



West Lothian
Council

Education Executive

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

18 April 2013

A meeting of the **Education Executive** of West Lothian Council will be held within **Council Chambers, West Lothian Civic Centre** on **Tuesday 23 April 2013** at **10:00 a.m.**

For Chief Executive

BUSINESS

Public Session

1. Apologies for Absence
2. Order of Business, including notice of urgent business
3. Declarations of Interest - Members should declare any financial and non-financial interests they have in the items of business for consideration at the meeting, identifying the relevant agenda item and the nature of their interest.
4. Confirm Draft Minute of Meeting of the Education Executive held on Tuesday 12 March 2013 (herewith)

Public Items for Decision

5. Support for Playgroups Across West Lothian - Report by Head of Education (Schools) (herewith)
6. Central Livingston Schools Consultation 2012 - Consultation Report - Report by Head of Planning and Economic Development (herewith)
7. Youth Music Initiative Year 11 Proposed Programme - Report by Head of Area Services (herewith)

NOTE **For further information please contact Elaine Dow on 01506 281594 or email elaine.dow@westlothian.gov.uk**

DATA LABEL: Public

MINUTE of MEETING of the EDUCATION EXECUTIVE of WEST LoTHIAN COUNCIL held within COUNCIL CHAMBERS, WEST LoTHIAN CIVIC CENTRE on 12 MARCH 2013.

Present: Councillors Lawrence Fitzpatrick (Chair), David Dodds, Stuart Borrowman, Tony Boyle, Harry Cartmill, Tom Conn, Alexander Davidson, Carl John, Peter Johnston, Danny Logue, John McGinty, Anne McMillan, Andrew Miller, Angela Moohan, Frank Toner and Jim Walker; Appointed Representatives: Elsie Aitken, John Hendrie, Lynne McEwen and Eric Lumsden.

Apologies: Appointed Representatives Myra MacPherson and Graham Stormont.

Absent: Councillors Dave King and George Paul

1. DECLARATIONS OF INTEREST

Councillor David Dodds declared a general non-financial interest as a member of the Education Institute for Scotland. He also declared that his wife was employed as a nursery nurse within West Lothian Council and his son was employed as a teacher within West Lothian Council.

Councillor Andrew Miller declared a non-financial interest in Agenda Item 6 – West Lothian Saturday Strings Project – as the parent of a child who attended the Saturday Strings project and as a consultee on the paper.

2. MINUTE

The Minute of the meeting of the Education Executive held on 29 January 2013 was approved as a correct record. The Chair thereafter signed the Minute.

3. WEST LoTHIAN (PLACING IN SCHOOLS) APPEAL COMMITTEE - UPDATE

The Education Executive considered a report (copies of which had been circulated) by the Head of Corporate Services which provided information on the outcome of an exercise to recruit additional members to the West Lothian (Placing in Schools) Appeal Committee.

The Committee Services Manager advised that the last recruitment exercise of members to the committee took place in 2010. However, due to changes to the list of parent representatives, it was agreed that a further recruitment campaign to appoint additional members be carried out to ensure that there would be a sufficient number of panel members who could be called upon to hear appeals.

The report recalled that at the first meeting of the council following the May 2012 elections, provision was made for 10 councillors to be appointed to the appeal committee. To date, 8 members had been

appointed and 1 place reserved for a member of the opposition. It was recommended that Councillor Anne McMillan also be appointed to the committee. The appointments of the previous parent and educationally-experienced members were made at the same meeting. One of the new applicants (Lynne McEwen) and one of the existing members (Eric Lumsden) were appointed members on the Education Executive. The wording of the legislation required them to be counted in the same category of membership as councillors. It was, therefore, recommended that the number of "councillor" positions on the committee be extended to 12 to allow Eric and Lynne to be appointed to this category.

Training would be provided to all members in March 2013, with new members invited to attend a mock appeal thereafter to give them a better understanding of their role on the committee. A refresher session would also be held for Chairs before the block appeals took place in May 2013.

The names of the members, present and newly recruited, were shown in the appendix attached to the report.

In conclusion, the appointment of additional members to the committee would ensure a healthy membership for the committee to deal with the anticipated business for the coming year.

Recommendation

1. To note the outcome of the recent exercise to recruit additional members to the West Lothian (Placing in Schools) Appeal Committee;
2. To increase the number of councillor appointments on the committee to 12 to accommodate appointed members of the Education Executive; and
3. To appoint the new members and note the list of existing members to the committee as shown in the appendix to the report.

Decision

To approve the terms of the report.

4. WEST LOTHIAN SATURDAY STRINGS PROJECT

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing information on the options available for the future delivery of the Saturday Strings Project.

West Lothian Council worked in close partnership with Creative Scotland to deliver high quality opportunities for young people through the Youth Music Initiative (YMI). The Saturday Strings Project, which was delivered through Musicworks (Royal Conservatoire Scotland), had been running since September 2005 and was based in Livingston (Letham Primary School) and Armadale (Armadale Primary School) on a Saturday during school term time.

The report advised that the previous arrangement did not fully meet YMI funding criteria and therefore could not be sustained in the previous format. The project was then funded by West Lothian Council for the school session 2012/2013 as a temporary measure to provide continuity for the children. The following two options were available for consideration by the Panel to ensure the continued delivery of positive outcomes for the young people and the financial viability of the project.

- **Option One** – Transfer from current model to lessons during the week delivered by WLC Instrumental Music Services; or
- **Option Two** – Transfer to partnership between RCS Musicworks and WLC Community Arts.

The Head of Education (Quality Assurance) advised that the outcome of the consultation process, details of which was attached as an appendix to the report, was that the project was very popular with both parents and participants. Following discussion by the Panel it was agreed that option two would be the most viable option to provide greater continuity of provision to the young people participating in the project. It was noted, however, that this would be dependent on the successful application for YMI funding (approximately £20,000) to supplement the £55,000 available from West Lothian Council.

In conclusion, the transfer to partnership between RCS Musicworks and WLC Community Arts (Option 2) would allow the current model to continue in its present form and represented best value for the council.

Recommendation

The Education Executive is recommended to agree to implement Option 2.

Motion

To approve the recommendation in the report and to agree that in the event of no funding being available from the Youth Music Initiative then West Lothian Council would make up the shortfall.

Moved by the Chair and seconded by Councillor Tony Boyle.

Decision

To unanimously agree with the motion.

5. SEEMIS LLP STANDING ORDERS

The Education Executive considered a report (copies of which had been circulated) by the Head of Schools with Education Support seeking exemption from purchasing standing orders in relation to the procurement of SEEMIS LLP Annual Maintenance Charges for 2013/2014.

The report advised that the SEEMIS management information system was used in all schools and by central education services in order to manage the delivery of education services to 26,000 pupils.

The annual maintenance charges for session 2013/14 were £132,423.22, which was set at the same level as that paid for the previous year. Exemption from the standing orders for contracts procedure was required as SEEMIS was the sole provider of these services.

The Council's Standing Orders for Contracts stated that officers could not authorise an exemption from tendering procedures where the total cost of the contract was above £50k, therefore, approval was sought from the Education Executive.

The contracts were for Education services, which were defined as Part B services in the Council's Standing Orders for Contracts, and therefore were not subject to the full range of procurement rules and regulations.

In conclusion, the Education Executive was asked to agree that, in terms of Contract Standing Order No. 2.2, the Council did not tender for the provision of SEEMIS management information services due to the fact that SEEMIS LLP was the sole provider and that this exemption be granted on an on-going basis.

Recommendation

The Education Executive is asked to agree that, in terms of Contract Standing Order No. 2.2, the Council does not tender for the provision of a range of management information system services provided by SEEMIS LLP.

Decision

To approve the terms of the report.

6. PUPIL SUPPORT WORKERS

The Education Executive considered a report (copies of which had been circulated) by the Head of Schools with Education Support providing details on the proposals for introduction of the post of advanced pupil support worker (PSW) in schools following a review of this role across the sectors.

The report advised that a review of the PSW role was undertaken to ensure high quality school support provision to meet the needs of all pupils across all school sectors and specialist provision. The council had developed a job remit for a PSW post at two levels – Core and Advanced, in order to more fully reflect the requirements of Additional Support Needs provision and developing service requirements. The advanced level PSW post would cover all the duties outlined within the core PSW role but additionally would incorporate requirements in relation to supporting pupils with severe and complex additional support needs. In addition, the

need for the advanced level PSW role had been highlighted by recent changes in the National Health Service (NHS) that required diabetic children to receive insulin injections in the middle of the day which previously parents/carers undertook at home before/after school. It was therefore necessary for the Council to ensure that arrangements were fit for purpose and to adjust staffing remits in line with these changes. Education Services had also revised the Guidance on the Management of Medication in Schools to reflect these changes which were agreed by the Education Executive at its meeting held on 9 October 2012.

The report provided details of the key differences between the two post levels (Core PSW Band C and Advanced PSW Band D), both of which would be carried out under the direction of a teacher/head teacher. The average salary difference between Band C and Band D was £834 per annum at the first point in the Band D scale. It was noted that appointment to hours at advanced level would be made by interview on a fixed term contract and reviewed on an annual basis.

In conclusion, there was a need to ensure high quality school support provision at an appropriate level to meet the needs of all pupils across all sectors and specialist provision.

Recommendation

It is recommended that the Education Executive approve the introduction of the post of advanced level pupil support worker in schools for pupils with significant additional support needs in specialist provision and in line with service and mainstream school requirements as outlined in this report.

Decision

To approve the terms of the report.

7. CONSULTATION ON PROPOSED CHANGES TO THE PROVISION MADE FOR SECONDARY PUPILS (S4 TO S6) WHO HAVE SIGNIFICANT ADDITIONAL LEARNING NEEDS AND A HIGH LEVEL OF VULNERABILITY

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the proposed changes to the provision made for secondary pupils (S4 to S6) who had significant additional learning needs and a high level of vulnerability.

The report advised that the Standards in Scotland's Schools etc Act 2000 placed duties upon local authorities to ensure that schools meet the needs of all their pupils. Children and young people were defined as having additional support needs under the terms of the Additional Support for Learning (Scotland) Act 2004 if they required additional support to that which would normally be provided in their school to ensure they made good progress in their learning.

Cedarbank School provided education for secondary aged pupils S1 to S6 throughout West Lothian who had a range of additional learning needs (moderate to severe) and who were socially vulnerable and required an elaborated curriculum. An annex of Cedarbank was based in Armadale Academy, which accommodated up to 10 senior pupils (S4-S6). Since being established the annex had proven to be a successful model.

