

REPORT TO: East Lothian Council

MEETING DATE: 13 December 2022

BY: Executive Director for Education and Children's Services

SUBJECT: Learning Estate Strategy

1 PURPOSE

- 1.1 To present to Council the East Lothian Council Learning Estate Strategy (LES) which sets out East Lothian Council's current position, ambitions and continuous improvement priorities for its learning estate.
- 1.2 The strategy is a high-level, education-specific, strategic document, which will be underpinned by a Learning Estate Improvement Plan (LEIP). The LEIP, to be developed early in 2023, will set out how the strategy will be realised in practice, and will give more specific detail about condition, suitability and roll projections, and how future developments in the learning estate will be prioritised.

2 RECOMENDATIONS:

- 2.1 The Council is recommended to:
- a. Approve the Learning Estate Strategy
 - b. Note that an associated Learning Estate Improvement Plan will be developed early next year.

3 BACKGROUND

- 3.1 Following the publication of the Scottish Government's Learning Estate Strategy in 2019 [Learning estate strategy - gov.scot \(www.gov.scot\)](http://www.gov.scot) it became a requirement that every local authority should have its own Learning Estate Strategy. Over the course of the last 18 months, the Education Service has been carrying out pre-consultation activity to support the development of the Learning Estate Strategy.

- 3.2 East Lothian continues to be one of the fastest growing areas in Scotland, with the population projected to grow by about 1% a year over the next 20 years. Significant growth is projected across all age groups but particularly among children and older people – the age groups which rely most heavily on council services – education and social care. The number of children 0-15 years old is projected to grow by over 15%. It is therefore essential that, as a local authority, we continue to address current and future capacity issues across our Learning Estate.
- 3.3 The Education Service has a statutory responsibility for leadership and the delivery of efficient and effective education in schools, whilst working closely with the Infrastructure Service, which has responsibility for the maintenance and management of the physical buildings and grounds. Working with key Council services such as Finance, they manage a portfolio of property assets within the Learning Estate.
- 3.4 It is our aspiration that the East Lothian learning estate is accessible, in good condition, well maintained and suitable. This context will enable East Lothian Council to meet its statutory obligations, whilst providing high quality, modern public services, which meet the current and future needs of communities.
- 3.5 A range of consultation requirements are outlined in the strategy to ensure we meet our statutory duties and capture stakeholder feedback.
- 3.6 Strategic overview and governance of all learning estate activities are provided by the Learning Estate Senior Managers' Group (LESM); a panel of senior leaders from across key Council services which is chaired by the Executive Director of Education and Children's Services.

National Context

- 3.7 Scotland's Learning Estate Strategy outlines a vision for a learning estate of the future which supports excellence and equity for all.
- 3.8 It was published in the context of the refreshed National Performance Framework, which invites an integrated approach to achieving the following national outcomes most specific to Scotland's learning estate:
- we grow up loved, safe and respected so that we realised our full potential
 - we are well educated, skilled and able to contribute to society
 - we are healthy and active
 - we live in communities that are inclusive, empowered, resilient and safe
 - we have thriving and innovative businesses, with quality jobs and fair work for everyone
 - we have a globally competitive, entrepreneurial, inclusive and sustainable economy

- 3.9 Background information on other key national legislation, guidance, policies and strategies which inform and influence East Lothian Council's Learning Estate are outlined in Section 3 of the strategy.

Aspirations for the Learning Estate in East Lothian

- 3.10 East Lothian Council's Learning Estate Strategy reflects the ten guiding principles contained within the Scottish Government's Learning Estate Strategy.
- 3.11 Of particular importance are our aspirations to:
- adopt a place-based approach, ensuring that schools sit at the heart of their communities;
 - provide facilities that help children and young people with Additional Support Needs (ASN) to feel calm, safe, supported and ready to learn;
 - provide digitally-enabled and connected learning spaces;
 - deliver energy-efficient and sustainable approaches to the development of our learning estate.
- 3.12 These aspirations will also ensure that we deliver the requirements of the National Improvement Framework, supporting the Education Service to ensure a commitment to excellence and equity.
- 3.13 We aim to actively involve our children and young people in decision-making and planning with regard to how their Learning Estate is developed and improved to accentuate their rights.
- 3.14 The Learning Estate Strategy provides a platform that underpins East Lothian Council's wider Property Asset Strategy. Both strategies explore opportunities to develop better, more affordable, sustainable and efficient integrated services across East Lothian.
- 3.15 Development of the Learning Estate should take full cognisance of the aims of the Council's Climate Change strategy.

