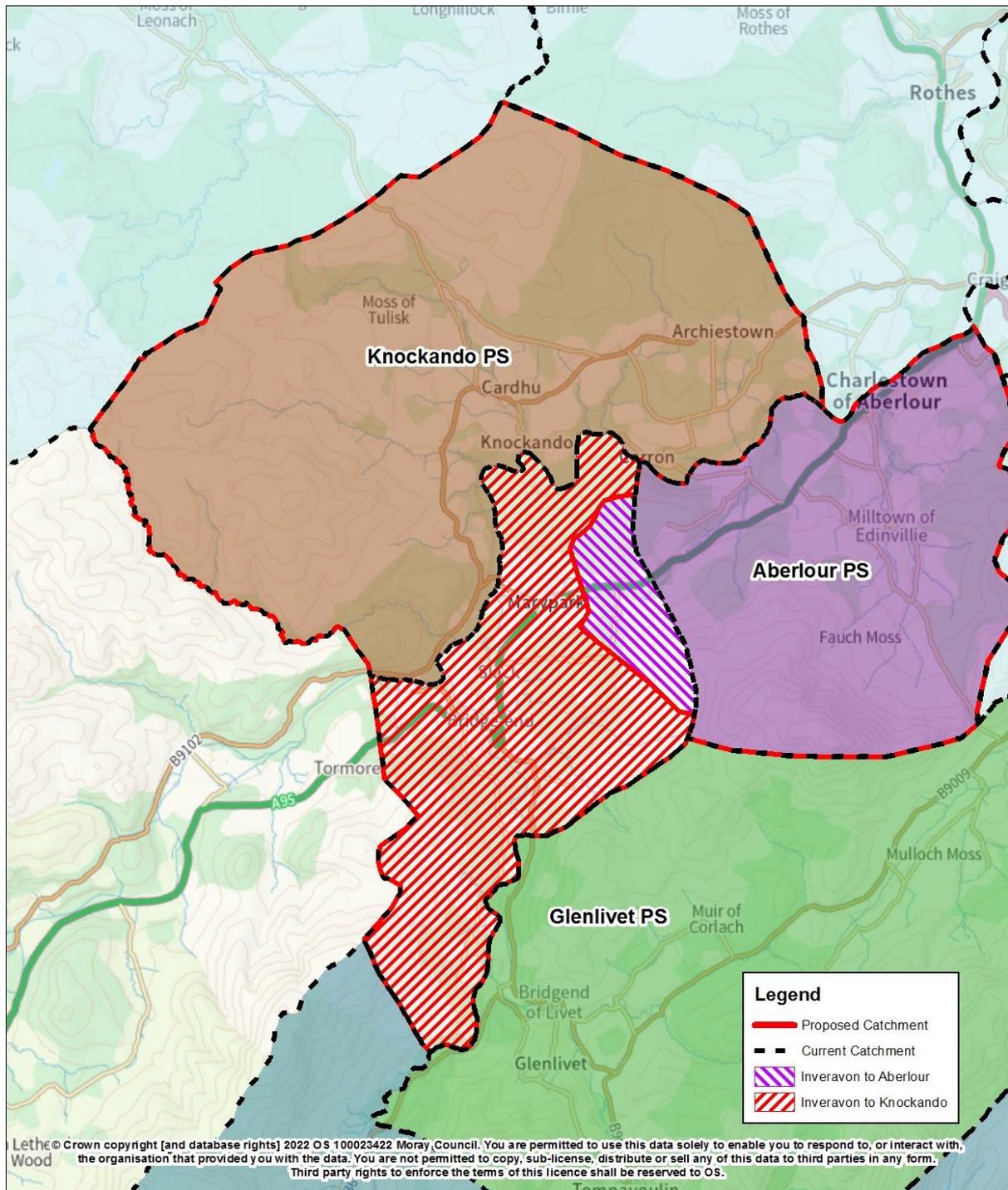
7.4.6 On census day, there were 14 children from out of zone (including pupils from Inveravon) who were attending Knockando Primary and 6 children who were zoned for Knockando who were attending elsewhere.

7.4.7 Knockando Primary School is currently assessed as B (81.9%) for Suitability (satisfactory – performing well but with minor problems) and C for Condition (satisfactory – performing adequately but showing minor deterioration).

7.4.8 There are pupils from the Inveravon catchment area currently attending Knockando School who are transported to school within current transport contracts. With the permanent closure of Inveravon Primary School this number would remain unchanged.

7.5. **Option 2 - Close Inveravon Primary School and split catchment between Knockando and Aberlour Primary School**

7.5.1. The proposed catchment for this area for this option is shown below in Map 3



Map 3 – Proposed catchment area with rezoning Inveravon to Knockando and Aberlour primary schools

7.5.2. Information on Knockando Primary School remains as per Section 7.4

7.5.3. The main Aberlour Primary School building was built in 1897. It is situated in the centre of Aberlour to the south of the A95, 15 miles south of Elgin and is 6.6 miles from Inveravon Primary School by road. During mothballing a small number of pupils from the Inveravon catchment have been on the Aberlour Primary School roll. The school is non-denominational and is classed as “accessible rural” school according to Scottish Government classification.

7.5.4. The school offers both primary education from P1-P7 and both a council and partner operated nursery. Accommodation consists of eight classrooms for school aged children, a shared dining room/PE hall, multiple general-purpose rooms, a library, Head Teacher office, school office, staff room and kitchen. Aberlour Primary School also hosts the Primary Enhanced Provision base for children with Additional Support Needs for the Speyside Associated Schools Group. The outside areas are a concrete area with a tarmac playground and small grassed play area with access to larger grass playing field across a residential access road.

7.5.5. Aberlour Primary School has a functional capacity of 183 pupils and a current roll of 116 P1-P7 pupils (September 2021). These are distributed across 6 classes. The school roll forecast suggests pupil numbers will remain steady over the next five years – with a max of 120 in 2027 before falling to 114. This represents a 58% use of capacity.

