



MORAY COUNCIL
BRIEF FOR A SUSTAINABLE LEARNING ESTATE
FORRES ASG

FEBRUARY 2024

Contents

Background	2
Moray Local Outcome Improvement Plan	2
Moray Learning Estate Strategy	2
Project	3
Who are we?	3
What are the project plans?	3
Where are we now?	4
Condition	5
Suitability	5
Condition and Suitability of Moray Schools	7
Upgrade and Maintenance Plans	7
Next steps/how to get involved?	8
A Sustainable Learning Estate Engagement	8
How will this review be different to the one in 2014?	8
Why are we engaging?	9
What is the engagement process?	9
How do I get involved?	9
ASG Considerations	9
Forres ASG	9
Buckie ASG	10
Elgin Academy ASG	10
Elgin High ASG	10
Keith ASG	10
Lossiemouth ASG	10
Milnes ASG	10
Speyside ASG	10
Funding	10
Learning Estate Investment Programme	10
Place	16
Data Tables	18
School Roll	19
Pupils in and out of area catchment	23
School Revenue Costs (2022-23)	24
Forres ASG Condition, Upgrade & Maintain	26
Net Zero carbon targets 2030-2038	27
Overview	29
A Sustainable Learning Estate for Moray - Forres ASG - Survey Feedback	30

Background

Moray Local Outcome Improvement Plan

Moray's Local Outcome Improvement Plan (LOIP) has a partnership vision of raising aspirations and our priorities include:

- Growing a diverse and sustainable economy
- Building a better future for our children and young people in Moray

In terms of outcomes this translates to Moray being:

- A place where children and young people thrive.
- A place where they have a voice, have opportunities to learn and get around.
- A place where they have a home, feel secure, healthy and nurtured.
- A place where they can reach their full potential.

There is evidence that attainment and post-school destinations vary across Moray communities and in some areas are below average.

Moray Learning Estate Strategy

Any learning estate strategy must help to achieve these ambitions along with those in the Corporate Plan which link directly to the outcomes for our children and young people.

“Provide a sustainable education service aiming for excellence.”

To achieve this, the learning estate strategy requires the provision of the best learning environments for our learners and ensure that there is sufficient capacity as Moray grows as an economy.

It is therefore vital that the strategy for Moray's learning estate takes the following factors into consideration:

- School catchment areas
- Schools in communities
- Condition and suitability of the school estate.
- Management of schools or groups of schools
- Delivery of learning experience
- Projected school rolls
- Early years strategy
- Additional Support Needs (ASN) Strategy
- Affordability

Project

Who are we?

We are a team dedicated to the development of the Learning Estate across Moray. The team sits within the Education Resources and Communities service within the council and currently consists of:

- Head of Education Resources and Communities
- Programme Manager
- Senior Project Officer
- Communications and Engagement Officer (Learning Estate).
- Community Support Officer (Learning Estate).

We'll be working closely with other departments within the council to ensure the effective delivery of the programme such as education, planning, communities and finance.

You can contact the team by emailing learningestate@moray.gov.uk.

What are the project plans?

The delivery of the Learning Estate programme can be divided into 5 key themes.

Engagement and Consultation

- Throughout development of the strategy and future options of the Learning Estate, community stakeholder engagement will be a key activity. This will be conducted in each ASG.

Asset Management

- All our schools should meet the minimum standards for condition and suitability – B is the minimum. Our aspiration is for all new school builds and major refurbishment projects to achieve an A standard for both condition and suitability.
- A significant number of our schools are at Condition level C overall and level D in specific areas.
- Two of our schools are at Condition D overall.
- Over the next two years detail surveys of ALL Moray schools will be completed to determine the scale and scope of works to meet and maintain minimum B standard.
- A significant 10-year investment (@£100M) is planned to be budgeted to achieve this.
- Moray will transition from a 'make-do-and-mend' approach to a more sustainable preventative maintenance regime over the same timescale.
- Survey outputs will also support new build/major refurbishment and estate sustainability decision making.

Design and Construction

- A number of major construction projects have already been identified to meet the school capacity requirements for the next 15 years.
- Future options for:
 - Forres Academy & Buckie High School (With the discovery of RAAC Forres Academy is the priority and LEIP 3 funding has been approved.)
 - Primary school options are under investigation in:
 - Forres (Engagement September to October 2023)
 - Buckie (Engagement – February – April 2024)
- The priority for these areas is that they will be impacted by **significant housing development over the next decade**. We need to ensure we have sufficient primary and secondary school capacity to meet the increased school place demands.

- A future need for additional primary and secondary capacity is assumed.
 - Findrassie Primary School is a proposed new build to support significant new housing development over the next 15 years to the north of Elgin.
 - It was due to be complete in 2025, however, a decision to defer the final design and construction start date by up to 5 years was made at a meeting of the Councils Education, Children's, and Leisure Services Committee in January 2023.
 - Elgin High School Capacity extension will increase capacity by an additional 250.
 - Modular classrooms currently on site to meet short to medium term need.
 - New build extension is LEIP Stage 2 project that is due to complete in 2026.
 - Elgin High School ASG may require additional capacity within next 2 years. Options to meet this requirement will be developed over next 12 months.

Estate sustainability - (ownership, occupation, management, and use)

- Will address the current over capacity within some areas of Moray and under capacity in others.
- **Rezoning, mergers and closure** are all options that could be considered, taking account of a number of key criteria:
 - Condition
 - Suitability
 - Capacity forecast
 - Net zero carbon options
- No current plans to close schools.
- Will explore mixed use, service outreach and wider community use of schools – especially those in rural areas – to support learning estate investment.
- Inveravon Primary School was permanently closed in 2023.
- Crossroads Primary School is currently mothballed.
 - Public engagement on its future which will lead to a recommendation and more formal consultation.

Digital Enabled Learning

- Working with other council teams to identify digitally enabled learning options and determine infrastructure requirements to support their implementation.

Net Zero Carbon

- Initiatives to determine options to reduce CO2 footprint of the Learning Estate and planning to meet 2030 targets.
- Initial focus around **energy efficiency in schools** and in the future, replacement with renewable energy options.
 - Planning energy efficiency surveys for selection of representative schools this to be completed this year.
- New builds will adopt low energy (and CO2) design methodologies (e.g. PassivHaus).
- Will look at retrospective low carbon methodologies (e.g. Enerphit) to address current buildings.

Where are we now?

- Estate Rationalisation (as above):
 - Condition Surveys (expected to be complete by end of 2024)
 - Crossroads Primary School
 - Findrassie Primary School
 - Elgin High School Extension Detailed Design
 - Future Forres Academy Design Brief development

- Future Buckie High School Design Brief development
- ASG engagement
- Seeking Scottish Government capital funding support through the Learning Estate Investment Programme (LEIP) Stage 3 and future initiatives.

Condition

Condition has a direct impact on what goes on in the school and is concerned with:

- The **current state of the fabric** of the school

The condition score for each school is reported by Moray Council to the Scottish Government annually, based on the situation on 01 April each year, for validation and publication later in the year.

The condition score is for the benefit of all school users and the community. Condition can have a direct impact on what takes place in the school and on its image, ethos, and reputation in the community.

The condition rating for the school is based on the following criteria:

A: Good – Performing well and operating effectively (physical element conducts function totally as new including consideration of the transverse elements)

B: Satisfactory – Performing adequately but showing minor deterioration (physical element conducts function satisfactorily, may show signs of age and including consideration of some transverse elements)

C: Poor – Showing major defects and/or not operating adequately (physical element does not perform function effectively without continuous repair, shows signs of age and does not consider most of the transverse elements)

D: Bad – Economic life expired and/or risk of failure

Condition Core Fact data should be provided for all primary, secondary, and additional support needs (ASN) schools. Where early learning and childcare settings are on the same site as a primary, secondary or ASN school these should be included and treated as part of the school.

**Further details on suitability can be found in [The Condition Core Fact](#) document.*

Suitability

The suitability score for each school is reported by Moray Council to the Scottish Government annually, based on the situation on 01 April each year, for validation and publication later in the year.

Suitability is a measure of whether a school is fit for the purpose in delivering the education curriculum.

Since the introduction of Curriculum for Excellence (CofE), there has been an increase in the interest in and understanding of the contribution that place and space make to a successful learning environment.

This is made up of:

- Whether its design and layout enhance its function and use.
- Whether there is space and scope to accommodate all the pre-school, day-school and after-school demands and services.

- Whether it is 'inclusive' and accessible to those with disabilities.
- How capable it is of adjustment or adaptation.
- How able it is to adapt in response to:
 - Future and sometimes unforeseen changes in the scale and nature of demand and usage
 - Changes in climate
 - Changes in ICT and other technology
 - Changes to the ways in which education may be delivered.

There is a need to consider the diverse types of spaces within the school and the different activities for which they are used.

To capture all of the information necessary to arrive at a suitability rating for the school as a whole, six 'areas' have been identified, five of which are common to all schools:

- Learning and Teaching Spaces (General)
- Internal Social Spaces
- Internal Facilities
- External Social Spaces
- External Facilities

For secondary schools or schools with a secondary department there is a sixth area:

- Learning and Teaching Spaces (Practical)

Many learning spaces are used for a variety of purposes and where this happens it is correct to assess them more than once. This could result in the same space being assessed differently, depending on usage.

For example, a space might achieve an 'A' rating as a dining hall but a 'C' rating as an assembly hall or PE hall.

Each of these 'areas' is then rated:

A: Good – Performing well and operating effectively (the school buildings and grounds support the delivery of services to children and communities).

B: Satisfactory – Performing well but with minor problems (the school buildings and grounds generally support the delivery of services to children and communities).

C: Poor – Showing major problems and/or not operating optimally (the school buildings and grounds impede the delivery of activities that are needed for children and communities in the school).

D: Bad – Does not support the delivery of services to children and communities (the school buildings and grounds seriously impede the delivery of activities that are needed for children and communities in the school).

Factors

To ensure that the ratings are consistent and comparable, they should be assessed against five key 'factors', which have equal weighting. These are:

- **Functionality:** shape, size, adaptability, lighting.
- **Accessibility:** ease of access for all users.
- **Environmental Conditions:** temperature, acoustics, ventilation, natural light, controllability

- **Safety and Security:** heat sources, windows, fire doors,
- **Fixed Furniture and Fittings:** ICT infrastructure, storage, display boards, power points.

**Further details on suitability can be found in [The Suitability Core Fact](#) document.*

Condition and Suitability of Moray Schools

- The council faces significant challenges with the condition of many of our schools, which are in poor condition and have high maintenance costs which are unaffordable.
- It ranks lowest of all councils for the percentage of operational buildings in satisfactory condition.
- 54% of our properties are in a satisfactory condition (condition B), compared to the Scottish average of 87%
- In December 2018, the council completed a property and asset management appraisal (PAMA) which estimated that it would cost £151 million to bring the whole of the current property portfolio up to a satisfactory standard (condition B).
 - Of this total, £142 million is for schools (adjusted for inflation this is now closer to £200m)
- The council has 53 schools (45 primary and 8 secondary schools).
- School estates' data for 2022/23 details state that
 - 27 Primary Schools fall below the B/B standard for condition.
 - 5 Secondary Schools fall below the B/B standard for condition.
 - 53.64% of our pupils currently learn in premises that fall below B/B standard.

In the past 10 years, there has been significant capital investment in:

- 2 new secondary schools in Elgin.
- A new primary school in Keith.
- A new secondary school in Lossiemouth.
- A new primary school in Elgin – Linkwood.
- Four primary schools in Elgin, Forres, Lossiemouth and Buckie were significantly refurbished.

The council will find it challenging to afford to continue this level of investment and so must consider reducing, replacing, and reconfiguring its property portfolio if it is to protect front-line services and deliver sustainable schools for the future.

This is critical given 51% of the school estate is classed as in poor condition and there is a risk of more schools falling into the lowest condition category where the buildings are no longer viable.

Upgrade and Maintenance Plans

The programme to upgrade all school to B/B standard will take 15 years or longer to achieve due to affordability.