Conclusion

- 3.16 We recognise the need to develop our Learning Estate in consultation with all relevant parties across the Council using consistent principles, criteria and approaches to prioritisation. By having a clear rationale for developing the Learning Estate, as described within this strategy, we can deliver improved, affordable outcomes, and realise the priorities within East Lothian Council's Plan.

4 POLICY IMPLICATIONS

- 4.1 None

5 INTEGRATED IMPACT ASSESSMENT

5.1 An integrated impact assessment is planned.

6 RESOURCE IMPLICATIONS

6.1 Financial – the ambitions set out in our strategy carry a significant resource and affordability challenge, in the context of high inflation, rising interest rates and wider financial challenges. The implementation plan will need to take cognisance of the existing pressures on capital and revenue budgets and operate within the affordability parameters outlined in the Council's Financial and Capital Strategies.

6.2 Personnel – none

6.3 Other – none

7 BACKGROUND PAPERS

7.1 [Learning estate strategy - gov.scot \(www.gov.scot\)](http://www.gov.scot)

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LEARNING ESTATE STRATEGY

2022-32



East Lothian Council

Learning Estate Strategy

2022-2032

Contents

FOREWORD	Page 2
1. PURPOSE	Page 3
2. BACKGROUND	Page 3
3. NATIONAL CONTEXT	Page 5
4. EAST LOTHIAN COUNCIL'S ASPIRATIONS	Page 8
CONCLUSION	Page 13
APPENDICES	Page 14

FOREWORD

East Lothian continues to be one of the fastest growing areas in Scotland, with the population projected to grow by about 1% a year over the next 20 years. Significant growth is projected across all age groups but particularly among children and older people – the age groups which rely most heavily on council services – education and social care. The number of children 0-15 years old is projected to grow by over 15%. It is therefore essential that, as a local authority, we continue to address current and future capacity issues across our Learning Estate.

In East Lothian we are ambitious for our children and young people. Working together, we support them to be confident, resilient and to achieve their true potential, within their school and in the wider community. We have a relentless focus on inclusion, achievement, ambition and progress for all, throughout all ages and stages. We aspire to create an environment where all young people are supported to live, learn and achieve within their own community. The Learning Estate plays a vital role in providing high quality, inspiring and nurturing environments to support this work.

We aim to create a fully inclusive learning estate that enhances learning, teaching, attainment and achievement, community involvement, partnership, collaboration and employability skills development. At its heart, this vision will support children and young people to thrive throughout all stages of their learning journey, from early years to secondary and on to the world of employment, education, or training.



1. PURPOSE

This Learning Estate Strategy (LES) sets out East Lothian Council's current position, ambitions and continuous improvement priorities for its learning estate from an education perspective, as well as taking into consideration responses to the key themes that were gathered in a series of pre-consultation community events in 2021. Our regional aspirations align with the ambitions contained within The Scottish Government's document, *Scotland's Learning Estate Strategy: Connection People, Places and Learning (2019)*, and also with East Lothian Council's values, *Enabling, Leading, Caring*.

Following the publication of the Scottish Government's Learning Estate Strategy, it became a requirement that every local authority should have a Learning Estate Strategy.

This strategy is designed to be a high-level, strategic document, which will be underpinned by a Learning Estate Improvement Plan (LEIP). The LEIP will set out how the strategy will be realised in practice, and will give more specific detail about condition, suitability and roll projections, and therefore order of priority for development.

It must be acknowledged that the ambitions set out in our strategy carry a significant resource and affordability challenge, in the context of rising inflation.

2. BACKGROUND

2.1 East Lothian Council's Learning Estate

The Education Service has overall responsibility for leadership and the delivery of education in schools, whilst working closely with Infrastructure, with responsibility for the maintenance and management of the physical buildings and grounds, Finance and other key Council services to manage a portfolio of property assets within the Learning Estate.

It is our aspiration that the ELC Learning Estate is accessible, in good condition, well maintained and suitable. This context will enable East Lothian Council to meet its statutory obligations, whilst providing high quality, modern public services, which meet the current and future needs of communities.

2.2 Pre-Consultation

2.2.1 Learning Estate Review (LER)- Pre-consultation

East Lothian Council will actively seek the views of key stakeholders and communities, to inform strong decisions, leading to improve services for East Lothian residents.

Two pre-consultations were undertaken as part of the development of this Learning Estate Strategy. Such consultation is advised as good practice under the *Schools (Consultation) (Scotland) Act 2010*.

Phase 1 of the *Learning Estate Review Pre-Consultation* was an online information-gathering exercise (in the context of the restrictions imposed by COVID-19), utilising a questionnaire hosted on the Council's Consultation Hub. The process was designed to offer schools and communities the opportunity to share their opinions on the condition of the existing learning estate and their experiences of how the estate supports both learning and community use.

