



**East Lothian**  
Council

**MINUTES OF THE MEETING OF THE  
EDUCATION COMMITTEE**

**TUESDAY 24 SEPTEMBER 2013  
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON**

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**Committee Members Present:**

Councillor S Akhtar (Convener)  
Councillor S Brown  
Councillor J Caldwell  
Councillor A Forrest  
Councillor D Grant  
Councillor J Gillies  
Councillor W Innes  
Councillor M Libberton  
Councillor P MacKenzie  
Councillor F McAllister  
Councillor P McLennan  
Councillor M Veitch  
Ms G Gillan  
Mrs M Goldsmith

**Council Officials Present:**

Mr D Nightingale, Head of Education  
Ms K MacNeill, Corporate Legal Adviser  
Ms J Ogden-Smith, Communications Officer

**Clerk:**

Miss F Currie, Committees Assistant

**Visitors Present:**

Mr P Raffaelli, Head Teacher, Dunbar Grammar School  
Mr C McLellan, Pupil, Dunbar Grammar School  
Ms C McArthur, Pupil, Dunbar Grammar School  
Ms S McGillivray, Former Head Teacher, Stoneyhill Primary School  
Ms R Fyfe, Pupil, Musselburgh Grammar School  
Mr C Bain, Pupil, Musselburgh Grammar School  
Ms A Hume, Olivebank Child & Family Centre Co-ordinator  
Ms A Harrison, Acting Principal Educational Psychologist

**Apologies:**

Mr S Bunyan  
Mr M McHugh

**Declarations of Interest:**

None

## **1. INSPECTION OF DUNBAR GRAMMAR SCHOOL BY EDUCATION SCOTLAND**

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of the report by Education Scotland on the inspection of Dunbar Grammar School.

Head Teacher, Paul Raffaelli, presented the report together with pupils Connor McLellan and Caitlin McArthur. They outlined a range of initiatives throughout the school which helped to encourage and support learning at all levels. Mr Raffaelli praised the skills and commitment of staff, parents, pupils and community partners who had worked together to achieve such excellent results. He acknowledged, however, that there was always scope for further improvement and the school, as a whole, was keen to keep moving forward.

In response to a question on development of literacy skills, Mr Raffaelli confirmed that the school continues to work closely with its cluster primary schools to encourage and develop literacy from an early age. In addition, it is their aim to include literacy skills work in all subjects, not just English. In relation to the Learn to Succeed programme he indicated that the school remained committed to ensuring that the more vulnerable pupils have the support they need to continue with their education and to achieve academically and through life skills work such as the John Muir Award.

When asked to comment on the statistic 93% of pupils agreed that “staff encourage me to do the best I can”, Caitlin McArthur said she felt that her teachers did not just teach but supported and encouraged her to learn.

Councillor Veitch congratulated the school on an excellent inspection report and expressed his hope that the innovative practice developed at Dunbar Grammar School would be shared elsewhere. Councillor Currie concurred with this view and praised the leadership shown by Mr Raffaelli and his staff. The Convenor thanked Mr Raffaelli for his attendance and presentation.

### **Decision**

The Committee agreed to:

- (i) Note the content of the Education Scotland report (Appendix 1).
- (ii) Note that, as a result of the very good quality of education provided by the school, Education Scotland will make no further evaluative visits in connection with the inspection.
- (iii) Congratulate the Head Teacher and staff on the contents of the report.

## **2. INSPECTION OF STONEYHILL PRIMARY SCHOOL AND NURSERY CLASS BY EDUCATION SCOTLAND**

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of the report by Education Scotland on the inspection of Stoneyhill Primary School and Nursery Class.

Former Head Teacher, Seonaid McGillivray, presented the report as she was in charge at the time of the inspection. Also involved in the presentation were former P7 pupils Regan Fyfe and Cameron Bain. Together they gave Members a sense of

the work undertaken at the school both in the classroom and through after-school activities and community partners such as Queen Margaret University. They described the additional responsibilities P7 pupils had been given including being involved in the inspections, organising sports activities and running skills clubs for the younger children. Ms McGillivray highlighted two key areas of development - the introduction of cursive writing and the use of moderations (national assessments) - where their work had impressed the inspectors. She praised the skills and teamwork of her staff and the commitment of her pupils.