7.5.6. The class structure for the 2021/22 session is shown in Table 5 below

Stage	Class structure
P1	19
P2/3	12/7
P3/4/5	9/7/4
P4/5	7/11
P6	18
P7	22

Table 5 – Aberlour Primary School Class Structure

7.5.7. On census day, there were 31 children from out of zone who were attending Aberlour Primary and 3 children who were zoned for Aberlour who were attending elsewhere.

7.5.8. Aberlour Primary School is currently assessed as A (88.9%) for Suitability (satisfactory – performing well but with minor problems) and C for Condition (satisfactory – performing adequately but showing minor deterioration).

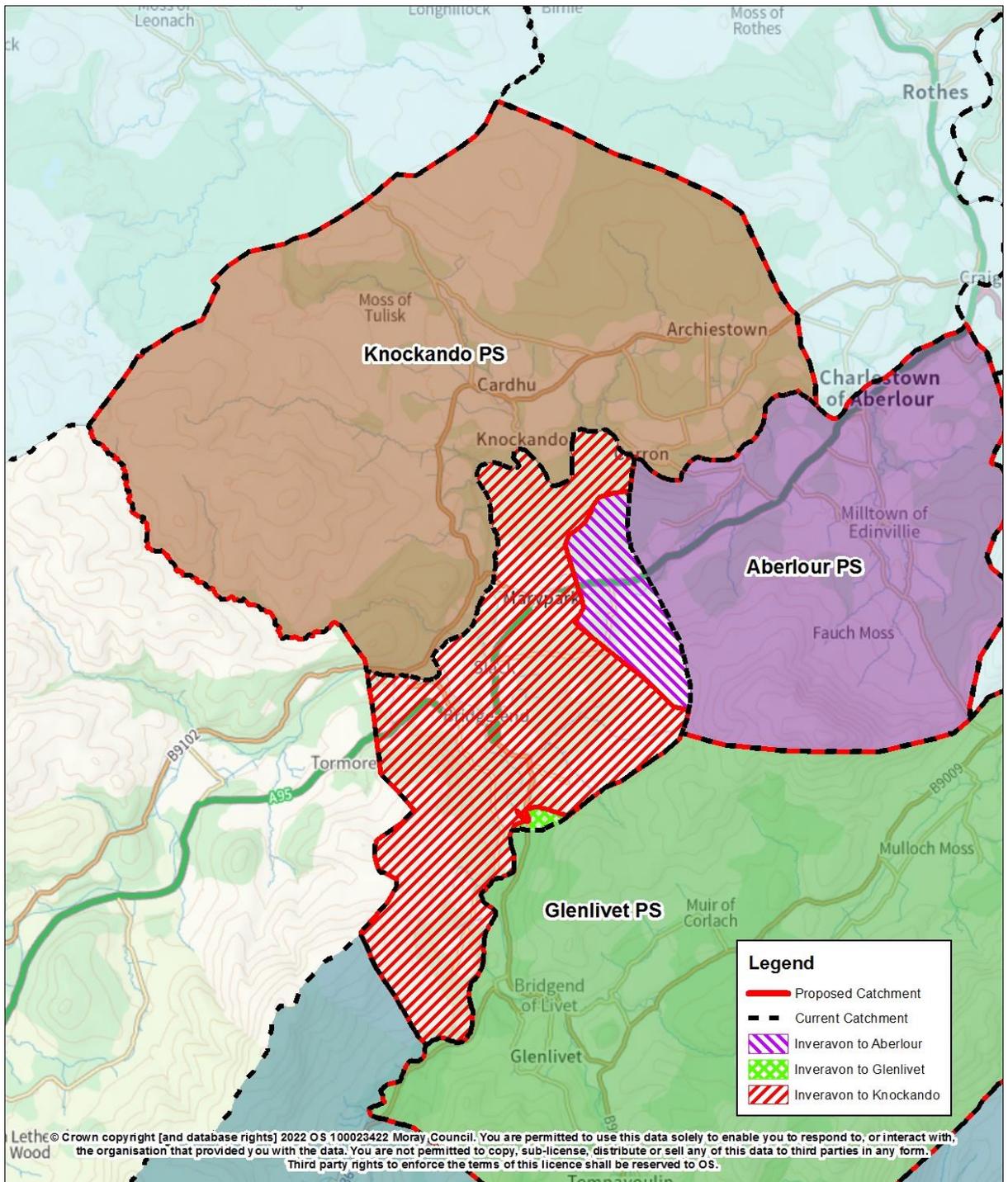
7.5.9. There are a small number of pupils from the Inveravon catchment area who currently attend Aberlour Primary School who do not have an entitlement to council provided school transport. With this option the permanent closure of Inveravon Primary School would likely see a small increase in the number of children entitled to council provided school transport to Aberlour Primary.

7.6. Option 3 - Close Inveravon Primary School and split catchment between Knockando, Aberlour and Glenlivet primary schools

7.6.1 The proposed catchment for this area for this option is shown below in Map 4

7.6.2 Information on Knockando and Aberlour primary schools remains as per Sections 7.4 and 7.5.

- 7.6.3 The main Glenlivet Primary School building was built in 1900. It is situated in the rural community of Glenlivet to the south of the A95, 12 miles south-west of Aberlour and is 5.6 miles from Inveravon Primary School by road. The school is non-denominational and is classed as “remote rural” school according to Scottish Government classification.
- 7.6.4 The school offers primary education from P1-P7. Accommodation consists of two classrooms for school age children, a shared dining room/PE hall, a library and office/staff room. The school has a servery which is designed to provide meals prepared at Aberlour Primary School and delivered to the school on a daily basis. The outside areas are a mix of small tarmac and grass play areas.
- 7.6.5 Glenlivet Primary has a functional capacity of 47 pupils and a current roll of 20 P1-P7 pupils (September 2021). These are distributed across 2 classes. The school roll forecast suggests pupil numbers will remain steady over the next five years – with a max of 21 in 2027. This represents a 44% use of capacity.



