

## **Proposal to Establish a New Non-Denominational Secondary School in Kirkliston and implement Catchment Changes**

Affecting Kirkliston Primary School and Queensferry High School

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## 1 Introduction

- 1.1 This paper proposes that a new non-denominational secondary school be established on the site of the existing Leisure Centre in Kirkliston.
- 1.2 Previous informal engagement has helped shape this proposal which now forms the basis for this formal statutory consultation conducted according to the requirements of The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014.
- 1.3 The proposal is that Kirkliston Primary School will be the sole feeder primary school to a new secondary school located on the existing Kirkliston Leisure Centre site. The catchment area of the new secondary school will be the same as that of the existing Kirkliston Primary School.
- 1.4 This proposal requires changes to the catchment area of Queensferry High School. Existing school catchment areas are set out in [Appendix 1](#). The proposed catchment areas are set out in [Appendix 2](#).
- 1.5 This consultation paper sets out the rationale for, and implications of, the proposal which will address secondary school capacity and accommodation issues arising from new housing developments in Queensferry. The paper also sets out the consultation process and the means and timescales for making representations.
- 1.6 The new school could open in August 2028 at the earliest. If the proposal is approved by the Council, the date from when the proposed catchment area for the secondary school would be effective is the November prior to the new school opening, in time for the S1 registration process.
- 1.7 All catchment changes will only apply to new S1 pupils. There will be no mandatory transfer for pupils already attending another school. All addresses in the existing Kirkliston Primary School catchment area are directly affected by these proposals.
- 1.8 Comments on the proposal should be submitted by no later than close of business on **Tuesday 31 October 2023**. A response questionnaire can be completed online via the Council website: [www.edinburgh.gov.uk/kirklistonhs](http://www.edinburgh.gov.uk/kirklistonhs)
- 1.9 A copy of the questionnaire is included in [Appendix 5](#) of this paper and this can also be submitted by email or post to the addresses set out in Section 9 of this paper.
- 1.10 A public meeting in relation to these proposals will be held as follows, further details of which are provided in [Section 9](#):



| Venue                     | Date                     | Time            |
|---------------------------|--------------------------|-----------------|
| Kirkliston Primary School | Tuesday 10 October, 2023 | 6.30pm – 8.30pm |

## 2 Background and Context

- 2.1 Queensferry High School moved into a new building in March 2020. The new building has capacity for 1,200 pupils. Children living in Queensferry High School’s catchment area are eligible to attend the school. The school’s catchment area includes the primary school catchments of Queensferry, Echline, Dalmeny and Kirkliston. A map showing Queensferry High School’s existing catchment area and feeder primary schools is in [Appendix 1](#).
- 2.2 Projections show that Queensferry High School’s roll will continue to grow due to new housing being built in the Queensferry area. Projections suggest that it could exceed its notional capacity in 2025, growing to nearly 1,700 pupils by 2032. Further information on roll projections and capacity can be found in [Section 3](#).
- 2.3 Queensferry High School was designed in 2016 to accommodate pupils from Queensferry, including those from new housing. However, its design did not include for pupils from Kirkliston. This is because when the funding for the new school was approved by Council in [November 2016](#), it was on the basis that a catchment change would be required so that pupils from Kirkliston would go to a different secondary school.

### *Informal Engagement – December 2017*

- 2.4 In late 2017 the Council consulted with the Kirkliston community on three alternative secondary school options for Kirkliston:
- A new secondary school in West Edinburgh at the International Business Gateway (IBG) site;
  - A new secondary school in Winchburgh;
  - A new secondary school at Ratho Station.
- 2.5 No clear preference was established and issues were raised with all three options – mostly around transport and safe routes to the proposed school sites.
- 2.6 In 2018 a new school in Kirkliston was proposed as an alternative option for pupils from Kirkliston. The problem has been finding a site for a new secondary school in or around Kirkliston as most of the land is privately owned. The other issue has been that the release of ‘greenfield’ sites around Kirkliston has not been supported by Planning policy. We have waited for the release of the [Council’s CityPlan 2030](#) to see if it would change Planning Policy to support the development of a new school in Kirkliston. However, the policy has not changed.

### *Informal Engagement – January 2023*

- 2.7 In January 2023 we asked people in Queensferry and Kirkliston for their views on two potential solutions:
- extend Queensferry High School to accommodate up to 1,800 pupils; or
  - build a new secondary school in Kirkliston or West Edinburgh for pupils from Kirkliston.
- 2.8 On 27 April 2023 [a report to the Council's Education, Children and Families Committee](#) summarised the responses we received. The report said that the key message arising from the engagement with the Queensferry and Kirkliston communities was that there should be a new secondary school built in Kirkliston. Several people also suggested Kirkliston Leisure Centre as a potential site for a new high school.
- 2.9 We had previously ruled out the use of the Kirkliston Leisure Centre site due to its small size, its proximity to the motorway and existing residential properties, its location on the west of Kirkliston and the loss of Kirkliston's leisure facilities. However, as this is the only potential site in Council control, in response to the feedback received through the engagement we appointed an architect to tell us whether a high school for 1,200 pupils could be built on the Kirkliston Leisure Centre site.
- 2.10 Extracts from the feasibility report produced by the architect can be found in [Appendix 3](#) of this paper. It demonstrates that the site could accommodate a high school for 1,200 pupils along with publicly accessible leisure facilities. The full feasibility report can be accessed via [www.edinburgh.gov.uk/kirklistonhs](http://www.edinburgh.gov.uk/kirklistonhs)
- Informal Engagement – June 2023*
- 2.11 In June 2023 we undertook further informal engagement. This time we asked people in Kirkliston if the Kirkliston Leisure Centre site was a good site for a new secondary school. Our engagement included a public information event and was advertised widely, including flyers to approximately 450 properties around the Kirkliston Leisure Centre site.
- 2.12 The outcomes of this second engagement were reported in full to the [Education, Children and Families Committee in September 2023](#). In summary, the key message from this second engagement was that the majority of people (60%) felt that the Leisure Centre was not the right site for a new secondary school. This was principally due to concerns about the impact a new secondary school could have on traffic, parking and congestion in Kirkliston.
- 2.13 More than half of the respondents (96) suggested alternative sites in and around Kirkliston for a new high school, that they thought would be more suitable. However, most of these had previously been considered and ruled out principally due to them being 'greenfield' sites currently protected by Planning policy.
- 2.14 Many people expressed concern for the loss of the leisure facilities during the construction period. The City of Edinburgh Council in partnership with Edinburgh Leisure will optimise the use of other facilities in the surrounding area

to keep disruption to existing groups and activities to a minimum where possible.

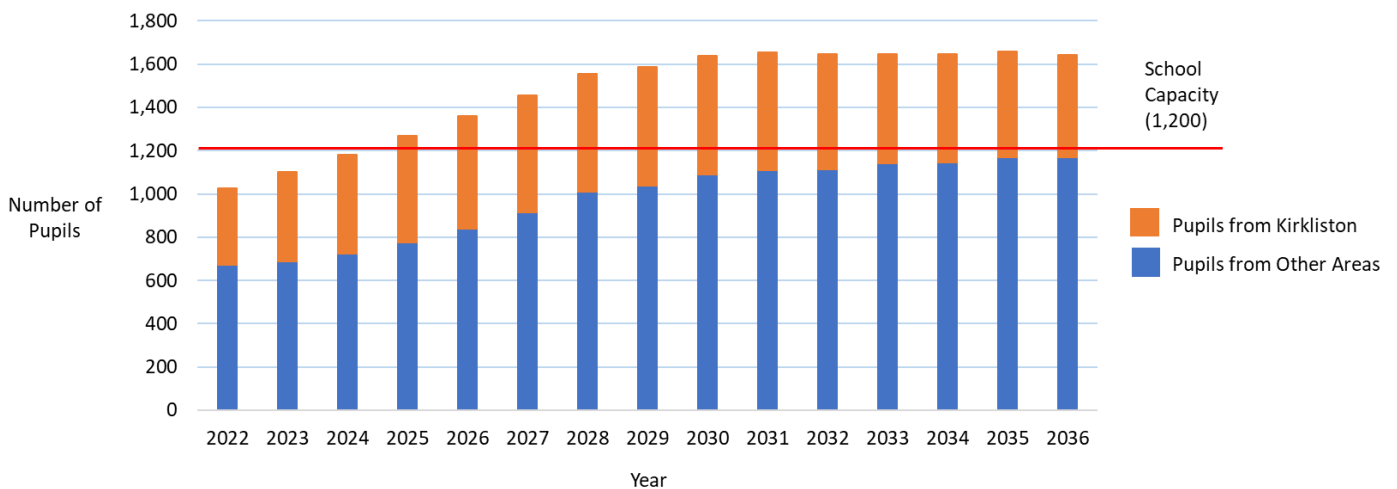
- 2.15 The report to the [Education, Children and Families Committee in September 2023](#) concluded that while the majority of respondents do not think that the Kirkliston Leisure Centre is the right site for a new secondary school, no viable or deliverable alternative options currently exist nor seem likely in the near future without a change in Planning policy. Accordingly, the Education, Children and Families Committee approved the report’s recommendation that a statutory consultation be progressed proposing the establishment of a new secondary school on the Leisure Centre site in Kirkliston.

### 3 Roll Projections, Catchment Data and Capacity Analysis

#### *Queensferry High School*

- 3.1 The proposals in this paper will directly affect Queensferry High School. The proposals are made to reduce pressure on Queensferry High School which does not have capacity to accommodate current and projected catchment demand for places.
- 3.2 Extending Queensferry High School is not specifically given as an option in this paper. However, while it was rejected by a considerable majority of respondents to engagement in January 2023, it remains a deliverable solution. Should the preferred option which forms the basis of the proposals in this paper ultimately prove undeliverable then, in the absence of other viable solutions, extension of Queensferry High School would be necessary.
- 3.3 Figure 1 (below) shows how current roll projections exceed Queensferry High School’s capacity and the impact of pupils from Kirkliston on that roll.

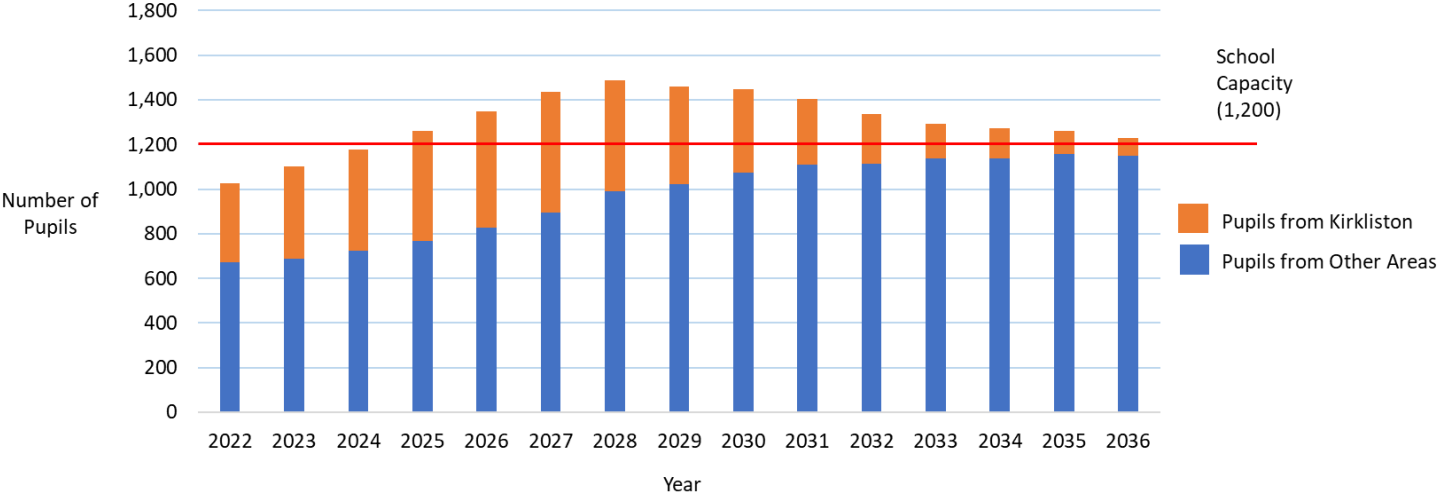
**Figure 1: Queensferry High School Projected Roll, 2022-2036**



- 3.4 If the proposals in this paper are progressed, the roll at Queensferry High School would reduce over time as pupils from Kirkliston will feed to a new secondary school in Kirkliston.