At the same time, a 25-year preventative maintenance plan needs to be developed for all school buildings to maintain them at a B/B minimum standard, this will involve minor and major maintenance together with planned refurbishment dates for significant areas (e.g. heating systems).

A reactive repair and maintenance contingency budget would still be required to support non-planned works.

Next steps/how to get involved?

How will decisions be made in terms of new school, mergers, etc?

- School catchment areas
- Schools in communities
- Condition and suitability of the school estate.
- Management of schools or groups of schools
- Delivery of learning experience
- Projected school rolls
- Early years strategy
- ASN Strategy
- Future affordability of financing the school estate.

How long does it typically take for a new school to be built?

The Engagement process can take up to 18 months.

The project planning and delivery for a new school can take 5 years to allow for:

- Full option appraisal
- Business case
- Procurement
- Construction
- Commissioning.

Will my child's school be closed?

There are no plans for school closures, however, this cannot be ruled out. The merging of some primary schools and establishment of school campus models (with shared leadership teams) will also be considered.

Schools (Consultation) (Scotland) Act 2010

For local authorities to consult on changes to schools (including nursery) such as closing, relocating, or opening a new school.

The Act makes special arrangements for rural schools. There is a presumption against closure and the council must ensure that all other alternatives have been identified and robustly considered prior to undertaking any statutory consultation.

Are rural and/or smaller schools going to be affected by this?

The merging of some primary schools and establishment of 5-18 campus models (with shared leadership teams) will also be considered.

Paired headships in primary schools have already been established to provide more stable leadership in smaller primary schools and could be extended if education benefit in doing so.

The Act makes special arrangements for rural schools. There is a presumption against closure and the council must ensure that all other alternatives have been identified and robustly considered prior to undertaking any statutory consultation.

A Sustainable Learning Estate Engagement

How will this review be different to the one in 2014?

This is a new review and the school estate and Moray have seen change over the last 10 years.

This review will look at the now and future requirements. It will be different as we are not starting with options rather, we will share the facts around the learning estate prior to development of long-term options.

We will be looking at each Moray ASG separately.

Why are we engaging?

Approved by Council in December 2020 as a strategic approach and updated in 2022, the Moray Learning Estate Strategy sets out our vision of providing a sustainable education service aiming for excellence.

The basis of the strategy is the utilisation, suitability, and condition of our schools with the outcome being a more efficient and fit-for-purpose school estate for communities across Moray. The strategy will see the development of individual solutions that meet the varied needs of areas across Moray, rather than a one-size-fits-all approach.

Whilst there are not any specific proposals at this stage our ambition is to make the school estate across the authority more sustainable. We need to ensure our schools are the right size and fit for the communities they serve; are energy efficient; offer equity in education; and are fit for 21st Century learners. An evaluation of the existing school estate in combination with an extensive consultation with stakeholders will now be conducted to inform a new School Model Proposal for the region's future school estate.

What is the engagement process?

We will be holding focused meetings with key stakeholders, a community drop-in session and online questionnaire. This is open to parents, carers & families, community councils and school staff and any other groups identified through the engagement process.

The purpose of the drop-in session is to provide an overview of the sustainable learning estate strategy.

Whilst no formal options have been developed yet, as a team we are committed to engaging parents, pupils, school staff and wider communities on an ASG basis.

A survey is available to get feedback and opinions on what is a priority to people within their school estate. A focus group will be established with key stakeholders to support collaborative development of future options.

How do I get involved?

Access the learning estate page on the Moray Council website

http://www.moray.gov.uk/moray_standard/page_153625.html all the information regarding the engagement and access the survey to participate. All future engagements will be added to the page as we continue with the process.

You can also get in touch with the Learning Estate team by emailing learningestate@moray.gov.uk and we can keep you up to date as things progress.

ASG Considerations

Forres ASG

Engagement on a Sustainable Learning Estate began in Forres ASG. It is expected that Forres ASG will experience growth in the East of the town between now and 2035. Option appraisals for schools need to consider increase in capacity requirements, rezoning, refurbishment, new build, potential for merging and campus models to address these issues and meet the objectives of the strategy.

With the discovery of Reinforced Autoclaved Aerated Concrete (RAAC), Forres Academy project has been given priority and is scheduled to be built by end 2027. Engagement on the new build will take place, with an option of a 5-18 campus incorporating Applegrove PS a consideration.

Buckie ASG

Buckie ASG is expected to experience growth in the west of the town between now and 2035, Cluny primary is expected to hit capacity issues by 2027 and solutions would need to be in place to cope with growth. Buckie High School is C condition and will be close to capacity by the end of the decade. Options for refurbishment new build, shared hub facilities and potential campus solutions will be considered in conjunction with the option appraisals for Primary Schools within the ASG. Option appraisals for all schools should consider increase and reductions in capacity requirements across the ASG and options to mitigate this.

Elgin Academy ASG

Elgin Academy ASG is expected to experience growth in the North at Findrassie between now and 2035, Elgin Academy is a PPP school and is in good condition as a result, there is a need to provide for increased primary capacity and increased secondary capacity. A new school was planned for Findrassie in 2025 but that project is currently deferred. Option appraisals for schools need to consider increase in capacity requirements, rezoning, refurbishment, new build, potential for merging and campus models to address these issues and meet the objectives of the strategy. There also needs to be a review of the capacity utilisation of Elgin Academy.

Elgin High ASG

Elgin High ASG is expected to experience growth in the South and West between now and 2035. The new school at Linkwood was built to help relieve capacity pressures at New Elgin. Elgin High will have an extension constructed to increase its capacity from 2026. Option appraisals for schools need to consider increase in capacity requirements, rezoning, refurbishment, new build, potential for merging and campus models to address these issues and meet the objectives of the strategy.

Keith ASG

Keith ASG is not predicted to experience capacity issues, but a number of schools are operating significantly under capacity. Option appraisals for schools need to consider rezoning, refurbishment, new build, potential for merging and campus models to address these issues and meet the objectives of the strategy.

Lossiemouth ASG

Lossiemouth ASG is not predicted to experience capacity issues. Option appraisals for schools need to consider refurbishment, and new build.

Milnes ASG

Milnes ASG is not predicted to experience capacity issues although we do expect small scale growth in Mosstodloch, Fochabers and Lhanbryde. Option appraisals for schools need to consider refurbishment, new build, potential for merging and campus models.

Speyside ASG

Speyside ASG is not predicted to experience capacity issues, but a number of schools are operating significantly under capacity. Option appraisals for schools need to consider rezoning, refurbishment, new build, potential for merging and campus models to address these issues and meet the objectives of the strategy.

Funding

Learning Estate Investment Programme

In September 2019, the Scottish Government and COSLA published the new Learning Estate Strategy and the first phase of projects to benefit from the £2 billion Learning Estate Investment Programme (LEIP) were announced.

Scottish Futures Trust (SFT) was asked to develop an outcomes-based approach that would support the delivery of the programme.

The approach, which was collaboratively developed, has been approved by COSLA, the Scottish Government and local authority representative bodies, with funding dependent on achieving outcomes in line with these key strategic objectives:

- **Condition (LEIP 2/3)**
 - new learning environments are built to a high quality and are well-maintained over the long term.
- **Energy Efficiency (LEIP 2/3)**
 - ambitious energy efficiency targets are achieved over the long term and contribute to net-zero commitments.
- **Digitally Enabled Learning (LEIP 2/3)**
 - the investment supports digitally enabled learning and advancements in technology.
- **Economic Growth (LEIP 2/3)**
 - the investment creates new jobs and enables inclusive economic growth.
- **Embodied Carbon (LEIP 3 only)**
 - learning environment should be greener and more sustainable showing long term sustainability.

**If an outcome is not achieved in full, the funding associated with the outcome will be adjusted.*

Scottish Government (SG) funding will be available through the Outcomes Based Funding (OBF) model. SG funding will be released as the achievement of agreed outcomes is evidenced. The details of these outcomes are included in the table below:

Funded Outcome	Outcome to be achieved
1. Condition	Local authorities must provide evidence, through their annual returns that the facility is kept in condition A or B for a period of 25 years. This is intended to be a binary funding condition. In recognition of the potential for survey issues to be identified, removal of funding would be suspended for one year to allow for rectification of any issues leading to a C condition rating. The funding would be reinstated, the next financial year, once it could be demonstrated that the facility was in A/B condition again. If the building drops into condition C more than once during a five-year period, the condition funding element will be suspended without the one-year grace period, until the condition is rectified to A/B. In the event of exceptional circumstances such as fire or flood resulting in the condition of the building being unable to be rectified to an A/B condition within 1 year of becoming a C or meaning that the facility drops into condition C for a second occasion, this will be reviewed on a case-by-case basis between the authority and SG.
2. Energy Efficiency	Authorities must provide evidence that the in-use energy target of 67/kWh/sqm/p.a. for core hours of 2,000 p.a. and core facilities is achieved. Core Facilities To provide consistency of definition across the variety of projects in the programme, the following facilities are excluded from. the total energy consumption target: • Dedicated community/health facilities • Swimming pool/hydrotherapy pool • External sports flood lighting • Production kitchens (serving multiple sites) • Data centres (serving multiple sites) • Electric Vehicle Charging Points • Other (e.g. specialist vocational/industrial facilities, councils to propose) Within the remaining core facilities, all energy uses relating to the building and users are included in the energy target. The target includes all consumed energy regardless of source e.g. energy provided from renewable sources is included in the same manner as gas or electricity from the mains or grid. Contribution from heat pumps should be included on the output side rather than input side to support the aim of creating energy efficient buildings using a fabric first approach. Core Hours To recognise that councils and individual schools have different operational hours and term dates, the target is anticipated to cover all energy uses during a bank of 2000 operational hours per annum. If the facilities are operational for more or less hours, then a pro rata approach should be taken to compare against the target.

	Building use purely for cleaning, maintenance or security tasks will not be considered as operational hours. Example To report on previous year: • total open operational hours of a facility for school and community use (excluding cleaning etc) = 3000 hours • total annual energy consumption from all sources (after exclusions) = 120 kWh/m²/annum • reportable core energy consumption would be $(2000/3000) \times 120 = 80$ kWh/m²/annum Energy Outcome Funding This is recognised as being an ambitious target, therefore it is not anticipated that this will be a pass/fail outcome for funding but that a sliding scale will be attached. From feedback and discussion with Directors of Finance, ADES Resources and SHOPS the sliding scale is grouped into ranges with a corresponding alteration to funding depending on which range is demonstrated as being achieved: <table border="1" data-bbox="740 1010 1214 1283"> <thead> <tr> <th>Energy Consumption kWh/sqm/p.a.</th><th>Energy Funding %</th></tr> </thead> <tbody> <tr> <td>A 67- 83</td><td>100%</td></tr> <tr> <td>B 84- 99</td><td>90%</td></tr> <tr> <td>C 100 – 115</td><td>60%</td></tr> <tr> <td>D 116 -130</td><td>30%</td></tr> <tr> <td>E 131+</td><td>0%</td></tr> </tbody> </table> If the facility exceeds 130/ kWh/sqm/p.a for core hour use of energy use – no funding will be available for that outcome. The funding for the energy outcome will commence in year 3 of operations to allow a 2-year period to monitor in use energy consumption and optimise systems and behaviour. At the end of year 2 the in-use energy will be measured, and this will determine the initial funding band. Following the initial reporting of the energy target at the end of year 2, the energy outcome will be assessed every 5 years in years 7, 12, 17 and 22. The rolling five-year average is what should be reported. In the event of a change of performance from the previous measurement, there will be a 1-year grace period to allow Councils to rectify the change and bring back to the original target of maintain improved energy performance, before any required changes, to funding are implemented.	Energy Consumption kWh/sqm/p.a.	Energy Funding %	A 67- 83	100%	B 84- 99	90%	C 100 – 115	60%	D 116 -130	30%	E 131+	0%
Energy Consumption kWh/sqm/p.a.	Energy Funding %												
A 67- 83	100%												
B 84- 99	90%												
C 100 – 115	60%												
D 116 -130	30%												
E 131+	0%												
3. Digitally Enabled Learning	Digital is an evolving and fast-growing area and one that is becoming more prevalent in every-day learning as digital learning and teaching strategies continue to develop. To ensure facilities are future proofed and able to continue to support high quality digital learning and teaching, regardless of technology advancement, the local authority must provide evidence that the underlying digital infrastructure of the facility can												