The Head of Education (Quality Assurance) advised that the proposal, which was detailed in the appendix to the report, recommended establishing further provision for S4 to S6 pupils in identified available space within Deans Community High School. This would increase the capacity of Cedarbank and would ensure that pupils were taught within a mainstream school setting in line with best practice as highlighted by HM Inspectors. Senior pupils would be able to access the range of resources available in mainstream secondary school and would also have the opportunity to work with a wider peer group. It would also allow better delivery of Curriculum for Excellence and pupil learning experiences in the broad general education and the senior phase for all Cedarbank pupils.

The proposals for the senior pupils accessing the range of resources available within Deans Community High School would be developed in a well planned and supported way, in a similar way as Armadale Academy annex.

In conclusion, the recommendation outlined in the report would build on the successful model established in Armadale Academy. It would ensure that the cohort of vulnerable senior pupils had equal access to the full range of subject specialists and resources thereby widening their learning experiences and opportunities within Deans Community High School. There would also be improved opportunities for social inclusion resulting on them being better prepared for the transition to college and to the world of work.

Recommendation

That the Education Executive agrees to undertake formal consultation by 13 May 2013 concerning the changes to provision and that the outcome is reported to a future Education Executive.

Decision

To approve the terms of the report.



**West Lothian
Council**

EDUCATION EXECUTIVE

SUPPORT FOR PLAYGROUPS ACROSS WEST LoTHIAN

REPORT BY HEAD OF EDUCATION (SCHOOLS)

A. PURPOSE OF REPORT

This report provides an update to the report dated 25 February 2011 in developing a new model of management for playgroups.

B. RECOMMENDATIONS

It is recommended that the Education Executive:

1. Endorses the development of a revised model based on Bathgate Playgroup becoming a lead organisation in playgroup provision detailed in this report.
2. Agree to target additional playgroup provision to meet the needs of children and families in areas of deprivation through new arrangements.

C. SUMMARY OF IMPLICATIONS

I.	Council Values	Focusing on our customers' needs; Being honest, open and accountable; Providing equality of opportunities; Developing employees; Making best use of our resources Working in partnership.
II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	An Equality Impact Assessment has been completed.
III	Implications for Scheme of Delegations to Officers	n/a
IV	Impact on performance and performance indicators	n/a
V	Relevance to Single Outcome Agreement	Parents/ carers are responsive to their children's developmental needs. Children are ready to start school Everyone's life chances are maximised (by improved educational attainment) to become successful learners, confident individuals, responsible citizens and effective contributors.

VI	Resources - (Financial, Staffing and Property)	<p>We support strong, resilient communities</p> <p>Budget provision for playgroups in 2012/2013 is £55,000 and is currently allocated proportionately to all registered playgroups in West Lothian that meet set criteria regarding their governance.</p> <p>£50,000 for 2013/2014 years from Early Years Change Fund.</p>
VII	Consideration at PDSP	<p>Playgroups in the main utilise council owned premises at no fee.</p> <p>Education PDSP Report – Playgroup Provision 16 November 2010</p> <p>Education PDSP Report – Playgroup Update 25 February 2011</p> <p>Education PDSP Report – Support for Playgroups across West Lothian – April 2013</p>
VIII	Other Consultations	<p>Extensive consultation took place through a representative group of playgroup committee members from Sept 2011 to June 2012</p>

D. TERMS OF REPORT

D.1 Background

The importance of the first few years of a child's life cannot be overstated. Good quality early learning and play opportunities, especially from the age of two, have positive benefits for the all-round development of children and are key factors in closing the attainment gap and improving school readiness for the most disadvantaged children.

Traditionally, playgroups provide quality play experiences though regulated childcare sessions for children aged 2 to 3 years (but can also include children up to 5 yrs of age) in their own local communities. This supports parental involvement and the preparation of children for entry to nursery. These playgroups are part of a portfolio of services available for families which also include Sure Start crèches, Sure Start general access targeted groups, parent and toddler groups and registered Day Care of children. Playgroups are a provision for children, without the need for their parent to be present, often providing a short break for parents. Playgroups are a setting where children can build confidence and social skills, and those who have attended playgroup often experience fewer difficulties settling into nursery routine.

There are approximately 800 families currently accessing 22 playgroup services annually across West Lothian.

D.2 Issues with the current system

Changes to legislation and regulation over a number of years have resulted in increased levels of responsibilities and liabilities for playgroup committees. Playgroup services will be required to be led by a manager, qualified to degree level in Childhood Practice. This requirement, however, has put an additional burden on the majority of playgroups across the authority in relation to attracting and retaining appropriately qualified staff and supporting them towards their qualification.

The traditional format of playgroups involves volunteer committees for each playgroup, usually consisting of current users. This leads to fluid membership as parents generally only use playgroups for 6 – 12 months prior to the children entering the nursery provision. The committee members are required to be skilled in financial management, human resources, employment law and health & safety to enable them to fulfil their legal obligations as employers. Training requirements are onerous to achieve necessary skills levels. These requirements are discouraging parents from taking on roles in the committees leaving the playgroups in a difficult position. Eight Playgroups have closed over the past three years due to increased legislation and regulation pressures. It is anticipated that if no action to change is taken, the majority of the remaining 22 groups will close within two to five years.

D.3 Proposed model

The preferred approach for playgroups, after consultation with playgroup committees, is to create a single organisation which will take responsibility for the governance and management of all playgroups. This will relieve parents from the onerous responsibility and liabilities of committee membership. The first step in this process will be the development of Bathgate Playgroup to become a lead organisation known as Community Playgroups. This lead organisation will give the security for all playgroups to be managed by an Executive Board and strengthen the relationship and partnership between the local authority, parents/carers and the third sector to deliver flexible playgroup services within local communities. The Executive Board of Community Playgroups will lead and manage all the playgroup services across West Lothian who wish to become part of the new model. This will give the flexibility to employ or promote a member of staff to become a Peripatetic Manager responsible for more than one playgroup. Each Playgroup will be led by a Supervisor supported by other staff members. Each group will have a parent group, made up of parents/carers from the local community with a vested interest in the Playgroup. The parent group will cease to have any legal responsibility for the Playgroup. Their role will include fundraising and preparing the daily parent rota. Most playgroups have indicated that they are supportive of this new model of management. Playgroups who do not wish to take part in the model can carry on as they are.

The proposed model will unite playgroup services across West Lothian creating a stronger service with the ability to face the challenges.

The new model will require to:

- Engage playgroup committee participation with the development of the new model.
- Ensure that the Care Inspectorate regulations are met and adhered to.
- Ensure that an Executive Board for Community Playgroups is appointed.
- Assess current playgroup provision across West Lothian in order to meet demand.

Current Model	Issues
Parent led committee managed	<ul style="list-style-type: none"> • Lack of volunteers • Liability of legal and financial responsibility on parents • Turnover of committee members • High level of skill required • Professional staff not being appropriately supported

	to achieve high level qualifications <ul style="list-style-type: none"> • 8 playgroups closed in 3 years • Majority of groups will face closure in 2-5 years, currently 22 groups.
Proposed new model	Benefits to be achieved
Single organisation – Community Playgroups	<ul style="list-style-type: none"> • Single voluntary executive board with keys skills and training • Increased sustainability of services through improved financial management and planning • Increase in quality of service delivery as staff focus on children's needs • Support for staff from a voluntary Support Team • Provide outreach Play sessions as early intervention in areas of need where no playgroup currently exists • Retain parental involvement but remove liability • Children ready for nursery

This model is, in essence, very similar in structure to that of Simply Play, Out of School Care. It aims to have all groups under one management structure and Executive Board.

D.4

Consultation Process

All playgroups agreed that a working group be set up to identify the issues surrounding the sustainability of playgroups and investigate possible solutions. The working group identified the main areas of concern and investigated a number of alternative management structures. The above model emerged as the preferred option. An information session was held to update all groups on progress made by the working group.

The Executive Board will be formed from members of all playgroups who have agreed to work within Community Playgroups.

D.5 **Funding**

The current grant of £55,000 per annum through the Voluntary Organisation Budget is shared out on a proportionate basis to the individual playgroups. It is proposed that this grant be directed to support the delivery of playgroups across West Lothian through the lead organisation, Community Playgroups, who will distribute the grant appropriately. Playgroups who do not wish to be part of the new model will receive a proportion of the grant in 2013/14. In addition, individual playgroups will continue to fundraise independently to support their service delivery, circa £60,000 collectively.

The new lead organisation, Community Playgroups, will be required to ensure service delivery is viable and able to meet local needs.

Using monies available from the Early Years Change Fund - £50,000 in 2013/14, the proposed playgroup model could be implemented. Through close joined-up working and identifying areas of need, where stand alone playgroups have closed or not previously existed, outreach playgroups could be established in future years. These would be open to all in the community with greater targeted support for specific parents and children. This additional targeted approach will allow the most vulnerable parents/carers and children to be supported.

D.6 Further Report to PDSP

A further report will be provided on the detailed model including financial, governance and implementation arrangements.

E. CONCLUSION

Playgroups recognise that if changes are not made at this time, many of the current playgroups in operation may close in two to five years due to a variety of regulatory, governance and financial pressures placed upon parent committees.

The proposed new model will strengthen governance and viability, provide greater universal accessibility to early learning and play experiences. It will enable these services to be delivered by Third Sector organisations to provide targeted early years intervention and improved outcomes for children. It will be necessary to develop robust governance and financial arrangements throughout this project.

F. BACKGROUND REFERENCES

Education PDSP Report – Playgroup Provision 16 November 2010
Education PDSP Report – Playgroup Update 25 February 2011
Community Playgroups Business Plan
Community Playgroups Transition Plan
Community Playgroups Transition Summary

Appendices/Attachments: None

Contact Person: Donna Adam, Strategic Resource Officer, Education Services, Civic Centre, Howden South Road, Livingston, West Lothian, EH54 6FF

Email: donna.adam@westlothian.gov.uk Tel: 01506 281646

Elaine Cook, Head of Education (Schools)

Date: 23 April 2013



West Lothian
Council

EDUCATION EXECUTIVE

CENTRAL LIVINGSTON SCHOOLS CONSULTATION 2012 – CONSULTATION REPORT

REPORT BY HEAD OF PLANNING AND ECONOMIC DEVELOPMENT

A. PURPOSE OF REPORT

The purpose of this report is to inform the Education Executive of the outcome of the public consultation proposal to change the catchment boundaries of Livingston Village and Toronto Primary schools, Mid Calder and Dedridge primary schools and St Paul's and St Ninian's primary schools and The James Young High School and West Calder High School. Changes to catchment boundaries are required to allow more effective use of existing and future capacity for potential future residential developments within both catchment areas.