Map 4 – Proposed catchment area with rezoning Inveravon to Knockando, Aberlour and Glenlivet primary schools

7.6.3 The class structure for the 2021/22 session is shown in Table 4 below

Stage	Class structure
P1-4	4/1/2/3
P5-7	3/4/4

Table 6 – Glenlivet Primary School Class Structure

- 7.6.4. On census day, there were 0 children from out of zone who were attending Glenlivet Primary and 4 children who were zoned for Glenlivet who were attending elsewhere.
- 7.6.5. Glenlivet Primary School is currently assessed as B (81.6%) for Suitability (satisfactory – performing well but with minor problems) and C for Condition (satisfactory – performing adequately but showing minor deterioration).
- 7.6.6 There are a number of pupils from the Inveravon catchment area currently attending Glenlivet Primary School. With this option the permanent closure of Inveravon Primary School would see a small increase in the number of children entitled to council provided school transport to either Knockando, Aberlouror Glenlivet.

8. Alternatives to the Proposal

- 8.1. In bringing forward this proposal for closure, the Council must have special regard to any viable alternatives to closure.
- 8.2. The detail of the Council's consideration of the alternatives is set out below.
- 8.3. Re-open Inveravon Primary School with Current Catchment Area
- 8.3.1 There are currently 15 children of P1-7 age living within the catchment area of Inveravon School (SEEMIS extract December 2021). These children all attend other schools in the area, having submitted successful out of zone placing requests to attend other schools.
- 8.3.2 There are only 12 new houses either allocated within the local development plan or with approved planning permission within the Inveravon School catchment area. The site is constrained and no development has yet taken place, therefore it cannot be guaranteed that new housing will generate any primary aged pupils in the near future.
- 8.3.3 If the school were to re-open, the pupils that reside within Inveravon, who enrol at the school, would have a slightly shorter journey time than they do at present.
- 8.3.4 Reopening of the school would require full remediation of the site, and significant capital works to the building to achieve overall Condition B status. The cost of this has been estimated to be over £206k to support reopening and a further investment of over £130k over the next 5 years. This capital sum is not within the current capital plan and would need to be approved as an additional spend by elected members if Inveravon Primary School were to be reinstated.

8.4 Continuation of “Mothballing” Inveravon Primary School

- 8.4.1 Although it would be possible to continue with the current mothballing arrangement, Moray Council does not consider that would represent the best option for the community or taxpayer. Mothballing would mean the continuation of the current lack of clarity regarding the future status of the school. The Council would also be responsible for the costs of maintaining a mothballed building.
- 8.4.2 Scottish Government guidance relating to the mothballing of schools makes it clear that mothballing is a temporary measure and should not be used to undermine the requirements to undertake a statutory school closure consultation. Inveravon Primary School will have been mothballed for 5 years at the time this report is submitted.
- 8.4.3 As previously stated Inveravon School has not been operational since August 2017. During this period pupils have been either attending Knockando or Aberlour Primary Schools. This has been a significant period of uncertainty for families, a continuation of mothballing does not provide clarity to the situation.

9 Discounted Options

- 9.1 The detail of the Council's consideration of the discounted options is set out below:
- 9.1.1 Option 4 - Close Inveravon Primary School and rezone with Aberlour Primary School. Although some children within the current Inveravon catchment do attend Aberlour Primary, and this would remain a parental choice in the future no matter the outcome of the statutory process, the majority of current parents have elected to send their children to Knockando. The reasons for this relate to a smaller school and less distance to travel for the majority of children. There was no parental support for this full rezoning option.
- 9.1.2 Option 5 - Close Inveravon Primary School and rezone with Glenlivet Primary School. Due to the topographical area – especially the location of school in relation to the rivers Spey, Avon and Livet and their respective road crossing this creates excess travel distances between much of the Inveravon catchment and Glenlivet Primary School. These roads are also predominantly rural B roads which experience disruption during the winter months. There was no parental support for this full rezoning option.

10. Education Benefits Statement

- 10.1. In 2009, the Scottish Government set out its Vision for the Future School Estate in Scotland, in ‘Building Better Schools: Investing in Scotland’s Future’.
- 10.2. In September 2019, this was updated with Scotland’s Learning Estate Strategy ‘Connecting People, Places and Learning’ which was developed by

Scottish Government and COSLA. This contains ten guiding principles. Local Authorities are required to take account of these principles in planning changes to their school estate, namely:

- Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners;
- Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transition for all learners;
- The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value;
- The condition and suitability of learning environments should support and enhance their function;
- Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle;
- Learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled;
- Outdoor learning and the use of outdoor learning environments should be maximised;
- Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all;
- Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential;
- Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

10.3. In May 2016, Moray Council approved the 'Schools for the Future': A policy for Sustainable Schools' in order to monitor schools provision in Moray and ensure provision continues to meet the needs of learners, parents and the community and enable the Council to meet its requirements to ensure best value, as per the Local Government Scotland Act 2003. This policy contributes to the aim of ensuring all children and young people in Moray have equality of opportunity in terms of access to educational provision and facilities.

- 10.4. Within this policy, Moray Council set criteria and indicators in determining optimum quality education experience which include provision of accommodation as reported to Children and Young People's Services Committee for:
- The range of curricular and wider school activities available for children to enable them to achieve in a range of activities for personal and wider achievement (e.g. physical education, music, art, drama) ;
 - The ability of the school to cater for children with Additional Support Needs;
 - The school's ability to provide access to a suitably broad and balanced curriculum;
 - The quality of the physical environment for learning and teaching
 - Condition - minimum standard B
 - Suitability – minimum standard B
 - No more than two composite year groups in a single classroom at primary school level.
 - A minimum of four teachers at a primary school. This recognises both the needs of pupils and the demands on teachers; and.
 - Ideally, at least seven classrooms (one for each year group).
- 10.5. Key statutory requirements are further subsumed including delivery of 2 hours minimum Physical Education as part of National standards, compliance with statutory legislation in relation to school accommodation and Additional Support Needs, UNCRC and the overall extent of on-site accommodation and facilities (including required general purpose spaces, play and social spaces, staff rest areas and outdoor spaces).
- 10.6. Moray's vision and strategic direction for all involved in Moray Education as set out in our Education Strategic Plan and Priorities 2020-2023 – *improving outcomes for all Moray's children and young people* – is underpinned by the core entitlements of Curriculum for Excellence in order to ensure all children and young people maximise development in the four capacities: Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. This stems from Early Learning and Childcare, across the Broad General Education and through into the Senior Phase, working across our system to ensure our learners progress to positive and sustained post-school destinations. Underpinned by our Council values of Fair, Ambitious, Improving and Responsive *we are ambitious to achieve excellence together* in benefit of all Moray's children and young people.