Phase 2 of the pre-consultation process invited members of the public to further share their feedback in a variety of ways; by completing an online survey, emailing the Learning Estate Team or by joining a series of online drop-in sessions (one for each cluster area) to take part in a live discussion. This phase was supported by a website which included maps showing the location of all the council's schools and other facilities, information on the buildings' condition, suitability ratings, school capacity details and roll projections. The cost per head, per pupil was also provided. Stakeholders and communities were provided with a broad range of detailed information about the Council's existing school estate, at school, catchment and county level.

2.3 Statutory Consultations

Upon completion of the pre-consultation phases, stakeholder feedback has been gathered and analysed. As per The Schools (Consultation) (Scotland) Act 2010 and a range of other statutory consultation processes, any suggested amendments or improvements would need to be passed through the appropriate statutory function. This provides further opportunities for learners, elected officials, stakeholders and communities further to question and comment on the Learning Estate Improvement Plan (LEIP).

2.3.1 Pre-Application Consultations

The Town and Country Planning (Hierarchy of Developments) (Scotland) Regulations 2009 stipulates that any project with a gross floor area greater than 5000sqm or a site area greater than 2 hectares will be classed as a Major Development and as such is subject to a 12-week pre-application consultation process. This consultation process is prepared and run by the applicant.

2.3.2 Formal Planning Applications

Planning permission is legally required for any 'new' development. Information pertaining to the development is submitted to East Lothian Council Planning Department which is then responsible for running the statutory consultation process.

2.3.3 Schools Consultations

East Lothian Council is committed to undertaking the necessary formal consultations required in line with the *Schools (Consultation) (Scotland) Act 2010* if we propose to undertake any of the ten listed changes to our school estate.

2.3.4 Catchment Reviews

2.3.5 Statutory consultation through Local Development Plan 2

2.4 Project Delivery Strategy

The LES and LEIP will provide a clear vision and action plan, ensuring a collaborative approach across East Lothian Council services to the improvement of the Learning Estate. Consistent, transparent processes and timelines will be communicated to all stakeholders prior to any project initiation. Decisions will be made with:

- linkage to the feedback received in the pre-consultation phases
- clear timelines
- financial commitment
- political support
- further consultation as required.

In terms of governance, strategic overview of all Learning Estate activities is provided by the Learning Estate Senior Managers' Group (LESM). This consists of a panel of senior leaders from across key Council services and is chaired by the Executive Director of Education and Children's Services. All operational matters will be reviewed monthly by the Learning Estate Project Board (LEPB).

3. NATIONAL CONTEXT

This section provides background information on key national legislation, guidance, policies and strategies which inform and influence East Lothian Council's Learning Estate.

3.1 Scotland's Learning Estate Strategy 2019 (SGLES)

[Learning estate strategy - gov.scot \(www.gov.scot\)](http://www.gov.scot)

In 2019 The Scottish Government and CoSLA (Convention of Scottish Local Authorities) jointly published *Scotland's Learning Estate Strategy: Connection People, Places and Learning* outlining the vision for a learning estate of the future which supports excellent and equity for all,

"By placing the whole learning estate at the heart of meeting the needs of Scotland's communities, learnings and businesses and adopting a more integrated approach, we will improve the outcomes for all of our learners and enable sustainable and inclusive economic growth" – John Swinney MSP and Cllr Stephen McCabe.

The strategy was published in the context of the refreshed National Performance Framework, which invites an integrated approach to achieving the following National Outcomes most specific to Scotland's learning estate:

- we grow up loved, safe and respected so that we realised our full potential
- we are well educated, skilled and able to contribute to society
- we are healthy and active
- we live in communities that are inclusive, empowered, resilient and safe
- we have thriving and innovative businesses, with quality jobs and fair work for everyone
- we have a globally competitive, entrepreneurial, inclusive and sustainable economy

3.2 Ten Guiding Principles

[Learning estate strategy - gov.scot \(www.gov.scot\)](http://www.gov.scot)

Scotland's Learning Estate Strategy sets out 10 guiding principles. These have been refreshed to build up and supersede those included in the 2009 *School Estate Strategy: Building Better Schools*

to reflect lessons learned and to take a more holistic approach across the whole of Scotland's learning estate:

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

3.3 The United Nations Convention on the Rights of the Child (UNCRC)

[UN Convention on the Rights of the Child - UNICEF UK](#)

The United Nations Convention on the Rights of the Child (UNCRC) covers all aspects of a child's life and set out the civil, political, economic, social and cultural rights to which all children everywhere are entitled. The United Kingdom ratified the UNCRC in 1991 and in March 2021 the Scottish Parliament passed a bill to incorporate the UNCRC into Scots Law.