Following a question on the introduction of cursive writing, Ms McGillivray explained that it had made a huge difference to pupils, particularly those with dyslexia and had helped with their spelling. Cameron Bain said it had made his work neater and he now formed his letters more clearly. On being asked if the extra responsibilities given to P7 pupils had helped at High School, Regan Fyfe said it had made them more grown up and helped them deal with any negative behaviour from S1 peers.

Councillor Currie welcomed the report and praised the high quality work of the staff, parents and pupils. Councillor McAllister concurred, describing the work and contribution of the pupils as most impressive. Both Members expressed their hope that this good practice would be shared with other schools. The Convenor echoed this view and thanked Ms McGillivray for her presentation.

## **Decision**

The Committee agreed to:

- (i) Note the content of the Education Scotland report (Appendix 1).
- (ii) Note that as a result of the very good quality of education provided by the school, Education Scotland will make no further visits to the school in connection with the recommendations of the report.
- (iii) Congratulate the Head Teacher and staff on the contents of the report.

## **3. INSPECTION REPORT OF OLIVEBANK CHILD AND FAMILY CENTRE BY EDUCATION SCOTLAND**

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of the report by Education Scotland on the inspection of Olivebank Child and Family Centre.

Centre Co-ordinator, Ann Hume, presented the report indicating that the inspection process had been a very positive experience for everyone at the centre. She highlighted some of the areas which were given specific praise including the use of "floor books" to help children become involved in their own learning and the introduction of a learning toolkit and group activities, such as cookery classes, for both children and parents. She reminded Members that the Centre was not a Nursery and that families were accepted on a referral basis. The report highlighted the 'positive learning experience' delivered by staff and commented on particular areas of innovative practice. Ms Hume concluded by saying that she and her staff team would continue to work hard and make further improvements to their service.

Councillor Mackenzie commented that he had been very impressed when he visited the Centre in the spring and he congratulated Ms Hume on an excellent inspection report. The Convenor also offered her congratulations.

## **Decision**

The Committee agreed to:

- (i) Note the content of the Education Scotland report (Appendix 1).
- (ii) Note that as a result of the very good quality of education provided by the Centre, Education Scotland will make no further visits to the school in connection with the recommendations of the report.
- (iii) Congratulate the Centre Coordinator and staff on the contents of the report.

The Committee agreed to take Item 6 next to accommodate Members who had to leave the meeting early.

### **6. SCHOOL SESSION DATES 2014/15**

A report was submitted by the Depute Chief Executive (Resources and People Services) to obtain the Committee's approval for School Session dates for 2014/15.

Head of Education, Darrin Nightingale, presented the report drawing attention to the five key points taken into account when preparing the school session dates. There were no questions or comments from Members.

## **Decision**

The Committee agreed to:

- (i) Approve the school session dates for 2014/2015 as outlined in Proposal 1 (Appendix 1).
- (ii) Authorise notification to Head Teachers, Teachers' Associations, Heads of Establishments and Parent Councils.
- (iii) Authorise notification to the Scottish Government Education Department.

Councillor Veitch and Ms Gillan left the meeting.

### **4. PROMOTING GOOD PRACTICE FOR LOOKED-AFTER PUPILS AT RISK OF EXCLUSION FROM SCHOOLS IN EAST LoTHIAN**

A report was submitted by the Depute Chief Executive (Resources and People Services) asking the Committee to approve the recommendations within the report entitled "Promoting Good Practice for Looked-After Pupils at Risk of Exclusion from Schools in East Lothian".

Acting Principal Educational Psychologist, Anita Harrison, presented the findings of the report. She explained that the research had been carried out in 2011/12 by a multidisciplinary group involving young people, parents, carers, school staff and other professionals involving in supporting the young people. The aim of the research was to identify current good practice and reduce the number of exclusions. The report's recommendations included actions at Authority, school and professional levels.

In response to questions, Ms Harrison acknowledged that while some exclusions were unavoidable, the time out of school should always be kept to a minimum. She indicated that there was more work needed to build better relationships between, young people, carers and school staff to help reduce exclusion time. However, it was equally important to ensure that these young people were ready and able to return to

learning and that this did not disrupt the learning of other pupils. The research was undertaken to develop awareness of these issues and to identify the best way of achieving a successful outcome for all concerned.

### **Decision**

The Committee agreed to:

- i. Note the recommendations of the report entitled "Promoting Good Practice for Look-After Pupils at Risk of Exclusion from schools in East Lothian" (Appendix 1).
- ii. Approve the recommendations contained within the report (Appendix 1).