3.5 Figure 2 (below) shows how the roll at Queensferry High School could be affected if a new high school in Kirkliston opened in August 2028:

**Figure 2: Queensferry High School Projected Roll, 2022-2036 assuming new Kirkliston High School opens in August 2028**



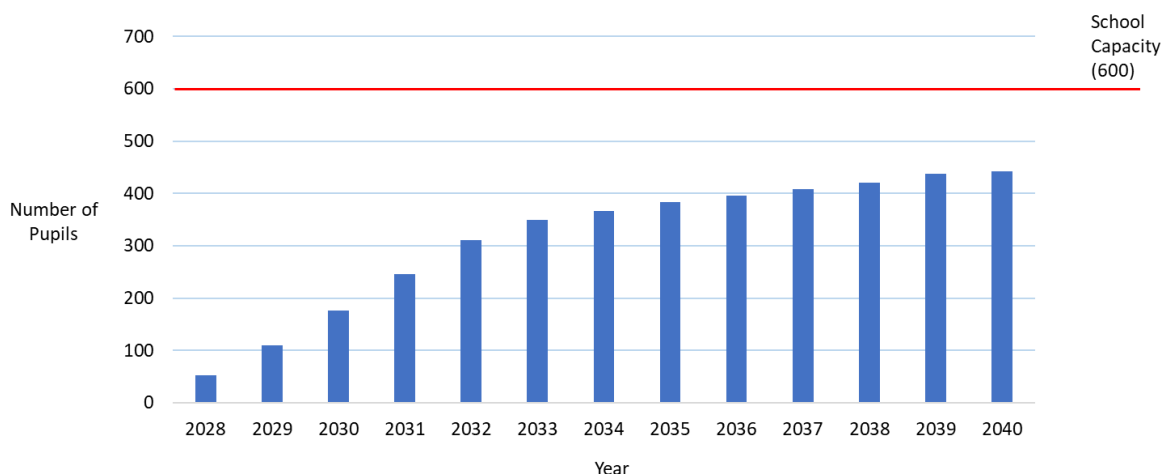
3.6 The projection in Table 2 suggests that, if pupils from Kirkliston were to attend a new school in Kirkliston, then the capacity of Queensferry High School would be exceeded temporarily from 2025 to 2031 by a maximum of approximately 250 pupils. Accordingly, Council Officers are working with the Head Teacher at Queensferry High School to identify any measures that may be required to address accommodation pressures for this period. These measures will consider the outcomes of a review of the school’s capacity which is being undertaken as part of a review of the whole secondary school estate.

*Kirkliston High School*

3.7 The proposal in this paper is for a new secondary school in Kirkliston to open gradually, growing from a single S1 year group in 2028. In each consecutive year a new year group would be added. This means that it will be 2033 before the school has an S6 year group. Populating a new Kirkliston High School is discussed further in [Section 4.26](#) of the paper.

3.8 The phased opening of the new school means that the roll of the school will increase gradually, as shown in the roll projection in Figure 3 below:

**Figure 3: Kirkliston High School Projected Roll, 2028-2040**



### *The Impact of Siblings*

- 3.9 It is proposed that a sibling guarantee be offered to children who have an older sibling at Queensferry High School. Details of this can be found in [Section 4.31](#) of this paper.
- 3.10 It is difficult to project with any degree of certainty the number of pupils in each S1 year group who would have a sibling in Queensferry High School. The assumption made in the projections above is that initially, high numbers of Kirkliston catchment pupils (40%) would continue to attend Queensferry High School because they have a sibling in that school. The projections slowly reduce the percentage of pupils with a sibling at Queensferry High School until it is capturing 95% of its catchment population by 2036.

## **4 Details of Proposal**

### **Summary**

- 4.1 The previous sections of this paper have identified that there is a requirement to address growing capacity issues at Queensferry High School.
- 4.2 To address this requirement, the proposal is as follows:
- Establish a new 600 capacity non-denominational secondary school on the site of the existing Kirkliston Leisure Centre;
  - The catchment area for the new school will be formed from the existing Kirkliston Primary School catchment area;
  - The new school's catchment area will be implemented from the November prior to the new school opening;
  - Establish Kirkliston Primary School as a feeder school to the new high school;
  - Realign the catchment area boundary of Queensferry High School so that it no longer includes the catchment area of Kirkliston Primary School;

- The new school will be built with capacity for 600 pupils but will be extendable to 1,200 if required.
- 4.3 The proposed non-denominational secondary school catchment areas are set out in [Appendix 2](#).
- 4.4 Catchment changes will only apply to new S1 pupils. There would be no mandatory transfer for pupils already attending Queensferry High School or any other school.
- 4.5 The new school could open in August 2028 at the earliest. If the proposal is approved by the Council, the earliest date from when the proposed catchment area for the new school would be effective is November 2027, in time for the P1 registration process.
- 4.6 This paper does not propose any changes to the Roman Catholic Primary or Roman Catholic Secondary school catchment areas.

### **New Secondary School**

#### *Site Location and Size*

- 4.7 The new secondary school will be established on land on the site of the existing Kirkliston Leisure Centre. This is located on the west side of the existing urban area adjacent to the motorway and the B9080 to Winchburgh.
- 4.8 The size of site for any new (or replacement) school is prescribed in the School Premises (General Requirements and Standards) (Scotland) Regulations 1967 and the 1973 and 1979 amendments to those regulations. For a new 600 capacity secondary school, the total site size should be 4.4 hectares comprising two elements for which the appropriate sizes are defined separately:
- A main school site on which the actual school buildings are located of not less than 2.0 hectares; and
  - An available area of playing fields of not less than 2.4 hectares.
- This increases to a total requirement of 6.0 hectares for a school of 1,200 pupils – made up of 2.4 hectares for the school site and 3.6 hectares of available playing fields.
- 4.9 A new Early Years facility and Primary 1 annexe occupies the northern part of the Kirkliston Leisure Centre site. The size of the Kirkliston Leisure Centre site available to a new secondary school is 1.7 hectares. This means that the Kirkliston Leisure Centre site is not big enough to accommodate the required size of school building and sports pitches to meet the Regulations.
- 4.10 In certain circumstances a smaller site area can be provided for a new school with the consent of the Scottish Government subject to it being agreed that it would be impractical or unreasonable to apply the standards within the legislation.
- 4.11 We have undertaken feasibility work that demonstrates how a 600 pupil capacity school building – extendable to a capacity of 1,200 pupils – could be



accommodated on the 1.7 hectare site available. This feasibility work is included in [Appendix 3](#). This work demonstrates that an appropriate environment for a new secondary school of this size on this site is achievable over 4 storeys.

- 4.12 Accordingly, the consent of the Scottish Government to make use of the smaller site will be progressed to ensure, should the Council wish to progress with this proposal, that the decision of the Scottish Government is known at the earliest opportunity and ideally in advance of the Council's consideration of the outcomes of this statutory consultation in January 2024.
- 4.13 The regulations do not require that playing fields (or pitches) are adjacent to the actual school building but that they are available to the school i.e. could be elsewhere and off-site. In Edinburgh there are many schools where the maximum areas for playing fields are not met however the city complies with the regulations by virtue of the extensive alternative pitch provision which is available to schools throughout the city.
- 4.14 The strategy for this proposed secondary school would be to make use of off-site facilities, including those available at Queensferry High School and at Winchburgh. Options for the development of further pitch provision or the upgrade of existing in or around Kirkliston are still being explored. However, it should be noted that the planning constraints around Kirkliston that have made identifying a site for a school a challenging process also apply to sites for pitches.
- 4.15 Should the school be required to expand to 1,200 pupils in the future due to expansion of Kirkliston; additional land would be sought from housing developers to provide any necessary additional playing field or pitch provision.

#### *Catchment Area*

- 4.16 The proposed catchment area for the new secondary school is set out in [Appendix 2](#). This follows the same boundaries as its sole feeder primary, Kirkliston Primary School.

#### *Access and Travel Routes*

- 4.17 Pupils from Kirkliston currently travel to Queensferry High School by bus. Under this proposal, all pupils in Kirkliston would be within walking, cycling or wheeling distance of their school. This is consistent with the Council's 20-minute neighbourhood policy. The Health and Wellbeing benefits of active travel are well documented and there are also benefits associated with reduced bus travel time. The proximity of the new school will make after school clubs and activities run from school more readily accessible.
- 4.18 Routes within Kirkliston to the Leisure Centre site are already established with a new pedestrian crossing being added to support the development of the nursery. An initial Transport Feasibility Study has been undertaken and this can be viewed in full on the Council website: [www.edinburgh.gov.uk/kirklistonhs](http://www.edinburgh.gov.uk/kirklistonhs)

4.19 Should the proposals in this paper progress, as part of any design development for the school, a full traffic impact assessment would be undertaken which would set out in more detail the measures that may need to be put in place to meet the needs of staff, pupils and visitors travelling to the new school site and seek to limit congestion or parking issues in surrounding areas. This would include further traffic monitoring once the new Early Years campus has opened.

#### *School Design and Capacity*

- 4.20 The school and the facilities it provides will be designed with community involvement from the outset.
- 4.21 It will have a flexible design that will allow it to accommodate expansion to 1,200 pupils at a later stage. This may become necessary if there is further housing development around Kirkliston. While this appears unlikely at the time of writing due to current Planning Policy, the school building will be designed with a 60 year lifespan and should be able to respond to unforeseen changes in population, policy or learning and teaching practises in the future.
- 4.22 The school will be designed with community access as a core principle. This will mean that many of the spaces and facilities offered by the school should be made available for use by the community both outside and within school hours. A model for this approach will be developed with school and community users through the school's design development.
- 4.23 The new building will be designed to Passivhaus standards in line with the Councils Net Zero Strategy. There may be further opportunities to replace or repurpose some of the existing poor performing assets in the village, however this needs further discussion to ensure that the existing level of service provision can be maintained and enhanced.
- 4.24 Detailed planning permission will be required for the school building and grounds which will provide the community with further opportunities to comment on the design and location of the school.

#### *Staffing for the New School*

- 4.25 In addition to additional teaching and support staff, there would be a requirement to create and fill all the management and non-teaching staff positions associated with running a separate secondary school. These positions would include a Head Teacher, a Business Manager, admin/clerical staff, dining room staff and janitorial staff.
- 4.26 Research on practices adopted in other authorities leading up to the opening of an entirely new school has highlighted the value of appointing the Head Teacher at least six months before the new school opens. This would allow the Head Teacher to take time to appoint staff, oversee the completion and occupation of the building and take a leading role in establishing relationships within the new school community including with the potential parent body and promoting the school to its potential users and community. This could play a

significant part in increasing the number of parents willing to transfer their child from existing schools to the new school.

*Populating the New School*

- 4.27 On the assumption that the proposal for a new school could be progressed, funded, constructed and opened by August 2028 the catchment area for the new secondary school would apply from the start of the S1 registration process in November 2027.
- 4.28 In Autumn 2027 the Council would write to the parents and guardians of all P7 pupils living in the catchment area of the new school, offering them a place at the new school for the start of the school year in August 2028.
- 4.29 P7 pupils eligible to start school in August 2028 and living within the catchment area of the new school in November 2027 would be expected to make a non-catchment placing request if they wished to attend a school other than their new catchment school.
- 4.30 Standard processes for the placement of non-catchment S1 pupils making a placing request to the new school for August 2028 would apply, however, places for catchment pupils would be prioritised.
- 4.31 The school would open in August 2028 with S1 pupils only. No places in upper year groups would be available. In each consecutive year a new year group would be added. This means that it will be 2033 before the school had an S6 year group as per the table below:

**Table 1: Proposed Availability of Year Stages at a new school in Kirkliston**

| Year Stage | Year Available |
|------------|----------------|
| S1         | 2028           |
| S2         | 2029           |
| S3         | 2030           |
| S4         | 2031           |
| S5         | 2032           |
| S6         | 2033           |

*Sibling Guarantee*

- 4.32 Children registered at a primary school or nursery and living in the catchment area of the new school at the time of the Committee decision to progress the new school is made (January 2024), will be able to attend Queensferry High School if they have a sibling at that school when they reach S1 and continue to live in the catchment area.

- 4.33 There would be no mandatory transfer for pupils already attending another school. However, if older siblings of pupils attending the new school in Kirkliston wish to transfer to the new school, they may do this assuming their stage is available at the new school. For example, an S4 pupil could not transfer from Queensferry High School to the new school in 2029 as only S1 and S2 year groups would be available at the new school (see Table 1, above).

## **5 Implications for Queensferry High School**

- 5.1 Establishing the proposed catchment area for the new secondary school in Kirkliston will mean that the catchment boundary of Queensferry High School will be realigned. It is proposed that the new school's catchment will follow the catchment boundaries of Kirkliston Primary School as this will be the new secondary school's sole feeder primary school. The catchment changes proposed are illustrated in [Appendix 2](#).
- 5.2 The result of the proposed catchment change would be a significant reduction in Queensferry High School's catchment population. However, the phased opening of the new school, one year group at a time, will mean that the impact on the roll of Queensferry High School will be gradual, reducing incoming S1 year groups from August 2028. The graph in [Figure 2](#) illustrates the projected gradual reduction in Queensferry High School's roll.
- 5.3 Accordingly, in the long-term, the impact on Queensferry High School is that its roll will reduce to a level that is consistent with its design capacity. However, the projection in Figure 2 also suggests that it may take eight years from the opening of the new school before the roll reaches this level.
- 5.4 In the short and medium terms, there is therefore a requirement to identify temporary solutions to accommodation pressures at the school. Work will commence on the development of solutions to allow the projected roll to be accommodated. This will be developed with Queensferry High School's management team.
- 5.5 In terms of wider impact, the reduction in the number of pupils attending Queensferry High School from Kirkliston will also mean a reduction in the number of buses required to pick-up or drop-off pupils as is currently the case.
- 5.6 Should the preferred option which forms the basis of the proposals in this paper ultimately prove undeliverable then, in the absence of other viable solutions, extension of Queensferry High School would be necessary.