The UNCRC is central to the Scottish Government's approach to improving outcomes for children and young people including GIRFEC. Once incorporated in to Scot's Law, there will be a requirement for all local authorities to consult with children and young people on the development of the learning estate.

3.4 Schools (Consultation) (Scotland) Act 2010

[Schools \(Consultation\) \(Scotland\) Act 2010 \(legislation.gov.uk\)](#)

The *Schools (Consultation) (Scotland) Act 2010* sets out the process that a local authority must follow when it proposes to make significant changes to its school estate, such as closing a school or changing a school's catchment area.

3.5 The Education Scotland Act (1980)

[Education \(Scotland\) Act 1980 \(legislation.gov.uk\)](#)

The Education Scotland Act (1980) places a statutory duty on authorities to make adequate and efficient provision of school education for their area. The authority is also responsible for taking into account the needs of the whole area and the likely pattern of need in the future, beyond the current school population.

3.6 Standards in Scotland's Schools Act (2000)

[Supporting documents - Standards in Scotland's Schools etc. Act 2000 statutory guidance - gov.scot \(www.gov.scot\)](#)

It is presumed that, unless exceptional circumstances exist, children and young people will be educated within mainstream schools. It is recognised that where children and young people require a higher level of support than can be provided within mainstream schools, a specialist provision may be necessary. It is expected that this will be the case for a small number of children with enduring, significant and complex needs.

3.7 Capacity Guidance

[Determining primary school capacity: guidance for local authorities - gov.scot \(www.gov.scot\)](#)

3.7.1 Primary Schools

The Scottish Government's document *Determining Primary School Capacity Guidance 2014* provides guidance on primary school capacity modelling for local authorities.

This clear and consistent basis for calculation the capacity of schools is provided to assist in the following:

- Forward Planning
- Curricular and Organisational Needs
- Placing Requests
- Calculation of Performance Indicators
- Informing Consultations on Proposed Changes to the School Estate
- Scottish Government Policy

3.7.2 Secondary Schools

[Part 3: Secondary Schools - Determining primary school capacity: guidance for local authorities - gov.scot \(www.gov.scot\)](#)

Although there is no Scottish Government guidance in this regard, other local authorities have published circulars regarding secondary school capacity assessment and East Lothian Council has been required to assess capacity to enable breaches to be identified and expansions designed.

3.8 The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009) [The Education \(Additional Support for Learning\) \(Scotland\) Act 2004 \(1library.net\)](#)

The *Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009)* provides the legal framework for the provision of additional support for learning.

The Act recognises and makes provision for the fact that support may be required by children and young people for any number of reasons and for varying periods of time. It places duties on the education authorities to identify, make provision for and review provision for the additional support needs of children and young people within its local authority.

3.9 Climate Change

[The Paris Agreement | UNFCCC](#)

www.eastlothian.gov.uk/downloads/download/13283/climate_change_strategy_2020-25

All of Scotland's 32 local authorities signed Scotland's Climate Change Declaration in 2007 and it is recognised that the public sector is on the frontline of the response to the global climate emergency.

In August 2019, East Lothian Council's Elected Members unanimously agreed to declare a Climate Emergency. The Council resolved to take action to make all our Council Services net Zero Carbon as soon as reasonably practicable or in any case by 2045 and to work with our communities and partners towards making East Lothian a carbon neutral county.

The strategy's Key Priority 8 *Our Schools and Young People* seeks to involve and empower our young people in tackling climate change locally and ensure our schools are exemplary in embedding sustainability. The Learning Estate will be integral to the success of this priority.

3.10 The School Premises (General Requirements and Standards) (Scotland) Regulations 1967 [The School Premises \(General Requirements and Standards\) \(Scotland\) Regulations 1967 \(legislation.gov.uk\)](#)

The *School Premises (General Requirements and Standards) (Scotland) Regulations 1967* prescribes the broad minimum standards that school buildings must meet to ensure that the specific needs of pupils are met, particularly on issues that might impact their welfare or education.