	support 11Gbps. This underlying infrastructure should extend to at least one point within every learning and teaching space throughout the facility. If the cost of providing the initial connection speed to the facility is prohibitively expensive due to geographic location or it is not physically possible yet in that location, this can be reviewed on a case-by-case basis to establish an appropriate solution.																												
4. Economic Growth	Investment in infrastructure is synonymous with economic growth. The Construction Industry Training Board (CITB) has published benchmarks outlining how many new jobs should be supported from investment in the education sector. The authority will require to collate and provide evidence that they have met the target for jobs supported as per the CITB benchmarks published July 2017. The number of jobs to be supported depends on the size of investment (based on construction contract value): <table><tr><td>£1-3.5m</td><td>£3.6-6m</td><td>£6.1-10m</td><td>£10.1m-15m</td><td>£15.1-20m</td><td>£20.1-30m</td><td>£30.1-40m</td></tr><tr><td>1</td><td>4</td><td>5</td><td>10</td><td>11</td><td>12</td><td>14</td></tr><tr><td>£40.1-50m</td><td>£50.1-60m</td><td>£60.1-70m</td><td>£70.1-80m</td><td>£80.1-90m</td><td>£90.1-100m</td><td></td></tr><tr><td>15</td><td>18</td><td>19</td><td>19</td><td>21</td><td>22</td><td></td></tr></table> Funding will be available if the relevant target is achieved. If this is not achieved in full, funding will be adjusted accordingly. E.g. if 12 jobs is the target but only 11 are evidenced as being achieved then 11/12ths of the funding for that outcome will be available. This outcome could be multi-faceted and also provide a measure to ensure training places are supported and learner engagement is embedded in the design and construction process through site visits and work experience placements. It is proposed that because the achievement of this outcome will happen in the design and construction phase of the project that the funding for it, if achieved, is received in the first two years of operations, rather than extend over the 25-year period.	£1-3.5m	£3.6-6m	£6.1-10m	£10.1m-15m	£15.1-20m	£20.1-30m	£30.1-40m	1	4	5	10	11	12	14	£40.1-50m	£50.1-60m	£60.1-70m	£70.1-80m	£80.1-90m	£90.1-100m		15	18	19	19	21	22	
£1-3.5m	£3.6-6m	£6.1-10m	£10.1m-15m	£15.1-20m	£20.1-30m	£30.1-40m																							
1	4	5	10	11	12	14																							
£40.1-50m	£50.1-60m	£60.1-70m	£70.1-80m	£80.1-90m	£90.1-100m																								
15	18	19	19	21	22																								
5. Construction Embodied Carbon	Reducing Whole Life Carbon is key to ensuring the long-term sustainability of the learning estate. Building on the Operational Energy Target already established in LEIP, the opportunity exists to significantly reduce the Construction Embodied Carbon footprint from inception, through design and construction to practical completion. Construction Embodied Carbon Outcome Local authorities should evidence that the construction embodied carbon target of 600 kgCO2e/m2 for core facilities is achieved. Local authorities should track and record this throughout the project stages using an assessment tool compliant with BRE IMPACT methodology managed by an assessor with appropriate expertise. Evidence of achieving this target using actual material, product, transport and contractor activity data will be required at project completion. Methodology The Construction Embodied Carbon target should be assessed for the building and external plant only, excluding external works and loose FF+E. This should include Stages A1-A5 “from cradle to practical completion” as defined in the RICS Professional Statement of Whole Life Carbon: - A1-A3: Products/Materials (c. 95% of target CO2 emissions)																												

- A4: Transport of materials and products to site
- A5: Construction site operations

Local Authorities should consider the guidance in the Net Zero Public Sector Building Standard (NZPSBS) Objective 2.

Core Facilities

To provide consistency of definition across the variety of projects in the programme, the Construction Embodied Carbon target should only include the core facilities, as defined in Outcome 2 – Energy Efficiency.

Construction Embodied Carbon Outcome Funding

This is recognised as being an ambitious target, therefore it is not anticipated that this will be a pass/fail outcome for funding but that a sliding scale will be attached.

The construction embodied target funding is grouped into bands corresponding alteration to funding depending on which range is demonstrated as being achieved:

If the facility exceeds 800 kgCO₂e/m² of construction embodied carbon, no funding will be available for that outcome.

Refurbishment

The Construction Embodied Carbon funding targets will apply to all projects in the programme – Newbuilds, Refurbishments and Extensions. Where a proposed project has over 50% GIFA as refurbishment it will automatically be deemed Band A compliant and receive 100% associated Construction Embodied Carbon funding. A Construction Embodied Carbon assessment should be provided for all projects.

Embodied Carbon kgCO ₂ e/m ²	Embodied Carbon Funding %
A <600	100%
B 601-666	90%
C 667-733	60%
D 734-800	30%
E 800+	0%

Place

Our learning estate should be for the local community, with flexible and extended use outside of normal nursery/school operating hours.

Shared use of buildings to be explored with partners to enhance and enable effective delivery of services within our communities.

The Place Principle

The Place Principle (adopted by the Scottish Government in March 2019) requests that all those responsible for providing services and looking after assets in a place need to work and plan together, and with local communities, to improve the lives of people, support inclusive and sustainable economic growth and create more successful places.

We commit to taking a collaborative, place-based approach, with a shared purpose to support a clear way forward for all services, assets and investments, which will maximise the impact of their combined resources.

The Place Principle is an enabler which helps us, our partners and local communities unlock the National Performance Framework and make it applicable to where and how we live and work.

The Place Standard

The Place Standard tool provides a simple framework to structure conversations about place. It allows you to think about the physical elements of a place (for example its buildings, spaces, and transport links) as well as the social aspects (for example whether people feel they have a say in decision making).

The tool provides prompts for discussions, allowing you to consider all the elements of a place in a methodical way. The tool pinpoints the assets of a place as well as areas where a place could improve.

School Rolls and Capacity

Current Scottish Government requirements for schools, capacities are as follows.

Primary School Capacity

The Working Capacity of the school is the maximum number of pupils that a school can accommodate in any one year taking into account the organisational needs of the school and in particular the age distribution of pupils.

- Composite Classes - maximum 25 pupils.
- P1 to P3 - maximum 25 pupils
 - Except in circumstances where in zone pupils cannot be accommodated.
 - Scottish Government (Sept. 2023 publication) based on school condition as of 1 April 2023 shows that of the primary and secondary school estate in Scotland - Moray had 48% as condition B or better (25 out of 52), compared to Scottish average 91% (2139 out of 2350).
- P4 to P7 - maximum 33 pupils. Sqm per pupil - 1.7m excluding furniture.

Secondary School Capacity

Capacities for secondary schools are based upon working capacity (the maximum number of pupils that can be accommodated based upon statutory class sizes and number and type of classrooms).

The Code sets a maximum class size of 33 for the first 2 years of secondary education. A maximum of 30 is set for S4, S5 and S6 and a maximum of 20 for classes involving practical instruction.

Allowances to functional capacity are then made to accommodate timetabling and curriculum choice.

The figures used for Moray are working capacity x 80% for timetabling and then 80% for curriculum choice.

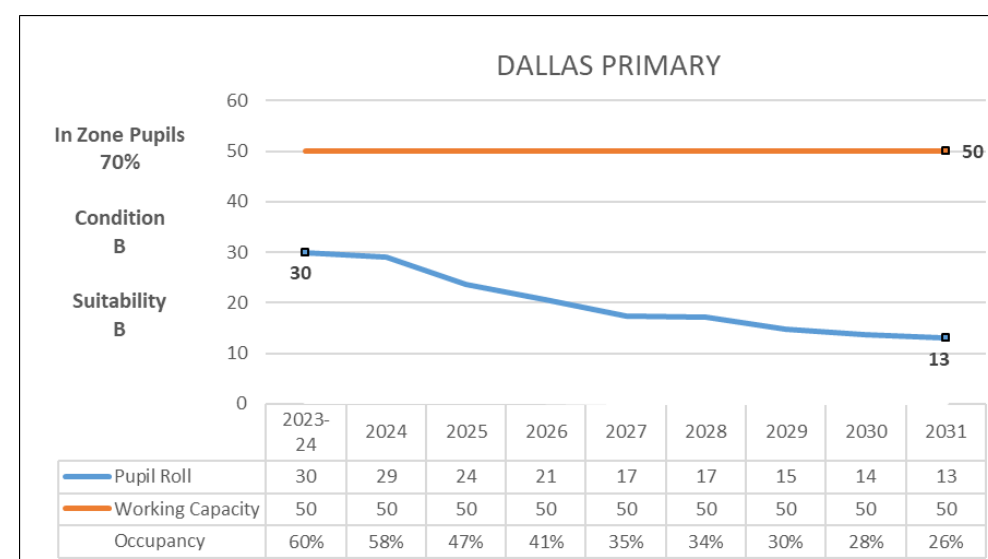
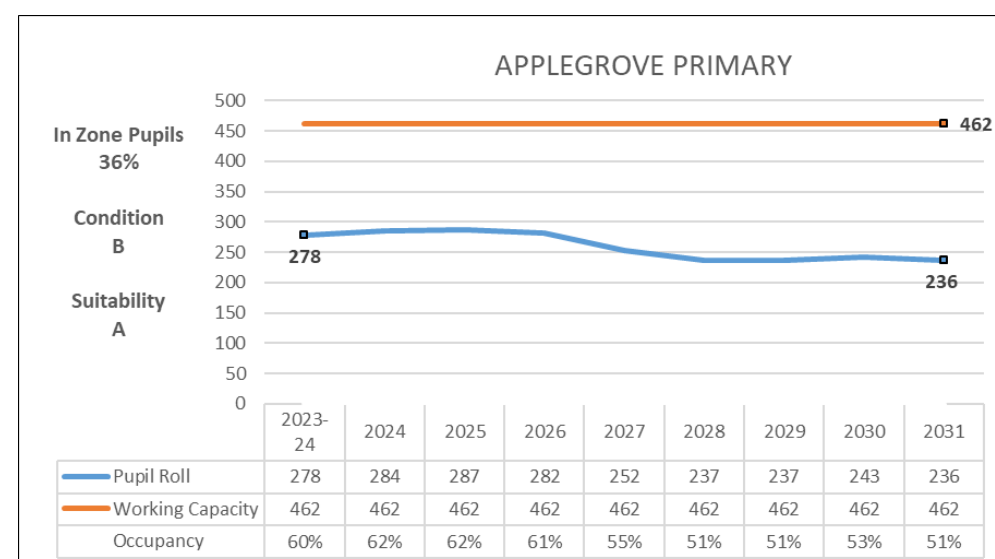
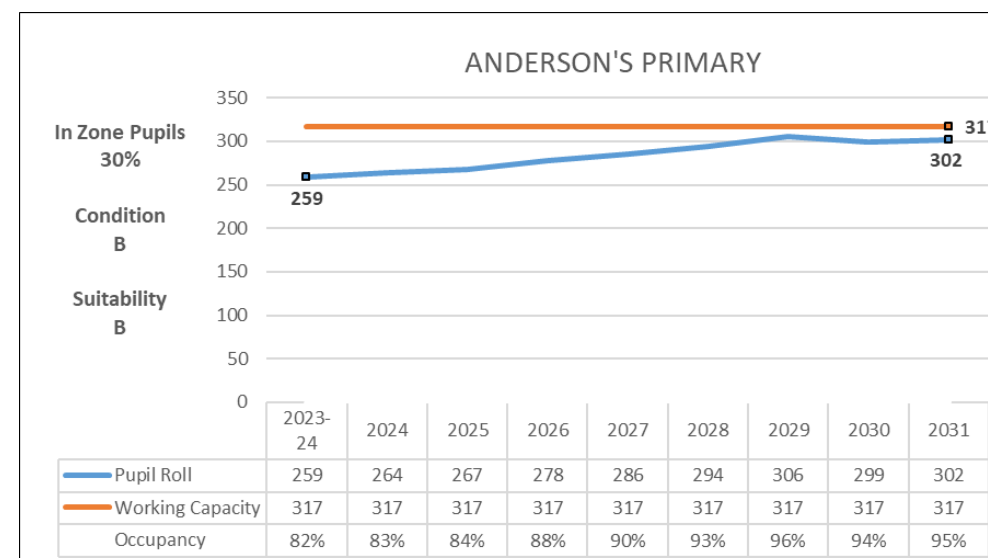
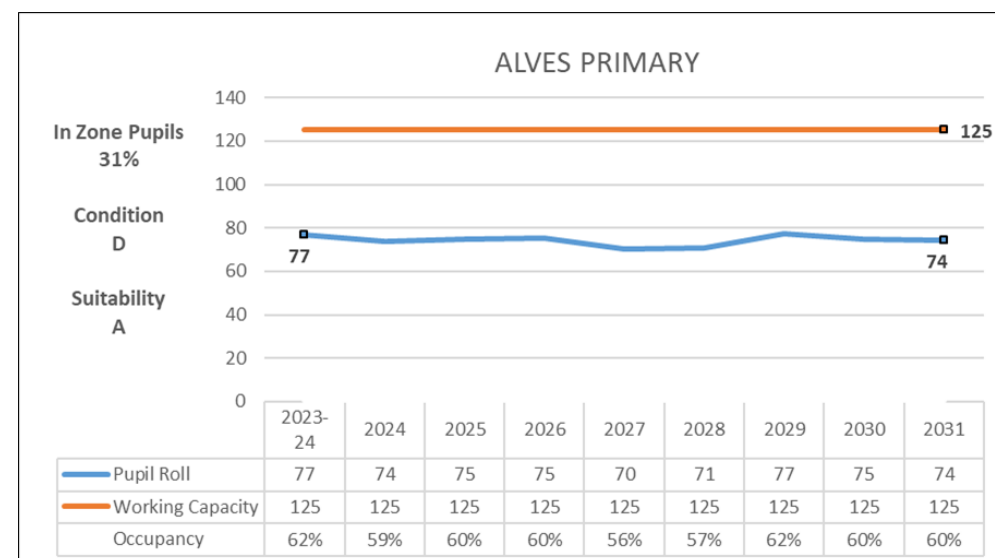
Data Tables