## **6 Educational Benefits**

- 6.1 A full consideration of the Educational Benefits and Disbenefits of the proposals in this paper is included as [Appendix 4](#).

- 6.2 In summary; there is clear evidence to support the viability of smaller schools, such as the one proposed by this paper, based on the performance data of schools across Scotland. Attainment, achievement and success is not defined by how large or small a school community is; it's defined by creative leadership at all levels, that strives to ensure learners are engaged and involved in their learning.
- 6.3 There would need to be a high level of collegiate working between the established Queensferry High School and the newly provided Kirkliston Secondary School. This would be particularly relevant at the early stages, following the new school's opening.
- 6.4 The successful implementation of the phased development of a new secondary school can be seen in other authorities including Bertha Park (Perth and Kinross) and Winchburgh Academy (West Lothian). In both cases, these schools have taken the opportunity to review the curriculum and challenge more traditional structures and methods for learning, developing pedagogy and introducing innovative practice within these new environments.
- 6.5 Starting a new school community can provide many positives, such as:
- Initial smaller cohorts will allow opportunity for the children and young people to comfortably familiarise themselves with their new environment and develop relationships with peers at an early stage this in turn encouraging pupils to become successful learners, confident individuals, responsible citizens and effective contributors.
  - Early opportunities for the school community to develop and embed school policies and procedures.
  - Staff and pupils will have opportunity to work together and develop a positive school ethos.
  - Opportunity for management and staff to plan and deliver a well-constructed timetable encapsulating the key elements of the Broad General Education that optimises the learning experience for the initial year stages.
  - Engagement of creative teaching and learning approaches in a new viable and sustainable school space can help broaden scope for attainment and achievement.
- 6.6 Timetable and staffing arrangements will be reviewed and adjusted year on year to acknowledge the increase in pupil numbers as new year stages are introduced and to fulfil delivery of a well-balanced curriculum.
- 6.7 Extensive planning would need to take place to ensure that a flexible Senior Phase curriculum is in place for pupils as they progress through their educational pathway in the BGE.

6.8 While acknowledging the concerns raised regarding the limitations placed on the Curriculum within a smaller school, it is clear that with a supported, creative and ambitious approach, working in partnership with stakeholders, a smaller school community can thrive equally as well as a larger one. Much will depend on the successful leadership of the school and the positive culture and ethos that needs to be established.

**7 Financial Considerations**

**Capital Works Required**

7.1 A construction cost estimate for a 600 pupil secondary school is set out in Table 2 (below). This is based on the recent cost analysis for the secondary school construction project at Liberton High School. It shows an indicative capital cost of £60.74m. No site costs would be incurred other than demolition of the existing leisure centre building.

**Table 2: Accommodation Cost Summary**

**Capital Costs:**

|   |                |
|---|----------------|
| Capital Construction (based on Liberton HS) | £59.18m        |
| Demolition of existing Leisure Centre       | £0.06m         |
| Land purchase – pitch strategy (2 hectares) | £1.5m          |
| <b>Estimated Total Capital Costs</b>        | <b>£60.74m</b> |

7.2 A new school would lead to an increase in revenue costs for Communities and Families. This is because, in addition to the additional teaching and support staff, there would be a requirement to create and fill all the management and non-teaching staff positions associated with running a separate secondary school. These positions would include a Head Teacher, a Business Manager, admin/clerical staff, dining room staff and janitorial staff.

7.3 The creation of a new school building would also result in additional building running, maintenance and repair costs for the school estate. However, these would be offset against the current costs associated with the existing Leisure Centre and a reduced requirement for school transport between Kirkliston and Queensferry.

7.4 The estimated additional revenue costs are set out in Table 3 below. The maintenance burden for the new building is likely to be low in the short to medium term but would increase over time.

**Table 3: Annual Revenue Cost Summary**

|  |                            |               |
|--|----------------------------|---------------|
| Estimated Additional Staffing Costs  | Management                 | £1.6m         |
|  | Teaching                   | £2.0m         |
|  | Other (non-teaching staff) | £0.6m         |
|  | <b>Staffing Total</b>      | <b>£4.2m</b>  |
| Estimated Lifecycle Costs (based on 3Q2023 BCIS standard rates@ £94.85 per m2) | <b>Premises Cost Total</b> | <b>£1.0m</b>  |
| Existing Leisure Centre Running Costs 2023/24 (property, lifecycle & VAT)      |                            | <b>-£0.1m</b> |
| Existing bus provision – Kirkliston to Queensferry.                            |                            | <b>-£0.4m</b> |
| <b>Estimated Additional Revenue Costs per annum</b>                            | <b>£4.7m</b>               |               |

**Temporary Costs at Queensferry High School**

In addition to the costs associated with building and running a new school, costs would also be incurred at Queensferry High School accommodating increased demand until the new school in Kirkliston is complete. The cost of this is difficult to quantify. The staffing costs would be incurred regardless of the option developed. However, the accommodation costs (capital costs) will be dependent on the type and quantity of additional accommodation the identified solution requires. This solution will be developed with school management.

**Funding**

- 7.5 If, on completion of the consultation, it is agreed by Council that the new school should progress, a Business Case would be prepared for consideration by the appropriate Council Committee to seek approval for the required additional capital and revenue funding to deliver the new school by August 2028.

**8 Indicative Timescales**

- 8.1 The timescales for the delivery of the new facilities are dependent on the necessary funding being approved and provided to deliver the project.
- 8.2 Table 4 (below) sets out the indicative design and construction timescale, based on an assumed date of initiation after Council approval in January 2024.

**Table 4: Indicative Construction Timescales**

|  |                     |
|--|---------------------|
| Conclusion of consultation and approval of solution to be progressed | January 2024        |
| Business Case and Funding Approval                                   | +3 months (Apr 24)  |
| Design Team Appointments   | +2 months (Jun 24)  |
| Design Development to RIBA Stage 2                                   | +6 months (Dec 24)  |
| Design Development to RIBA Stage 3 (submit for Planning)             | +6 months (Jun 25)  |
| Design Development to RIBA Stage 4 and completion of planning        | +4 months (Oct 25)  |
| Complete construction contract tender process and award contract     | +5 months (Mar 26)  |
| Construction Completion of New Build                                 | +24 months (Mar 28) |
| <b>Estimated Opening Date</b>  | <b>August 2028</b>  |

## 9 Consultation Process

9.1 The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, sets out the statutory consultation requirements for:

- The establishment of a new school;
- The relocation of a stage of education;
- Changes to existing admission arrangements (such as catchment change); and
- The closure of a stage of education.

9.2 The prescribed consultees vary for each of the above. Although a closure is not proposed, the requirements for a closure encompass all the necessary consultees and it is this process that will be followed to ensure full compliance with all the requirements of the Act. Accordingly, consultees will be as follows (where relevant):

- the Parent Council of any affected school;
- the parents of the pupils at any affected school;
- the parents of any children expected to attend any affected school within two years of the date of publication of the proposal paper;



- the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);
- the staff (teaching and other) at any affected school;
- any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school;
- the community councils (if any);
- the Roman Catholic Church;
- any other education authority that the education authority considers relevant;
- any other users of any affected school that the education authority considers relevant.

9.3 The extent of the consultation with pupils at the affected schools and the appropriate means of engaging with those pupils will be discussed in detail with each school’s management team.

9.4 The consultation period will run for a 7 week period from Monday 11 September 2023 to Tuesday, 31 October 2023 and the paper will be made available electronically and in paper format and copies will be available for inspection at the Council Offices at Waverley Court, at Kirkliston Library, Queensferry Library and at the schools affected by the proposals.

9.5 A public meeting will be held in respect of the proposal which will give interested parties a more formal opportunity to express their views. Representatives of the Council will be present at the meeting to outline the proposals, assist discussions and answer questions. A record of each public meeting will be taken by the Council.

| Venue                     | Date                     | Time            |
|---------------------------|--------------------------|-----------------|
| Kirkliston Primary School | Tuesday, 10 October 2023 | 6.30pm – 8.30pm |

9.6 All comments received will be recorded and represented in the final report regarding the outcomes of the consultation, along with the Council’s response to those comments. Individual responses will not be provided to submissions made during the consultation.

9.7 The Council website will contain information on the consultation and this will be updated as necessary [www.edinburgh.gov.uk/kirklistonhs](http://www.edinburgh.gov.uk/kirklistonhs).

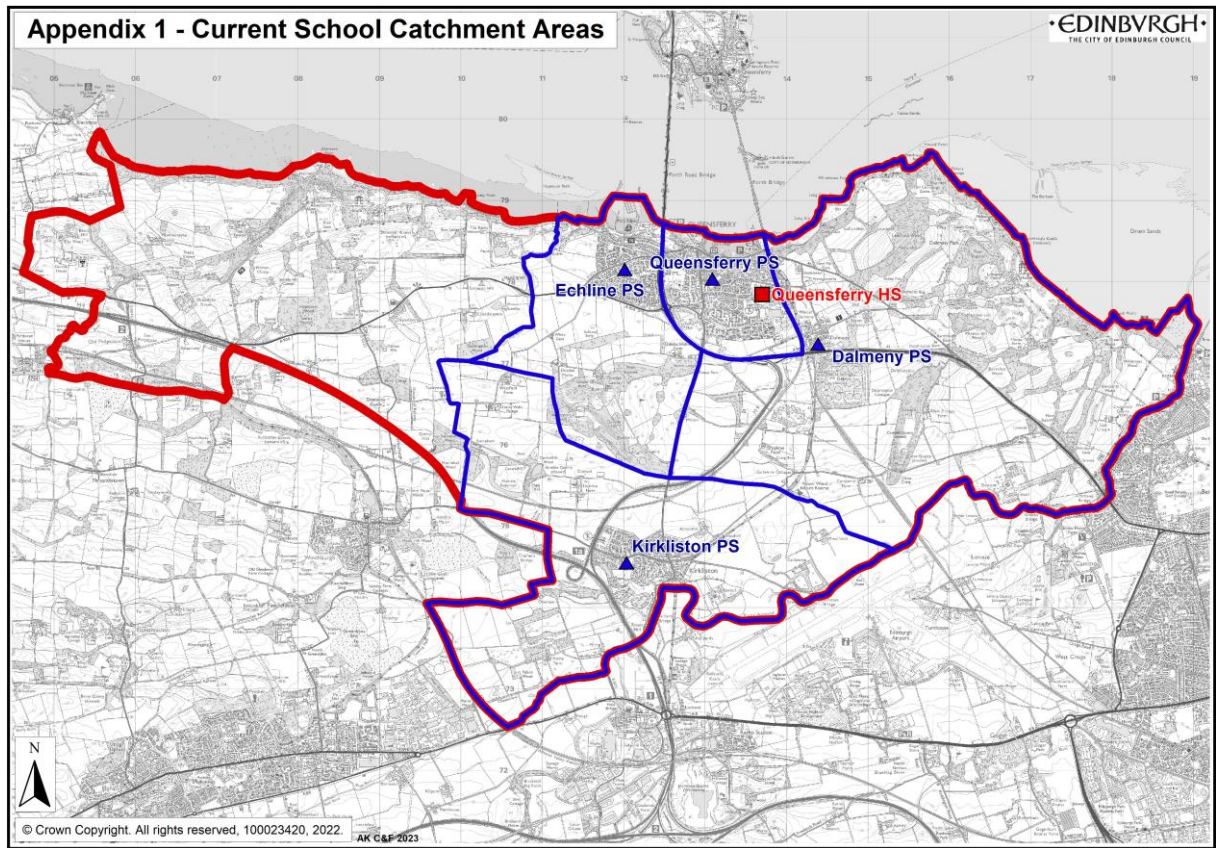
9.8 Respondents are encouraged to use the response questionnaire which can be completed online by following the links at [www.edinburgh.gov.uk/kirklistonhs](http://www.edinburgh.gov.uk/kirklistonhs).