4. ASPIRATIONS FOR THE LEARNING ESTATE IN EAST LOTHIAN

This section outlines the aspirations that East Lothian Council has for its Learning Estate and the information that is utilised as a basis for decision making:

4.1 Education Priorities, Aspirations and the Ten Guiding Principles

It is the objective of East Lothian Council to reflect the Scottish Government's Ten Guiding Principles in the design of the learning estate and through the aspirations of education leaders across the region. We will:

- develop a Learning Estate with flexible, specialist spaces and resources that will enable teachers (and partners) to interrupt the cycle of poverty and create equitable access to high quality educational pathways and experiences
- construct environments which support children and young people to develop the skills, through strategic partnership and co-location of services, for learning, life and work
- adopt a place based approach, ensuring that schools sit at the heart of their communities; functioning as learning and intergenerational community wellbeing hubs that will bring communities together improve education, health and employability outcomes for children, young people and adults
- provide facilities that help children and young people with Additional Support Needs (ASN) to feel calm, safe, supported and ready to learn. All environments should enable a nurture-based approach and create opportunities for health, wellbeing, inclusion, active learning
- provide outdoor learning and play spaces that reconnect with the natural environment, which is recognised as having beneficial effects upon learning and social development
- provide digitally-enabled and connected learning spaces
- deliver optimal environmental learning and teaching conditions in terms of temperature, acoustics, ventilation, natural light and controllability. Learning spaces are assessed as “fully supporting learning and teaching”, which is graded as condition ‘A’ good, through to “seriously impeding learning and teaching”, which is graded as condition ‘D’ bad.
- deliver energy efficient and sustainable approaches to the development of our learning estate
- plan for the delivery of appropriate infrastructure to develop safe routes to school

Priorities of the National Improvement Framework:

[National Improvement Framework \(NIF\) - Schools - gov.scot \(www.gov.scot\)](https://www.gov.scot/national-improvement-framework/schools)

The National Improvement Framework sets out the vision for Education in Scotland:

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors;
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty related attainment gap.

We are committed to delivering both **excellence** in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering **equity** so that every child and young person should thrive and have the best opportunity to succeed, regardless of their social circumstances or additional needs.

Clearly, our Learning Estate has to be fit for purpose in order to underpin the delivery of this, using the key drivers of improvement:

- school leadership
- teacher professionalism
- parental engagement
- assessment of children's progress
- school improvement
- performance information

4.2 Core Facts Surveys and Reporting

[Scottish Exchange of Data: school estates core facts - gov.scot \(www.gov.scot\)](http://www.gov.scot)

As well as being a requirement of the Scottish Government's Learning Estate Strategy (2019), East Lothian Council shares the ambition, that as a minimum, all schools within the Learning Estate should be rated 'B' or above, for both Condition and Suitability (except for new build schools which should be rated 'A').

As set out in the Guiding Principles, the condition and suitability of all learning environments should support and enhance their function.

East Lothian Council is committed to fulfilling its obligations in reporting the outcomes of our Core Facts Surveys annually to the Scottish Government, for publication in its annual *School Estates Core Facts Survey* and to keeping this data current, in order to inform better decision making.

Suitability Core Facts surveys are carried out and/or reviewed annually by East Lothian Council to ensure the Learning Estate is fit for the purpose of delivering an effective modern curriculum. This review informs the Council's Capital Plan.

The suitability rating for each school is based on the following criteria set by the Scottish Government:

- A: Good – Performing well and operating effectively
- B: Satisfactory – Performing well but with minor problems
- C: Poor – Showing major problems and/ or not operating optimally
- D: Bad – Does not support the delivery of service to children and communities

4.3 UN Convention on the Rights of the Child (UNCRC)

[UN Convention on the Rights of the Child - UNICEF UK](http://www.unicef.org)

In East Lothian we aim to actively involve our children and young people in decision making and planning with regards to how their Learning Estate is developed and improved to accentuate their rights.

4.4 Schools (Consultation) (Scotland) Act 2010

[Schools \(Consultation\) \(Scotland\) Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

East Lothian Council will fully consult with stakeholders and communities, as per legislation, in advance of any proposed changes to the Learning Estate, as appropriate.

4.5 Specialist Provision and Severe and Complex

As outlined in East Lothian's 'Inclusion, Equality and Accessibility for All Policy' (2020) , we aspire to provide high quality, bespoke facilities that can enhance indoor and outdoor learning opportunities to meet the growth of demand and complexity of need in East Lothian. We are determined to meet the needs of pupils in their own communities and for this to happen we will commit to providing specialist provision within each Associated School Group (ASG).

4.6 Gaelic Medium Education (GME)

East Lothian Council currently provides both primary and secondary Gaelic Medium Education through a partnership arrangement with City of Edinburgh Council. This will be kept under review.

4.7 Denominational Secondary Education

East Lothian Council currently provides secondary level denominational education through a partnership arrangement with Midlothian Council. This will be kept under review.