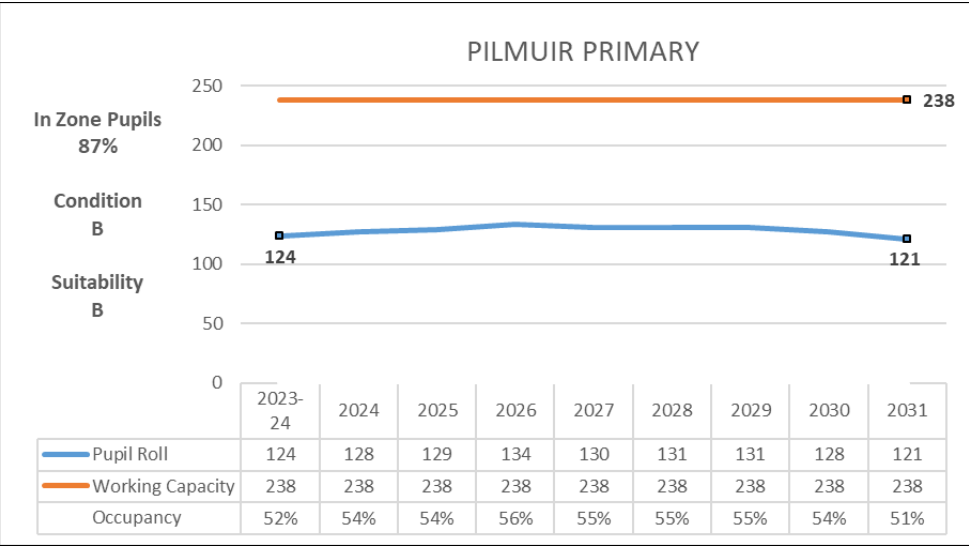
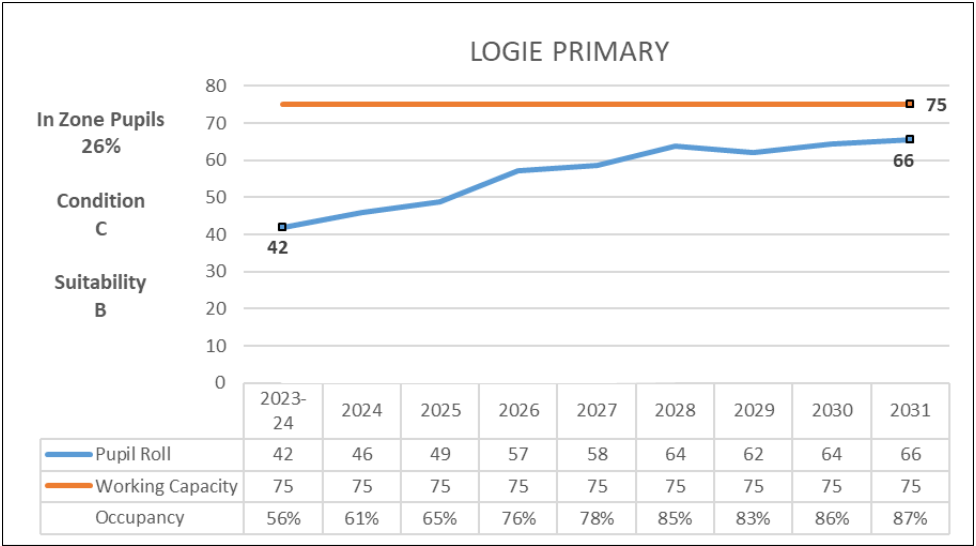
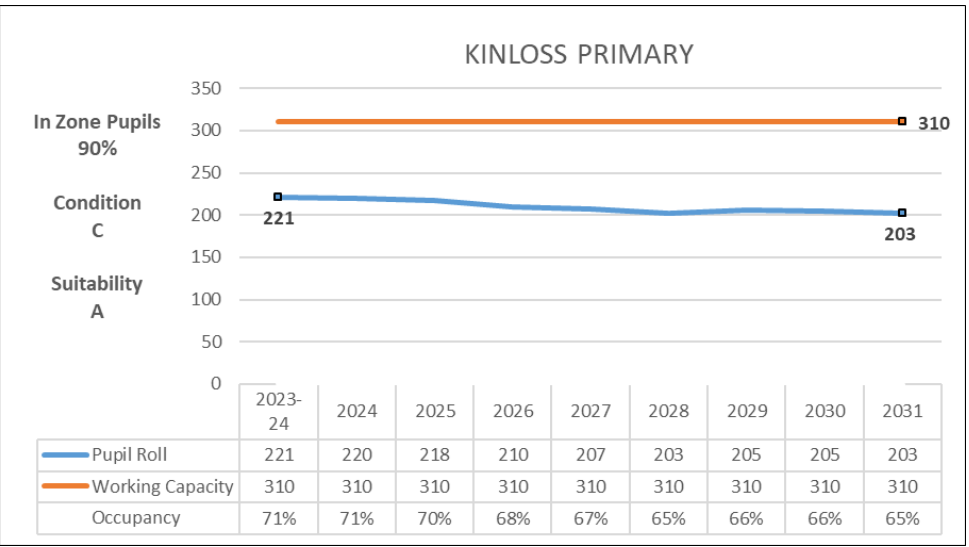
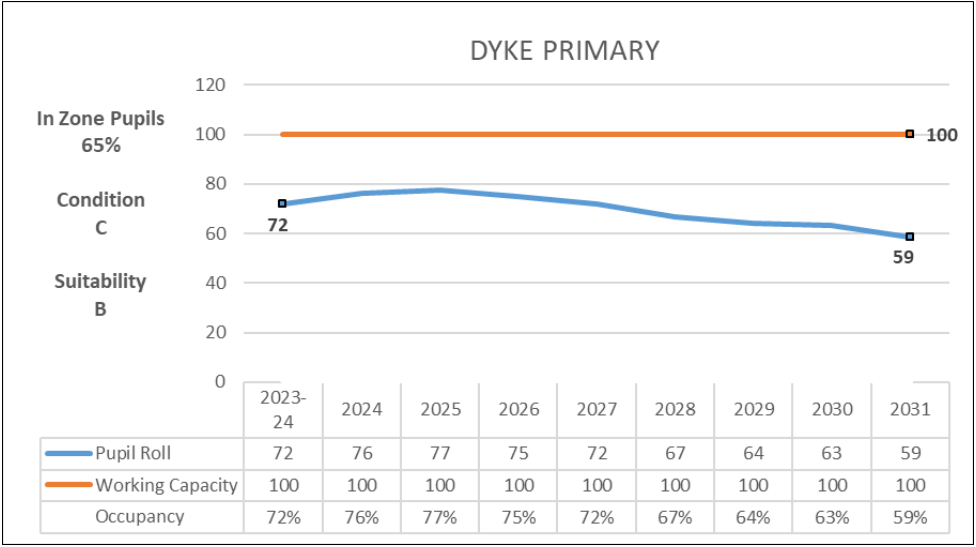
Data and info graphs relating to Forres ASG learning estate - school rolls, operating costs, functional and physical capacity, net zero emissions, catchment and general Forres ASG overview / condition and suitability.

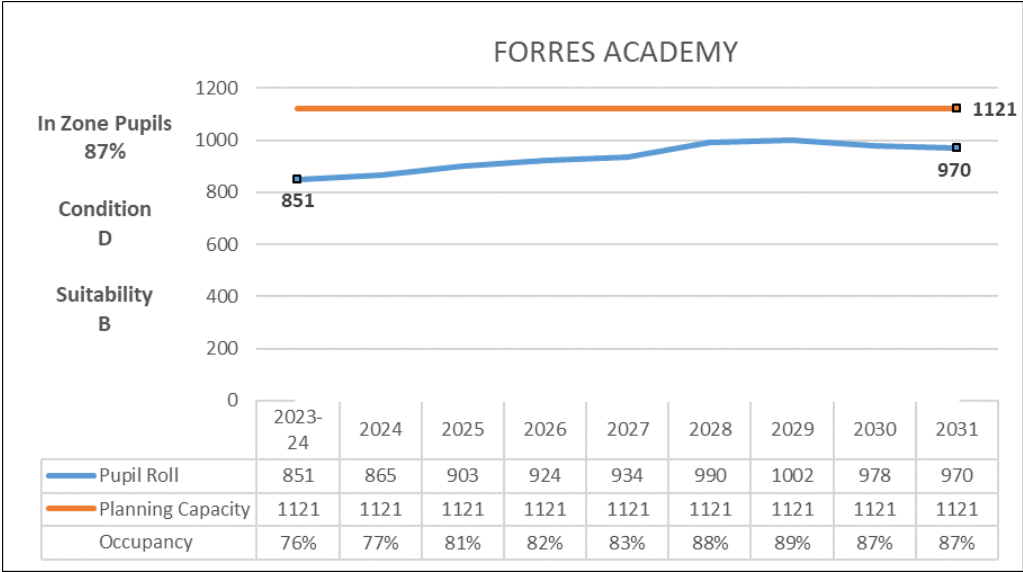
- Forres has 9 schools (8 primary and 1 secondary schools).
- 2023-24 School roll forecast (December 2023 census) states that
Forres has a total 1954 pupils – 1103 primary, and 851 secondary.
 - 1 primary schools with a roll less than 50% of capacity
 - 7 primary schools have a roll of 50-74% of capacity.
 - 1 primary schools have a roll of 75-89% of capacity.
 - Forres High has a roll 75.9% of capacity.
- School estates' data for 2023 details state that
 - 4 Primary Schools fall below the B standard for condition.
 - 1 Secondary School is below the B standard for condition
 - 54.41% of our pupils currently learn in premises that fall below B standard for condition.