9.9 A paper copy of the questionnaire is also available in [Appendix 5](#). This can be scanned and e-mailed directly to [kirklistonhs@edinburgh.gov.uk](mailto:kirklistonhs@edinburgh.gov.uk) or posted to the following address:

Robbie Crockatt  
City of Edinburgh Council  
Council Headquarters  
Waverley Court  
Level 1:2  
4 East Market Street  
Edinburgh EH8 8BG

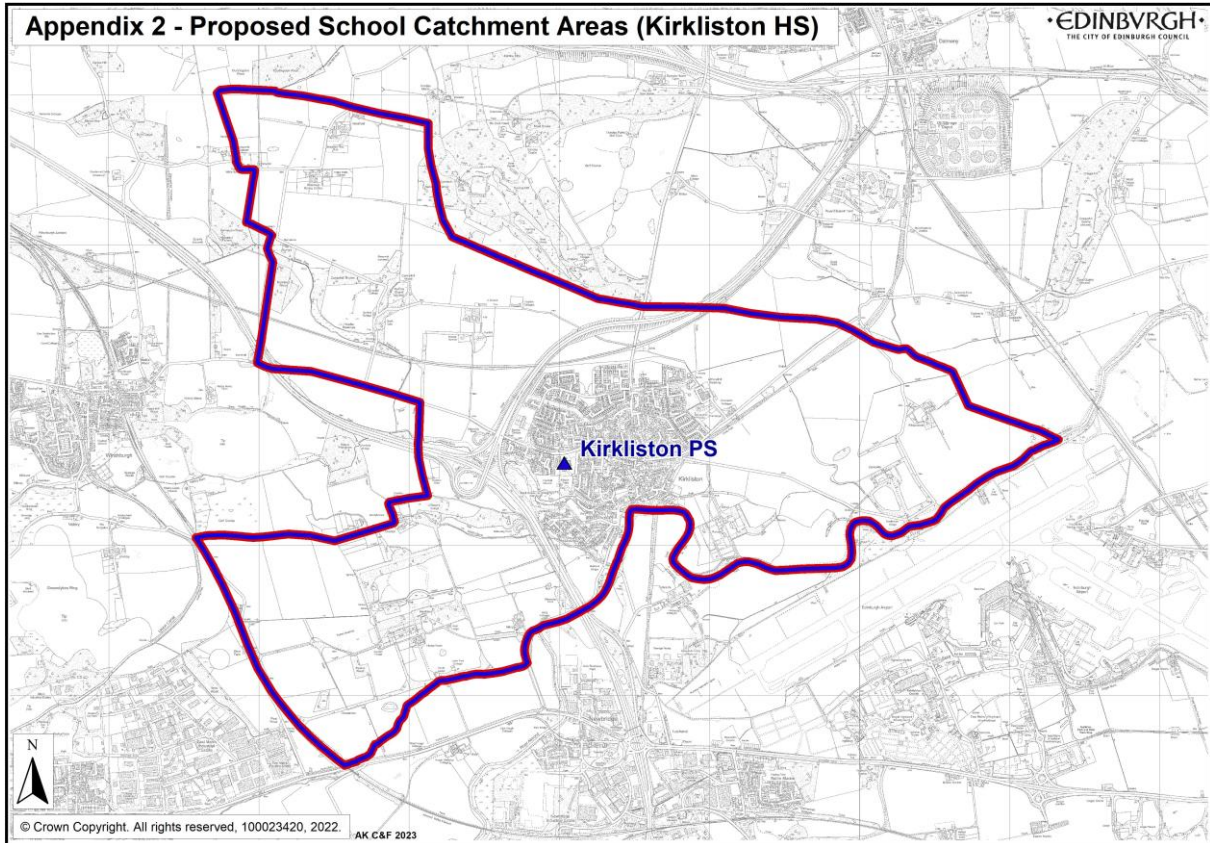
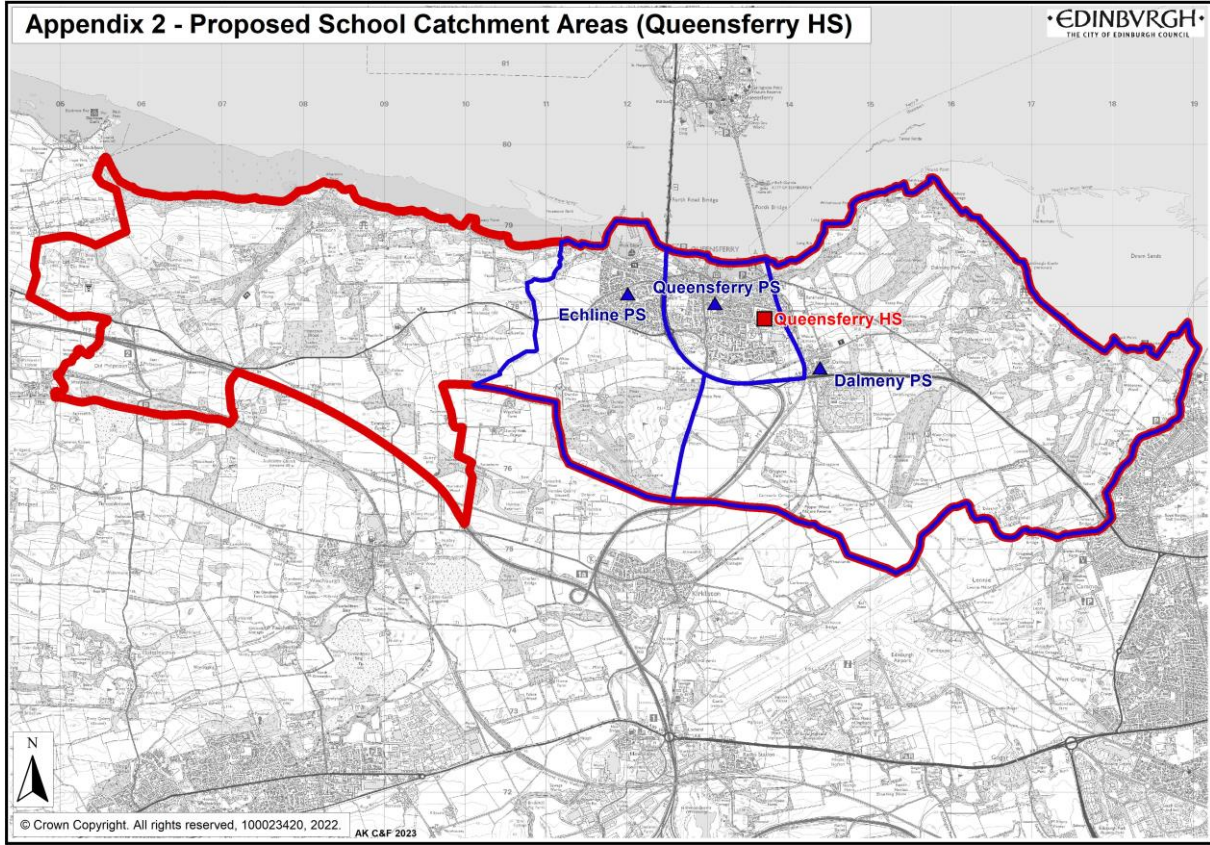
- 9.10 All responses, whether by letter, e-mail or using the online questionnaire should be received by **no later than close of business on Tuesday 31 October 2023**.
- 9.11 Once the public consultation phase finishes, details of the representations received will be issued to Education Scotland for their consideration of the educational effects of the proposals. Education Scotland will issue a report on their findings which will be included in the final Council report on the consultation.
- 9.12 Following the conclusion of the consultation period and after consideration of the representations received and the views of Education Scotland on the educational benefits of the proposal, a report on the Outcomes of the Consultation will be presented to the Council for consideration. The report will be made publicly available and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the consultation period and representations made at the public meeting along with the Council response to representations made and to any issues raised by Education Scotland.
- 9.13 It is anticipated that the consultation report, setting out recommendations, will be presented to a Meeting of the Council in January 2024. The report will be published three weeks in advance of the Council meeting.

# APPENDIX 1 – Current School Catchment Areas – Primary and Secondary





# APPENDIX 2 – Proposed School Catchment Areas – Primary and Secondary



**APPENDIX 3 – Pre-feasibility Report: New Kirkliston HS on Kirkliston Leisure Centre site**





# Kirkliston High School

Edinburgh City Council

Edinburgh | August 2023



Viability Report

## 01.1 Executive Summary & Brief

### *Kirkliston High School*



Community consultation held in response to future capacity issues at Queensferry High School has identified a preference for a new secondary school to serve Kirkliston.

ADP have been commissioned to test the viability of the current Kirkliston Leisure Centre site as the location for a new secondary school.

#### **Working Brief**

- + The school will have capacity for 600 pupils with the potential to extend to serve 1200 pupils as part of a second phase of works.
- + The site is to act as a community hub for Kirkliston. The exact provision of community facilities is to be confirmed but the proposals will provide community sports facilities and could also include a public library (shared with the school) and flexible spaces for community run meetings, workshops and classes.
- + The proposals are to be designed based on Passivhaus principles with the possibility of achieving full Passivhaus certification.
- + Due to the area available on the site, options are being explored for the location of off site playing fields.
- + Provision of outdoor learning has been identified as a key aspiration for the school.



















## 02.1 The Site

### Kirkliston Town Context

The site is located to the west of Kirkliston town centre, within the settlement boundary. It is bounded on its western edge by the M90 motorway and on all other sides by low density 1-3 storey residential development. The site currently houses the Kirkliston Leisure Centre, a linear 2 storey building situated at the centre of the site, associated outdoor sports facilities, car parking and a recycling centre. The new Kirkliston Primary School annex is currently under construction directly to the north. The site is in council ownership.

-  Proposed Kirkliston High School Site
-  Kirkliston Primary School annex site (under construction)
-  Existing Kirkliston Primary School
-  Kirkliston Town Centre
-  Kirkliston Community Centre
-  Green Spaces
-  Motorway
-  Primary Vehicular Route
-  Secondary Vehicular Route
-  Town Limits
-  15 Minute-walk Radius
-  Bus stop



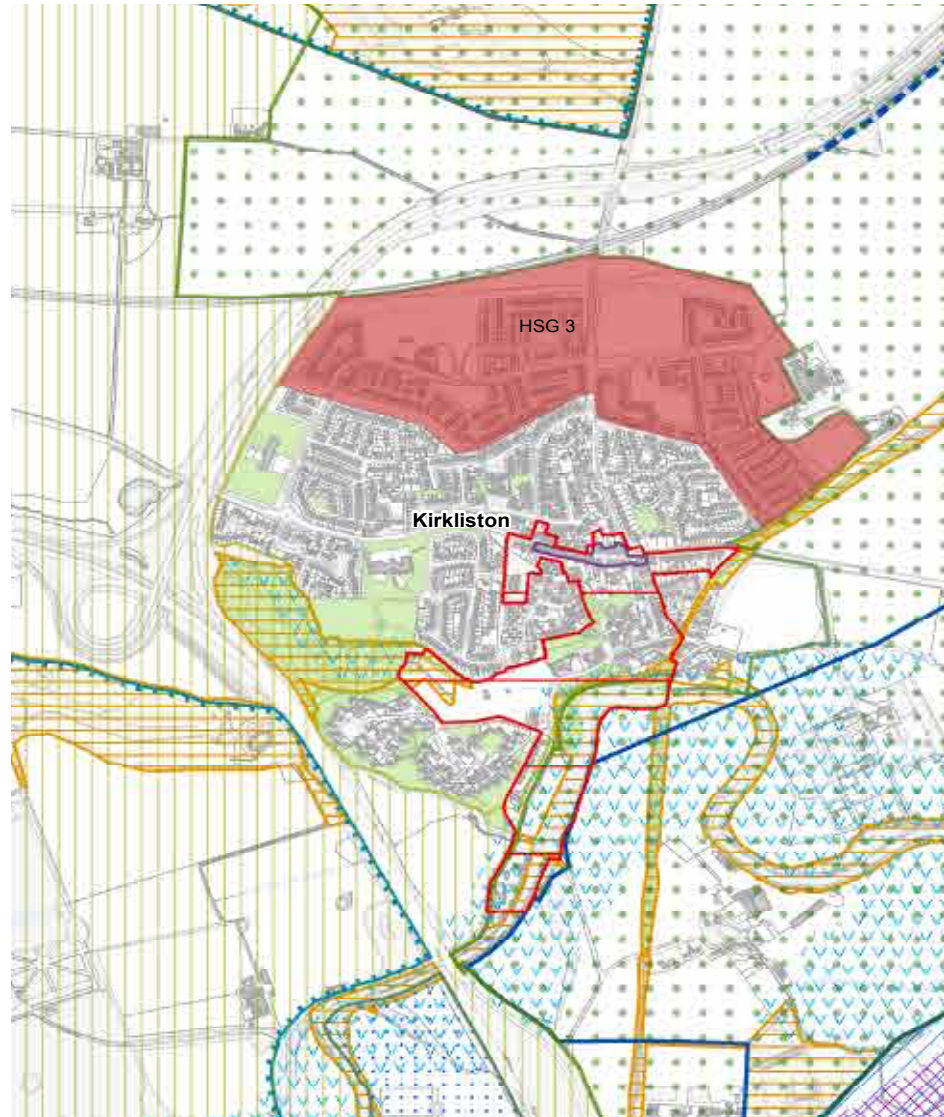
## 02.3 The site Planning Context

Kirkliston is surrounded on its northern, eastern and southern sides by land designated as green belt and is bordered to the west by a countryside policy area. City of Edinburgh Council's Local Development Plan policy Env 10 restricts development in areas designated as green belt or countryside to the following types:

- + Development for the purposes of agriculture, forestry, horticulture or countryside recreation where a countryside location is essential
- + The change of use of existing buildings
- + The extension of an existing building appropriate to it's original use
- + The replacement of an existing building with a new building of the same use.

In all cases the proposed development must be of an appropriate scale and design quality, not damage or replace a listed building and be acceptable in terms of traffic impact.