10.7. In order to deliver on our Education strategic vision and priorities, all Moray schools thus work towards:

- *Improving outcomes for all:* help improve levels of children and young people's achievements and broaden the range of opportunities for young people to develop their skills;
- *Curriculum:* provide a quality curriculum and create positive environments for effective learning and teaching matched to the needs of learners;
- *Learning, teaching and assessment:* create the conditions for greater personalisation and choice for children and young people with improved continuity and progression in their learning; create more opportunities for children and young people to participate in well-judged paired and group activities;
- *Supporting all learners:* develop a supportive ethos where children and young people's learning, personal, social, health and emotional needs address the care and welfare of children and young people and their personal and social development.
- *Leadership at all levels:* strong, sustainable schools providing quality education and access to the full curriculum are central to the achievement of this vision and delivering these entitlements.

10.8. As further educational context, *Curriculum for Excellence* guides us to achieve transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18 firmly focused on the needs of the child and young person and designed to enable them to become successful learners, confident individuals, responsible citizens and effective contributors. All children and young people are entitled to experience:

- a coherent curriculum from 3 to 18;
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment;
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities;
- opportunities for developing skills for learning, skills for life and skills for work;
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge; and,

- opportunities to move into positive and sustained destinations beyond school;
- 10.9. Educational benefits are considered below for pupils in respect of options previously outlined in this proposal document.
- 10.10. In December 2020, Moray Council approved the approach to the Moray Learning Estate Strategy, setting out the vision of providing a sustainable education service aiming for excellence. As well as improving condition and suitability as noted in 10.4 above, among wider outcomes this strategy aims to ensure our learning estate enriches the learner journey and supports curricular delivery noting the quality of learning environment as having a direct impact on learning and achievement of children and young people.
- 10.11. Ensuring all young people develop in the four Curriculum for Excellence capacities through the learner entitlements in 10.8 above would prove more challenging if Inveravon Primary School were to reopen with a reduced number of pupils across the Primary age range. This will also place discrete pressures on staff, for example in planning for a wide range of needs, year groups and abilities, in developing the curriculum and managing educational change. As a result, multi-stage composite classes can prove challenging to recruit teachers compared with larger schools where classes have single or few stage composite arrangements.
- 10.12. Pupils attending schools within the Speyside Associated Schools Group in closest proximity to Inveravon Primary School; Aberlour, Glenlivet and Knockando Primary Schools, regularly work in pairs and groups on shared learning tasks and cooperative learning activities. A school size low in pupil numbers, for example in a school of 5 or fewer children, based on potential future intake if Inveravon Primary School re-opened, would mean that groups would be curtailed in size restricting activities to those of a paired nature, with little to no flexibility in change or rotation of participants in pairings or groupings. Pupils could be spread multi-stage across P1 to P7, and while benefitting cross-stage working, this may result in reduced peer challenge in learning or potential for sibling pairing/groups. The variety of skills, knowledge and wider experiences brought to the groups would be further restricted by roll size and may result in gender imbalances and inequity in provision of a full programme of wider school activities.
- 10.13. In comparison as the smallest school based on the three named closest to Inveravon Primary School, Glenlivet Primary School operates within a pairing under a shared Head Teacher, school roll projections over the next five years remain near to 20 children on roll, with partnership approaches in place with the paired school; Tomintoul Primary School. This includes joined projects and staff professional and collegiate development activities while both schools retain their own unique identities. Children have regular opportunities to self and peer assess in each school as well as work in stage and cross stage pairings and groups.

- 10.14. In Aberlour and Knockando Primary Schools, children have regular opportunities to work in cooperative learning groups, on paired and in group activities with five and three classes formed in each school respectively. This further supports discussions and debate with a range of viewpoints and background of learners contributing to such activities. Class organisation within each school offers a blend of individual, group and class learning and teaching over the session.
- 10.15. The reopening of Inveravon would prove more restrictive for children to develop skills for learning, life and work with fewer or no opportunities to work with others of a similar age and stage, which is not possible in a school size low in pupil numbers, for example in a school of 5 or fewer children based on potential future intake. Pupils may miss opportunities to develop wider skills for life in particular with limited immersion and interaction with a wide range of peers, where levels of attendance and participation may also impact further on this.
- 10.16. In Knockando, a skills framework has been developed following refresh of the school's Curriculum Rationale. This promotes equity of opportunity, supporting successes and achievement of all pupils within the formal and informal curriculum. Children use learning logs to reflect on skills development. In Glenlivet, curricular programmes that support sustained development of skills for learning, life and work have been developed where STEM (Science, Technology, Engineering and Maths), and the Career Education Standards/Career Management Skills are specific within the school's skills development pathway and staff continually look for ways to ensure children are challenged and motivated in learning. As the largest school in the Associated Schools Group, children at Aberlour Primary School benefit from wider skills development and transferability through various community projects and whole-school initiatives supported by partners including Primary Engineer, Christmas Enterprise, DYW initiatives and Moray Primary Science. Aberlour Primary School's Skills Progression "Skills for Stars" lead to weekly OSCARS (Our School Can Achieve Results) which link to profiling and the Moray Skills Pathway.
- 10.17. Collaboration with wider staff in order to ensure a coherent and progressive curriculum can prove more difficult in a school with low roll size. As noted with Glenlivet Primary School paired with Tomintoul Primary School, a progressive curriculum differentiated to meet the needs of each child with a focus on engaging and active learning experiences is in place with opportunities for personalisation and choice across the four contexts for learning. Rich contexts for learning including the outdoor areas are embraced with child-led developments.
- 10.18. In Aberlour Primary School, the curriculum supports children to develop in the four capacities with planned inter-disciplinary learning for the transfer of skills and knowledge with a commitment to active learning and purposeful play. At Knockando Primary School, there is a focus on skills development and building on prior learning through cohesive learner pathways making the best use of the outdoors and local context. Children are increasingly benefitting

from a range of play contexts that are adult-led, adult-guided or child-initiated. Pupils are developing social skills for sharing, co-operation, turn-taking, listening and organising through play. At Glenlivet Primary School, children have 'independent learning time' each day with child-led and adult-led play. A dedicated outdoor space supports development of a range of play and skills-based activities.