B. RECOMMENDATION

It is recommended that the Education Executive:

1. Consider the issues raised through the consultation and the officer responses provided; and
2. Determines the proposal as outlined in the consultation document.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Providing equality of opportunities; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 and related regulations. The Standards in Schools (Scotland) Act 2000, the School Education (Amendment) (Scotland) Act 2002 and School (Consultation) (Scotland) Act 2010. It is also necessary to consider school provision and catchment area arrangements in the context of West Lothian Council planning policies contained within the West Lothian Plan and the Edinburgh and the Lothian Structure Plan 2015.
III Implications for Scheme of Delegations to Officers	None

IV	Impact on performance and performance Indicators	None
V	Relevance to Single Outcome Agreement	<p>Outcome 1 - We make West Lothian an attractive place for doing business in Scotland.</p> <p>Outcome 3 – We are better educated, more successful, renowned for our research and innovation.</p> <p>Outcome 5 – Our children have the best start in life and are ready to succeed.</p> <p>Outcome 6 – We live in well-designed, sustainable places where we are able to access the services we need.</p>
VI	Resources - (Financial, Staffing and Property)	Proposals that involve additional capacity and revenue expenditure must be considered in the context of very constrained resources and would require to be managed within the Councils' current, and planned, capital and revenue resources. It is essential to make best use of available school capacity. If implemented, the proposal would avoid the need for ongoing school transport assistance associated with the New Calder Paper Mills site.
VII	Consideration at PDSP	Catchment Review Strategy report 28 th August 2012.
VIII	Other consultations	<p>The key issues and methodology for developing options for formal consultation were agreed by the Education Executive on 22 August 2007.</p> <p>On 12 January 2012, the Council agreed to adopt the enhanced consultation arrangements specified in the Schools (Consultation) (Scotland) Act 2010.</p> <p>Formal consultation involves parent councils, parent/carers, pupils, staff and trade unions at all affected schools as well as community councils within the catchment areas of the affected schools and other interested parties.</p> <p>The arrangements for consultation were established during the catchment review of non-denominational secondary schools in the north and west of West Lothian in 2010.</p>

D. TERMS OF REPORT

1. Background

West Lothian Education Executive agreed on 9 October 2012 to commence statutory consultation on a proposal to re-align the catchment boundaries of Livingston Village and Toronto primary schools, Mid Calder and Dedridge primary schools and St Paul's and St Ninian's primary schools and The James Young High School and West Calder High School. If implemented the proposal will allow more effective use of both existing and future schools capacity for future residential developments, including the potential development sites at Buchanan House and New Calder Paper Mills.

Livingston Village Primary School currently has insufficient capacity to support the redevelopment of Buchanan House for residential use and this position is unlikely to change in the next 5-10 years. The redevelopment of New Calder Paper Mills is currently constrained by the consent of the Calderwood, Raw Holdings and Mossend part of the Livingston and Almond Valley Core Development Area. There is capacity in adjacent school catchment areas. It is necessary to re-align the catchment boundaries to ensure that schools have sufficient spaces for the catchment children. It is a proposal for re-alignment of the catchment boundaries that formed the basis for the public consultation.

2 Consultation Arrangements

The consultation period and procedures

The formal consultation period began on Monday 29 October 2012 and continued until Monday 10 December 2012, a period of 43 days, including 31 school days. The consultation paper was made available in the schools involved in the consultation, local nurseries, libraries and was published online at:
<http://www.westlothian.gov.uk/education/schoolrelateditems/>

All interested parties were invited to submit their comments in writing, by e-mail or by online survey. Details of the consultees and consultation arrangements are given at **Appendix 1**.

Public meetings were held at Livingston Village Primary School and Mid Calder Primary School, 12 and 15 November 2012 respectively.

In line with statutory requirements of the Schools (Consultation) (Scotland) Act 2010, this report has been published at least 3 weeks before consideration by the Education Executive. Copies of the report can be viewed in the schools affected by the proposal and in local public libraries and nurseries. It has also been published on-line at:
<http://www.westlothian.gov.uk/education/schoolrelateditems/>

The outcome of the consultation (this report) will be considered by the Education Executive on Tuesday 23 April 2013.

2.1 The proposal

It is proposed that the catchment boundary for Livingston Village Primary School is re-aligned so that the entire Buchanan House site is within the catchment areas of Toronto Primary School. The other catchment schools were not affected. (Public Consultation Paper paragraph 4.1.)

It is also proposed that the catchment boundary for the New Calder Paper Mills site is re-aligned so that the entire site lies within the catchment area for Dedridge Primary School, St Ninian's Primary School and The James Young High School. The catchment boundary of St Margaret's Academy was not affected by the proposal. (Public Consultation Paper paragraph 4.3.)

The proposal was fully detailed in the Public Consultation Paper.

2.2 Stakeholders Consultation

2.2.1 Schools, parent councils, parents/carers and other interested parties.

Letters were sent to the parent councils and parents/carers of the children in the schools and nurseries involved in the consultation process inviting response to the proposal by letter, e-mail or on-line survey. 5,387 letters were issued. A summary of the online survey responses is at Appendix 2 (a). A summary of the e-mails and letters, with council officer's response is at Appendix 2 (b).

2.2.2 Primary School pupils and staff

Council officers met with P4-P7 pupils at all affected primary schools. The pupils completed response questionnaires. The key issues for the school were then identified by the school pupil representatives.

The primary school teachers gave presentations to the P1-P3 pupils and collated responses. A summary of the responses is at Appendix 2 (c).

Head Teachers briefed the staff. School staff were invited, by e-mail, to respond by online survey.

2.2.3 Secondary school students and staff

Council officers gave presentations to student representatives at both West Calder High School and The James Young High School. The students then gave the presentation to the other students and gathered the student responses together forming good points, bad points and other suggestions.

Head Teachers briefed their staff. School staff were invited, by e-mail, to respond by online survey.

A summary of all staff responses is at Appendix 2 (d).

Two public meetings were held during the consultation process. A record of both of these meetings are at Appendix 3.

2.2.5 Education Scotland

Education Scotland (Inspectorate of Schools) has a statutory requirement to review all relevant consultation documentation, to visit the affected primary and secondary schools and hold discussions with relevant consultees. Education Scotland is also required to prepare a statement on the education aspects of the proposal. The Education Scotland report is at Appendix 4.

2.3 Full content of submissions to the consultation

The full content of all submissions is available for viewing by application in writing to Sharon McCawley, Forward Planning Officer, Education Planning, West Lothian County Buildings, Linlithgow, West Lothian, EH49 7EZ, or by e-mail to schoolconsultation@westlothian.gov.uk.

3 Key issues raised in the consultation

There were a number of common issues raised by stakeholders during the consultation including:

- community identity
- walking routes to schools
- capacity and school roll issues
- pupil placement

These issues are expanded below. The officer responses to these issues are in *italics* detailed in sections 3.0.1 to 3.0.4. Stakeholder group responses are set out at 3.1 to 3.4 and where appropriate, additional officer responses in *italics* are added. It should also be noted that the overall response from parents and school councils was low.

3.0.1 Community Identity

A common thread related to the potential new residents at Buchanan House and New Calder Paper Mills being separated from their community, with particular problems for after school/out of school activities and Gala Days. There was also comment that by moving the catchment boundary at New Calder Mills from Mid Calder Primary School to Dedridge Primary School that this would create an unnecessary divide, placing those living in the new housing development outside the community of Mid Calder.

In planning terms both development sites are within the Livingston settlement envelope. Buchanan House currently sits within an employment area and New Calder Paper Mills is within a protected wooded, open space area outwith the 30 mph zone for Mid Calder. These development areas are non-residential and therefore currently sit apart from adjacent communities and have done so for many years. It is the case that current school catchment areas sub-divide existing streets and properties and “natural” demographic change will result in school catchment boundaries changing. It is currently impossible for most schools in West Lothian to have catchment boundaries that exactly mirror historical community boundaries. Gala Day committees will also be aware of the subtleties of their community and that a significant number of children attending their “local” schools, will be non-catchment and not “local”.

When school rolls are rising or falling in an area, there will always be a possibility that catchment reviews are required for councils to deliver the statutory educational obligations, to make best use of existing and future capacities and to deliver the best educational experience for children.

3.0.2 Walking Routes to Schools

Most school consultations attract comments in relation to home to school travel. Comments were made in relation to the changes proposed for both development sites, Buchanan House and New Calder Paper Mills, highlighting safety issues, traffic congestion and that the route from Buchanan House to Toronto Primary School was also too far for children to walk. Particular concern's related to personal safety suggesting that the underpasses along the route to Toronto Primary School would need to be negotiated as a rape assault and a murder occurred there.

The closest walking route to Toronto Primary School from Buchanan House is also currently the closest footpath for Howden St Andrew's pupils who come from that part of the Livingston Village Primary School catchment area north of the river Almond (to the north of St John's Hospital along Howden West Road). It would also be used, in part, currently by pupils already attending Toronto Primary School and, in part, by pupils attending St Margaret's Academy. It is also one of busiest footpaths in Livingston linking as it does, St John's Hospital. Council officers consider that this route complies with policy. At 0.88 miles distant it is also within the walking to school distance of under 1.5 miles for primary pupils. An alternative but longer route, follows paths to the immediate south of St Margaret's Academy along the south side of Howden South Road, past the Civic Centre and then north to Howden St Andrew's and Toronto Primary Schools. This is also a well used walking route for pupils attending St Margaret's Academy pupils attending Howden St Andrew's and Toronto Primary Schools, access to Civic Centre and also Livingston centre.

It is accepted that the route to Livingston Village Primary School is shorter than either of these routes. It should be noted though that if the proposal is not accepted, and Buchanan House is redeveloped for housing, that it would be likely that some children would not gain a place at Livingston Village Primary School and their journey to school could be significantly longer.

In view of the serious comments made, officers contacted Lothian and Borders Police Community Liaison Officer regarding any recent crimes being recorded for the proposed walking route. The police have advised that no group 1 or 2 crimes have occurred on these specific routes in the last 12 months. (these are crimes, criminal acts directed towards a specific intended victim). The officer suggested that a common sense approach should be adopted in terms of personal safety in relation to children getting to and from school.