## **5. HEAD TEACHER APPOINTMENTS**

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of the Head Teacher appointments made by the Appointments Sub-Committee.

Mr Nightingale presented the report indicating that there were appointees both from within and out with the local authority area. A total of eight appointments had been made between March and August 2013. He also shared comments from some of the appointees on their experiences of working within East Lothian.

Councillor Currie asked whether there had been any difficulties in filling vacancies, particularly within Primary Schools, given the problems faced at a national level. Mr Nightingale confirmed that every vacancy currently being advertised had received at least two applicants, one of which was out of area. While this was not necessarily the case four months ago, numbers of applications were gradually increasing.

### **Decision**

The Committee noted the Head Teacher appointments.

## **7. EAST Lothian COUNCIL PLACING REQUESTS**

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of the outcome of East Lothian Council's Placing Appeals in 2013.

Mr Nightingale presented the report indicating that the Education Appeals Committee considered thirteen appeals and agreed to uphold the Education Authority's decision in respect of twelve appeals and to overturn the decision in respect of one appeal. There were no questions or comments from Members.

### **Decision**

The Committee noted the outcome of East Lothian Council's placing appeals.

Signed .....

Councillor Shamin Akhtar  
Convener of the Education Committee



**REPORT TO:** Education Committee

**MEETING DATE:** 25 March 2014

**BY:** Depute Chief Executive (Resources and People Services)

**SUBJECT:** Partnership Arrangements with Pre-school Providers

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## **1. PURPOSE**

- 1.1 The purpose of this report is to inform the Committee of the decision taken by Cabinet, on the 11 March 2014, to approve guidance on how East Lothian Council chooses to enter into partnership with any new private pre-school education providers and to provide clarity on funding for existing pre-school providers.

## **2. RECOMMENDATIONS**

- 2.1 The Committee is asked to note:
- i. The Council will only approve new requests for partnerships with new providers when all local authority nurseries in East Lothian have a projection of at least of at least 95% places filled by the academic year end.
  - ii. The Partnership Pre-School Provider Contracts entered into between East Lothian Council and the private or voluntary pre-school education providers will stipulate the number of children that the Council will fund in each partnership centre, from August 2014. Funding will only be released to Partner Providers when children access their provision.

## **3. BACKGROUND**

- 3.1 There are currently 16 partnership centres in East Lothian. Places at these Centres supplement the provision offered by East Lothian Council's own pre-school nurseries. Current contracts for partnership providers stipulate that funding for pre-school places will only be provided if there is a minimum of six eligible children attending that centre. There is currently no maximum limit to the number of children that could receive funding in a partnership centre.
- 3.2 Two new private nursery providers in the North Berwick cluster approached the Council to request partnership status for pre-school

education. The local authority nursery in North Berwick was under capacity and the Council had no plans to enter into any additional partnerships, at that time.

3.3 Fenton Barns Nursery submitted a petition which the Petitions Committee agreed was valid and should be reviewed.

3.4 To ensure that East Lothian Council can continue to provide adequate and efficient pre-school education and sustainably manage its pre-school budget it was requested that clear guidance was provided on how new requests from private nurseries and existing partner provider nursery places could be managed.

#### **4. POLICY IMPLICATIONS**

4.1 This guidance complies with legislation and current Scottish Government guidance.

#### **5. EQUALITIES IMPACT ASSESSMENT**

5.1 It is acknowledged that this may mean that a very small number of individual families may not be able to be accommodated at their first choice provider, but there are a number of alternative options for all families.

#### **6. RESOURCE IMPLICATIONS**

6.1 Financial – This will ensure better control of the pre-school budget for future years.

6.2 Personnel – None.

6.3 Other – None.

#### **7. BACKGROUND PAPERS**

7.1 Report agreed by Cabinet on 11 March 2014:  
<http://www.eastlothian.gov.uk/meetings/meeting/5375/cabinet>

<b>AUTHOR'S NAME</b>	Fiona Brown
<b>DESIGNATION</b>	Principal Officer, Education Business Unit
<b>CONTACT INFO</b>	Tel:- 01629 827415 Email:- <a href="mailto:fbrown@eastlothian.gov.uk">fbrown@eastlothian.gov.uk</a>
<b>DATE</b>	14 March 2014