4.8 Primary and Secondary School Capacities

East Lothian Council aspires for school capacities to maximise educational benefits for children and young people, providing opportunities to fully deliver the entitlements and experiences and outcomes of Curriculum for Excellence, while maintaining a focus on affordability.

4.9 Business Planning & Revenue Budget

East Lothian Council aims to provide a high quality, sustainable and affordable portfolio of Learning Estate assets, through an integrated partnership approach to the delivery of services. Prudent investment planning and a strategic approach to income generation are central to the achievement of a Learning Estate that fulfils the aspirations of the SGLES 'Ten Principles of Design'

4.9.1 Capital Plan

The process for deciding how much East Lothian Council will raise in income and spend on services in future years is an ongoing process.

Plans will be affected by changing political structures, new demands or legislation, the state of the general economy, demographics and events that we cannot always predict. However, the Council Plan 2017-2022 and the annual budget will underpin decision-making.

The annual budget, which is a public document, is the financial expression of the objectives of East Lothian Council, including those associated with an affordable, sustainable and high quality Learning Estate. Clear opportunities exist and should be built upon, within the Learning Estate, to generate revenue.

4.9.2 Other Council Buildings

The Learning Estate Strategy provides a platform that underpins East Lothian Council's wider *Property Asset Strategy*. Both strategies explore opportunities to develop better, more affordable, sustainable and efficient integrated services across East Lothian. With significant financial pressures and changing demographics within the county, these strategies, in conjunction with Local Development Plan 2 should better inform the *Council Asset and Management Plan 2018 – 2023* and the consequential action plan of that report.

4.10 Transport and Planning

Our Learning Estate should be accessible, with strong transport and digital connectivity. Safe walking and cycle routes to school are integral to our vision.

East Lothian Council's *Local Development Plan 2018* sets out the following over-arching transport policies which align with our aspirations for the learning estate:

Policy T1: New developments shall be located on sites that are capable of being conveniently and safely accessed on foot and by cycle, by public transport as well as private vehicle, including adequate car parking provision in accordance with our standards;

Policy T2: New development must have no significant adverse impact on:

- road safety
- the convenience, safety and attractiveness of walking and cycling in the surrounding area
- public transport operations in the surrounding area, both existing and planned, including convenience of access to these and their travel times
- the capacity of the surrounding road network to deal with traffic unrelated to the proposed development
- residential amenity as a consequence of an increase in motorised traffic

4.11 Safer Routes to School

We aspire to provide a Learning Estate that is safe and accessible by foot, by bike or by car.

East Lothian Council has a *Road Safety Plan* which aims to deliver the following initiatives, which align with our aspirations for the learning estate:

- deliver Active School Travel at all schools with the support of the East Lothian Council Road Services
- close collaboration between school communities and Road Services to address school gate congestion and Safer Routes to School issues
- deliver cycle training (Bikeability, Cycling Scotland) in primary schools.
- deliver road safety at Early Learning and Childcare settings and schools as promoted in 'Road Safety' within Curriculum for Excellence
- a full infrastructure appraisal and requisite budget to achieve the full aspirations of the project

4.12 Climate Change

East Lothian Council plans to take urgent action to make all our Council Services Net Zero as soon as reasonably practicable or in any case by 2045 and will lobby, support and work with government, all relevant agencies, partners and communities to fulfil this commitment. The Council will also work with our communities and partners towards making East Lothian carbon neutral, enabling the county to deliver its part of wider national and international commitments, and to prepare for the impacts of climate change. The Climate Change Strategy sets out how East Lothian Council will work in partnership with our local communities, businesses, organisations and individuals to tackle climate change. The Council will also work with its partners in the East Lothian Partnership to help achieve a reduction in carbon emissions, and improve sustainability and equality across East Lothian. Any development of the Learning Estate should take full cognisance of the aims of this strategy.

https://www.eastlothian.gov.uk/downloads/file/29179/climate_change_strategy_2020-2025

CONCLUSION

The principles set out in this strategy will be used to shape future planning and prioritisation across the learning estate and our localities.

The associated Learning Estate Implementation Plan will set out how this will be done in practice, and will give more specific detail about condition, suitability and roll projections, and therefore order of priority for development.

We recognise the need to do this in consultation with all relevant parties across the Council using consistent principles, criteria and prioritisation approaches. By having a clear rationale for developing the learning estate, as described within this strategy, we can deliver improved, affordable outcomes, and realise the priorities within East Lothian Council's Plan.