FORRES ACADEMY ASG - SCHOOL ESTATE										WORKING CAPACITY	CATCHMENT IN ZONE
ROLL	ACTUAL	FORECAST									
	2023-24	2024	2025	2026	2027	2028	2029	2030	2031	2023-24	2023-24
Alves	77	74	75	75	70	71	77	75	74	125	31%
Anderson's	259	264	267	278	286	294	306	299	302	317	30%
Applegrove	278	284	287	282	252	237	237	243	236	462	36%
Dallas	30	29	24	21	17	17	15	14	13	50	70%
Dyke	72	76	77	75	72	67	64	63	59	100	65%
Kinloss	221	220	218	210	207	203	205	205	203	310	90%
Logie	42	46	49	57	58	64	62	64	66	75	26%
Pilmuir	124	128	129	134	130	131	131	128	121	238	87%
Forres Academy	851	865	903	924	934	990	1002	978	970	1121	98%

FORRES ACADEMY ASG – Primary Schools	2023-24	2024	2025	2026	2027	2028	2029	2030	2031
Pupil Roll	1103	1121	1126	1132	1094	1083	1098	1090	1075
Working Capacity	1677	1677	1677	1677	1677	1677	1677	1677	1677
Occupancy	65.8%	66.8%	67.1%	67.5%	65.2%	64.6%	65.4%	65.0%	64.1%



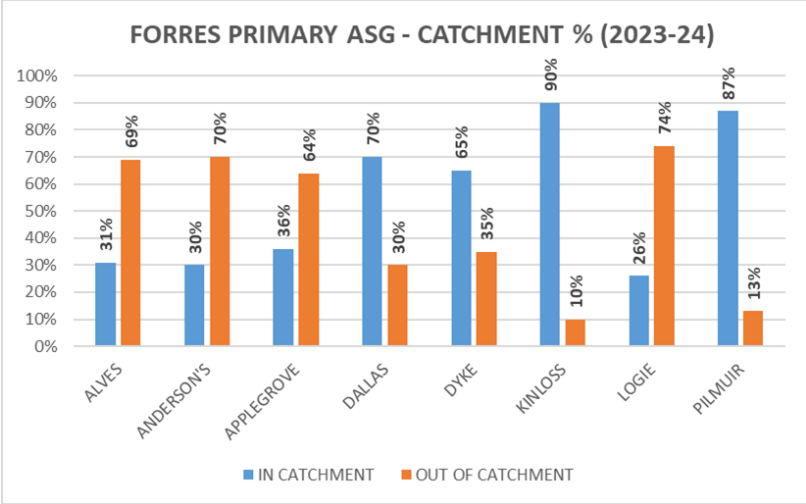




Pupils in and out of area catchment

Parents, carers and families have a choice in what school to attend, where places are available. We are seeing changes in the population; a decrease in pupil numbers, as well as the movement of families and where they choose to live. This influences our schools and their catchment areas, and we are seeing changes in demand for school places.

OUT OF AREA CATCHMENT (based on Sept. 2023-24 School Census)



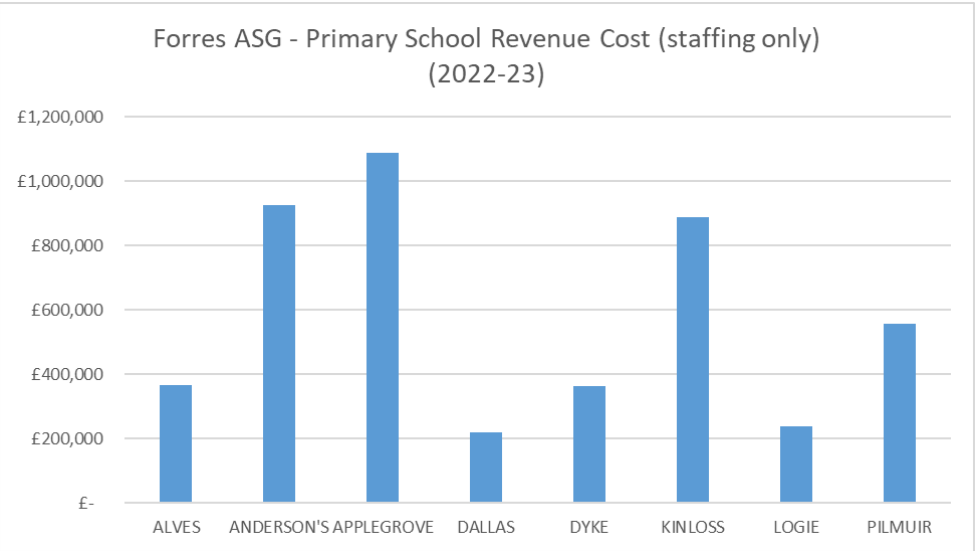
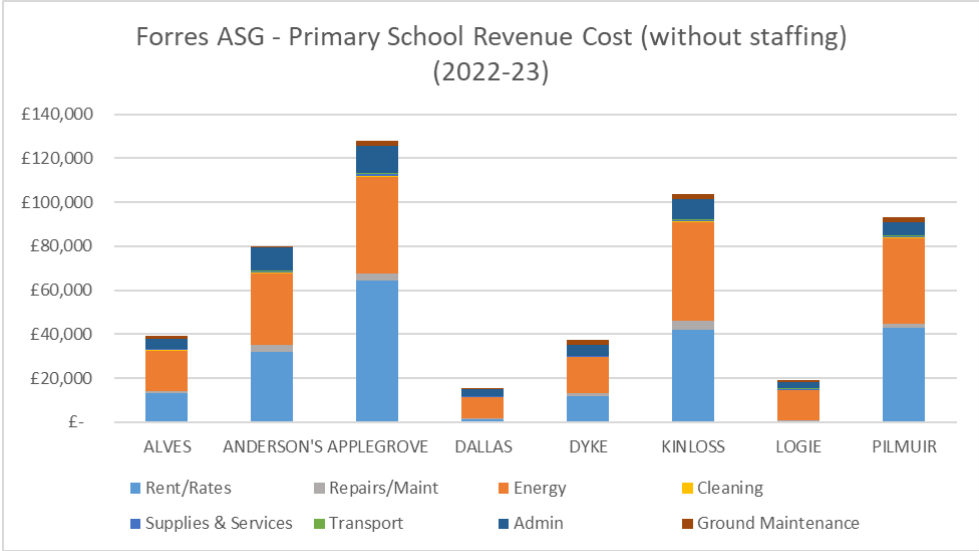
Operating costs

We want to create a sustainable and affordable school estate which is the right size and in the right places for our communities.

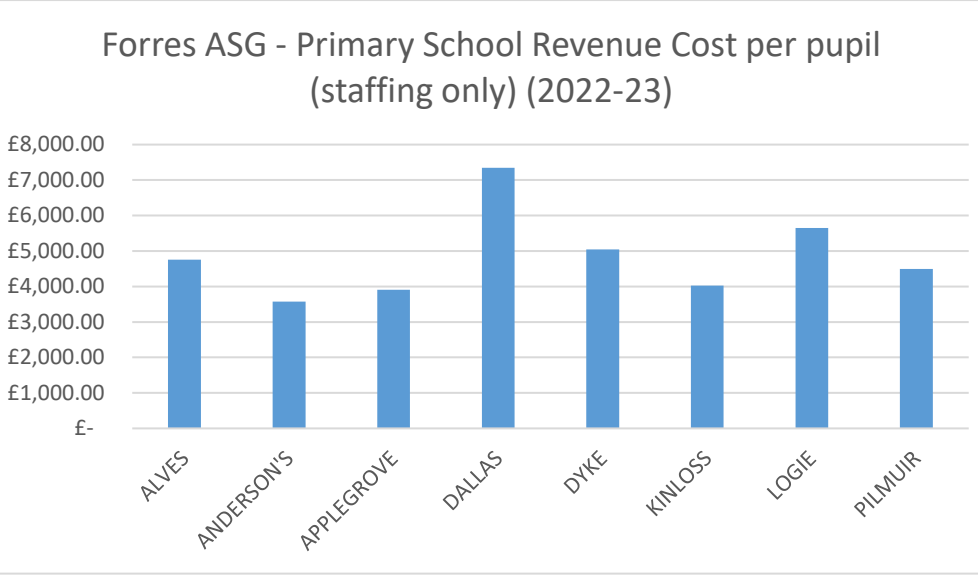
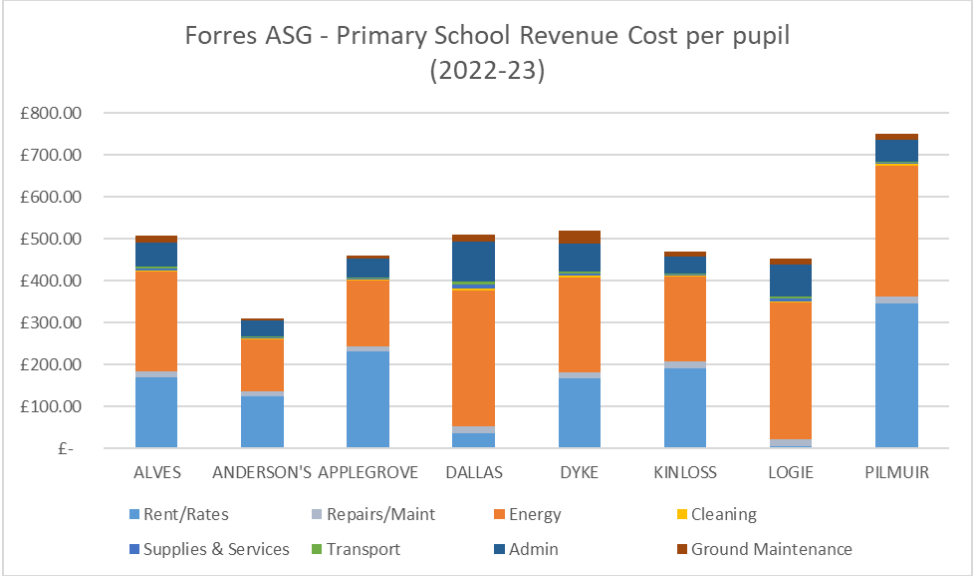
We will always need some spare capacity in order to be flexible to changes in demand. However, too much extra space means resources are spread very thinly, and the money spent on these empty spaces does not benefit our learners.

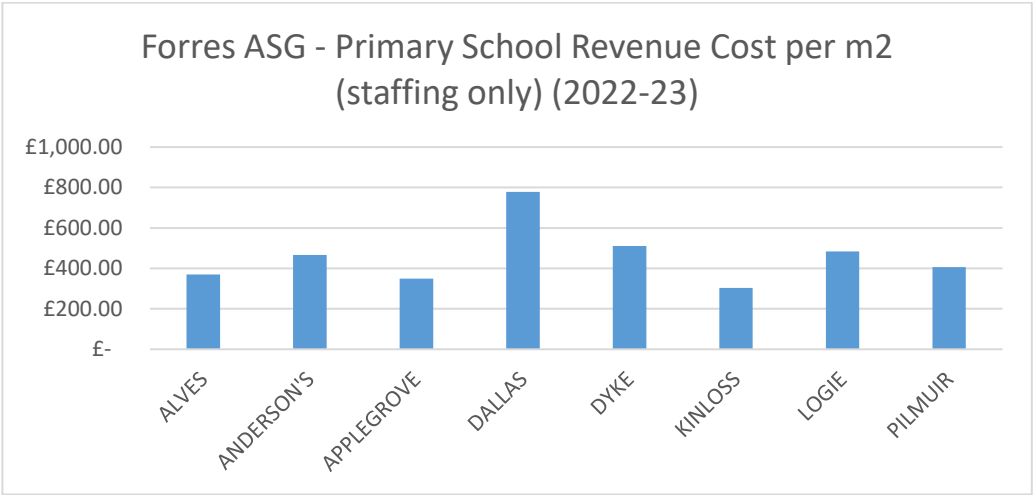
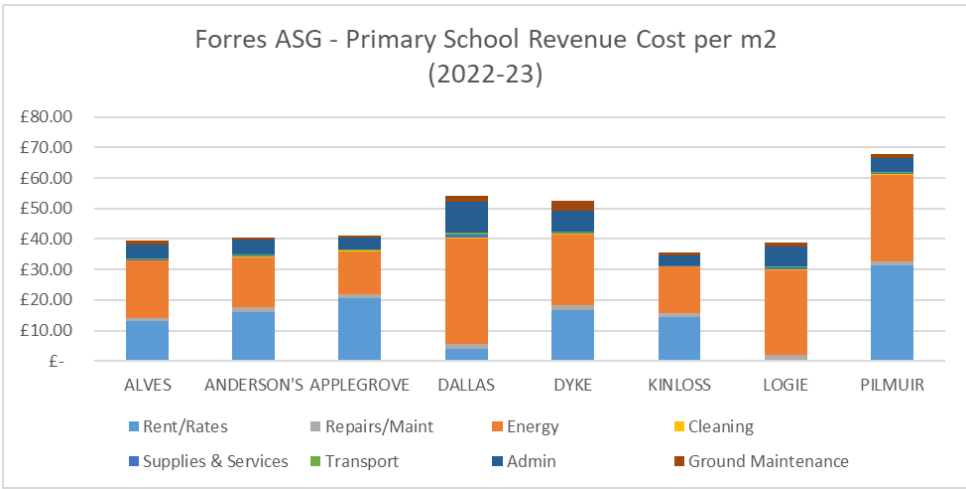
Schools located in different parts of Moray will always vary in size. We want to make sure we get the balance right between maximising our financial investment in schools and having sufficient provision for all our communities.