- 10.19. Strong partnerships across the Speyside Associated Schools Group exist with previous joint working on moderation, numeracy, health and wellbeing policy and wider curriculum development. Each school values community and wider partnerships for supporting the Developing the Young Workforce agenda and ensuring children are prepared for the future world of work and employability. At Glenlivet Primary School, partnership working further supports skills development and curriculum enrichment where involvement in partnership projects enables pupils to build confidence and take increasing responsibility for their own learning – for example, learning for sustainability, science, expressive arts and literacy. Key partnerships with Tomintoul and Glenlivet Landscape, Crown Estates, Spey Fishery Board and Glenlivet Wildlife group have supported this.
- 10.20. In Knockando Primary School, a range of partners and local employers including Tamdhu Distillery, Knockando Estate, Knockando Athletics Club and the Shieling Project offer opportunities to learn and be active outdoors. Pupils at Aberlour Primary School have opportunities to engage with local employers and parents as employees for future employability and pathway opportunities, alongside working closely with partner agencies as the Enhanced Provision school for the Associated Schools Group. Schools in the Associated Schools Group also collaborate, including a week's residential stay at Abernethy Outdoor Centre for wider outdoor pursuit experience, team building and transition support.
- 10.21. Larger schools provide greater opportunities for pupil leadership and involvement in the ethos and wider life of the school as well as provision of a wider range of clubs and extra-curricular activities. At Aberlour Primary School, P7 House Captains and P6 Vice-Captains are elected each year to lead 'houses', pupil voice activities and inter-house challenges including sporting events, and contribute to whole school change initiatives. Community groups include Eco-schools, Rights Respecting Schools group (successful in achieving 'Gold' status), philanthropic and community engagement activities. Staff lead a range of clubs and activities for all children including Bikeability, Running, Languages, Outdoor Learning, Choir, Nurture, Craft, Netball, Gardening and Leadership. P7 Play Leaders further develop their leadership skills through the 'Playground Squad', leading play activities and supporting lunchtime interaction sessions for younger pupils.
- 10.22. Play leaders at Knockando Primary School have been working with Active Schools to support play and lunchtime interactions and activities for younger pupils. This ensures that all pupils feel included at playtimes and lunchtimes and for the P6 and P7 pupils involved, this is further developing skills of

leadership, organisation and problem solving. Other opportunities include Pupil Council, Global Citizenship, Community groups and wider pupil projects to enhance the school and local community. Lunchtime clubs include Club Doodle, Netball Club, Book Club and Gardening Club where pupils also engage in dance/performance, athletics and wider Moray Badge participation.

- 10.23. At Glenlivet Primary School, child-led developments have led to enhancements to school grounds and a cross-pollination investigation led to bee-keeping at the school. Real-life scientific and environment studies including Citizen Science research, the Big Wasp survey and RSPB Bird Watch further promote curiosity among learners, where a range of Monday clubs are also offered including Health club, STEM club and Rights Respecting School club led by the pupils. Through 'Glenlivet Go Getters' (Pupil Council) all children make a significant contribution to school leadership of change and views are taken on board. Bronze 'Rights Committed' accreditation has been achieved at Glenlivet with the school currently working towards Rights Respecting Schools' Silver 'Rights Aware' accreditation.
- 10.24. The range of interactions offered by all schools and the leadership and wider skills development opportunities presented strengthen capacity to work with others as part of a team, problem solve, make decisions and increase confidence in learners. As part of a peer group of a sufficient size, social interaction will enable further development of skills for learning life and work and build self-efficacy and esteem. A school size low in pupil numbers, for example in a school of 5 or fewer children based on potential future intake severely restricts opportunities for team sports, meaningful pupil leadership opportunities, clubs and other active recreational activities.
- 10.25. Aberlour, Glenlivet and Knockando Primary Schools are established as caring, nurturing and inclusive environments for learning. Aberlour Primary School as the largest Primary School in the Speyside Associated Schools Group holds Gold Rights Respecting Schools status and through their positive relationships policy, aim to ensure all in the learning community are committed to the school vision – 'we show respect and have fun so we can learn from everyone'. Pupil achievements are regularly celebrated and 'OSCARS' (Our School Can Achieve Results) focused on the four CfE capacities in 10.8 above, are awarded to pupils in recognition of their positive contribution and achievements in learning.
- 10.26. Knockando Primary School is a caring and inclusive school, where staff work hard to get to know pupils and families well, supporting individual needs. A relational and restorative approach is taken to positive relationship management where the school is on the journey to Gold Rights Respecting School status. The school's Positive Relationship Policy has been developed and shared with the school community with focus on inclusion, safeguarding, mental and emotional wellbeing and accessing supports.
- 10.27. Glenlivet Primary School has a very caring, nurturing and inclusive ethos with strong community identify due to unique school location. Individual reflective portfolios and learning logs support children to reflect on their learning against

the four capacities and development of skills. Regular reflection against the school's 'Smarts' is undertaken by children to understand aspects of their own wellbeing. Staff actively promote inclusion and equity for all children and due to size of school and one large multi-composite class, pupils are grouped by ability as opposed to stage, strengthening pace and challenge in learning. In collaboration with all children, Glenlivet Primary School has developed a new Positive Relationships Policy reflecting the United Nations Convention on the Rights of the Child (UNCRC).