Appendix 1: The Current Education Estate

1. Dunbar Associated School Group

Dunbar and its surrounding areas are situated at the eastern end of East Lothian. It includes the settlements and areas of Dunbar, East Linton, West Barnes, Stenton and Innerwick. This ASG includes one secondary school, five primary schools and four early learning and childcare settings (ELC):

- Dunbar Grammar School
- Dunbar Primary School and ELC setting: John Muir Campus
- Dunbar Primary School: Lochend Campus
- East Linton Primary School and ELC setting
- Innerwick Primary School
- Stenton Primary School
- West Barnes Primary School and ELC setting

2. Haddington Associated Schools Group

Lying in the middle of the county, Haddington and its surrounding communities stretch from Humbie and Saltoun in the east and Garvald in the west. Haddington is the administrative capital of East Lothian. This ASG includes one secondary school and four primary schools, each with an associated early learning and childcare setting (ELC):

- Knox Academy
- Haddington Primary School and ELC setting: Lower Campus
- Haddington Primary School: Upper Campus
- Letham Mains Primary School and ELC setting
- St Mary's RC Primary School and ELC setting
- Yester Primary School and ELC setting

3. Musselburgh Associated School Group

Musselburgh and its surrounding areas are situated at the western end of East Lothian close to Edinburgh. It includes the settlements of Musselburgh, Wallyford, Whitecraig, Carberry, and Old Craighall. This ASG currently includes one secondary school and seven primary schools, each with an associated early learning and childcare facility (ELC):

- Musselburgh Grammar School
- Campie Primary School and ELC setting
- Loretto RC Primary School and ELC setting
- Musselburgh Burgh Primary School and ELC setting
- Pinkie St Peter's Primary School and ELC setting
- Stoneyhill Primary School and ELC setting
- Wallyford Primary School and ELC setting
- Whitecraig Primary School and ELC setting

Proposals for a new primary school and early learning and childcare facility for the new Craighall masterplan development are currently underway.

Following the completion of Wallyford Learning Campus in 2023 both Wallyford Primary School and Pinkie St Peter's Primary School will migrate to the new Wallyford Associated School Group.

4. North Berwick Associated School Group

North Berwick and its surrounding areas are situated at the eastern end of East Lothian. It includes the settlements and areas of North Berwick, Dirleton, Drem, Gullane, Aberlady and Athelstaneford. This ASG has one secondary school, five primary schools and four early learning and childcare facilities (ELC):

- North Berwick High School
- Aberlady Primary School and ELC setting
- Athelstaneford Primary School and ELC setting
- Dirleton Primary School
- Gullane Primary School and ELC setting
- Law Primary School and ELC setting

5. Prestonpans Associated School Group

Prestonpans and its surrounding areas are situated at the western end of East Lothian by the Firth of Forth. It includes the settlements of Cockenzie, Port Seton and Longniddry. This ASG currently has one secondary school and four primary schools, each with an associated early learning and childcare facility (ELC):

- Preston Lodge High School
- Cockenzie Primary School and ELC setting
- Longniddry Primary School and ELC setting
- Preston Tower Primary School and ELC setting: Lower Campus
- Preston Tower Primary School: Upper Campus
- St Gabriel's RC Primary School and ELC setting

Proposals for a new primary school and early learning and childcare facility for the new Blindwells masterplan development are currently underway.

6. Tranent Associated School Group

Tranent is situated towards the west of East Lothian lying between Haddington and Musselburgh on the south side of the A1. It includes the settlements of Tranent, Ormiston, Elphinstone, Macmerry, Saltoun and Pencaitland. This ASG has one secondary school and eight primary schools, each with an associated early learning and childcare facility (ELC):

- Ross High School
- Elphinstone Primary School and ELC setting
- Humble Primary School and ELC setting

- Macmerry Primary School and ELC setting
- Ormiston Primary School and ELC setting
- Pencaitland Primary School and ELC setting
- Saltoun Primary School and ELC setting
- Sanderson's Wynd Primary School and ELC setting
- St Martin's RC Primary School and ELC setting
- Windygoul Primary School and ELC setting

7. Wallyford Associated School Group (Proposed)

Wallyford is situated to the south-east of Musselburgh and following the completion of the new Wallyford Learning Campus in 2023 it will become the centre of East Lothian Council's newest associated school group. This proposed ASG will include one secondary school and two primary schools, each with an associated early learning and childcare facility (ELC):

- Wallyford Learning Campus
- Pinkie St Peter's Primary School and ELC setting
- Wallyford Primary School and ELC setting

8. Specialist Provisions

Early Learning and Childcare Specialist Provision

- Green Room, The Hub, Sanderson's Wynd Primary School (Tranent ASG)

Primary Specialist Provisions

Severe and Complex - Autistic Spectrum Disorder (ASD)