The designation of the land surrounding Kirkliston means that development of a high school in these areas would be unlikely to be granted planning permission without significant deviation from planning policy. Early consultation with the planning department has reinforced this. This likely restricts development to within the settlement boundary.



| The City of Edinburgh Council Boundary<br>General plan - wide policies                  |  |
|---|--|
| [Symbol]  | Del 1, Del 1-13, Env 2-4, Env 7-9, Env 10, Env 16, Env 18-22, Hou 17, Hou 9, 10, 11, Tra 1-4, Tra 6, Tra 8-9, Tra 11, RS 1, RS 4, RS 6, RS 7 |
| Proposals Map designations and relevant policies and proposals in the Written Statement |  |
| [Symbol]  | Emp 1, Emp 9-10, Hou 6, Ret 6, RS 3  |
| [Symbol]  | Del 2, Emp 1, Ret 7, Tra 5   |
| [Symbol]  | Table 10   |
| [Symbol]  | Table 3, Table 10, Hou 1   |
| [Symbol]  | Del 3, Hou 1, Ret 7, (EW 1a-c, EW 2a-d) Table 3, Del 3, Emp 8  |
| [Symbol]  | Del 4, Emp 1   |
| [Symbol]  | Env 1  |
| [Symbol]  | Env 5, Env 6   |
| [Symbol]  | Env 8  |
| [Symbol]  | Env 7  |
| [Symbol]  | Env 10   |
| [Symbol]  | Env 10   |
| [Symbol]  | Env 11   |
| [Symbol]  | Env 13, Env 14   |
| [Symbol]  | Env 15   |
| [Symbol]  | Env 15   |
| [Symbol]  | Env 21   |
| [Symbol]  | Env 18, Env 19   |
| [Symbol]  | Table 1  |
| [Symbol]  | Env 17   |
| [Symbol]  | Tables 3 & 4, Hou 1  |
| [Symbol]  | Table 5  |
| [Symbol]  | Table 5  |
| [Symbol]  | Emp 1  |
| [Symbol]  | Emp 8, RS 3  |
| [Symbol]  | Table 2, Emp 2-8   |
| [Symbol]  | Emp 5  |
| [Symbol]  | Table 6, Ret 5, Ret 9, Emp 1   |
| [Symbol]  | Table 6, Ret 2, Ret 3, Ret 9, Emp 1  |
| [Symbol]  | Table 7, Ret 4   |
| [Symbol]  | Ret 10   |
| [Symbol]  | Table 8, Ret 5, Ret 9  |
| [Symbol]  | Table 9, Tra 7   |
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| [Symbol]  | Table 9, Tra 7   |
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| [Symbol]  | Table 9, Tra 7, Tra 9  |
| [Symbol]  | Table 9, Tra 9   |
| [Symbol]  | Table 9, Tra 9   |
| [Symbol]  | Emp 4  |
| [Symbol]  | Tra 12   |
| [Symbol]  | RS 2, RS 3, RS 4   |
| [Symbol]  | RS 3, RS 5   |

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**Alternative 1**

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### 03.2 Site Approach - Alternative 1 Plans

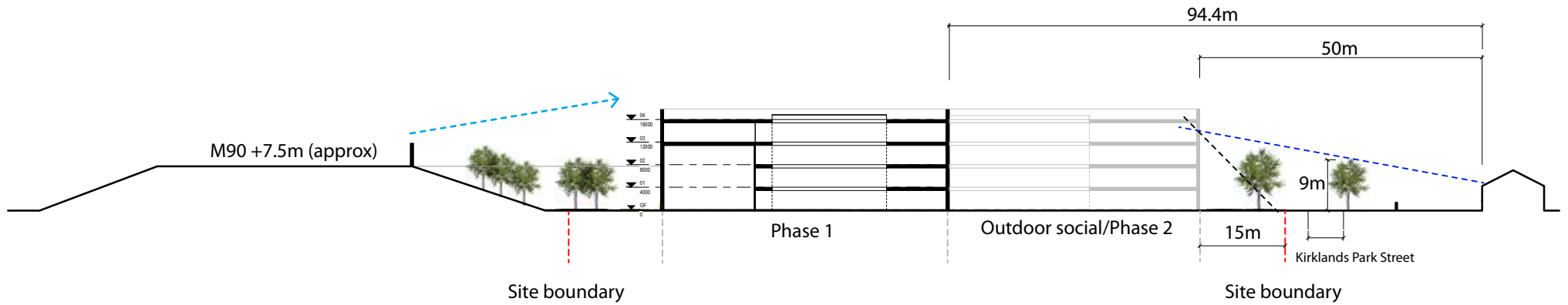
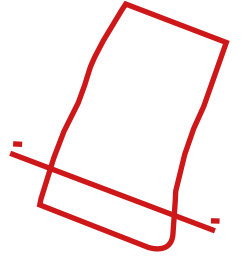
Alternative 1 responds to the constraints presented by the motorway by locating less acoustically sensitive spaces along the rear of the site and orientating the teaching spaces so that they face away from the noise source

- + Taller masses are pulled away from the street and primary school
- + Good thermal, daylighting and acoustic orientation for teaching spaces on north and south sides of the building
- + Original car park retained with new pedestrian entrance to the south
- + Large area of public realm provided at the entrance of the site
- + Access provided to the rear of the site for servicing via the car park
- + South facing outdoor social/teaching space will get plenty of sun

1. Shared Public Realm
2. Shared Spaces
3. Social / Assembly Spaces (Less Noise Sensitive)
4. Teaching Spaces
5. Future Extension
6. Pedestrian Crossing
7. Cycle Storage
8. Sports Centre
9. Service / Emergency w/ Reversing Head
10. MUGAs
11. Social Spaces Outdoor Spillout
12. South Facing Outdoor Space



03.2 Site Approach - Alternative 1  
Site Section



Section through Site from East to West

- Siteline over trees measured from 1.7m above 4th floor level
- Siteline at 45°
- Sound deflection from potential acoustic barrier

**03.2 Site Approach - Alternative 1**  
*Massing*

**Phase 1**

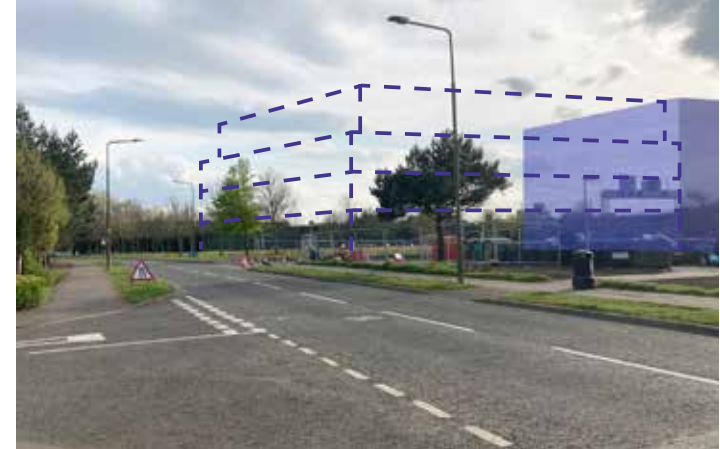


**View from Stirling Roundabout**

**Phase 1 & 2**

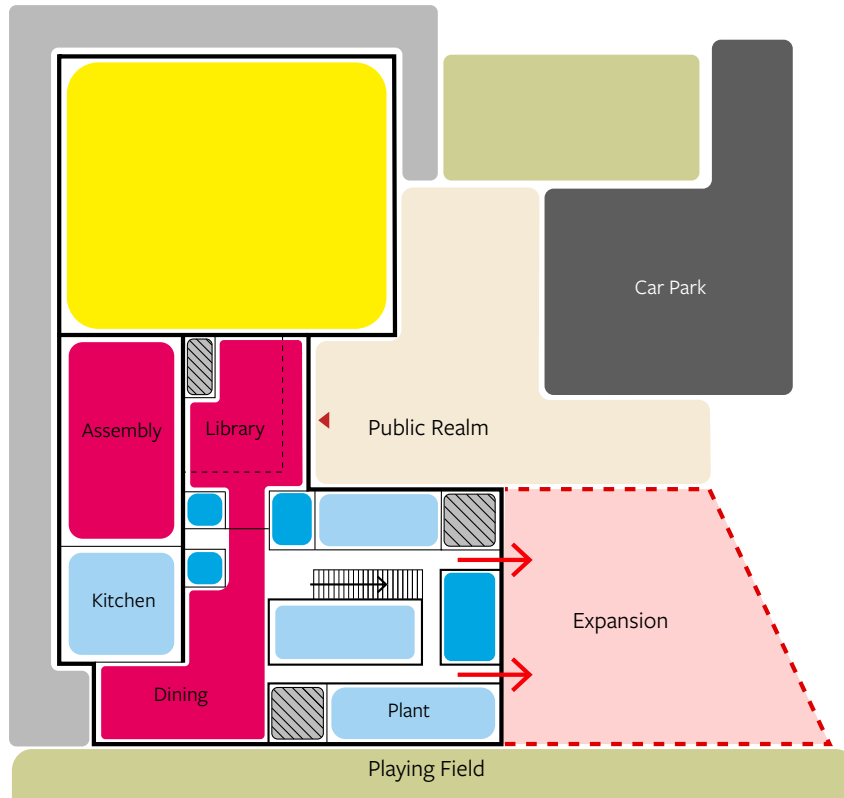


**View from Kirklands Park Road looking south**

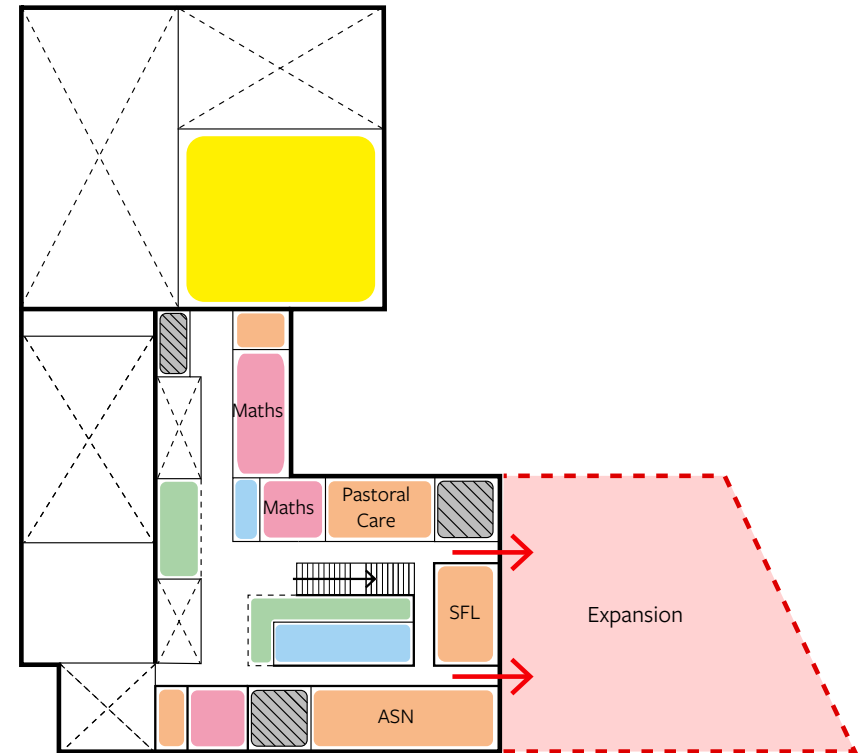


03.2 Site Approach - Alternative 1  
Outline Space Planning

Ground Floor



First Floor



- |               |              |                              |                     |
|---------------|--------------|------------------------------|---------------------|
| Shared        | Staff spaces | Breakout / Flexible Learning | Integrated Support  |
| Indoor sports | Classrooms   | Core                         | Support / Ancillary |





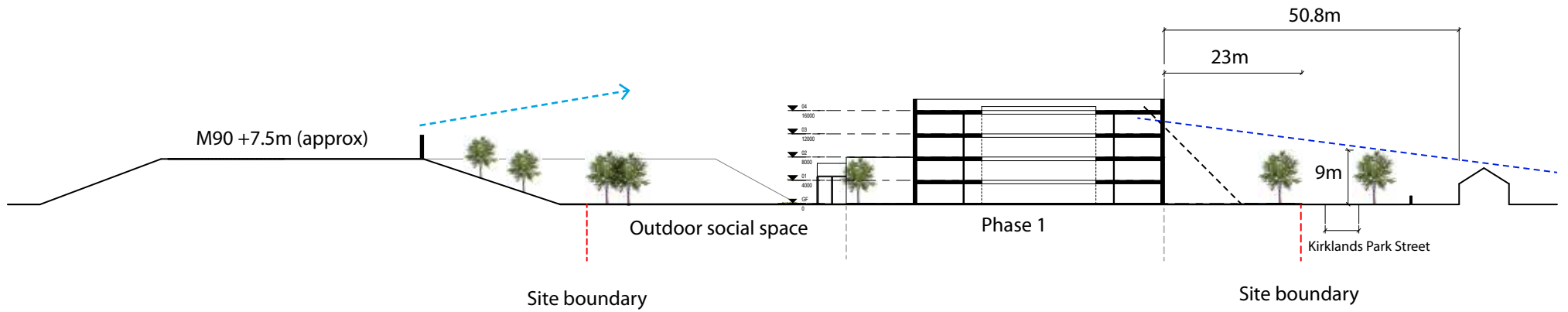
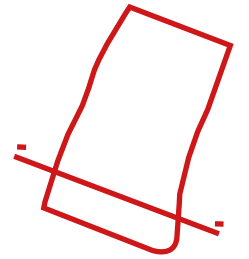
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**Alternative 2**

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03.3 Site Approach - Alternative 2  
Site Section