**REPORT TO :** Education Committee

**MEETING DATE:** 25 March 2014

**BY:** Depute Chief Executive (Resources and People Services)

**SUBJECT:** Reserving Places in schools for catchment pupils who move into the catchment area during the academic year 2014/15

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Aberlady Primary School  
Athelstaneford Primary School  
Campie Primary School  
Cockenzie Primary School  
Dirleton Primary School  
Dunbar Primary School  
East Linton Primary School  
Haddington Infant School  
Innerwick Primary School  
Law Primary School  
Longniddry Primary School  
Musselburgh Burgh Primary School  
Ormiston Primary School  
Pinkie St Peter's Primary School  
Sanderson's Wynd Primary School  
St Gabriel's RC Primary School  
St Mary's RC Primary School  
Stoneyhill Primary School  
Wallyford Primary School  
Whitecraig Primary School  
Windygoul Primary School  
Yester Primary School  
Dunbar Grammar School  
Knox Academy  
Musselburgh Grammar School  
North Berwick High School

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## 1 PURPOSE

- 1.1 To obtain Committee approval for retaining places for incoming catchment pupils at the above mentioned schools for session 2014/15.

## 2 RECOMMENDATIONS

- 2.1 The Committee is asked to agree to hold in reserve places for incoming catchment pupils for session 2014/15 as detailed below:

### **i. Primary schools**

We recommend that the Committee reserve the number of places detailed below in each year group between Primary One and Primary Seven. The class organisation may be a mixture of non-composite and composite classes.

<b>School</b>	<b>Number of reserved places per stage</b>						
	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>
Campie Primary School	1	1	1	1	1	1	1
Cockenzie Primary School	1	1	1	1	1	1	1
Dunbar Primary School	3	3	3	3	3	3	3
East Linton Primary School	2	-	-	-	-	-	-
Haddington Infant School	2	2	2	-	-	-	-
Law Primary School	6	6	6	6	6	6	6
Longniddry Primary School	1	1	1	1	1	1	1
Musselburgh Burgh Primary School	2	2	2	2	2	2	2
Ormiston Primary School	1	1	1	1	1	1	1
Pinkie St Peter's Primary School	5	5	5	5	5	5	5
Sanderson's Wynd Primary School	2	2	2	2	2	2	2
St Gabriel's RC Primary School	1	1	1	1	1	1	1
Stoneyhill Primary School	1	1	1	1	1	1	1
Wallyford Primary School	1	1	1	1	1	1	1
Windygoul Primary School	6	6	6	6	6	6	6
Yester Primary School	1	-	-	-	-	-	-

We recommend that the Committee reserve the number of places detailed below in each composite class.

<b>School</b>	<b>Number of composite classes</b>	<b>Number of reserved places per class</b>
Aberlady Primary School	6	2
Athelstaneford Primary School	2	1
Dirleton Primary School	4	1
Innerwick Primary School	3	1
St Mary's RC Primary School	5	1
Whitecraig Primary School	4	1

**ii Secondary Schools S1 and S2**

We recommend that the Committee reserve the number of places in as detailed in the table below.

<b>School</b>	<b>Maximum number of places in S1 including reserved places</b>	<b>Number of reserved places in S1</b>	<b>Maximum number of places in S2 including reserved places</b>	<b>Number of reserved places in S2</b>
Dunbar Grammar School	160	6	160	6
Knox Academy	140	5	140	4
Musselburgh Grammar School	220	8	240	8
North Berwick High School	140	12	180	10

#### v. Secondary Schools S3 and S4

We recommend that the Committee reserve the number of places as detailed in the table below

<b>School</b>	<b>Maximum number of places in S3 including reserved places</b>	<b>Number of places reserved in S3</b>	<b>Maximum number of places in S4 including reserved places</b>	<b>Number of places reserved in S4</b>
Dunbar Grammar School	140	3	180	3
Knox Academy	150	3	160	3
Musselburgh Grammar School	240	5	240	5
North Berwick High School	160	8	180	8

- 2.2 We recommend that the Committee delegate any changes to the number of places held in reserve to the Head of Education in consultation with the Convener, should the number of pupils requiring a place at the school significantly increase or decrease.

### 3 BACKGROUND

#### 3.1 Acts and regulations

The Education (Scotland) Act 1996 Placing Requests Part IV: Section 33, allows education authorities to reserve places for incoming pupils into catchment areas of schools. This has helped education authorities to manage their schools and prevent them being at capacity at commencement of an academic year, and furthermore enabling them to accommodate incoming catchment pupils at their catchment schools when they move into the area during the academic year.