- The Cove, Dunbar Primary School (Dunbar ASG)
- Woodside, Windygoul Primary School (Tranent ASG)

Severe and Complex – Learning and Autistic Spectrum Disorder (ASD)

- The Hub, Sanderson's Wynd Primary School (Tranent ASG)

Secondary Specialist Provisions

Severe and Complex – Learning

- Ross ASN Department, Ross High School (Tranent ASG)
- Wallyford Learning Campus (Wallyford ASG) – This provision will open in August 2023

Severe and Complex - Autistic Spectrum Disorder (ASD)

- Meadowpark, Knox Academy (Haddington ASG)

Appendix 2: Education Capacities

For each sector there are methodologies that need to be applied to inform capacity:

ii. Education Forecasting Methodology

East Lothian Council has a comprehensive *Education Provision Forecasting Guide* which informs the operational capacity and forward planning.

The current methodology for forecasting primary and secondary school rolls has been used by East Lothian Council since 1996. The methodology for projecting eligible 2-year-olds, 3- to 5-year-olds and Additional Support Needs (ASN) Specialist Provision populations within each catchment area was developed by East Lothian Council during 2015- 2016.

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

There are two main updates to the Education population projections each year. The Early Years projections are prepared in the summer term to take account of the final nursery intake period each year. The primary, secondary and ASN projections are prepared in the autumn term, based on the latest validated and published September Census Rolls. These are the official set of annual projections used to support school budget and Education Estate capital expenditure planning as well as in the assessment of planning applications. Pupil roll projections are generated in the main for up to 15 years although the error margin will widen the further into the future.

iii. Planning Capacity

In East Lothian, primary school capacities are expressed in terms of total planning capacity together with the number of class teaching spaces required to accommodate the projected number of pupils from year to year. The planning capacities are also used to assess the impact of new development on schools, so that appropriate developer contributions can be collected.

The planning capacity is a theoretical measure of the total number of pupils and classes which could be accommodated in a school, based on the number and size of teaching spaces. It is also informed by the pupil distribution across class stages and the class organisation required for the projected pupil numbers. This is the figure which is provided to the Scottish Government in the annual School Estate Core Facts Statistical return and provides the basis for the Council to plan for future changes in the school estate and to assess the need for future investment.

iv. Nursery Capacities

The maximum capacity for nursery classes under the management of East Lothian Council is restricted by the Care Inspectorate requirements for the building (net area of classroom spaces and number of pupil toilets).

Net areas of classroom space required per pupil are as follows:

Children aged <2 years: minimum 3.7m²/pupil
Children aged 2-3 years: minimum 2.8m²/pupil
Children aged >3 years: minimum 2.3m²/ pupil

v. Primary School Capacities

Capacities for East Lothian Primary Schools are expressed as Planning Capacities and classroom numbers. The statutory maximum class sizes which help inform these capacities are as follows:

Primary 1: 25 pupils
Primary 2-3: 30 pupils
Primary 4-7: 33 pupils
Composite class: 25 pupils

v. Secondary School Capacities

Secondary School capacity is calculated in accordance with *The School Premises (General Requirements and Standards) (Scotland) Regulations 1967*. Other relevant recognised reference documents published by the Scottish Futures Trust are used to inform best practice.

vi. Denominational Capacity

As per the Education (Scotland) Act 1980 East Lothian Council currently provides secondary level denominational education through a partnership arrangement with Midlothian Council.

vii. Current School Occupancy

This is a percentage which shows the school roll against the capacity of each school, it can also be referred to as sufficiency. East Lothian Council submit information to the Scottish Government on our school's sufficiency each year.

An excessively high level of occupancy could easily lead to over-crowding, whilst an excessively low level is unlikely to be sustainable, affordable or offer best value. An ideal occupancy level would be approximately 85%, however our target occupancy band is between 75% and 90%.

viii. Response to Planning Applications

When a planning application for a residential development of 5 units or more is submitted, the development proposal is currently assessed against existing Education Provision capacity within the catchment area and/ or the associated school group that the development proposal lies within.

ix. Catchment Reviews

A council has to consult with parents, children, young people and the wider community when it proposes changes to its school estate. This includes changes such as proposals to close schools or change a school's catchment area.

The [Schools \(Consultation\) \(Scotland\) Act 2010](#) sets out the process that councils must follow when they do this. The Act also gives HM Inspectors a role in the process. The Act was amended in 2014 in part 15 of [The Children and Young People \(Scotland\) Act 2014](#).



Versions of this leaflet can be supplied in Braille, large print, audiotape or in your own language. Please phone Customer Services if you require assistance on 01620 827199

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