The officers' comment equally applies to the walking route from New Calder Paper Mills to Dedridge and St Ninian's primary schools. As already noted, New Calder Paper Mills is within a wooded, open space area and it is somewhat over 400m before the next housing area is reached on either the walking route to Mid Calder Primary School or Dedridge and St Ninian's primary schools. The consultation document does indicate that overall distances to the proposed new catchment schools of Dedridge and St Ninian's primary schools is significantly shorter than the current catchment schools. The route to Dedridge and St Ninian's primary schools is possibly the more busy route given that it is joined by the only footpaths that link Craigshill and the east side of Howden to Livingston Centre. These footpaths are already used by pupils attending the James Young High School and St Margaret's Academy. It should also be noted that the children in Burnvale and Burnvale Place, the closest streets on the route to Dedridge and St Ninian's primary schools, attend catchment schools, ie Dedridge and St Ninian's primary schools and St Margaret's Academy

It is accepted that some parents may choose to drive their children to school instead of walking because the distance is greater or if they consider the route is inappropriate. With the exception of Livingston Village Primary School/Toronto Primary School the proposal if implemented would reduce the distance to the proposed catchment schools, significantly in the case of St Paul's and St Ninian's primary schools.. Livingston Village Primary School was designed with a nursery drop of lay-bye to mitigate traffic congestion at the school; however, the road remains very busy with parents often making dangerous vehicle manoeuvres. In contrast there is some limited off-street parking at Toronto Primary School which does benefit from not being a vehicular through road. There is also public parking within a short distance of both Dedridge and St Ninian's primary schools, whereas traffic congestion has been a recurring problem at Mid Calder and St Paul's primary schools. Toronto, Dedridge and St Ninian's primary schools have also previously had school rolls significantly greater than at present and the number of children likely from the proposed new development would be notably less in comparison.

All of the primary schools operate breakfast clubs which allows parents to drop children off early to avoid congestion.

3.0.3 Capacity and school roll issues

It has been broadly accepted that Livingston Village Primary School has significant capacity problems. A suggestion was made that the site for Buchanan House could be used for a new primary school. There were also concerns with falling school rolls at Mid Calder and St Paul's primary schools; although, the decline in school roll at Dedridge and St Ninian's primary schools was only noted by Education Scotland Inspectorate.

Education provision is a major factor restricting both Buchanan House and New Calder Paper Mills development sites being developed for residential use as the current capacity restrictions and current school catchment arrangements would lead to a recommendation to refuse planning permission.

Livingston Village Primary School is currently over capacity. Over crowding was the most important issue for primary school pupils across all the primary schools involved in the consultation.

The available capacity at West Calder High School has currently been fully allocated to support the commencement of residential development in Calderwood, Raw Holdings and Mossend. It would therefore not be possible to support the development of the New Calder Mills site within current catchment arrangements. This means that there is no prospect of the housing sites in the consultation impacting on current catchment schools in the short to medium term due to current and anticipated capacity restrictions.

It is currently expected that the new housing in East Calder will have occupations by early summer 2013 creating an initial stream of new pupils for the catchment schools of St Paul's and East Calder primary schools, West Calder High School and St Margaret's Academy.

The proposal would assist the school rolls at Toronto, Dedridge and St Ninian's primary schools and to a lesser extent the James Young High School. It should be noted that the current relatively high occupancy level of the James Young High School is largely driven by placing requests as the number of catchment children has declined significantly in recent years. This decline which is across the secondary school sector, is expected to start to influence a significant downward trend in the school roll.

As a potential school site, Buchanan House would need to be available, of sufficient site area and substantial budget of up to £6 million for construction cost alone. It is accepted that the current school roll trend at Mid Calder is likely to continue albeit potentially offset, as currently, by placing requests. The resultant total pupil roll, as at any West Lothian school, will determine staffing levels and the class structure.

3.0.4 Pupil Placement

There are some remarks that “children should continue to attend the current catchment schools” and that “siblings should be together”. Also that the new residents of Buchanan House may make placing requests to Livingston Village Primary School.

The proposal put forward for consultation does not affect any existing child or sibling as there are no current households in the areas proposed for catchment change.

It is the case that all parents have a statutory right to make a placing request for their child. All such applications will be dealt with in accordance with council policy.

3.0.5 In support

A range of comments were made in support of the catchment review, many supporting the need to balance out the school rolls and provide more effective use of infrastructure resources. This was also noted by Education Scotland. Other respondents made comments regarding the proposal as being sensible as Livingston Village Primary School could not cope with additional pupils coming from the Buchanan site. There was generally a high level of support from schools and pupils.

3.1 Parent Councils, Parents/Carers and other stakeholders

It should be noted that some, 5387 letters were sent out inviting parents/carers and other stakeholders to respond to the consultation paper. A total of 3 responses were received. The low response rate would suggest that the majority of consultee's had no issues with the proposal or considered that the proposal did not affect them directly.

Two submissions were received from parents/carers or general public. They:

- were unhappy with the rezoning of Buchanan House to Toronto Primary School;
- concerned over the existing Livingston Village Primary school being oversubscribed; and,
- unhappy with the proposed walking route to Toronto Primary School and the possibility of those children from the new housing estate making appeals to get into Livingston Village Primary School.

A suggestion was made that the Buchanan House site be used for a new Livingston Village Primary School.

The summary of written responses from parent councils, parents/carers and other stakeholders can be found at Appendix 2(b). For reasons of confidentiality the names of parents/carers have not been included – generic names, such as Email 1 have been substituted. Two responses were received. E-mails were either acknowledged or had detailed responses if questions were raised. The responses are summarised in the appendix. The responses received were from the following:

Written responses	number
Parent Councils	1
Parents/carers/general public	2

Similar issues were also raised at the public meetings (Section 3.5)

3.2 Primary Pupils

Responses were received from all associated primary schools; each P4-P7 primary pupil completed a questionnaire to identify “good points, worries and other comments”. Pupil representatives with staff support summarised the information from the questionnaires to identify the key issues for the school. Teachers collected similar information from the P1-P3 classes. A summary of the school responses is at Appendix 2(d) with the main issues grouped by theme. As with previous consultations, council officers were impressed by the interest and level of understanding shown by the pupils during the consultation. Across all 6 primary schools, there were 672 responses, 459 (68%) in support of the proposal and 213 (32%) against the proposal. The key issues raised by the pupils are summarised below, in order of frequency, with responses in *italics*.

3.2.1 Make new friends

The proposed changes to the catchment areas will increase some of the schools rolls and will bring extra children into the schools.

In most consultations with primary school children, it is apparent that making new friendships is important for them.

3.2.2 More resources for the schools

A number of comments suggested that the proposal would bring educational benefits.

Increasing the pupil roll of some of the schools will deliver educational benefits. In particular, increased pupil roll will give schools more options for class organisation; this should enhance the service delivery of education for primary schools. It would also bring a greater scale of per capita budget.

3.2.3 Siblings may not go to the same school

The proposal put forward for consultation does not affect any existing child or sibling as there are no households in the catchment areas being proposed for change.

3.2.4 Overcrowding

Three of the primary schools made comments regarding their school becoming overcrowded.

Increasing the roll at some of the schools will give more options for class organisation and staffing structure. Having an appropriate balance of school roll to capacity is important to West Lothian Council in terms of efficiency. Whilst the council will have to plan on potential 100% occupancy, the council still aims to maintain a quality education experience. Unfortunately, there may be occasion's e.g. placement through appeals when the council's planning is overturned and overcrowding may occur.

3.3 Secondary Students

A presentation was given by a council officer to student representatives at both West Calder High School and The James Young High School during which paper questionnaires were issued. The students then spoke to their peers and gathered the data according to "good points, worries and other comments".

A total of 113 students from The James Young High School responded, 94 students (83%) were in favour of the proposal and 19 (17%) were against. The students highlighted that their school is currently overcrowded and that they have concerns over friends not being able to get a place at the school. They also worry about future placing requests being granted which in turn would impact on their high school.

A total of 919 students from West Calder High School responded, 790 (86%) of students were in favour of the proposal and 129 (14%) were against. The student representatives reported back that younger students struggled to grasp the idea behind the proposal but it was generally felt that the proposal was beneficial.

The proposal put forward for consultation does not affect any existing child or sibling as there are no households in the catchment areas being proposed for change.

It is the case that all parents have a statutory right to make a placing request for their child at a school of their choice. The new residents at the Buchanan House site or indeed the New Calder Paper Mills site would have this right. The council must accept the placing request unless a statutory ground of refusal exists. All such applications will be dealt with in line with council policy.

3.4 School staff response

Staff of the schools affected by the proposal were invited by e-mail to respond to an online survey, 59 responded in total with 50 (87.7%) in support of the proposal and 7 (12.3%) against. The main issues raised by staff are listed below with responses in *italics*.

3.4.1 In favour of the catchment review

There are 7 comments in favour of the proposal. Staff giving varied reasons as to the benefits to their school. "On the whole a good plan", "Think it will be advantageous", "Appears logical", "I do support the proposal", "this will provide an opportunity for Dedridge Primary School" and "proposal will add to the catchment area of Dedridge".

West Lothian Council has statutory responsibilities to ensure sufficient school places, to improve the quality of school education provided and to raise standards of education as well as a responsibility to secure best value in the use of available resources.

3.4 School staff response

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West Lothian Council has statutory responsibilities to ensure sufficient school places, to improve the quality of school education provided and to raise standards of education as well as a responsibility to secure best value in the use of available resources.

3.4.2 Two comments were made in relation to New Calder Paper Mills that the rezoning would "divide" the community.

New Calder Paper Mills sits somewhat apart from Mid Calder and is within a protected wooded open space area outwith the 30mph zone for Mid Calder. It is not uncommon to have housing within the same town in different catchment areas, or indeed individual streets. New Calder Paper Mills would be no different in this regard.

3.4.3 Concerns over school roll at Livingston Village Primary School

Legislation allows for parents to request schools and some schools are oversubscribed. It is the case that placing requests account for some 30 out of catchment children presently attending the school. This has increased pressure on the school accommodation, facilities and site. West Lothian Council will continue to apply council policy in dealing with applications to oversubscribed schools.

3.4.4 Concerns over walking route

Two comments were made regarding the safety of both the walk to Dedridge Primary and to The James Young High School.

Both routes mentioned are considered as suitable walking routes as they conform to the three main safety aspects; well lit, of adequate width and are of an all weathered surface. The police advised that a common sense approach should be adopted when walking with children to and from school.

3.5 Public meetings

Two public meetings were held, one at Livingston Village Primary School and the other at Mid Calder Primary School, both can be found at Appendix 3(a) 3(b).

Approximately 20 people attended Livingston Village Primary School public meeting. Some key issues at the meeting have been also raised by online survey and e-mail. Two additional issues were summarised below with council responses in *italics*.

3.5.1 Concern over children from the Buchanan House development site applying for Livingston Village Primary School.

It is a statutory right that parents can apply to school outwith their catchment. Children from this development can apply to Livingston Village Primary School. All applications are dealt with in line with council policy.