School Revenue Costs (2022-23)



Cost per pupil





Forres ASG Condition, Upgrade & Maintain

	Urgent Years 0-1	Years 1-2	Years 3-5	Consolidate Upgrade Project Cost (next 5 years)	Years 6-25	Cummulative Maintenance Project Costs (next 5-25 years)	25 Year Cost
Andersons Primary School	£138,469	£200,340	£383,170	£1,155,166	£1,783,982	£2,854,371	£4,009,537
Applegrove Primary School	£14,030	£23,800	£452,582	£784,658	£3,343,307	£5,349,290	£6,133,949
Dyke Primary School	£215,426	£101,155	£135,475	£723,289	£440,185	£704,295	£1,427,584
Forres Academy	£3,792,656	£924,539	£1,774,208	£10,386,244	£7,316,010	£11,705,616	£22,091,860
Kinloss Primary School	£547,090	£265,996	£341,541	£1,847,403	£2,056,628	£3,290,605	£5,138,008
Logie Primary School	£125,410	£103,345	£142,245	£593,600	£384,964	£615,942	£1,209,542
Pilmuir Primary School	£142,537	£77,869	£107,220	£524,202	£673,864	£1,078,182	£1,602,384
Pilmuir Nursery	£8,160	£550	£18,050	£42,816	£741,069	£1,185,710	£1,228,526
Alves Primary School	£222,082	£22,087	£260,671	£807,744	£991,227	£1,585,963	£2,393,707
Dallas Primary School	£47,529	£22,810	£71,230	£226,510	£413,937	£662,299	£888,810
				£15,936,467		£26,177,904	£42,114,370

All projects costs are 2024 - no account for inflation

Forres are to upgrade to B
only

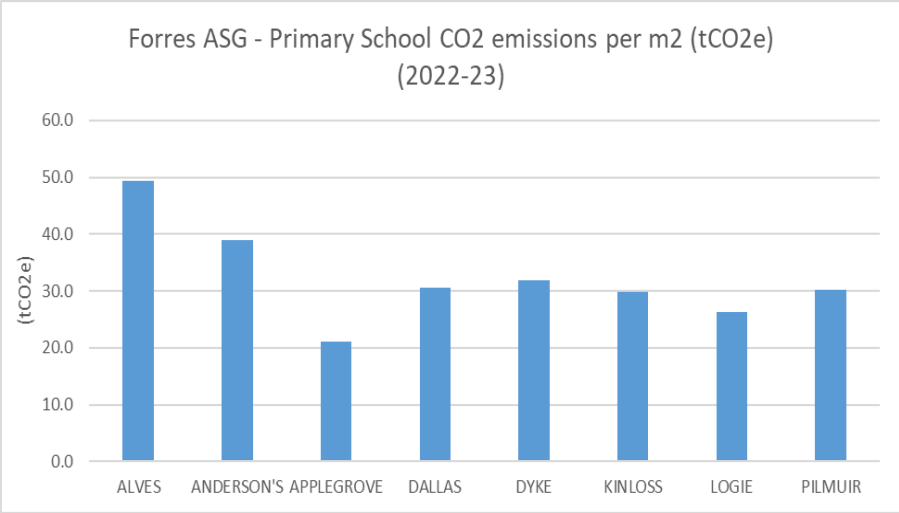
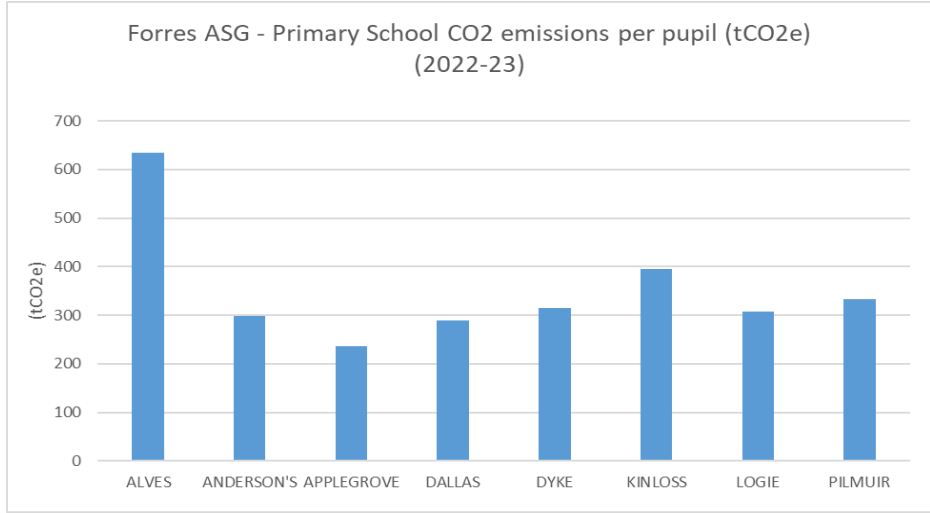
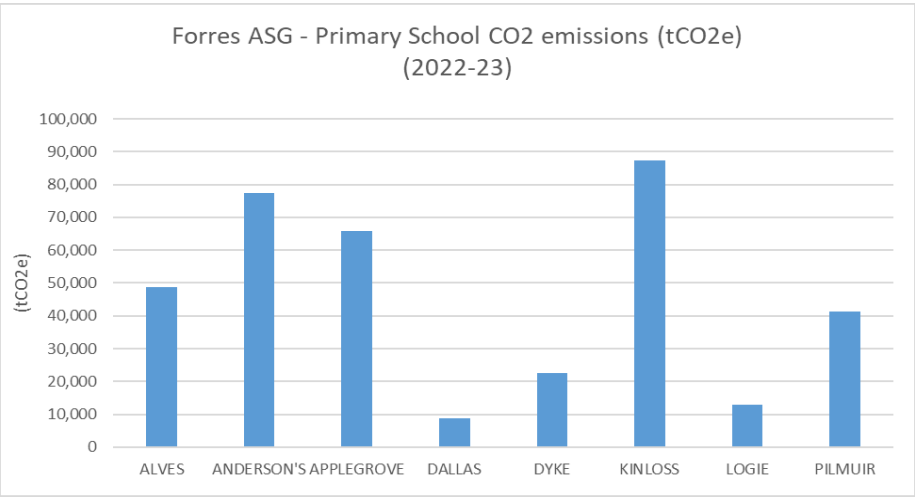
Total 25 years	£42,114,370
-------------------	-------------

The costs are estimates based on outcome of condition surveys undertaken by Moray Council Property Team with allowance for actual project costs. True costs will be determined as detailed work package investigations are undertaken.

Net Zero carbon targets 2030-2038

Many of our schools are older buildings and consume a lot of energy. There is a significant and increasing amount of spend on energy across our school estate. This has an environmental and financial impact.

CO2 EMISSIONS			
SCHOOL	TOTAL (tCO2e)	PER PUPIL	PER m2
Alves	48,830	634	49.3
Anderson's	77,295	298	39.0
Applegrove	65,832	237	21.2
Dallas	8,661	289	30.6
Dyke	22,645	315	31.8
Kinloss	87,287	395	29.8
Logie	12,892	307	26.3
Pilmuir	41,323	333	30.2



Upgrade/Maintenace costs 2030-2038



Overview

Primary School	School Roll (23/24)	Capacity Utilisation 2023→30	Condition	Suitability	Revenue Cost/Pupil (23/24)	C02 Emissions /Pupil (tCO2e)	B Upgrade /Maintain Costs	Upgrade Cost/ Pupil	Out of Catchment
Alves	77	61%→59%	D (39%)	A	£5,265	634	£806,000	£11,352	69%
Andersons	259	81%→94%	B (73%)	B	£3,881	298	£1,153,000	£4,784	70%
Applegrove	278	60%→52%	B (73%)	A	£4,369	237	£654,000	£2,089	64%
Dallas	30	60%→27%	B (63%)	B	£7,854	289	£227,200	£7,322	30%
Dyke	72	72%→63%	C (46%)	B	£5,566	315	£721,600	£9,371	35%
Kinloss	221	71%→66%	C (56%)	A	£4,490	395	£1,856,000	£8,754	10%
Logie	42	56%→85%	C (49%)	B	£6,102	307	£593,600	£12,617	74%
Pilmuir	124	52%→53%	B (62%)	B	£5,248	333	£564,800	£4,246	13%

A Sustainable Learning Estate for Moray - Forres ASG - Survey Feedback

– September to November 2023

The following information is from the results of the online survey from October to November 2023 for the Forres ASG. The purpose of the survey was to gather information from parent/carers, staff, pupils, and the wider community on how to make the Forres ASG school estate sustainable. A total of 432 people took part in the survey.