Section through Site from East to West

- Siteline over trees measured from 1.7m above 4th floor level
- Siteline at 45°
- Sound deflection from potential acoustic barrier

**03.3 Site Approach - Alternative 2**  
*Massing*

**Phase 1**



**View from Stirling Roundabout**

**Phase 1 & 2**










**View from Kirklands Park Road looking south**

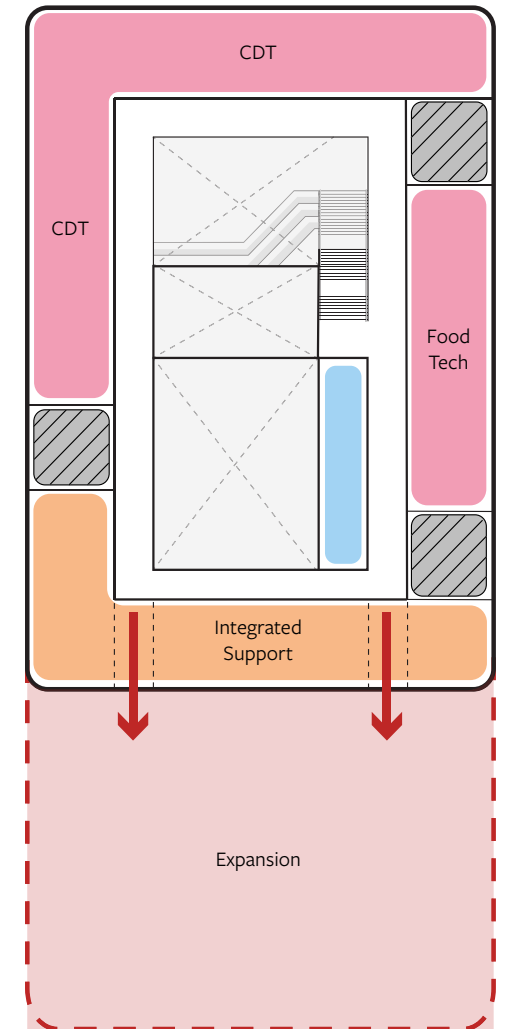
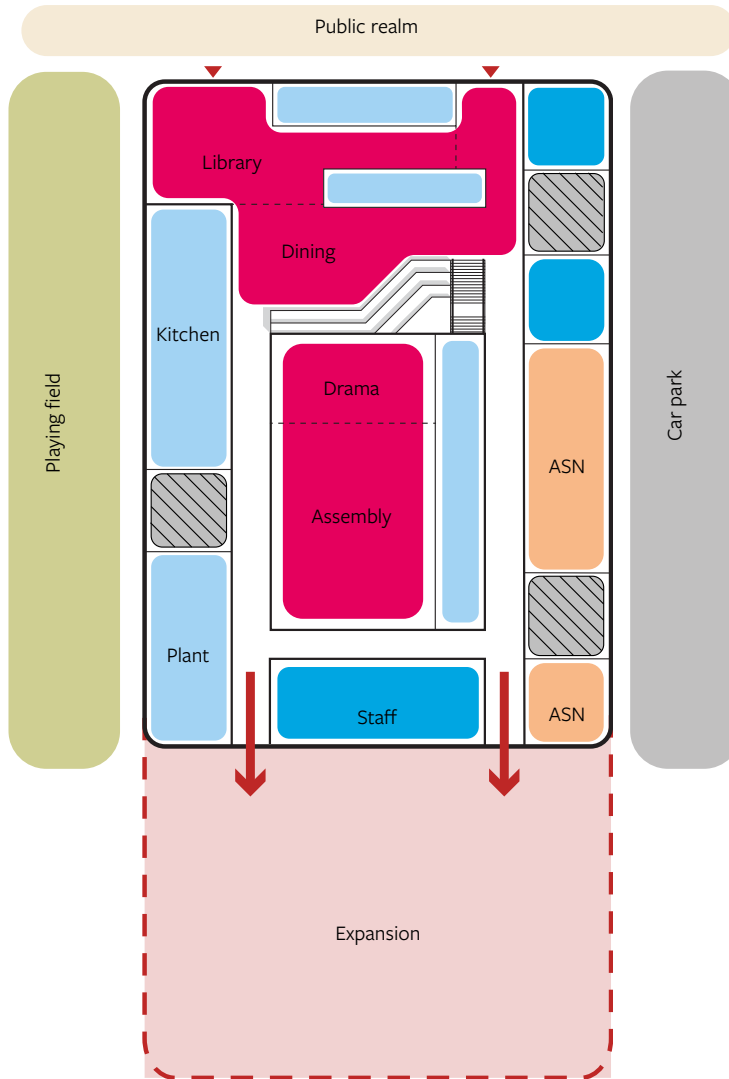


03.3 Site Approach - Alternative 2  
Outline Space Planning








Ground Floor

First Floor

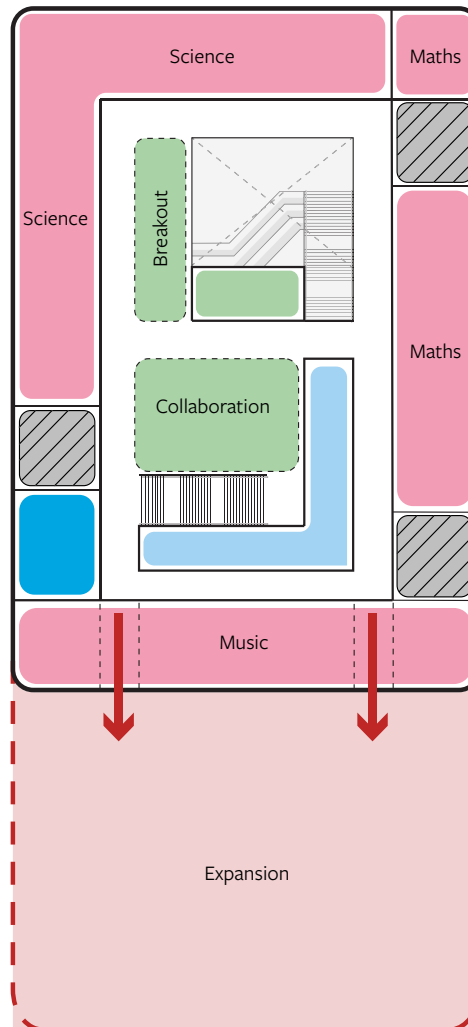
-  Core
-  Shared
-  Classrooms
-  Integrated Support
-  Staff
-  Support / Ancillary
-  Breakout / Flexible Learning



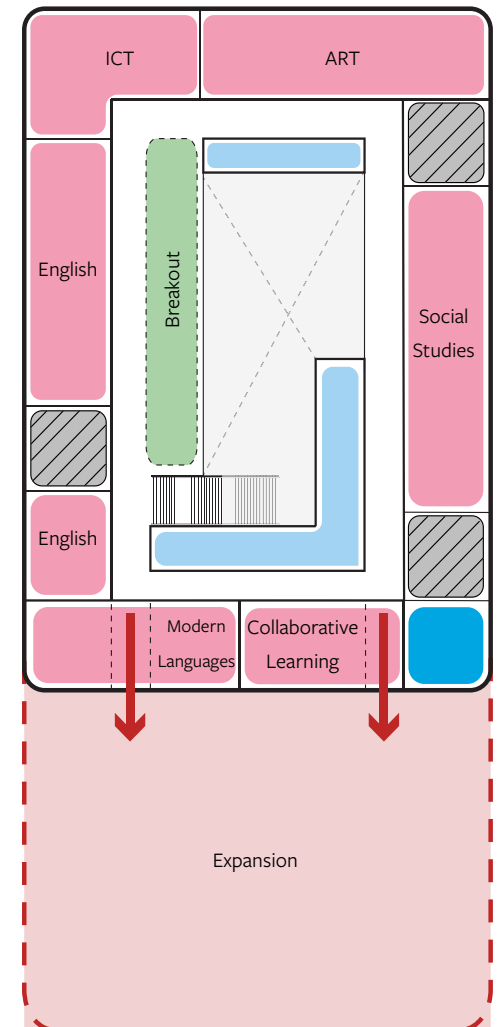
03.3 Site Approach - Alternative 2  
Outline Space Planning

-  Core
-  Shared
-  Classrooms
-  Integrated Support
-  Staff
-  Support / Ancillary
-  Breakout / Flexible Learning

Second Floor



Third Floor



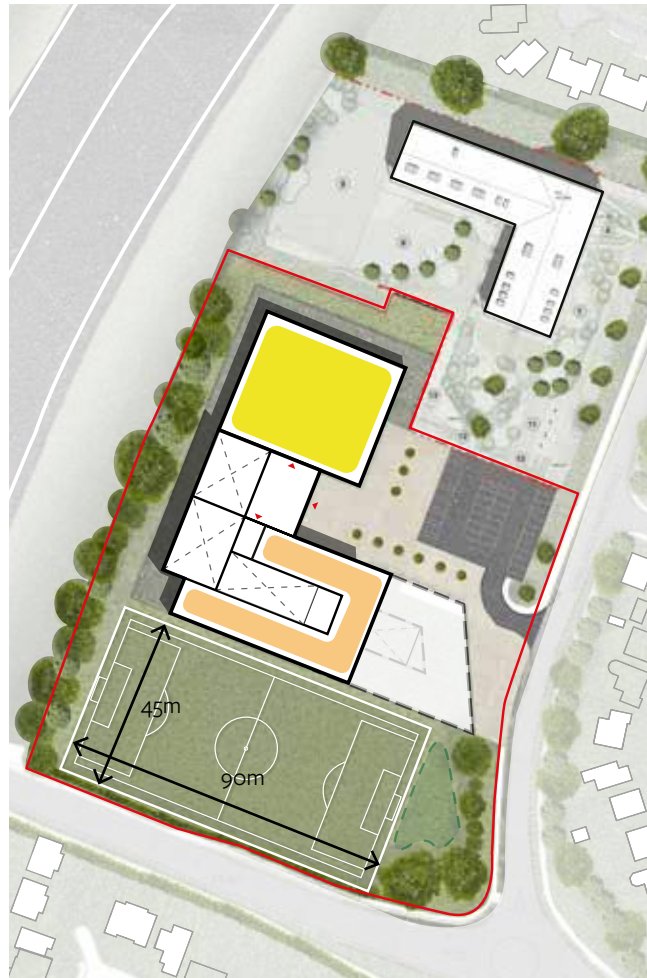


### 03.4 Site Approach

#### *Sports Scotland Pitches*

Both of the alternatives described above could be adapted to allow a sports pitch to be constructed in accordance with the area requirements of Sports Scotland (a 45m x 90m football pitch). It should be noted that this pitch would not encompass the full outdoor pitch provision required by Sports Scotland and offsite provision would need to be utilised to meet this requirement.

Providing a full size pitch requires compromise on the other outdoor spaces provided and, particularly for alternative 3, the location of the building on the site.



Alternative 3



Alternative 4

## **APPENDIX 4 – Educational Benefits Assessment**

### **Kirkliston High School – Educational Benefits**

#### **Background**

Following a consultation on the future of Secondary Education in Queensferry and Kirkliston, a report was published detailing the outcomes of this engagement and the overwhelming support for a new Secondary School for Kirkliston as opposed to the alternative proposal to expand the existing Queensferry High School (the current catchment Secondary for pupils from Kirkliston).

The report states that:

*before consulting further on the establishment of a new school in Kirkliston an educational operating model for a new Kirkliston High School will be required to help inform people’s views. This model will also help the Council to demonstrate the educational benefits and disbenefits of such a proposal and say how the school would be populated. The Council’s Educational Benefits statement is a requirement of the Schools (Consultation) (Scotland) Act 2010 and it will be assessed by Education Scotland who will provide their views on the proposal.*

This Educational Benefits Statement will set out the vision for the creation of a new Secondary School in Kirkliston, within the context of Edinburgh Learns for Life and taking into consideration some of the key aspects that will determine the viability of a new school, given the need to grow the school roll over a number of years as the community transitions from Queensferry High School being its catchment Secondary School.

The educational benefits and disbenefits of the proposals are influenced by and reference the following key documents:

- Curriculum for Excellence: vision, aims and guidance on the delivery and assessment of the Curriculum
- Developing the Young Workforce, which sets out the pathways into full and productive employment, training and learning for learners
- How Good is our School (4), the self-improvement toolkit for schools
- Scotland’s Learning Estate Strategy 2019
- Edinburgh’s Learning Estate Strategy 2021
- Strategic Brief for Secondary Schools (Draft 2023)
- Strategic Brief for Secondary Schools - Outdoor Learning (Draft 2023)
- Future Secondary Provision for Queensferry and Kirkliston – Outcomes Report (2023)

Previous Educational Benefits statements have been researched and advice sought from various allied professionals, colleagues and experts in the field.

#### **Overview of key aspects (benefits/disbenefits) being considered**

In engaging and consulting with communities, it is clear there are some concerns about how effectively a smaller Secondary School can deliver the required breadth and depth within its curriculum. There are questions about how a smaller school roll impacts on subject choice and potentially narrows options for learner pathways. Further concerns have been raised about a new Kirkliston Secondary School effectively having one main feeder Primary School (Kirkliston Primary).