3.5.2 Further develop Livingston Village Primary School

Education Planning have objected to new developments coming forward in the Livingston Village Primary School catchment area on the basis that there is not adequate capacity within the existing school. The footprint of the school does not lend itself easily to expansion and the overall site size is below regulation.

Approximately 12 people attended the public meeting at Mid Calder Primary School. Some key issues at the meeting have been raised either by online survey or by e-mail.

3.5.3 Why include Mid Calder Primary School in the catchment review?

Mid Calder is currently the catchment school that would serve the new houses at New Calder Paper Mills. Although there is sufficient capacity in Mid Calder Primary School, there will be a larger impact on St Paul's Primary School and West Calder High School, the latter having all available capacity allocated to the Almondell and Raw Holdings development sites in East Calder and, Mossend, West Calder.

3.5.4 Is there any flexibility in the catchment review to leave New Calder Paper Mills site within Mid Calder?

If there was no catchment change at all for this site then Education Planning would recommend that the housing site does not progress until additional non denominational secondary capacity is provided.

3.5.5 Sibling guarantee

The proposal put forward for consultation does not affect any existing child or sibling as there are no households in the catchment areas being proposed for change.

4 Report from Education Scotland

Inspectors from Education Scotland were fully involved in the consultation process as set out in the Education (Consultation) (Scotland) Act 2010. The inspectors focussed on the educational aspects of the proposal. They assessed all the submissions and met with selected stakeholders. A draft report was checked for accuracy by Council officers. The report from Education Scotland is at **Appendix 4**. The summary of their report follows:

Summary

4.1 In relation to the catchment review in New Calder Paper Mills area, there is little in the proposal that clearly describes the educational benefit to children apart from increasing capacity in some of the schools involved. The authority needs now to work with parents, schools and the local community in Mid Calder to ensure that the educational benefits of the catchment review have a clearer rationale.

4.2 The proposal to amend the catchment areas of Toronto and Livingston Village Primary Schools is broadly accepted by the majority of stakeholders. It will reduce the pressure on an already overcrowded school. However, a few issues with regard to access to schools and safe walking routes to school remain. In taking forward the proposal, the authority needs to produce a travel plan outlining safe walking routes to school for children from the Buchanan House development site who will attend Toronto Primary School.

4.3 The consultation as currently set out is in effect two separate proposals arising from two different potential housing developments. The council could have achieved greater clarity through treating the developments at Buchanan House and New Calder Paper Mills as separate consultations. The council should consider publishing two final consultation reports that set out clearly and separately the specific educational benefits of the re-alignment of the catchment areas in each of the development sites."

Response:

It has been set out that New Calder Paper Mills sits somewhat apart from Mid Calder within a protected open space and wooded area and outside the 30 mph zone. It is almost equidistant between the closest housing areas, at over 400m. It is not within the built up area of Mid Calder, either the more recent housing areas or more historic centre. The site would not be recommended for development in the short/medium term without a catchment change and as such would not have an impact on the school roll. There are no capacity increases proposed for this development as the school's identified as receiving this development site as part of the school consultation have sufficient catchment capacity. There would however be potential education benefits for Dedridge and St Ninian's primary schools that could be realised if the proposal was to be implemented. It is possible that the school and community do not appreciate the restrictions on developing the New Calder Paper Mills site and that this could be further discussed.

The Council supports strategies for children to walk to school. Some schools use "walking buses" for this purpose and this could be an appropriate strategy to support the new residents at Buchanan House and New Calder Paper Mills. The authority will work with schools to produce travel plans for the extended catchment areas.

The education planning issues that relate to the proposed school catchment changes and the proposed residential development sites have a range of common issues as evidenced by the responses of parents/carers/pupils/schools. Both development sites are also within the Livingston settlement area.

The School Consultation (Scotland) Act 2010 prescribes the framework within which consultations on relevant proposals are undertaken.

Although the Act envisages that there may be more than one proposal in a Proposal Paper (s4), there is no corresponding provision which suggests that the outcome of consultation may be a Consultation Report in respect of the individual proposals within the Paper. The Act consistently makes reference to Consultation Report – singular. There is no assistance to be found in the Guidance or the Annotations to the legislation in relation to this issue.

It is accepted that this Act is still new and there is little in the way of established practice or precedents that assist on this issue. Given the foregoing it is therefore not proposed to create two different Consultation Reports.

E. CONCLUSION

The consultation on the proposal has followed the requirements of the Schools (Consultation) (Scotland) Act 2010 and has attracted a low level of response in relation to the number of families who would be directly affected by the proposal.

After taking account of the presentations made, it is considered that the case for making the proposed catchment boundary changes could be supported for the reasons as originally set out in the initial Education Executive report on the Central Livingston Schools Consultation, 9 October 2102, ie;

- remove the prospect of over crowding in catchment schools,
- provide greater certainty of school placement,
- make best use of existing and future school capacities,
- create a moderately short walk to all catchment schools for pupils from both sites and remove any need for transport assistance,
- support effective community and school links,
- facilitate the development of unused and derelict sites,
- increase the number of housing completions,
- provide economic and employment opportunity to West Lothian at a time of economic difficulties,
- introduce some limited support to small scale residential development, and,
- without prejudice, clarify the education planning advice to Development Management Committee.

As there are no children currently living in the areas proposed for catchment change the Education Executive could determine the change to have immediate effect.

F. BACKGROUND REFERENCES

Appendices/Attachments:

Appendix1 Details of Consultees and Consultation Arrangements

Appendix 2(a) Parents/Public online survey

Appendix 2(b) Summary of Letter and E-mail Responses

Appendix 2(c) Summary of Primary Pupils' Responses

Appendix 2(d) Summary of Online Staff Responses

Appendix 3(a) Officer Record of Public Meeting: Public meeting - Livingston Village Primary School 7pm on Monday 12 November 2012

Appendix 3(b) Officer Record of Public Meeting: Public meeting - Mid Calder Primary School on Thursday 15 November 2012

Appendix 4 Education Scotland (HMI) Review of Consultation

Contact Person: Sharon McCawley, Forward Planning Officer, Education Planning, County Buildings, Linlithgow, West Lothian, EH49 7EZ, Tel 01506 281859.

Sharon.McCawley@westlothian.gov.uk

Craig McCorriston,

Acting Head of Service, Planning and Economic Development

Date of meeting: 23 April 2013

Details of Consultees and Consultation Arrangements

The School (Consultation) (Scotland) Act 2010 specifies the relevant consultees for a formal consultation on a proposal to adjust catchment areas. The following were consulted:

- Pupils, Parent Councils, parent/carers, staff and trade unions of the primary and secondary schools affected by the proposed catchment changes;
- Parents/carers of children at local nurseries;
- Community Councils within the catchment areas of the schools;
- West Lothian Council elected members'
- West Lothian Education Executive members;
- MP's;
- MSPs;
- Education Scotland (Inspectorate of Schools);
- NHS Lothian; and
- Affected West Lothian Heads of Service.

All the above were invited to respond to the consultation proposal by pro-forma, letter, e-mail or on-line survey. There was one point of contact for all questions and comments.

The schools involved in the consultation were:

- Livingston Village Primary School
- Toronto Primary School
- Dedridge Primary School
- Mid Calder Primary School
- St Ninian's Primary School
- St Paul's Primary School
- James Young High School
- West Calder High School

Copies of the consultation paper were made available in all affected schools and in selected Libraries and local nurseries. The paper was also available on-line using the link <http://www.westlothian.gov.uk/education/schoolrelateditems/>

The consultation started on 29 October 2012 and finished on 10 December 2012.

Public meetings were held:

- 12 November 2012 Livingston Village Primary School
- 15 November 2012 Mid Calder Primary School

Inspectors from Education Scotland, as part of the consultation process, prepared a report on the educational aspects of the proposal after considering all submissions and meeting with appropriate consultees.

Copies of this report are available for inspection at the schools involved in the consultation listed above as well as local nurseries and on-line at

<http://www.westlothian.gov.uk/education/schoolrelateditems/>

Parents/Public online survey

**Central Livingston Schools Consultation****Parents/Public online survey**

Total Respondents: 13

1. Do you support the proposal?



13 people answered this question (100.0%)

2. Do you have any comments on the proposed changes?

Mid Calder Primary School Parent Council notes its objection to the proposed change to the catchment boundary at New Calder Paper Mills for the following reasons: •It will divide the village into different catchment areas resulting in Mid Calder Primary no longer being regarded as the village school. This will have a very negative impact on the village's character and therefore contrary to the objectives of the West Lothian Local Plan. •It will create consequential problems, with the New Calder Paper Mills development effectively becoming part of Dedridge as village events, such as the Gala Day, are organised in conjunction with the primary school. •WLC's rationale (lack of capacity at existing catchment schools) is flawed in Mid Calder Primary's case as the school has ample existing capacity. WLC's own statistics reflect a falling school roll (decreasing from 15 to 12 classes in recent years and likely to decrease to 11 next year). •West Calder High School has allocated funds to expand its capacity if necessary (confirmed by its Head Teacher during the consultation meeting) though the impact of the New Calder Mills development, adding a maximum of 15 to 16 pupils, based on the Council's own assumptions, across all age groups spread over Mid Calder, St Pauls, St Margaret's and West Calder schools will be negligible. •The proposal will create unnecessary problems for parents from the New Calder Paper Mills development having to actively apply for a place, as will be highly likely, via Pupil Placement in the hope of their children attending their village school. •No consideration within the Council's calculations appears to have been taken of the Mid Calder Primary pupils whose catchment secondary school is James Young rather than West Calder. This is due to a sizeable minority of pupils living in Adambrae whose parents choose to send them to Mid Calder Primary through Pupil Placement. Kind regards, Chair, Mid Calder Primary Parent Council.

I do not believe that this is a holistic plan that takes a long term view as to the primary schooling needs in Livingston village. Seems unfair for residents in the proposed new houses at Buchanan House to be denied the chance to go to the school that is just along the road. In reality residents in these houses would be very likely to apply for a place in Livingston Village Primary School further increasing pressure on school numbers. I am concerned that this additional pressure will result in further alterations to school catchment areas in the near future which may result in my family being denied the chance to go to a school within easy walking distance. Has sufficient thought been out into the long term needs for the area in providing schools that are readily accessible on foot for the majority of pupils? What plans are there for further residential houses within the current catchment area for Livingston Village Primary School? There seems to be lack of transparency for the long term plans for the area.

no

It is a sensible proposal. There is no way that Livingston Village Primary School could cope with additional streets being added into the catchment area. It is much more sensible to start off new streets with a change to catchment (i.e. Buchanan House area) than moving other established streets to other schools then younger siblings become an issue.

We could've done with that insight early on.