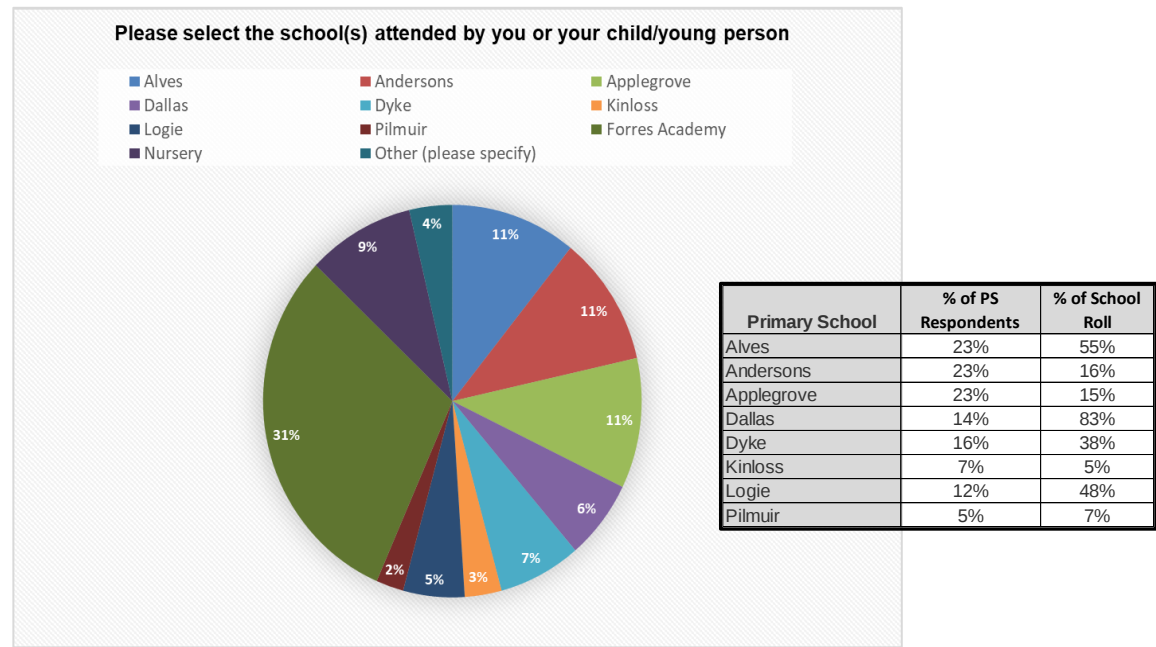
Section 1 – About You

General participant and catchment information, questions 1 to 5 - summary

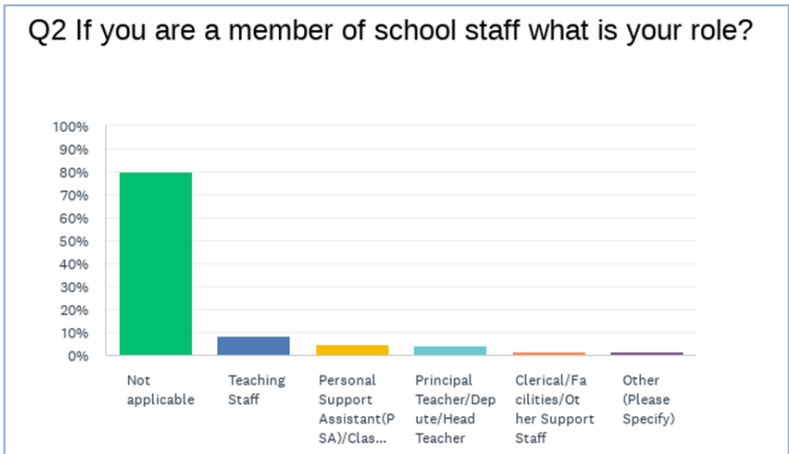
With over 65% of respondents being parents of school aged children. 20% of respondents indicated they work in roles within a school, 132 people declined to answer this question. Respondents were invited to give multiple answers applicable to them.

Almost 70% (300) respondents are responsible for a school age child/young person with over 40% of these respondents having a young person at Forres Academy. The (inserted) table captures the percentage of overall respondents from specific primary schools (PS) only, as it is important to understand that the inclusion of Forres Academy responses may bias the return. Please note some families have children attending multiple schools. Other schools attended include Auldern, Drumduan, Elgin High School, Nairn Academy and Mosstowie.

Chart of the respondents, identifying which school their children attend.



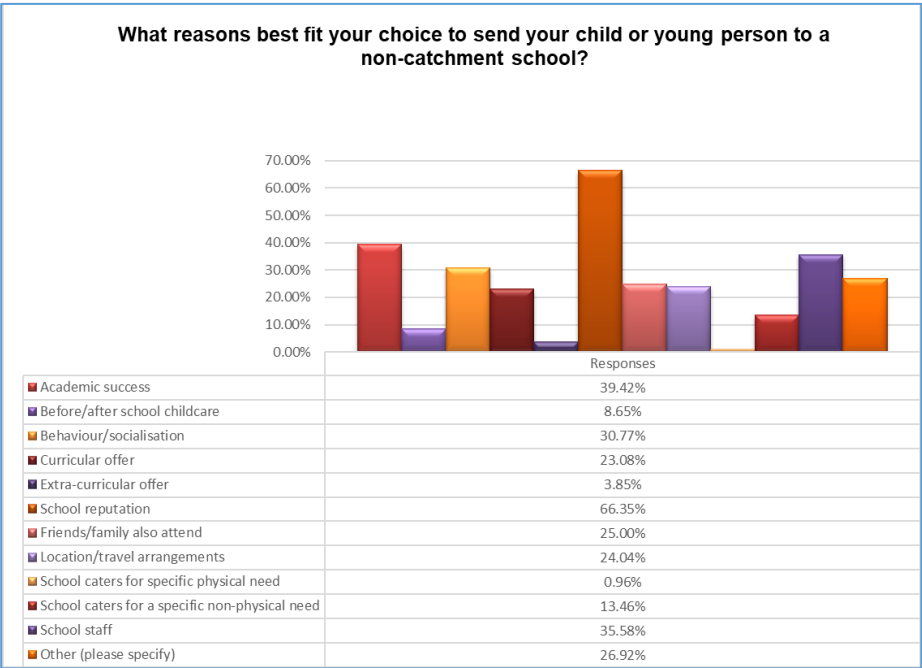
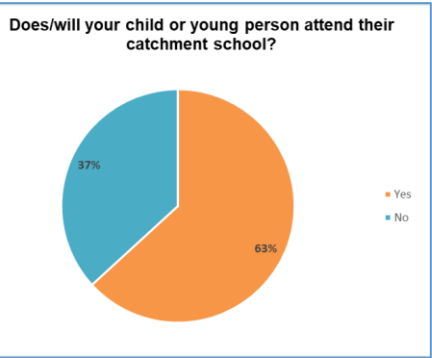
School staff survey participation included as the feedback gave more detailed response to this question.



2. Answer Choices	Responses	Count
Teaching Staff	8.33%	25
Principal Teacher/Depute/Head Teacher	4.33%	13
Personal Support Assistant (PSA)/Classroom Assistant	4.67%	14
Clerical/Facilities/Other Support Staff	1.33%	4
Other (Please Specify)	1.33%	4
Not applicable	80.00%	240
	Answered	300
	Skipped	132

Catchment information – questions 6 to 9

Over a third of those responding to the survey indicated their children attend school out with their catchment area. With approximately two-thirds of parents citing their choice of school was based upon school reputation.



There were 67 additional comments in relation to Q9 of the survey, with 31 of these comments relating to the benefits parents’ felt children experienced by attending a smaller school, indicating smaller class sizes and additional supports being a key factor.

Parents also indicated that choice was important with several parents having children at different schools as they made decisions based on the needs of their child. Logie and Alves Primary schools were highly praised by parents in relation to the standard of teaching and support children receive, with a number of parents stating they had moved their children from larger schools due to the support and experiences available within the smaller schools.

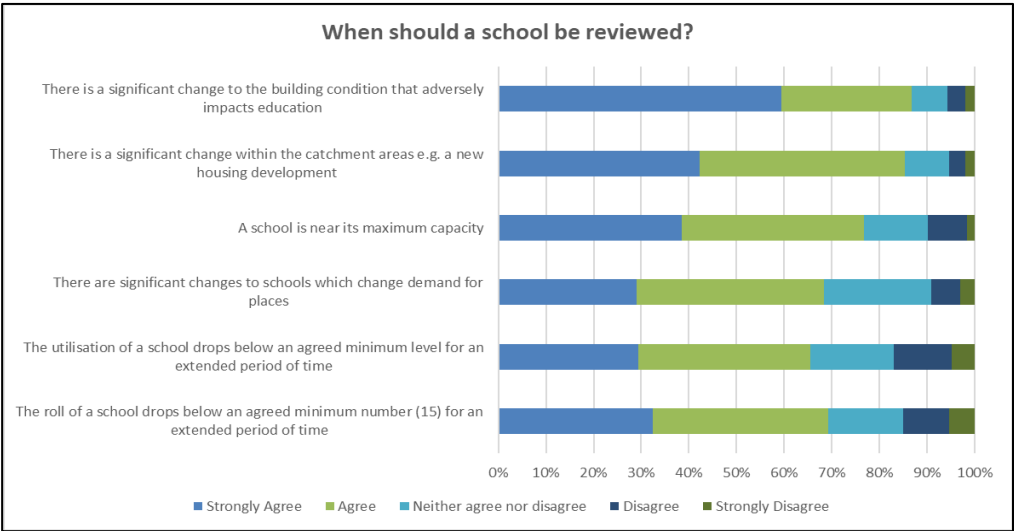
The state of repair of Forres Academy and the impact this has on young people was highlighted as an area of concern.

Section 2 – Reviewing Schools

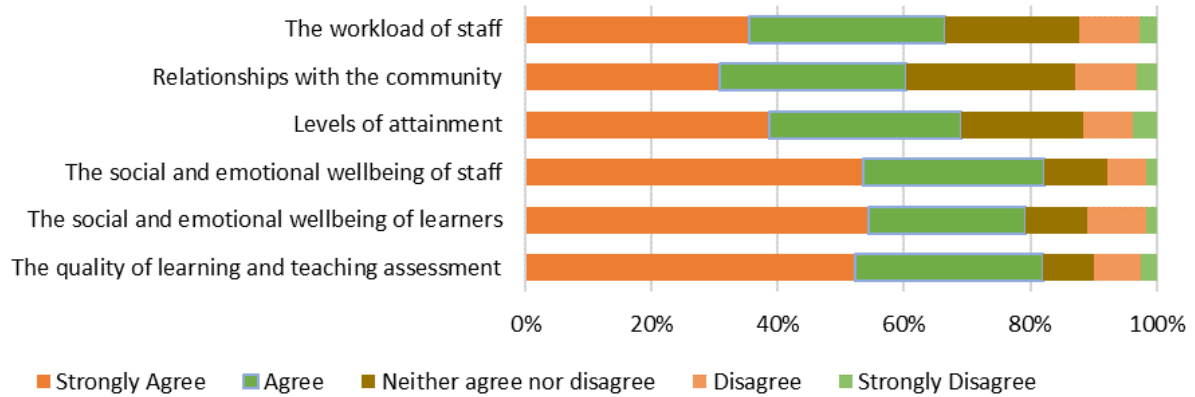
This section focused on when schools should be reviewed – questions 10 to 13.

There was support for schools to be reviewed when:

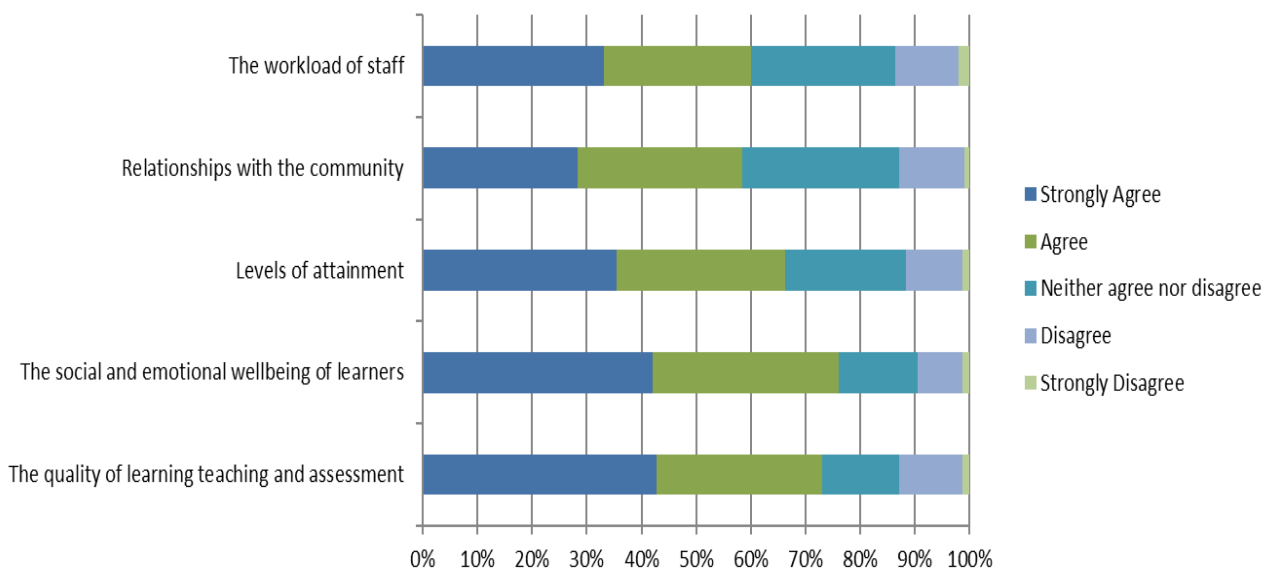
- the roll drops below an agreed minimum level for an extended period.
- the utilisation of a schools drops below an agreed minimum level for extended period.
- there are significant changes to schools which change demand for places.
- a school nears its maximum capacity.
- there is a significant change in catchment areas, and
- there is a significant change to the building condition that adversely impacts education.