- 10.28. Aberlour Primary School has the Primary Enhanced Provision base for children with Additional Support Needs for the Associated Schools Group. Most children attend for part of the time, also attending mainstream classes. 'The Rainbow Room' provides specialist support for identified young people and support on group and one-to-one basis. Multi-agency links are in place with key partners including Health, Social Work and 3rd sector.
- 10.29. At Knockando Primary School, class teachers support all children where required with support assistant input for targeted need. Currently the Head Teacher in class contact time supports in provision of additional Support for Learning Teacher time, ensuring all children are supported as part of Moray's approach to staged intervention. In Glenlivet Primary School, effective planning to meet the needs of all learners, with clear progression pathways and universal/targeted interventions where necessary. A Support for Learning teacher works with identified pupils over two days per week with Pupil Support Assistant time for targeted needs.
- 10.30. All schools within Speyside Associated Schools Group benefit from their location in an area of outstanding natural beauty with access to extensive grounds and countryside. As a town school, Aberlour Primary School is in close proximity to Speyside High School as the local secondary school, with access to a range of external areas including a playing field, outdoor garden area and hard-standing playground/parking area. The school currently houses a local authority and partner nursery. The school is within walking distance of the secondary school's swimming pool, community sport facilities and multi-use games area.
- 10.31. The catchment of Knockando Primary School enjoys large grounds with easy access to woodland, fields, burns and wildlife supporting outdoor learning contexts. During snowy weather, the hill next to the school is used as a sledge/ski run. The school is well resourced with outdoor playing fields and play areas and additional multi-use spaces. With extensive outdoor areas or within close proximity to wider facilities in the case of Aberlour Primary School, opportunities for team sports and game-based activities can be maximised with a number of pupils on the roll of all three schools enabling such activities. A larger staffing complement and parent body further increases the likelihood of interested adults leading a broader range of activities. Glenlivet Primary School pupils regularly use the woods located behind the school for outdoor learning. A community playpark organised by the Go Getters funded by Pupil Equity Funding and other community monies (Paul's Hill Windfarm and the Glenlivet and Inveravon Community

Association) is used by children during school time and is available for community use outwith school times.

- 10.32. Aberlour, Glenlivet and Knockando Primary Schools are committed to the 1+2 languages agenda. French is offered across all three schools with the addition of German in P5-P7. This provides the opportunity to work as a whole class and in small groups or pairings in participatory learning activities. Emphasis is on the spoken word and opportunities are planned through enjoyable activities such as group and class games, role-play and songs. Delivery of language learning would be restricted within the multi-stage context of a school size low in pupil numbers, for example in a school of 5 or fewer children based on potential future intake. At Glenlivet Primary School, to meet the needs of current children in school, British Sign Language (BSL) will be delivered as a third language this coming year instead of German.
- 10.33. Aberlour, Glenlivet and Knockando Primary Schools benefit from a very small amount of Pupil Equity Funding and use this creatively to support identified children, with interventions reaching further than those where impact is directed. Aberlour Primary School focus in on Literacy interventions, Numeracy and Health & Wellbeing approaches. Glenlivet Primary School has identified gaps in Health and Wellbeing and run a successful Breakfast club, improving engagement in learning. In order to support Health and Wellbeing for all, swimming lessons have been provided where half of the school had never swam, building confidence in swimming, team working and wider mental, physical and social wellbeing effects. Knockando Primary School has supported literacy, numeracy and Health and Wellbeing with the purchase of various learning supports including additional Pupil Support Assistant hours for targeted support and Health and Wellbeing inputs.
- 10.34. Schools also look outwards and seek to source additional supports and wider experiences for children. Heritage Lottery Funding supported Glenlivet Primary School in a four year programme with a group of artists, significantly developing children's artistic and digital technology skills. Although this project has now finished, a legacy of skills and equipment remain which Glenlivet continues to make use of for learning and teaching.
- 10.35. Aberlour, Glenlivet and Knockando Primary Schools all have Parent Councils formed who meet regularly throughout the year. Aberlour Primary School Parent Council represent the views and interests of parents and pupils and support school improvement where there are currently ten parent members. Glenlivet Primary School regularly engages with parents and a supportive Parent Council take forward an active role in driving forward school improvement. There is a very strong sense of community with the school vision 'success for all' understood by all. Sustainable partnerships with parents and the wider community further enrich the curriculum and children are supported to take an active part in the school and wider community.
- 10.36. At Knockando, an active and supportive Parent Council fundraise for school trips and activities and also contribute to bringing in specialists to enhance the curriculum with dance, sport, music, drama and outdoor education. Parents

may also use their individual skills to support learners through 'Activity Afternoons'. If Inveravon were to re-open then there would be potential for a Parent Council to operate. However, with a small pupil cohort there would be a limited number of families able to participate – particularly where sibling groups may feature – resulting in greater reliance on a few individuals to support the school in this way.

10.37. Aberlour, Glenlivet and Knockando Primary Schools are central establishments within their respective communities with strong links to other organisations including local churches. Effective transition programmes and links with other Associated School Group schools including Speyside High School as the local secondary school are in place. Working in collaboration across the Associated Schools Group, Head Teachers and schools ensure all children continue to access a wide range of experiences and activities, ensuring their location does not detract from opportunities available. Glenlivet, Knockando, Tomintoul and Craigellachie Primary Schools also work in partnership to organise transition events throughout the year for Primary 7 pupils, to support team building and wider skills development in advance of secondary transition.

10.38. Section 3 of the Standards in Scotland's Schools etc Act 2000 requires local authorities to endeavour to raise standards and secure improvement in the quality of school education provided in our schools for all learners. It is Moray Council's view that the pupils from the Inveravon catchment derive educational benefits from their current attendance at other larger neighbouring schools. Formalising the current arrangements would provide a number of such benefits, judged against both the Moray and National criteria set out above.

10.39. As all pupils from the Inveravon Primary School catchment currently attend Knockando Primary School or Aberlour Primary School depending on current zoning arrangements or parental choice, no adverse effects for those pupils are expected to arise from the permanent closure of Inveravon Primary School.

11. Effect on the Local Community

11.1. Moray Council recognise that the uncertainty surrounding the future of the school has impacted on the community and it is hoped that this statutory consultation to close Inveravon Primary School will give clarity to the community and a sense of certainty regarding their children's education.

11.2. Inveravon Primary School is situated in a rural location, with no public/community buildings close by. Inveravon Church is a short distance from the school with a limited amount of dedicated parking.