Re LIVINGSTON VILLAGE - BUCHANAN HOUSE Children from the area at Buchanan House can safely walk through Kirkfield to Livingston Village PS. Thus reducing the number of those parents who often drive their children to school. I feel this would be more likely to happen with the proposal to send the children from Buchanan House to Toronto PS. To walk to Toronto PS from Buchanan House, would mean a longer distance to walk and a more confusing journey. The children would require to pass through an underpass, walk next to (or more likely; cut through the Hospital grounds and walk onto the school. A route prob busier in summer than winter, and next to busier traffic as opposed to the more pedestrian housing of Livingston Village. Parents would consider the option of a 10/15 walk as opposed to 30/40 mins! As regards Community connections with the school. Those living in Livingston Village would consider themselves more part of that community as opposed to Howden.

Livingston Village Primary School is already at MAXIMUM capacity. Why on earth build more houses without building or expanding the existing schools in the area?

ALL MAKES SENSE

Livingston Village Primary School is already bursting at the seams, with many children who attend nursery unable to gain a place in P1. To suggest that additional places should be found for new housing from the Buchanan House site would be very unreasonable. Although I do support the development of this site as it is presently an eye sore.

I don't support the proposal because I do not support the suggested planning request regarding the New Calder Paper Mills. There will be a huge increase in the volume (and speed) of traffic passing through Mid Calder which ultimately has an impact on safe crossing places for children - a request which has previously been investigated within the village but not (as far as I am aware) the ring road around Mid Calder. Over the years there have been a large number of car accidents, some fatal- I am sure the police figures would state exactly how many. A large number of children already cross this road and use the pathways, there will be an increase risk to their safety. I fully

appreciate IF these houses are built the catchment boundary will be St Ninian's and Dedridge Primary BUT the what about the High Schools especially St Margaret's Academy they are already beyond their original capacity, will the school need to be extended again? will the catchment for this school be reviewed in the future? if so what would the expected timeframe be for both of these questions. Therefore, if there are new house and more children attending feeder Primary Schools they will have an impact on the current road crossing mechanisms within the village - this will need to be revised and improved. The lighting along and around the village linking it to St Ninian's and Dedridge Primary Schools will also have to be improved & maintained - especially during darker evenings. A proper cycle path around and through the village may also alleviate some of these issues. But under the current review of councils spending - this may not be a possibility.

Would be good to get the Buchanan House area redeveloped. However, it would also be beneficial in the long term to increase the physical space at Liv Village Primary School to reduce class sizes.

they are necessary.

12 people answered this question (92.3%)

Summary of Letter and E-mail Responses

**Parent
Council, Head
Teachers,
Councillors,
MSP's, MP's**

Date & Method	Contact	Comment summary	Response
E-mail 03/12/2010	West Calder High School Parent Council		Response 4/12/2012
		The decision to include the new housing area in Dedridge Primary catchment area would have detrimental impact on Mid Calder community and Mid Calder Primary School.	Comment noted
		Housing development proposed is within the natural topographical boundary of Mid Calder and drawing a line around these houses is creating an unnecessary divide.	Comment noted
		This divides the community and will place those living in the new housing development feeling outside any community group.	Comment noted
		Primary School children from this development should attend Mid Calder Primary School.	Comment noted

Date & Method	Contact	Comment summary	Response
		From a historic perspective residents of Mid Calder are connecting such divides between groups of young people in close proximity with antisocial behaviour and violence such as residents have experienced in the past.	Comment noted
		The secondary school children from this development should attend West Calder High School.	Comment noted
		The information received with the catchment review regarding current and projected school rolls at both school that the anticipated additional pupil numbers will be able to be accommodated at Mid Calder Primary School and West Calder High School.	Comment noted
		Constructing a shared community/school sports facility in the south of the Brucefield development would enhance the attraction of the site to prospective home owners building strong links between this community, their catchment secondary, West Calder High School and the local communities.	Comment noted

Date & Method	Contact	Comment summary	Response
Parents/public E-mail 14/11/2012	1	<p>Wish to raise the following objections to the proposed rezoning of Buchanan House site to Toronto Primary School.</p> <p>Councillor Fitzpatrick was very misleading - failing to inform the group about other proposed buildings/developments.</p>	<p>Response 29/11/2012</p> <p>Comment noted</p> <p>Alderstone Road was mentioned but the school arrangements for this site were discussed in a 2007 school consultation paper. In relation to the Kirkton Business Centre application, it has recently been received by planning on 23 October 2012. This school consultation is considering development sites on the edge of existing school catchment areas. Kirkton Business Centre is central to Livingston Village.</p>
		<p>Figures stated re-proposed housing for the Buchanan House site are incorrect 98 units should read 119 houses, flats and affordable housing. There is huge assumption that people coming into the Buchanan House site would be acceptable to have their children walk 20/30 mins or drive their children to school.</p>	<p>There are 2 planning applications lodged for residential development at Buchanan House, both are in principle and do indicate approx 46 units on each. 92 units in total. The council has a cut off distance for transport assistance of 1.5 miles for primary aged children. This is lower than the statutory distance. Parents should exercise their statutory responsibility to take their own children to and from school.</p>

Date & Method	Contact	Comment summary	Response
		<p>Children as young as this being able to negotiate the roads to Toronto Primary School is absolutely shocking, people move to villages for the village life not having to seek schooling 30 minutes away.</p>	<p>Comment noted</p>
		<p>Car/drop off will increase traffic on an already busy road. A number of underpasses would also have to be negotiated as rape and assault and a murder in the town already.</p>	<p>Parents should be aware of the impact that they are causing by driving their children to and from school. The routes are currently walked by children attending secondary school. We have consulted with the Community Liaison Officer and he reported that "no group 1 or 2 crimes have occurred on these specific routes in the last 12 months. Common sense approach should be adopted in terms of personal safety in relation to children getting to and from school". He also reported that he would be happy to walk these routes with any concerned parents and can offer crime prevention and safety advice.</p>
		<p>Appeals will be submitted from residents of the proposed Buchanan House site if their children can't attend their local school. Appeals such as these would surely be granted again over subscribing the local school.</p>	<p>There may or may not be appeals from potential Buchanan House site to attend LVPS. Each appeal is considered independently and there is no guarantee that appeals will be granted - most are refused. It is accepted that there have been previous placement appeals upheld but they have been contrary to officer recommendations.</p>

Date & Method	Contact	Comment summary	Response
		Alderstone Road development, will they be advised that their children would have to go to Toronto? How many houses? How many children? How does Councillor Fitzpatrick know that some houses won't have any children?	Alderstone Road is within the catchment for Toronto Primary School and has been since 2007. Parents will be advised of the catchment arrangements when they contact education services. It may be possible to introduce some school arrangement information into documentation that may be handed out to new households. 45 units were included in the 2011 base school forecasts, it is assumed that this development would generate up to 14 pupils initially for Toronto Primary School. Councillor Fitzpatrick was advised by council officers on the basis of known household information.
		Where will any children from the site across from Livingston Village Primary go? Livingston Village Primary is already full?	It is assumed that this query relates to the Kirkton Business Centre. This development has yet to be considered by the council. Although a formal response from education has yet to be given, it is likely that a formal objection to residential development will be made.
		Mr Stewart who bought the Buchanan House site and I believe has now sold the site onto Barratt Homes has in past offered an extension to the school in replace for planning permission to build flats on the site. The ground where Buchanan House stands was zoned for commercial premises.	The potential development has to be considered by the council. Mr Stewart did indicate that he would make a contribution to the cost of the extension, however the level was significantly below that required and no formal agreement was drafted. It is correct that Buchanan House is within a designated employment area.

Date & Method	Contact	Comment summary	Response
		<p>No thought has gone into this re-zoning. People from the village who have children who they would have liked to go the local primary school have already been refused.</p>	<p>It is the case that all schools may have insufficient places in classes at any time of the year, LVPS is no exception.</p>
		<p>Could the site for Buchanan House not be used for a new primary school? Which would allow the children to have the level of education they deserve without hustled around whilst having their lunch and gym.</p>	<p>The main difficulty that LVPS has is that its pupil roll exceeds capacity; the previous school consultation identified these issues and adjusted the catchment population feeding into the school. It is still likely that the school roll could reduce to capacity in the next few years provided that there is management of placing requests. As a potential school site Buchanan House would need to be available, of sufficient site area and substantial budget of up to £6million.</p>
<p>E-mail 14/11/2012</p>	<p>2</p>	<p>We've heard almost every single year since it was built that LVPS is oversubscribed. The council should permanently address this and build a new school in Livingston Village. Recognising that this issue is only going to deteriorate further unless addressed by a permanent fix.</p>	<p>Response 20/11/2012</p> <p>Comment noted.</p>

Summary of Primary Pupils' Responses

P1-P3 Pupil Responses

P1-P3 teachers presented to the pupils a presentation given by council officers, they were asked to give good points and worries they had regarding the proposal;

The responses were:

	Good Points	Bad Points
Livingston Village	New friends Buchanan Site looks bad School less busy Doesn't affect our school	Turn Buchanan site into something else More traffic
Toronto	More friends More resources More space	Bullying Longer to get lunch – more people Noisier Not enough teachers/resources
Dedridge	More friends	Distance too long to walk Need more resources Bullying Not enough space
Mid Calder	New friends Building more houses Less busy	Friends not going to same school Brothers/sister not going to same school Less Pupils Distance far to Dedridge Social problems – Gala Days
St Ninian's	New friends More green flags	More litter Not enough space More noise Not enough resources More traffic
St Paul's	New pupils More resources More space	Too crowded Would need to drive to school May lose friends

P4-P7 Pupil Responses

672 pupils (P4-P7) from 6 of the affected primary schools completed a response questionnaire.