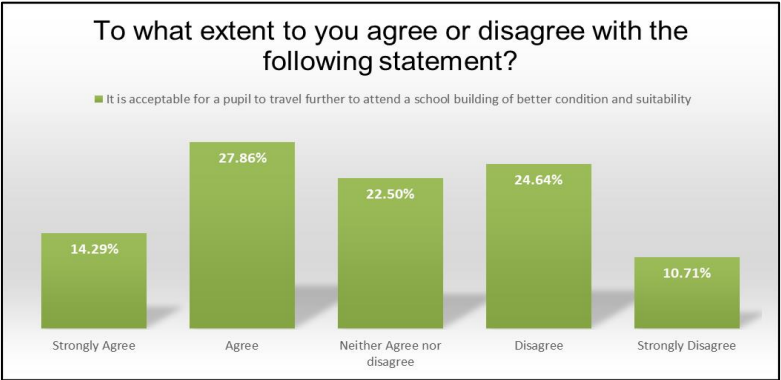
Condition refers to the state of the school in complying with health and safety, security and the physical condition of the building. Suitability is how well the school is set up to provide education - the functionality of spaces, how accessible it is, how



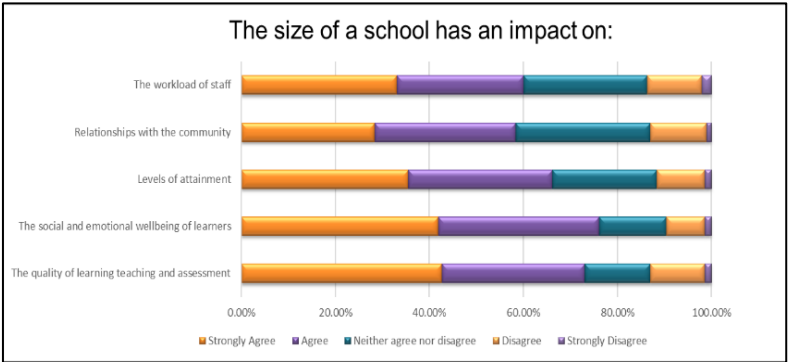
The size of a school has an impact on:



Respondents believe there is an impact to learners, teachers, and the community in relation to the condition and suitability of school buildings. This is also the case in relation to the size of the school. Over 40% of parents/carers feel that is acceptable for pupils to travel further to attend a school building of better condition and suitability.



In relation to the size of the school and the impact it has, 139 people skipped this question but over 50% of respondents feel that the size impacts on workload of staff, relationships in the community, levels of attainment, the social and emotional wellbeing of learning and the quality of teaching and assessment.



Q13 - There were 117 written responses in the other comments in relation to school buildings and size. Over half of the respondents relate again to the educational benefits of smaller schools in relation to teaching/school leadership and smaller class sizes.

A number of people indicated that they had not responded fully to the previous questions as they felt the questions were not neutral, many were closed questions and did not allow for meaningful engagement. Concerns were highlighted in relation to the negative impact on learning with regards to the building condition/ space availability at Forres Academy. The condition statement for Alves is worse than Forres Academy - parents disagree with this, and comment favourably on quality of teaching at Alves - surely upgrading would be more beneficial. All experiences are different and depend on the needs of the child. People do not want to see school closures - providing education in a local area is important to that community.

Parents question the educational benefit in closing rural schools. Why didn't the council engage parent councils to promote alternative solutions prior to going out to consultation?

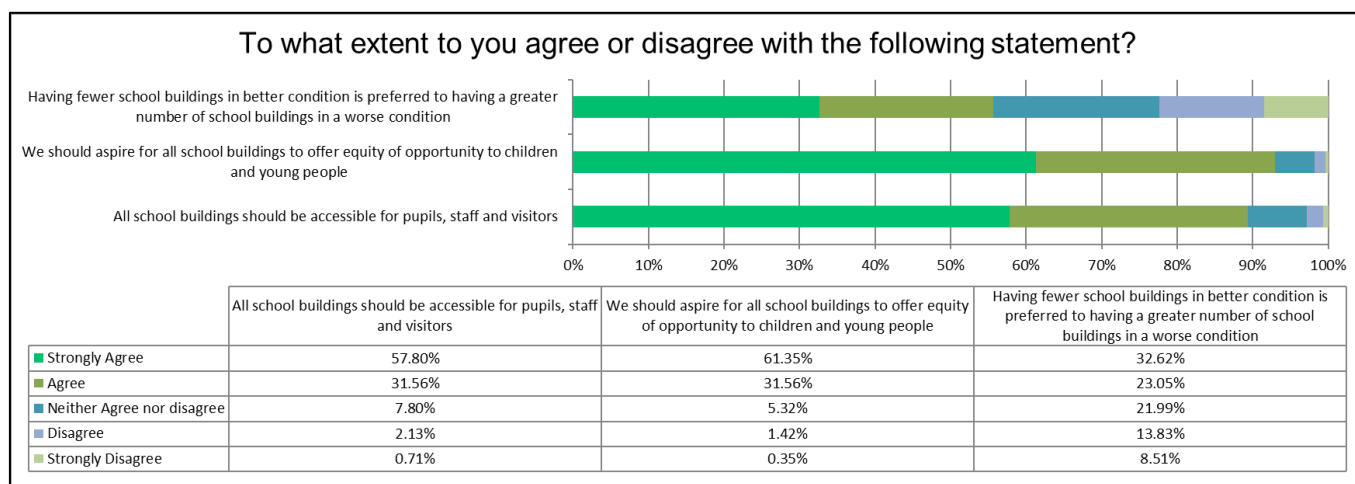
Section 3 – Sustainability and affordability

This section focused on creating a sustainable and affordable school estate which is the right size and in the right places for our communities. Questions 14 to 15

Arguably the question and the use of the word utilisation could be interpreted in different ways.

Q14 - In relation to minimum utilisation of a school a number of people did not respond due to the vague nature of the question or that the figure was arbitrary as individual circumstances need to be considered. Some people indicated they were not sure if this related to "capacity" or "what the school

has space for” and it is felt that these numbers felt rather “fluid” depending on class sizes. People felt that using only utilisation percentages did not reflect sustainability for that school and some children perform better in schools with lower utilisation percentages. A number of people felt that this is dependent on further information and the process capable of informing an appropriate decision. Strategic planning (including housebuilding, access to other facilities) and sustainability need to be considered alongside schools and their functions in the community – e.g., Elgin High School is now too small!



Section 4 - Accessibility

This section related to accessibility and safety – questions 16 to 17.

Q16 – Approximately 55% of respondents agree with the statement of having fewer buildings in better condition, with almost 90% in support of all school buildings being accessible for pupils, staff, and visitors. Over 90% agree that school buildings should offer equity of opportunity to children and young people.

Comments in relation to Q16 – leading or poorly worded questions – feels like the answers will be used to justify school closures. Also seems like questions are weighted against smaller, older schools. You imply older schools are not accessible, yet our primary school has ramps and adaptations to for any physical disabilities. General feeling within comments that Moray Council has consciously not addressed/ neglected maintenance issues within the school estate – poor maintenance should not be a reflection on the school’s ability to deliver high quality education in a safe, happy, and welcoming environment. On the other hand, a number of people noted that a large new school was no guarantee of a “good” educational experience.

Community accessibility and funding from other sources was suggested as ways of adapting and utilising school buildings. Other suggestions include use of buildings for wrap around care. Equity and inclusion - being able to accommodate children with additional support needs was also highlighted as a key area for improvement in Moray schools.

Section 5 - Travel

This section relates to travel – Questions 19 to 21

Q18 & 19 – Overall 280 people responded to these questions, with over half of those respondents stating that they felt 15-30 minutes was the maximum acceptable on-way travel time for primary and

secondary aged pupils. Only 12% of respondents felt that it was appropriate for primary children to travel for over 30 minutes. Whilst over 38% felt it was appropriate for secondary children to travel for over 30 minutes.

Q20 – When asked if it is acceptable for a pupil to travel further to attend a school building of better condition and suitability 42% agree, however, 36% disagree with this statement. 152 people did not respond to this question and 63 neither agreed nor disagreed.

Additional comments to this section from a number of respondents relate the negative impact of travel on younger children, parental choice being important in relation to travel. Children should be able to walk/bike etc. (safely) to school (sustainability/active travel)

Belief from a small number of respondents that Forres does not need 3 Primary Schools in such close proximity. Rural communities will always have people who need to travel to get to school - students should not have to travel to another school because their local school is no longer fit for purpose due to poor planning and centralised spending.

Section 6 – Shared use of the Learning Estate

This section related to alternative uses for school buildings – questions 22 to 25.

Q22 – A total of 275 people responded to this question. With over 65% agreeing with the statements that school buildings should be used by the council, partner agencies and the community.

Q23 & 24 – There is some support for use of primary and secondary school buildings during the school, with support being slightly higher for council and partner agencies. However, 54% of respondents feel that that primary school buildings should be used by the council and partner agencies out with the school day, whereas 70% feel community use should also be out with the school day. Similarly, respondents felt that secondary schools should also be used out with the school day with 49% for council and partner agencies and 67% for community use.

Q25 – There was 59 additional comments on use of school buildings. Over half of these responses felt that schools should only be used by communities after school or at weekends. Use during the school day should be limited to school use only- safety and priority needs given to Education. Schools should also be used during the holidays. Limited community use (e.g. 4G pitches) during the school day – good income generator.

Other areas highlighted – opportunities for intergenerational learning and enhancing communities, community hubs. Management issues arising from shared resources/buildings. Green energy generation – lots of areas in schools for solar/wind generation.

Section 7 – Energy Efficiency

This section related to energy efficiency of school buildings – questions 26 to 27.

Q26 & 27 – Over ¾ of the participants who responded to this question agree with the statement “Our school buildings should have high standards in energy efficiency and low carbon emissions” (161 participants skipped this question). There were 56 other comments in relation to this section. Half of those related to ensuring support is given to schools to make adaptations to increase efficiency. Older buildings may be inefficient, but they might be structurally sound – we should not disregard buildings

based on this. Better to invest in what we have than risk another RAAC type situation in the future. Consider environmental/financial implications of building new schools -v- upgrading existing schools. In an ideal world our school buildings should be energy efficient but that does not imply that older buildings cannot be brought up to standard.

What happens next?

Open comments - made by 66 participants.

There are numerous comments in relation to the survey suggesting “lack of transparency” with regards to data presented to the public. There is a feeling that the survey asks “leading questions, based on cost savings with bias against small rural schools”.

A straightforward discussion between Moray Council and local parents about the state of MC finances, even if this means admitting regret that small schools must be closed. It is the perceived misrepresentation of the small schools that is upsetting parents - we of course understand that if MC doesn't have the money, then they don't have the money.

Need to address funding issues, after school provision and ASN provision – including outdoor learning provision.

Fear that rural schools will close as there are less people to complain so the decision is easier to make – rural schools are the heart of a community.

Approximately one third of responses note the importance of rural schools in communities and the good work conducted in those schools regardless of the building rating. Some participants suggest their children are affected by the impact these reviews have on the school and anxiety for the children in fear that their school may close. Increasing travel does not encourage people to give up care or use other forms of active travel and increases inequalities.

Specific feedback in relation to Forres Academy highlights the urgency of the need for their situation to be addressed, worry about the impact on the young people and their connection with the community and suggestions in relation to planning the new site in terms of location, resources available etc., also suggestions for planning alternative learning opportunities at the moment.

A number of participants feel the questionnaire does not focus enough on the quality of education on offer. “Invest in people and maintain what buildings you have as opposed to allowing them to deteriorate beyond repair”.

“Increase visibility of the surveys” – a lot of people working in schools did not hear about it.

FORRES ACADEMY – UPDATE

Several comments were made about Forres Academy and the issue of RAAC, this is being monitored, work is in progress and alternative measures are in place.

Forres Academy has been approved for LEIP 3 funding, engagements with partners and communities are ongoing.