11.3. Several meetings have been held with the local community and parents in the catchment area of the school. Although attendance at these meetings was low, representatives from the Community Association raised concerns that

there would be no community space in the area such as a meeting place, picnic or play area for the community.

- 11.4. Prior to the school closing the church had occasional community use of Inveravon Primary School and there was also a badminton club that used the school hall. There has been no community use of the land or building since the school was mothballed in 2017.
- 11.5. The site is owned by the Ballindalloch Estate and was 'gifted' to Banffshire Council in early 20th century for educational use. Moray Council are currently 'custodians' of that gift and if the school is closed the land and buildings would revert back to estate ownership. Ballindalloch Estate would welcome input from the community as to sustainable options for the building and land use should the proposal to close the school be approved.
- 11.6. Tomintoul and Glenlivet Development Trust conducted some consultation with the community in April 2021 about general community priorities, including community assets. The community expressed three favoured options for the future use of the school:
 - Reinstated as a school
 - Community space for activities
 - Outdoor activity centre
- 11.7. Aberlour is the closest town, approximately 6 miles from the school, with public amenities, including a swimming pool, high school, local shops and public parks. Knockando and Glenlivet Primary School are equidistance from the school, approximately 6 miles.

12. School Transport

- 12.1. During the 2016/17 session entitled pupils were provided with transport to Inveravon Primary School at a cost of £208.34 per day. With mothballing pupils were provided transport to Knockando Primary School on existing contracts at no additional cost.
- 12.2. Three new contracts currently support ALL pupils attending Knockando Primary School at a total cost of £557.55 per day. Ten pupils within the Inveravon catchment are transported to Knockando schools.
- 12.3. The closure of Inveravon School will not impact upon the current journey times for the majority of catchment pupils as they are currently being transported to Knockando. The average travel time compared to travelling to/from Aberlour or Glenlivet primary schools would be the same as Knockando Primary School under normal conditions.

12.4. It is recognised that rezoning some areas of the Inveravon catchment to Aberlour or Glenlivet primary schools may increase the number of children entitled to school transport.

13. Financial Implications

13.1. As mentioned in Section 12 above the proposed changes could result in an increase in costs for school transport provision, which would need to be met by Moray Council. The increase is expected not to be significant and may be managed within the value of the current Speyside ASG transport contracts.

13.2. Further details of the financial impact of this proposal are included in the financial template provided at Appendix B. The costs provided in the template derive from 2016/17 when the school was last operational for a full session, which has been corrected for inflation to provide a forecast for 2022/23 if Inveravon Primary School was reopened. With a potential school roll of 5 this would equate to a cost of £31,415 per pupil per year against a Moray average of £7,225 per pupil per year (2019/2020 data).

14. Sustainability

14.1. A carbon assessment of Inveravon Primary and Knockando Primary - where the majority of pupils moved to at the time of mothballing - by the Climate Change Strategy Officer is summarised in the table below:

	Building Heat		Electricity		Water		Total
	CO2 Emissions (Tonnes)	Carbon Impact per Pupil	CO2 Emissions (Tonnes)	Carbon Impact per Pupil	CO2 Emissions (Tonnes)	Carbon Impact per Pupil	Annual CO2 Emissions (Tonnes)
Inveravon (2016/17)	27.2	3.0	3.4	0.4	0.06	0.007	30.66
Knockando (2017/18)	24.4	0.4	14.9	0.3	0.16	0.003	39.46

14.2. The additional school transport mileage associated with travel to and from Knockando Primary School for pupils local to Inveravon Primary School requires to be considered but as there are no fixed school transport routes - contractors are given a pupil address list and work out the most efficient route - it is therefore not possible to assess the detailed impact of the additional mileage with mothballing or closure of Inveravon Primary School.

14.3. Overall the carbon impact per pupil is substantially lower at Knockando – and that includes the pupils on the school roll from the Inveravon catchment from Aug 2017. The reopening of Inveravon Primary School would therefore significantly increase carbon emissions in the future, outweighing any additional transport emissions associated with longer pupil journeys. The

closure of Inveravon Primary School is therefore predicted to lead to carbon savings for Moray Council.

- 14.4. Teacher recruitment and retention is a challenge faced by many rural authorities in Scotland. Rural schools with small numbers of pupils on roll changes the teaching dynamic, requiring teachers to be highly adept in managing the curriculum, differentiation and assessment for pupils from primary 1 - 7 in one or just two classes to ensure an educational benefit is maintained. Due to the staffing complement within these establishments the opportunities for collegiate and stage partner working requires carefully planning with their paired school or others local schools within the ASG and increased use of digital resources to allow online communities, however some rural settings also have connectivity difficulties.

15. Implications for Staff

- 15.1. As a consequence of mothballing an interim teaching staff arrangements were implemented as per the table below. There were no changes to non-teaching support staff.

	FTE (before mothballing)	FTE (post mothballing)
Head Teacher	0.5	1.0
Principal Teacher	1.0	1.0
Class Teacher	1.0	1.0
McCrone	0.28	0.28
Total	2.78	3.28

- 15.2. In the event of Inveravon Primary School closing the amended teaching staff arrangement are as per table below

	FTE (during mothballing)	FTE (post closure)
Head Teacher	1.0 (SP4)	1.0 (SP2)
Principal Teacher	1.0	
Head Teacher Relief		0.46
Class Teacher	1.0	1.0
McCrone	0.28	0.28
Total	3.28	2.72

The Head Teacher would move to SP4 from SP2 – cash conserved for 3 years. The Principal Teacher would need to be redeployed and potentially cash conserved for 3 years.

16. Equal Opportunities

- 16.1. An Equality Impact Assessment (EIA) is a statutory requirement on the Council to assess the policies and practices necessary to meet the requirements of anti-discrimination and equalities legislation. It also affords an

opportunity for the Council to consider the impact on the education service. An assessment has been carried out, as part of the options appraisal process.