In order to address these key aspects and consider the potential benefits and disbenefits of a new Kirkliston Secondary School, this statement is categorised in sections, within the context of the Edinburgh Learns Framework and Curriculum for Excellence. This statement therefore assesses the strategy for the provision of a new Kirkliston High School and associated Educational Benefits which relate to:

1. The Curriculum
2. Skills for Learning, Life and Work
3. Learners' Experiences
4. Children's Rights and Personal and Social Development
5. Wellbeing, Equality and Inclusion
6. The Learning Environment
7. Leadership
8. Partnerships
9. Monitoring and Quality Assurance

A concluding statement provides a summary of the educational benefits and disbenefits, based on the strategy for the provision of the new school as set out in the sections below.

## **1 The Curriculum**

A key educational advantage of this proposal is that the new secondary school will be fully equipped to deliver the full breadth of Curriculum for Excellence. Curriculum for Excellence is the national curriculum of experiences and outcomes for all pupils, 3-18 years. The concern is that with a smaller roll, there will not be the full breadth of specialist teaching staff to deliver a wide range of subjects for learners to study.

The national guidance from Education Scotland encourages education authorities to ensure that curricular provisions offer opportunities for learners to achieve across all curricular areas and develop skills, attributes and capabilities through courses aligned with the 7 key principles of Curriculum for Excellence; Challenge, Enjoyment, Breadth, Progression, Depth, Personalisation and Choice, Coherence and Relevance

Curriculum provisions at the proposed new school will be designed around the needs of the children and young people within the four contexts of learning: Curriculum Areas, Interdisciplinary Learning, Ethos and Life of the School and Opportunities for Personal Development. The Broad General Education (S1-S3) will focus on the core curricular areas and will enable the curricular and career interests and the aspirations of the individual to be met. The Senior Phase (S4-S6) once established, will allow opportunity for specialisation and depth; preparation for achievement at National Qualification level; development of skills for learning, life and work and support the achievement of a positive and sustained destination on leaving secondary education.

The proposal for the new Kirkliston Secondary school relies on there being a close working relationship with Queensferry High School, as well as through taking advantage of technological advances that have developed rapidly to enable digital and virtual learning opportunities across Edinburgh's schools. This will be particularly relevant in its first few years of operation, to support the breadth and depth of the curriculum offer for Kirkliston learners as the school grows. This strategy, with its ambitious, creative and enterprising approach, would provide increased breadth and depth to the Curriculum offer at Kirkliston in these formative years, raising attainment and achievement.

The rationale and design of the Curriculum would be aligned in its structure with Queensferry High School, to enable flexible learner pathways and improved personalisation and choice, creating strong

and improved outcomes for learners. The structure of the school day - in terms of timetabling learning- would align across Kirkliston and Queensferry schools, so that opportunities for learners are not limited or restricted by the two schools following different timings.

The increased number of teaching professionals and school staff across the schools would provide a greater variety of skills and knowledge to support the developing Secondary Curriculum across the BGE and into the Senior Phase at Kirkliston during the transitional stages, giving wider access to a variety of courses and flexible, progressive pathways.

The close relationship with Queensferry High School during these early transition years will support communication between staff and partners to develop a greater knowledge and understanding of a learner's profile and progression, so that information and strategies for improving outcomes can be more easily shared and effectively applied.

The development of the new Kirkliston High School as part of a Community Hub will also enhance and further grow opportunities for innovative and dynamic partnership working within the Curriculum, to improve learners' experiences and to develop skills for learning, life and work.

Senior Leadership Teams of the two schools will be supported to work together to identify opportunities to enrich Interdisciplinary learning projects within the BGE and to increase breadth and depth as Senior Phase year groups begin to be established at Kirkliston.

## **2 Skills for Learning, Life and Work**

Developing skills for learning, life and work is a fundamental part of Scottish education and there is broad acceptance that skills should be developed within and outwith the classroom. The vision for education, Edinburgh Learns for Life, firmly establishes the concept of learning 'at school, in the community, at home and in the workplace.' The proposal to create a new Kirkliston purpose-built school campus will bring new opportunities for skills development.

Wider achievement opportunities are often delivered after school in extra-curricular activities, and the growing school population in a new Secondary School will service this aspect of Wider Achievement well. The expectations of Sports Scotland that more children are more active more often, is built on a culture of coaching offered by volunteers. While the school population builds, however, the close links to Queensferry High School will provide a source of additional opportunities to develop Wider Achievement.

## **3 Learner's Experiences**

Until now, secondary provision for the Kirkliston community has been provided by Queensferry High School. With this new proposal, learners will enjoy the co-creation of key elements of a new environment for learning - design of learning spaces and facilities, the curriculum, the educational vision, goals and aims - will bring a sense of ownership and belonging for staff, learners and families from the Kirkliston Community.

Edinburgh Learns for Life actively encourages pupil engagement in decision making with regards to their own learning and the wider life of the school. Learner-led consultation is a key feature of the planning process for this proposal and will build on current pupil-voice activity to help establish and sustain a culture where learners' views and ideas are sought, valued and acted on.

The new setting will create a dedicated space where the learning community will be more able to build and sustain a strong community ethos and culture, while affording learners access to a full range of facilities, activities and experiences.

A mixed economy of pathways leading to positive sustained destinations will be available to all learners through a broad and varied curriculum offer, with the face-to-face offer enhanced through proximity to Queensferry High School.

#### **4 Children’s Rights and Personal and Social Development**

The establishment of the Kirkliston secondary school will bring together a community of learners, staff and families from the local area. This community’s vision, values and aims will be developed in these early phased transition years, but will feature how wellbeing and personal, social, health and emotional needs will be developed in the new school. The vision, values and aims will address GIRFEC, the national strategy for wellbeing, as well as the UNCRC (Convention for the Rights of the Child). Thereafter all school policies will mirror the statements contained in the vision, values and aims and all behaviours displayed in the school should model these qualities. Respect and high-quality relationships will be at the heart of the school and the senior leadership team will ensure that all legislative frameworks are fully complied with.

As part of their ongoing self-evaluation, young people at the school will regularly review their wellbeing through SHANARRI (wellbeing indicators) self-assessment, as well as taking part in local and national surveys. Any issues that emerge will be addressed by the pupil support team, in partnership with parents and carers, and any relevant professionals.

The curriculum will provide opportunities offered through a collegiate approach with Queensferry High School, as well as providing young people with well-planned and progressive opportunities to explore diversity, multi-faith issues, and to become active in the issues that interest them. As with all other schools in the city, the school will have both Pupil and Staff Equalities Coordinators who are responsible for developing an anti-racist culture, and for supporting other equalities issues.

As the school will be being built up over several years, new policies and procedures will require to be written and implemented. These policies and procedures will make explicit reference to the Equalities Act, GIRFEC, ASL Act and UNCRC as appropriate. Each of these key themes, set out in the relevant policies, will be subject to consultation and consideration by all stakeholders, including young people and families. The senior leader(s) with the remits for Equalities and Wellbeing will ensure that regular times are planned in the school calendar to audit practice, meet with Coordinators and plan improvement activities. This may include a calendar for Diversity/Equality or similar.

In addition to embedded themes, young people will be offered a range of leadership roles to develop areas of interest, and thus extend their confidence and resilience and develop their personal and social skills. These will be determined by the senior leadership team, along with the young people, but may include class rep; house captain; ECO or Sustainability Rep; Equalities Coordinator; Pupil Council; School Captain.

In order to fully implement the city and education service vision, the school’s design will incorporate opportunities for outdoor education. Children who feel well, learn well, and the impact of outdoor education will be fully incorporated into curriculum planning and delivery. This aspect is explored further below as part of the Learning Environment section.

#### **5 Ensuring Wellbeing, Equality and Inclusion**

During the course of the transition, the new Kirkliston school will develop a suite of policies and procedures, which as mentioned, will be compliant with the major national policies and statutory duties. Principal among these will be the policy on Inclusion and meeting Additional Support Needs. This policy will be based on a strong and effective strategy for developing positive relationships and behaviour, which will be the responsibility of all staff and partners. The policy will be child-centred and ensure that young people’s views are at the centre of planning for and delivering their support.

All teaching staff will be working towards the Edinburgh Teachers' Charter which sets out key skills for differentiation and where additional needs are identified, the DHT for Pupil Support will ensure that staff training is put in place. Key Adult time will be set out clearly in the timetable of all learners and appropriate mentors will be in place, for example, for those who are care experienced.

Although all learning objectives will be shown in class plans, various children will have learning targets set out in support or individualised plans, including formal Co-ordinated Support Plans. The school will be allocated specialist staff to assist with drawing up these plans. A Support for Learning teacher and a CL for Pupil Support (Guidance) will be in place during the transition period. An Educational Psychologist will also be allocated to the school and will be linked to Kirkliston primary school.

A calendar of activities to ensure effective support will be developed at Kirkliston Primary School and at Queensferry High School in readiness for the transition to the new school. This calendar will show the dates of Pupil Support Group meetings; the dates for individualised planning and reviews; the dates for quality assurance of the overall policy, including audits of the Service Level Agreements that will be in place for partners and agencies. The policy/calendar will also show when and how enhanced transition takes place, including the specific arrangements for post-school transitions.

Transitions into, between and beyond each stage of education will focus on ensuring continuity and progression to support pupil well-being and raising attainment.

Transition activity will be planned collaboratively, with staff, learners, parents and partners actively involved in decision making as we develop a new Kirkliston High School. This will include co-creation of the physical design of accommodation and facilities as well as the design of the Curriculum.

Planning for transition will start well in advance of the move to the new school, allowing staff, learners, families and the community significant opportunities for meaningful engagement with the process and so to have a sense of ownership of their new learning environment.

The new Kirkliston team with close association with primary colleagues and the established team at Queensferry High School, will allow for enhanced transition support for learners and families. This will include P7 and S1 teaching staff, key-adults, cross-sector senior leadership, Additional Support for Learning Staff and Pupil Support leaders and specialist staff. This will allow full account to be taken of social, emotional and mental well-being, as well as physical needs of all learners.

In advance of, during and following transition, there will be opportunities for staff to work together across the learning community to ensure effective communication regarding information sharing, tracking and monitoring and a shared understanding of progress across settings and stages of learning.

## **6 Learning Environment**

With reference to the 10 Guiding Principles within Scotland's Learning Estate Strategy – Connecting People, Places and Learning (2019), Edinburgh's Learning Estate Strategy (2021) focuses on 5 core themes of Teaching and Learning, Sustainability, Digital, Inclusion and Sustainability.

With a key focus on delivery of a viable efficient learning establishment it is paramount that the proposed new school is flexible and allows the creative and multiple use of spaces by staff, pupils and the community.

The new school building will be a modern, state-of-the-art learning environment designed to be accessible to all, creating a sense of pride in the learning community and helping to build a positive ethos. It will motivate and inspire the aspirations, achievements and attainment of the learners who access it, through the quality of the spaces created. These environments will provide spaces to suit

and support all learners, with seamless digital connectivity and rich outdoor learning opportunities; learners and the wider community will feel valued and respected. In turn, they will respect, engage with, and respond positively to spaces which have been designed with their needs in mind.

The innovative and creative design of learning spaces will impact positively on learners' progress, providing the best conditions for learning and teaching with lighting, heating, ventilation and acoustics optimised to provide a comfortable environment, supporting strong outcomes for learners.

The new school building will provide a range of learning environments, with agile spaces to provide teachers with the opportunities to support differentiation and challenge learners to progress at an appropriate pace. Learners will be supported through these spaces to lead their own learning, whilst also providing the facilities to allow collaboration within and across subject specialisms, to develop transferrable skills.

As with all existing education establishments in Edinburgh, the proposed new school would benefit from best design practices that will offer opportunity for outdoor learning. Both indoor and outdoor learning can inspire pupils and have a positive effect on attainment, achievement and aspirations.

The importance placed on the provision and design of outdoor learning spaces within Edinburgh's Learning Estate Strategy will ensure creative approaches are embedded in the curriculum to connect learners with nature. Solutions for easy access in all weathers will be designed into the building and landscape.

Layout and design plans will be an ongoing consideration throughout the process, should a new Kirkliston High School be progressed. Sustainability will be a key factor in the design and construction of the proposed new school and will be incorporated into every element of the design process. Due regard will be offered to the materials used for construction, fixtures and fittings, heating systems and lighting provisions.

### **Inclusive Learning Environment**

The proposal, which assumes the support and partnership of Queensferry High School during the early stages of transition, with its increased breadth and depth to the Curriculum offer, will enable flexible learner pathways and improved personalisation and choice. This will provide a positive impact on equity for all within an inclusive educational experience.

The proposed campus will fully utilise new technologies, supporting and enabling Edinburgh's 1:1 Empowered Digital Learning Strategy. The development of equity of opportunity through digital technology will provide even greater access to learning and courses; locally, nationally and internationally through distance and hybrid learning activities. These facilities will form dedicated Digital Hubs across the Campus for the use of both school communities, enabling access to learning through established digital platforms such as eSgoil, West OS, Vscene and other collaborative learning networks.

The building of a new Kirkliston Secondary School presents an opportunity to provide a learning environment which will more effectively meet the needs of all learners through an inclusive approach to design. This will provide a variety of flexible and adaptable spaces that enable inclusive practice throughout the curriculum.