The responses were:

Primary School	Responses	Yes to proposal	No to proposal
Livingston Village	122	97	25
Toronto	92	77	15
Dedridge	100	89	11
Mid Calder	153	41	112
St Ninian's	132	92	40
St Paul's	73	n/a	n/a

The pupils identified key issues:

	Good Points	Bad Points
Livingston Village	Less crowded More resources Make site into park	More traffic Site shouldn't be houses Costs lots of money
Toronto	More friends More resources More space	Overcrowding Too noisy Not enough teachers Not enough resources
Dedridge	More friends New teachers	Too busy Bullying
Mid Calder	New Friends Building new houses Less students Choose which school to go to	Friends not at same school Siblings not at same school Distance far to Dedridge Social issues i.e. Gala Day's Taking part of Mid Calder away
St Ninian's	New friends More resources More houses being built	overcrowding not getting into clubs Bullying Siblings not at same school
St Paul's	New friends More space Less far to travel	Overcrowding Not enough pupils More staff needed

Summary of Online Staff Responses

Central Livingston Schools Consultation

Summary of Online Staff Responses

Total Respondents: 59

1. Which school are you employed at?

1) Dedridge Primary		15.3% (9)
2) Livingston Village Primary		6.8% (4)
3) Mid Calder Primary		5.1% (3)
4) Toronto Primary		5.1% (3)
5) Howden St Andrews		1.7% (1)
6) St Ninian's Primary		3.4% (2)
7) St Pauls Primary		1.7% (1)
8) Inveralmond Community High		15.3% (9)
9) The James Young High		16.9% (10)
10) West Calder High School		8.5% (5)
11) St Margaret's Academy		20.3% (12)

59

59 people answered this question (100.0%)

2. Do you support the proposal?

1) Yes		87.7% (50)
2) No		12.3% (7)

57 people answered this question (96.6%)

- 3.
- By proposing to send children from New Calder Paper Mills to Dedridge and respective High Schools the council is dividing the community of Mid Calder. It would be more likely that children from New Calder Paper Mill would attend community groups in the village of Mid Calder, just as many pupils from Mid Calder Primary already do. The children from New Calder Paper Mills are within short walking distance of Mid Calder Primary, it is their local school.
 - Mid Calder is a 'village' community and dividing the village will have a number of implications which could be far-reaching. I feel it is important that children have a sense of community and this new development will feel isolated from both the Dedridge and Mid Calder communities if this proposal goes ahead. Mid Calder Primary has a falling roll. Parents may elect to send children to Mid Calder, if it is the non-catchment school, but places may not be available if the school's class structure has to change with the falling roll, even although the school has capacity.
 - No particular opinion either way.
 - My concerns are a 'safe walk' to Dedridge, or St Ninian's, and the crossing of the road to St Ninian's as currently, there is not a Crossing Patrol/Pedestrian Crossing across Dedridge Road East. Yes, there is the underpass but people always use the quickest route, as currently highlighted by children and parents who cross this road, as opposed, to using the underpass. I think any considerable development should contribute something to the schools either financially or a 'gift in kind', for example, an adventure/adventure trail, additional security fencing around the field of Dedridge School (to stop dog fouling and allow the school to develop it's school grounds both environmentally and for physical activities) or environmental landscaping.
 - No comments
 - I have some queries about the suitability the walking route from New Calder Paper Mills site to the JYHS. It is not clear from the map where the footpaths run, but crossing the park or coming under the underpass from Burnvale to the centre are both routes which I would be concerned as an adult about using after dark.
 - I think it will be advantageous in terms of impact on school role for The James Young High School and see nothing but benefits for the school. There may be little opportunity in terms of local development which would impact positively on our roll which is projected to fall slightly over the next few years so I welcome any chance to boost the pupil population further.
 - As Livingston Village continues to be over capacity despite a previous catchment review, the above proposals to re-zone the Buchanan House site to Toronto Primary make sense.
 - On the whole a good plan and I can see why you are making

these decisions. Although it affects very few houses at present it may cause strong feelings as I know there are always people trying to buy into the LVPS catchment. In the long run it makes little difference to the school. Our problem of over capacity is still going to get worse according to your proposed figures. Are you just delaying the decisions about Livingston Village and how and when to create more capacity. As a parent then I would always want to take the shortest walking route to school so that the children can be more independent in the older primary years. If this goes ahead then the boundaries of catchment need to be made very clear when people are buying houses.

- None.
- It does appear logical.
- Concerns over the over capacity at feeder primaries of St Margaret's and also our of ever increasing roll. Hoping that the proposed extension planned for St Margaret's (2nd/3rd phases) goes ahead, otherwise I don't know what will happen - we are running out of useable space.
- I do support the proposal. However, I am concerned that there may not be space for the numbers of children who may attend as a result of the re-alignment. At present the school is almost full although I realise that this may not be the case when the new houses are ready.
- I'm not even really sure where these areas are but if it means we have more children in our catchment it can only be good for the role of the school which I support.
- This will provide an opportunity for Dedridge primary school and West Lothian Council to provide more effective use of infrastructure resource.
- No comments at this time.
- In current financial constraints I feel we need to organise things so that the budget gets priority.
- Proposal will add to the catchment area and hopefully school roll of Dedridge PS. This would be positive for the school.
- No
- No

20 people answered this question (33.9%)

**Officer Record of Public Meeting: Public meeting - Livingston Village Primary School
7pm on Monday 12 November 2012**

In attendance:

Council Staff

Elaine Cook – Head of Education (EC)
David McKinney – Planning Manager (DMcK)
Sharon McCawley – Forward Planning Officer
Mark Brooks – Planning Officer / Minutes

Elected Members

Cllr Lawrence Fitzpatrick – South Livingston - Chair of Education Executive
Cllr Andrew Miller – Livingston North – Education Executive member
Cllr Angela Moohan – Livingston North – Education Executive member

Head Teachers

Mrs Carolyn Brearley

Community Council Member: Brian Johnson

Estimate of general public: approximately 20

Introduction

Cllr Lawrence Fitzpatrick opened up the evening followed by DMcK – presentation on overhead projector of the proposals outlined within the consultation paper concentrating on the Livingston Village and Buchanan House proposals.

Cllr Andrew Miller –Indicated that the general public should be aware that the developer was now considering in the region of 119 and that this was to include a mix of detached semi-detached and flatted residential units. He also made it clear that while he supported residential use he would object to flats on the site. Cllr Miller did indicate that he expected that this proposal offered the best opportunity for the site to be developed.

Brian Johnson – confirmed that recent information indicated that developer was suggesting 119 units.

Discussions – (Q stand for Question from the floor – A, B, C following will be response)

- Q.** What is affordable housing and there is concern that children any children from new development will still wish to go to Livingston Village?
- A.** DMcK – Government policy requires council to make provisions to allow for affordable housing within residential developments of certain sizes. This can be represented as units provided by the council, developed by housing associations or developed by other parties at low cost. While children from this development can apply to Livingston Village Primary no guarantee that they will get in and although they can appeal refusal there is an appeals committee that can look at the numbers in the school and will be influenced to maintain the refusal.
- Q.** Would it be possible to have Kaims re-zoned into catchments to the south. Has the council been properly planning the development of education provision?

- A.** DMcK – this wasn't in the present proposal it will be noted and considered. Rezoning of Kaims would however have to be a separate proposal.
- B.** Cllr Fitzpatrick – indicated that parents do have the right of choice as reserved for them by law. Part of the problem has however arisen as a result of parent's right of appeal which when successful will increase pressure on schools.
- Q.** Would it be possible to change the secondary school catchment from Inveralmond Community High school to James Young High?
- A.** This is not being considered at present.
- Q.** There was a general consensus throughout the audience that the route to Toronto from Buchanan House was less safe than the route to Livingston Village Primary that children may need to walk through underpasses and through the hospital to get to the school and this may lead to further traffic particularly on the road down past the hospital?
- A.** The statutory guidelines for safe routes is that they are lit and paved. West Lothian will take every step to ensure safety of children while managing the expectation of all parties for other duties.
- Q.** The increased distance is likely to lead to more appeals?
- A.** Cllr Fitzpatrick did outline the membership of the appeals committee and that they were aware of overcrowding issues in schools as such they were in a position to make an informed decision on these items. There can however be individual circumstances of children involved that support valid appeal applications. WLC will always try to protect and optimise the use of educational establishments throughout the district to give the people of west Lothian the best possible educational provision.
- Q.** What will stop parents from this development applying to the school?
- A.** It is a statutory right that parents can apply to schools out with their catchment – the pupil placement panel are aware of capacity limits on schools and will refuse applications where school rolls are being pressurised.
- Q.** Livingston Village Primary was oversubscribed in 2003 why was there no foresight?
- A.** Popular schools tend to get oversubscribed the legislation allows for parents to request schools and because there are 30 out of catchment children presently within the school this has increased pressure.
- Q.** Given that there are three potential developments coming forward in the general area – Alderstone Road, Buchanan House and Kirkton Business centre isn't this going to far exceed the available space within the building?
- A.** Subsequent to the proposal being accepted (if it is) of the above Buchanan House and Alderstone Road will be within Toronto Primary catchment – latest figures indicate that there are in the region of 100 available spaces. This would be adequate for the numbers coming forward on these developments.
- Q.** Is it not true that if 1 child came forward from every house then there would not be space?
- A.** Close tracking of numbers of children from existing housing by the council's own systems indicates that the average number of children that would come forward for

the non denominational primary sector is 0.31 children per house. This would allow for the Buchanan House and Alderstone road developments. There is no presumption in favour of the Kirkton Business Centre at present.

- Q.** Are the council's figures guestimates?
- A.** Certainly the council's future figures are estimated – but this is done by careful reference to the present school population in housing presently within West Lothian from computer records.
- Q.** Did the council turn down money to develop Livingston Village Primary?
- A.** The council has been in discussions with a variety of developers with regard to contributions as a result of new development. So far the Education Service have objected to new developments coming forward on the basis that there is inadequate space within the school. In particular the footprint of the school does not lend itself easily to expansion. The council will collect moneys from developers that is appropriate to service any additional education requirements from the development as entitled by planning legislation but to date the developer has been unwilling to sign up to the kind of contributions that would be necessary to result in a capital solution to releasing space indicating that the contributions listed are so high as to make their development uneconomical.
- Q.** Do the calculations for housing in the school include numbers from the potential old council house building over the road?
- A.** No
- Q.** We believe that Livingston Village should have an extension?
- A.** Investigation of the building and its footprint indicate that it is not presently economical to further develop the school.
- Q.** Why was the present location chosen if there was not enough space for it in the first place?
- A.** There was careful consideration made for the schools present location. The community was consulted and while it is not clear who from the community gave views community views were taken and the present location was one selected by the community. That location however was limited in extent.
- Q.** On the basis of the three housing sites coming forward would it be possible to look at extension to the school?
- A.** Investigation has been undertaken of extension to the school but professional advice considers that the present size does not lend itself easily to extension.
- Q.** Is it not true that it is not acceptable to have a school hall that is used for multiple requirements?
- A.** EC – We are aware of the situation and share the publics concern. We constantly review provision throughout the council and are seeking to improve the situation within budgetary constraints.
- B.** EC did state that WLC would encourage parents and concerned parties to write in with views for consideration.

Cllr Angela Moohan closed the evening just outlining further developments of the Kirkton Centre planning application and indicating that she was aware that the developers were making further moves to get the development underway including some residential units. She also indicated that because of Buchanan houses scale of development the developer would be required to consult with the local population.