Section 28A (3A) of the Education (Scotland) Act 1980 (as amended) provides a general principle that, "so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents". This is what we strive to do, whilst also ensuring that we can accommodate new pupils in their catchment schools. Acceptance of a placing request for a child who is resident outwith the

catchment area of a specified school could prevent the education authority from retaining reserved places:

- at the specified school, or
- in relation to any particular stage of education at the school.

It is for this reason that the education authority may refuse to grant a placing request that would impact on the ability to reserve places in schools.

Section 28A (3C) of the 1980 Act notes that “reserved places” means those “places (not exceeding such number or, as the case may be, such percentage of places at the school or relating to a particular stage of education as may be prescribed by regulations) as are in the opinion of the education authority reasonably required to accommodate pupils likely to become resident in the catchment area of the school in the period from the time of consideration of the placing request up to and during the year from 1 August to which the placing request relates”.

Therefore, when establishing the number of reserved places required for a school, we have to consider the likely number of pupils becoming resident in the catchment area of the school during the coming academic year. We analyse various factors when deciding how many places should be reserved. These are detailed in Sections 3.2.1 to 3.2.3.

## **3.2 Factors influencing the decisions on reserving places**

3.2.1 The following factors have to be considered for both primary and secondary schools when we are determining the appropriate number of reserved places that are likely to be required for pupils moving into the catchment area of the school during 2014/15:

- a) The proposed level of capping at the school and number of expected pupils
- b) Local development plans
- c) Current and planned house builds within those plans
- d) Projected school rolls
- e) Projected migration into the catchment area
- f) Information about reserved places from previous years
- g) School capacities
- h) Information known to us, for example, about families moving into the area before/after commencement of the academic year.

3.2.2 For secondary schools, where it has been identified that reserved places are likely to be required, we propose that a minimum of one place be reserved for every 30 pupils (rounded to the nearest 30 where the class intake has been capped). Pupils are timetabled in secondary schools in groups of 20 for practical classes and 30 for non-practical classes. In addition, rooms in schools are only furnished to accommodate a maximum of 30 pupils per non-practical class. The factors noted above shall then be considered to confirm whether this number is reasonable and reflects the number of pupils likely to become resident in the catchment in the coming

academic year. The number of reserved places can then be increased or decreased accordingly. This method allows an immediate number of reserved places to be identified and then adjusted to ensure it fairly reflects both the education authority's requirements and the legislation.

3.2.3 Calculating the number of reserved places and pupil placement affected by the numbers of pupils moving into and out of East Lothian. The situation is also affected by late applications and pupils being withdrawn from schools. This can mean the demand for places in a school for pupils in the catchment area can change before academic year begins. The number of reserved places in this report reflects our current understanding of the likely number of pupils that we think will be in each catchment area or moving into it during the next academic year. Should some of the reserved places at schools not be required or the situation change, the Committee is asked to delegate any increase or decrease in reserved places to the Head of Education, who will consult with the Convener. If the reserved places detailed in this report are agreed by the Committee, they will be protected for incoming catchment pupils. If it is not possible to reserve all these places before the academic year begins, then we still intend to protect them so that they are there as reserved places for catchment pupils who come in during the year.

#### **4 POLICY IMPLICATIONS**

4.1 There are no policy implications in this report.

#### **5 EQUALITIES IMPACT ASSESSMENT**

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

#### **6 RESOURCE IMPLICATIONS**

6.1 Financial - None

6.2 Personnel - None

6.3 Other - None

#### **7 BACKGROUND PAPERS**

7.1 None

<b>AUTHOR'S NAME</b>	Fiona Brown
<b>DESIGNATION</b>	Principal Officer, Business Unit
<b>CONTACT INFO</b>	Tel: 01620 827415 Email: <a href="mailto:fbrown@eastlothian.gov.uk">fbrown@eastlothian.gov.uk</a>
<b>DATE</b>	26 February 2014

**REPORT TO:** Education Committee

**MEETING DATE:** 25 March 2014

**BY:** Depute Chief Executive (Resources and People Services)

**SUBJECT:** Roll Capping at Dunbar Grammar School, Knox Academy, Musselburgh Grammar School and North Berwick High School

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## **1 PURPOSE**

- 1.1 The purpose of this report is to ask the Committee to approve the S1-S4 intake level at the above secondary schools for Session 2014/15.