Signage, colour contrast, textures and finishes will be used to aid learners by providing direction and clearly defining different areas. Glazing and views between spaces (for example glazed door panels) will create visual connections, supporting a collaborative, inclusive ethos - aiding passive supervision and management of spaces.



The inclusion strategy for the design of the new school will ensure that there are a variety of spaces to support learners needs, enhancing support throughout the curriculum, creating opportunities for different modes for learning. There will be flexibility in the design to allow spaces to be tailored to best meet the needs of learners. The new building will foster a positive ethos and improve comfort, safety and overall wellbeing. The design will support the ambition to ensure all learners feel included, engaged and involved in the life of the school.

## **7 Leadership**

Teaching staff appointments at the proposed new secondary school will be undertaken in accordance with The City of Edinburgh Council's statutory recruitment processes.

Should the proposal to establish the new school be progressed, a Head Teacher will be appointed well in advance of the opening of the school with them being involved in the subsequent recruitment process for the Senior Leadership Team and teaching staff fulfilment.

In addition to teaching and support staff, there will be a requirement to create and fill all staff positions associated with the day-to-day operations of a secondary school. Again, this will be undertaken under the terms and conditions of The City of Edinburgh Council recruitment processes.

The City of Edinburgh Council do not anticipate changes to the existing Senior Leadership and staff provisions at Queensferry High School and associated primary schools as a result of the proposals. Should there be an instance where staffing adjustments are required, all actions will be carried out and adhere to existing City of Edinburgh Council statutory requirements.

The creation of a new school for Kirkliston with the phased introduction of pupils and transition from Queensferry High School, will require a Senior Leadership Team to lead and manage the change. This team will be recruited, trained and mentored during the transition phase. Fundamental to their practice will be the application of clear self-evaluation, based on the How Good is Our School guidance, and using evidence-based improvement techniques. Training for the team will be developed using the council's Professional Review and Development framework which includes specific reference to reflection by staff using the GTC Standard for Headship. Coaching conversations to ensure clear professional learning targets are set and relevant training takes place and overseen by the relevant Senior Education Officer for the Headteacher, and the Headteacher will line manage the senior team.

At the heart of the successful introduction of a new Kirkliston Secondary will be a clear vision for the new school. The vision, values and aims will be developed during the transition phase and will include all stakeholders: learners, parents/carers and staff involved, but specifically including those in the primary stages who will enjoy the new school and should determine the ethos and values they want to see embodied.

Leadership of Learning and Change is reliant on effective information and data. The new school will be data rich and will make effective use of all relevant data including demographic, attendance, attainment, wider achievement and progress through learning. The data system will be compliant with the local authority system so that relevant comparisons can be drawn. The transfer of information between sectors will be enabled through the electronic system and supported by effective transition meetings.

During the transition phase the school will develop its policy on self-evaluation. This will set out the activities it will use to ensure continuous, evidence-based improvement. These include tracking and monitoring meetings, shared classroom experience meetings (where learners are observed), attainment meetings, Learner Conversations, where learners discuss progress in learning and parent/carer consultations.

The City of Edinburgh Council's stance on Leadership is that strong senior leadership is fully supported by an empowered system. This means that leadership will exist at all levels within the new school. A member of the school Senior Leadership Team will be remitted to develop leadership at all levels. This will include a clear programme of professional learning for all staff, including support staff. There will be an expectation that teachers will take part in practitioner enquiry to develop their practice, and that this will be recorded in the PRD plans. All teachers will be expected to take forward the Edinburgh Teachers' Charter which will develop skills in the 4 key areas defined.

The Headteacher will set out the Improvement Plan objectives, aligned to the Working Time Agreement and supported through a calendar of Collegiate Activity Times over the course of each school year. These will ensure that collegiate working is embedded. As Kirkliston Secondary school grows in terms of pupil roll and staffing complement, it will be important to ensure that the Headteachers of Kirkliston and Queensferry High schools align their proposed improvement objectives, and CAT sessions as appropriate. While there will not be complete overlap, it is envisaged that core Teaching and Learning and curricular CLPL will be areas of common interest and should therefore be planned together. This will provide a richer seam of professional learning for staff, with greater resources and networks.

Leadership of learning from the perspective of pupils is an area that will be developed as successful pupil-led learning is influenced by pupils' levels of confidence and resilience. Their identification as proud members of their school community will assist them in developing leadership of learning skills. This will be developed by the senior leader with responsibility for Pupil Participation. This leader will prepare the plan for Pupil Participation in partnership with the Pupil Council. This plan will set out the ways in which learners become active in the work and life of the school, and beyond the school as appropriate.

## **8 Partnerships**

How Good is Our School (4) describes strong, effective partnerships as "the key to future improvement in Scottish Education." (How Good is Our School Fourth Edition, Education Scotland, 2015, p7.) The proposed new school will allow existing and future partnership collaborations to thrive and bringing benefits to the Kirkliston Community

Through the learner-led consultation process, new partnerships will be identified to extend learning pathways and raise attainment, including collaboration linked to Queensferry High School and its local community.

As a new and initially, relatively small school, partnerships will be developed to support well-being, attainment and wider achievement over time. Proximity to Queensferry High School will allow the Kirkliston learning community to benefit from wide-reaching, well-established partnership links and networks from the outset. Queensferry High School already enjoys strong, productive partnerships with a wide range of groups and organisations in Edinburgh, around Scotland and further afield. The new setting will allow us to continue to strengthen and develop these links to enrich experiences for young people in a dedicated Kirkliston High School.

## **9 Monitoring and Quality Assurance**

The delivery of education across the city is tracked and monitored in various ways. The new Kirkliston senior leadership team will implement their self-evaluation calendar of activities, which will include tracking attainment and achievement. Progress in learning will be reported through the authority tracking database so that comparisons can be made. The SLT will create a Standards and Quality Report which will be scrutinised by local authority officers: this will detail progress in the 'core' Quality Indicators: Leadership of Change, Learning Teaching and Assessment, Wellbeing, Equalities

and Inclusion and Raising Attainment and Achievement. They will also report on how finance is managed and any Pupil Equity Fund spending.

In addition to progress in learning demonstrated through national examinations, progress via CfE levels will be tracked in national standardised assessments. This will allow for national comparisons to be made.

A Quality Improvement Education Officer will be allocated to support with all aspects of education performance and delivery. This will include taking part in tracking and monitoring meetings, supporting classroom experience visits and any other Validated Self Evaluation activities that the school may wish to implement.

It is envisaged that the Parent Councils and Pupil Councils of the schools concerned will work in partnership with their senior leadership teams and local authority officers to undertake full pre and post transition analysis. This would include questionnaires to gauge what learners are looking forward to, and what presents anxiety, so that plans can be made. Thereafter, reviews at pupil, class and school level, including input from families would take place.

## **Conclusions**

There is clear evidence to support the viability of smaller schools, based on the performance data of schools across Scotland. Some of the highest attaining schools have rolls of around 700 and others around 2000. Attainment, achievement and success is not defined by how large a school community is, it's defined by creative leadership at all levels, that strives to ensure learners are engaged and involved in their learning.

It is evident from the strategy proposed that there would need to be a high level of collegiate working between the established Queensferry High School and the newly provided Kirkliston Secondary School. This would mean a combined approach to organising the school day and timetabling experiences to ensure learners at Kirkliston were able to access the full breadth of learning opportunities. This would be particularly relevant at the early stages, following the new school's opening. The City of Edinburgh Council would need to look at staffing efficiencies across the two schools and support the provision of subject specialists that could initially work across both communities until such time as the new school's roll has grown significantly. Even then, the opportunities for that collegiate approach should be continued and developed.

Again, it is possible to look to other Local Authorities for examples and evidence of successfully implementing a phased plan for a new secondary school to grow. Bertha Park (Perth and Kinross) and Winchburgh Academy (West Lothian) are both newly established schools that are growing over time having opened to just one or two year groups initially. Both schools have taken this opportunity to review the curriculum and challenge more traditional structures and methods for learning, developing pedagogy and introducing innovative practice within these new environments. Starting a new school community can actually provide many positives, such as:

- Initial smaller cohorts will allow opportunity for the children and young people to comfortably familiarise themselves with their new environment and develop relationships with peers at an early stage this in turn encouraging pupils to become successful learners, confident individuals, responsible citizens and effective contributors.
- Early opportunities for the school community to develop and embed school policies and procedures.
- Staff and pupils will have opportunity to work together and develop a positive school ethos.

- Opportunity for management and staff to plan and deliver a well-constructed timetable encapsulating the key elements of the Broad General Education that optimises the learning experience for the initial year stages.
- Engagement of creative teaching and learning approaches in a new viable and sustainable school space can help broaden scope for attainment and achievement.
- Timetable and staffing arrangements will be reviewed and adjusted year on year to acknowledge the increase in pupil numbers as new year stages are introduced and to fulfil delivery of a well-balanced curriculum.

Extensive planning would need to take place to ensure that a flexible Senior Phase curriculum is in place for pupils as they progress through their educational pathway in the BGE.

While acknowledging the concerns raised regarding the limitations placed on the Curriculum within a smaller school, it is clear that with a supported, creative and ambitious approach, working in partnership with stakeholders, a smaller school community can thrive equally as well as a larger one. Much will depend on the successful leadership of the school and the positive culture and ethos that needs to be established.

The option to extend Queensferry High School, that was presented as an alternative to the provision of a new secondary school for Kirkliston, would no doubt provide reassurances to anyone who questioned the viability of a smaller school. A larger school will inevitably be able to deliver a wider curriculum offer to its learners, due to the wider range of staff and subject specialisms. Having said that, a creative and innovative curriculum is still reliant on the culture and ethos of the community and it's not always the case that a larger school will have more flexible pathways and innovative practice than that of a smaller school. The curriculum offer and the totality of the curriculum experience is best defined by the ability of the school to meet the needs of its learners and this isn't an ability that is exclusive to larger schools. Leadership and partnerships are crucial in this respect.

## APPENDIX 5 – Response Questionnaire

### Proposal to Establish a New Non-Denominational Secondary School in Kirkliston and implement Catchment Changes

#### Introduction

This paper proposes that a new non-denominational secondary school be established on the site of the existing Leisure Centre in Kirkliston.

Previous informal engagement processes have helped shape this proposal which now forms the basis for this formal statutory consultation conducted according to the requirements of The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014.

The proposal is that Kirkliston Primary School will be the sole feeder primary school to a new secondary school located on the existing Kirkliston Leisure Centre site. The catchment area of the new secondary school will be the same as that of the existing Kirkliston Primary School.

#### Why we are consulting?

The Council has a legal obligation to carry out a statutory consultation under the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014. The proposal put forward will have implications for families and communities and we want to hear the views of anyone affected. All comments made during the statutory consultation period will be recorded and represented in a final report anticipated to be considered by Council in January 2024.

This questionnaire should be completed and **returned by no later than 5pm on Tuesday 31 October 2023**. All personal information in the questionnaire is for internal use only and will not be made public however the responses to questions 6 and 7 may be reflected either in whole, or in part, in the report to Council but on an anonymised basis. The questionnaire can be completed online at the following link [www.edinburgh.gov.uk/kirklistonhs](http://www.edinburgh.gov.uk/kirklistonhs) or can be completed in the following pages and returned to the following address:

Robbie Crockatt  
City of Edinburgh Council  
Council Headquarters  
Waverley Court  
Level 1:2, 4 East Market Street  
Edinburgh EH8 8BG

Responses can also be made in writing to the address above or by e-mail to the following address [kirklistonhs@edinburgh.gov.uk](mailto:kirklistonhs@edinburgh.gov.uk).



**Question 1**

What is your name?

Name

**Question 2**

What is your email address?

Email

**Question 3**

What is your postcode?

Postcode

**Question 4**

What is your main interest in the consultation?

*Please select (tick) all items that apply:*

- Parent/Carer of school child
- Parent/Carer of school child with younger sibling/s
- Parent/Carer of pre-school child
- School Staff
- Pupil
- Local resident
- Local organisation
- Other

If you are answering on behalf of an organisation, or for other reasons, please explain below.

**Question 5**

Do you have a child or children in a nursery or school at the moment?  
*Please select (tick) only one item.*

Yes  No

If yes, please tell us the name(s) of their school or nursery classes.

- Queensferry High School
- Kirkliston Primary School
- Queensferry Primary School
- Echline Primary School
- Dalmeny Primary School
- St Margaret's RC Primary School
- Kirkliston Primary School Nursery Class
- Queensferry Primary School Nursery Class
- Echline Primary School Nursery Class
- Dalmeny Primary School Nursery Classes
- Other (please specify below)

**Question 6**

Do you support the proposal as detailed in the statutory consultation paper?  
*Please select (tick) only one item.*

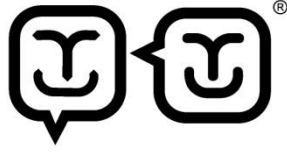
Yes  No

Please give your reasons below:

**Question 7**

Do you have any other comments or suggestions?

Comments or suggestions can also be emailed to [kirklistonhs@edinburgh.gov.uk](mailto:kirklistonhs@edinburgh.gov.uk).



## HAPPY TO TRANSLATE

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Paper copies of the survey are also available on request.