- 16.2. The aim of an EIA is to examine policies and practice in a structured way to make sure that adverse effects on groups with protected characteristics are avoided. It is also a tool to enable the Council to assess what positive steps it can take to promote equality of opportunity and measure the results of the actions that have been taken.
- 16.3. The main adverse effect for children in the P1-7 age group is the length of journey from Inveravon to Knockando, Aberlour or Glenlivet, however, as the school has been mothballed since July 2017, all the current pupils are already making the journey to either Knockando or Aberlour. Should there be future journeys to Glenlivet these would be of a similar distance and duration.
- 16.4. Funded school transport would be provided for all entitled P1-7 pupils attending Knockando, Aberlour or Glenlivet primary schools from the current Inveravon catchment area, if one of the proposed options is approved.
- 16.5. As part of the consultation process the Council will consult with a wide range of stakeholders, including staff, parents/carers and young people, and will address comments about equality during this consultation.
- 16.6. Under the Equality Act 2010 education providers must not treat disabled pupils less favourably and should take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Any existing arrangements in place for pupils within the schools affected with additional support needs will continue. As discussed in 10.28, Aberlour Primary School is the enhanced provision hub for the Speyside ASG, and as such is fully adapted to meet the requirements of pupils with a range of additional support needs.

17. Consultation Arrangements

- 17.1. At its meeting on 24 August 2022, Moray Council's Education, Communities and Leisure Services Committee were asked to agree that a proposal document should be issued as a basis for consultation. No decision will be taken by the Council on the proposal contained in the paper until after the end of the consultation period. The Council will then receive a report on the consultation and will reach a view on the proposal.
- 17.2. A copy of this document will be issued to all of the consultees listed on the first page of this document and it will also be published on the Council's website: http://www.moray.gov.uk/moray_standard/page_105407.html
- 17.3. Reading copies of this proposal document will be made available at Speyside High School Community Centre, Aberlour Library, Glenlivet Medical Centre, Ballindalloch Post Office, Elgin Library, Knockando Primary School, Aberlour Primary School and Glenlivet Primary School.

- 17.4. The period for consultation will run from 29 August 2022 until 7 October 2022 which adequately covers the statutory requirement period of 30 school days.
- 17.5. A face-to-face public meeting will be held at 1:30pm on Tuesday 27 September 2022 at Inveravon Church, Ballindalloch AB37 9BA. A further public meeting will be held at 7pm on Tuesday 27 September at Speyside High School, Mary Avenue, Aberlour AB38 9QU. Anyone wishing to attend the meetings are welcome.
- 17.6. An online meeting will be planned for Wednesday 28 September and anyone wishing to attend this meeting should express their interest by emailing learningestate@moray.gov.uk
- 17.7. The meetings will be convened by the Council and the Council will present the reasons for bringing forward the proposal. There will be an opportunity for questions and comments at both meetings. A minute will be taken so that comments can later be summarised and considered.
- 17.8. Opportunities will be provided for the staff working in Knockando, Aberlour and Glenlivet primary schools to discuss the proposals. Opportunities will also be arranged for impacted primary pupils at each of the schools to engage in the consultation in a manner appropriate to their age.

An online survey will be available as part of the consultation. This can be completed at the following address - http://www.moray.gov.uk/moray_standard/page_105407.html - or by scanning the QR code below:



- 17.9. The Council will also consider any written comments which should be emailed to LearningEstate@moray.gov.uk . Alternatively, any comments can be sent to **Community Support Officer (Learning Estate), HQ Room 207a, Elgin Council Offices, High Street Elgin IV30 1BX**. Comments should be received no later than 4pm on 7 October 2022.
- 17.10. A copy of this document will also be sent to Education Scotland. They will also receive a copy of any relevant written representations that are received by the Council during the consultation period. They will also receive a copy of any oral representations made at the public meeting and a copy of any other

relevant documentation. Education Scotland will then prepare a report on the educational aspects of the proposal. In preparing their report, they may visit the school and make such reasonable enquiries as they consider appropriate.

18. Consideration of Consultation Responses

- 18.1. The Council will review the proposal having regard to the Education Scotland Report, survey results, written representations that it has received, and oral representations made to it by any person at the public meeting. It will then prepare a report on the consultation. This report will be published in electronic format and will be available on the Council website. Anyone making written representations during the consultation period will be informed about the report.
- 18.2. The report will include a record of the total number of written representations made during the consultation period, a summary of the written representations and a summary of the oral representations made at the public meeting. The report will also include the Authority's response to the Education Scotland Report, a response to issues raised through any written or oral representations it has received, together with a copy of the Education Scotland Report and any other relevant information, including details of any alleged inaccuracies and how these have been handled. The report will also contain a statement explaining how the Council has complied with the requirement to review the proposal in light of the Education Scotland Report and representations (both written and oral) that it received.
- 18.3. The last section of the report will include an officer recommendation as to whether the proposals should be adopted and implemented. The Consultation Report will be published at least three weeks prior to the Council making a decision.
- 18.4. A final report on the consultation process with recommendations will be submitted to the Education, Childcare and Leisure Services Committee in January 2023.

19. Decision Making

- 19.1. The consultation report will be considered by Education, Communities and Leisure Services Committee who will be asked to review and make a comment on the officer recommendation.
- 19.2. Following discussion and recommendation at the Education, Communities and Leisure Services Committee, Full Council will consider the report and be asked to approve the officer recommendation in the report. This is expected to be February 2023.
- 19.3. 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 Inveravon Primary School.

- 19.4. 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.
- 19.5. 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.

20. Conclusion

- 20.1. Taking the above into account Moray Council recommends that Inveravon Primary School, currently mothballed, is closed and the catchment area re-assigned to either Knockando Primary School, a combination of the Knockando and Aberlour primary schools or a combination of Knockando, Aberlour and Glenlivet primary schools as outlined in Options 1-3 above.
- 20.2. Whichever decision is taken with respect to catchment areas, existing pupils will not be required to change schools. This will also apply to any younger siblings of such pupils, provided they remain at the same primary school.
- 20.3. This proposal paper is issued in terms of the authority's procedures to meet the relevant statutory requirements.

Appendix A - Inveravon Primary School Options Appraisal
Appendix B – Inveravon Primary School Financial Report