## **2 RECOMMENDATIONS**

- 2.1 The Committee is asked to agree a maximum intake level in S1-S4 for session 2014/15 in the schools listed below. The reasons for this are set out in section 3.

<b>School</b>	<b>Maximum S1 intake level</b>	<b>Maximum S2 intake level</b>	<b>Maximum S3 intake level</b>	<b>Maximum S4 intake level</b>
Dunbar Grammar School	160	160	140	180
Knox Academy	140	140	150	140
Musselburgh Grammar	220	240	240	240
North Berwick High	140	180	160	180

- 2.2 Taking account of migration in and out of the above schools prior to and throughout school session 2013/2014, the following increases/decreases have been requested from June 2014:

- North Berwick High School increases current S1 from 160 to 180 for S2

- Knox Academy increases current S2 from 140 to 150 for S3
- Dunbar Grammar decreases current S1 from 180 to 160 for S2
- Dunbar Grammar decreases current S2 from 160 to 140 for S3

### 3 BACKGROUND

3.1 The main principles for managing secondary school rolls in East Lothian are to:

- provide high quality education at local schools for local pupils
- ensure equality of resources throughout East Lothian
- commit to a real choice of education inside our schools not between our schools

3.2 As an education authority, East Lothian Council has to manage public funds and ensure a balanced education service across the authority in terms of expenditure and resources. This is largely managed by agreeing to limit the overall school roll for a school or to limit the number of pupils in one specific year. This is commonly referred to as “capping”.

3.3 When considering how to cap school rolls, East Lothian Council as an education authority must look at all its schools and available resources. We also consider the total population of children who require places in our secondary schools and how many of those are within each catchment area. We consider how each school will manage its resources and we then balance that with other schools’ situations to ensure that resources are shared evenly throughout East Lothian, thereby avoiding unreasonable public expenditure.

3.4 Limiting the number of pupils that the school can admit each academic year allows schools to timetable and employ a suitable number and category of teachers. In general, capping will support appropriate and early organisation for schools to meet their pupils’ needs for a high level of education. Capping prevents detrimental impacts on pupils’ education, and ensures effective and efficient management of resources by the authority.

**Note:** Practical classes, such as science subjects, are set in multiples of 20 pupils in secondary schools. Non-practical classes are set in multiples of 30 pupils. School classrooms are furnished to accommodate a maximum of 30 pupils. Where a limit has been set for S1 roll, this has been calculated on the basis of 20 pupils.



### 3.5 S1 August 2014– Projected School Roll

The pupil numbers projected for session 2014/15 are:

<b>School</b>	<b><u>S1</u></b>	<b><u>S2</u></b>	<b><u>S3</u></b>	<b><u>S4</u></b>	<b><u>S5</u></b>	<b><u>S6</u></b>	<b><u>TOTAL</u></b>
<b>Dunbar Grammar</b>	144	153	133	165	121	84	800
<b>Knox Academy</b>	131	138	140	125	122	124	780
<b>Musselburgh Grammar</b>	193	211	222	219	170	128	1153
<b>North Berwick High School</b>	127	159	151	171	161	137	906

3.6 The S1 figure in the table above shows the number of P7 pupils living within the school catchment area as at 26 February 2014. The expected total roll includes pupils who are expected to transfer to S1 in August 2014 and the number of pupils expected to move up into S2 and so on, to S6.

3.7 The process is complex owing to pupils moving to and leaving East Lothian; late applications, and pupils being placed in private schools. We consult with Head Teachers all year round and consider the statistics and information that we collate to decide on appropriate recommendations for the S1 intake. This has informed our capping recommendation, set out in 2.1 above.

3.8 Reserved places must also be considered as part of the roll for secondary schools and a separate report has been completed for this.

## 4 POLICY IMPLICATIONS

4.1 There are no policy implications in this report.

## 5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

## 6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel - None

6.3 Other - None

## 7 BACKGROUND PAPERS

7.1 None

<b>AUTHOR'S NAME</b>	Fiona Brown
<b>DESIGNATION</b>	Principal Officer, Education Business Unit, Services for People
<b>CONTACT INFO</b>	Tel: 01620 827415 Email: <a href="mailto:fbrown@eastlothian.gov.uk">fbrown@eastlothian.gov.uk</a>
<b>DATE</b>	26 February 2014