Officer Record of Public Meeting: Public meeting - Mid Calder Primary School on Thursday 15 November 2012

In attendance:

Council Staff

David McKinney – Planning and Information Manager
Sharon McCawley – Forward Planning Officer

Elected Members

Cllr Carl John
Cllr Frank Toner

Head Teachers

Fiona Rowland – West Calder High School
Alan Girdwood – Mid Calder Primary School

Estimate of general public: approximately 12

Introduction

David McKinney (DM) opened up the evening with introductions then presented the proposals outlined in the consultation paper, concentrating on the New Calder Paper Mills proposal.

Discussions – (Q stand for Question from the floor – A, B, C following will be response)

- Q.** Why is Mid Calder Primary School being included within this catchment review, what will the impact is on Mid Calder Primary School?
- A.** Mid Calder is currently the catchment school which would serve the new houses at New Calder Paper Mills. There won't be a great impact on Mid Calder Primary there will be more of an impact on St Pauls Primary School and West Calder High School.
- Q.** What is the stage of the development at New Calder Paper Mills site?
- A.** There is an option to purchase the site and unsure if the deal has been fully approved. A section 75 would require to be signed and this hasn't happened to date.
- Q.** Will the value of the New Calder Paper Mills site decrease if moved from Mid Calder to Dedridge?
- A.** There is no evidence that the value of the site change due to catchment area, this is an assumption that some people make.
- Q.** Which area is this regarded as being under?
- A.** The actual area is classed as Livingston Stage A area in the new towns statutory plans. Plans show the boundary along the river and therefore still within Mid Calder Primary School catchment area.
- Q.** I see this as more of an issue as the area in suggestion is definitely within Mid Calder catchment area and for those four houses only, can't these be kept within Mid

Calder catchment area and the new housing site only be moved to Dedridge Primary School?

- A. This is the proposal.
- Q. HT Mid Calder Primary School we are being forced to have more composite classes due to reduced numbers within the school; therefore we express our concern over removing any houses from catchment area.
- A. Mid Calder Primary School is more stable within its roll than Dedridge Primary School.
- Q. HT Mid Calder Primary School the numbers have dropped from 15 to 11, we have spare capacity left and aren't operating at capacity at present.
- A. Staffing always follows pupil numbers, P1 intake is sitting at 34/35 then will have two classes coming in at P1 stage, and there will be composite classes due to this.
- Q. Why are there no projections shown in the consultation paper for St Margaret's?
- A. There won't be an impact on St Margaret's Academy. Should you wish to see these figure they will be placed on the council website.
- Q. Will there be another catchment review within the next 5/6 years for St Margaret's Academy?
- A. There are no planned catchment reviews at present; there will however be 2 potential extensions at St Margaret's Academy to ensure sufficient places.
- Q. Is the population of Dedridge in decline?
- A. The houses in Dedridge have an older population and the population trend is very flat. In roll terms they are stable and not growing. Catchment area is land locked and in need of new sites to come forward.
- Q. Is there any flexibility in this catchment review, can the New Calder Mills Paper site stay where it currently is?
- A. If there was no catchment change at all for this site then Education Planning would recommend that the housing site does not progress until a new high school is built in East Calder.
- Q. Do the forecasts take into account primary rolls?
- A. Yes, we take into account the P1 demands and build them into the forecasts.
- Q. HT Mid Calder Primary School parents are worried that those from Adam Brae area would be refused a place over the new children coming from the housing site at New Calder Paper Mills site.
- A. Parent can apply for a placing request and then the place will be determined according to the councils placing in schools guidelines.
- Q. Adambrae is closer to The James Young High School, this could balance things out.
- A. We will put up the P7 transfer tables onto the council website also for you to see.

- Q.** HT West Calder High School the consultation paper suggests that assuming all building goes ahead West Calder High School would still require an extension. This has already been agreed by West Lothian Council, this should happen once all houses materialise.
- A.** Comment noted.
- Q.** There is no pressure at West Calder High School just now until the houses are built.
- A.** The new school hasn't been built yet and there wouldn't be any new classrooms at West Calder High School. There is no additional support beyond that (current capacity) therefore we would recommend councillors do not proceed without this catchment change being implemented.
- Q.** HT West Calder High School if changes do go ahead for the catchment review and placing requests also happen then they would only be refused a place if there wasn't a place at the secondary school.
- A.** Yes. They could make a further placing request or go to appeal.
- Q.** What criteria are in place for these placing requests?
- A.** Placing request criteria have been in place now since 1998.
- Q.** How many children will come forward from the new housing site at New Calder Paper Mills?
- A.** Using our forecast (medium term) child per house ratio this would be around 15-16 non-denominational children.
- Q.** HT Mid Calder we have been receiving some concerns over community issues in regards to the new proposed development. The general feeling is that you are splitting up the community by doing this catchment review. Should the review go ahead and a parent decides to make a placing request there will still be a general feeling of being isolated and not part of the community.
- A.** It is not unusual, this happens throughout West Lothian. New Calder paper mills is still a part of Mid Calder and would therefore still be part of the local gala day.
- Q.** We could avoid this segregation and avoid these social problems by leaving this area within Mid Calder catchment area.
- A.** Your comments and suggestions will be put forward to the councillors when we write our outcome report, the Education Executive make the final decision, however officers would not recommend that the development goes ahead without the proposed changes to the catchment area being made.
- Q.** Developers can appeal the decision as have heard of this happening previously.
- A.** Comment noted.
- Q.** Please explain the rational in doing this review as it seems that the developer is paying for land that isn't catchment to the local village?
- A.** The main reason for doing the catchment review is to avoid capacity problems at St Paul's Primary School. There is an impact throughout West Lothian as a whole; even one child coming into the school has an impact on all the other schools.

- Q.** What is the distance the children coming from the new development would need to travel to go to Dedridge Primary School?
- A.** The distances are within the consultation paper, from New Calder Paper Mills site to Dedridge Primary is 0.62 miles and to The James Young High School is 1.12 miles.
- Q.** What are the timescales for the new high school at Calderwood? What are the timescales for the extension at St Margaret's Academy and West Calder High School?
- A.** A section 75 agreement for Calderwood secondary school is currently with the developers who are aiming on building around 100 houses per year. The date for the new school will depend on the growth of the housing market. With regards to West Calder High School, we are aiming for summer 2013 for the drawings for the extension. With reference to St Margaret's Academy, this depends on the rate of development in the east side of West Lothian.
- Q.** Are there any plans to change the catchment for West Calder High School?
- A.** No, nothing is planned.
- Q.** It will cost £40 million pounds for the new secondary school and the council will be relying on money per unit from developers to pay for this? Do these include the land that is next to the New Calder Paper Mills site?
- A.** The site you are referring to is next to Calder Paper Mill and is Greenfield land. This cannot be developed on unless a planning application is submitted to change its use. It is very difficult to develop on Greenfield land.
- Q.** Will the James Young High School extend its catchment into Mid Calder area?
- A.** The James Young is in a landlocked area, there is green land in the Murieston area. There are a few small sites within this area. It may be that parts of Craigshill be moved to The James Young High School area. However we don't want to pre-anticipate just now.
- Q.** There seems to be a lot of debate on this proposal for New Calder Paper Mills site for such a small impact?
- A.** New housing has pulled up school pupil rolls due to population move into West Lothian. Some rolls have fallen so low, for example Dedridge, therefore new housing can help an area with falling school rolls.
- Q.** When potential buyers move into these houses at the New Calder Paper Mills site they will feel completely segregated from Mid Calder.
- Q.** Mid Calder is a settled community, will siblings from those making placement requests get priority over say Adambrae children?
- A.** If there is a continuing sibling at the school then it is likely that a place will be made available for the other sibling.
- Q.** Are you guaranteeing that a place will be available at Mid Calder Primary School if sibling is still there?

- A. We can never guarantee any place in any school in West Lothian. If a school is full then no places can be granted without going to appeal.
- Q. What housing is expected to come forward in the West Calder High School catchment?
- A. Gavieside, 2000 houses, 200 of which are approved already. Raw Holdings, we hope to bring forward more sites as timing is crucial to West Calder High School. Don't want to leave West Calder with no new housing coming forward. This would affect the opening of the new secondary school.
- Q. Whose proposal is this?
- A. Council officers propose and then consult on that proposal, the Education Executive then make their decision based on the information they receive.
- Q. Is there any alternative to the proposal?
- A. We would not recommend that the development commences without this catchment change.
- Q. Could the proposal be altered?
- A. The concept of the consultation is to hear everyone's views on the proposal, therefore should you have a suggestion/comment you can write this to us and this will be recorded and shown to the Education Executive in the Outcome report to allow them to make their decision based on all the responses received.
- Q. It doesn't matter to the developer which catchment school there are in, it matters to the person buying the house.
- A. New home buyers can make a placing request to the school should they wish to do so and there is sufficient space at the school.
- Q. Parents are concerned that this will split Mid Calder village up; this could have potential social effects and unsettle the community.
- A. There are only some 20 or so primary schools that can accommodate all their catchment children. There are 2 catchment primary schools for each address and there is always a mixture of provision. Most settlements are already split up by school attendance patterns.

DM concluded the meeting, thanking everyone for their attendance and extensive discussion.

Education Scotland (HMI) Review of Consultation

Consultation proposal by West Lothian Council

Report by Education Scotland, addressing educational aspects of the proposal to vary the catchment for both the Buchanan House and New Calder Paper Mills development sites in West Lothian

1. Introduction

1.1 West Lothian Council proposes to re-align the existing school catchment boundaries for both the Buchanan House and New Calder Paper Mills development sites.

1.2 The report from Education Scotland is required under the terms of the *Schools (Consultation) (Scotland) Act 2010*. It has been prepared by HM Inspectors in accordance with the terms of the Act.

1.3 HM Inspectors undertook the following activities in considering the educational aspects of the proposal:

- attendance at public meetings held on 12 November 2012 in Livingston Village Primary School and 15 November in Mid Calder Primary School in connection with the council's proposals.
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
- consideration of further representations made directly to Education Scotland on relevant educational aspects of the proposal;
- visits to the site of The James Young High School, West Calder High School, Mid Calder Primary School, Livingston Village Primary School, Dedridge Primary School, St Ninian's RC Primary School, St Paul's RC Primary School and Toronto Primary School, including discussion with relevant consultees.

1.4 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other impacts on the local community
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- benefits which the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

2. Consultation process

2.1 West Lothian Council undertook the initial consultation on its proposals with reference to the *Schools (Consultation) (Scotland) Act 2010*.

2.2 Regarding the New Calder Paper Mills development, parents in Mid Calder expressed a strong negative view about the longer term impact of the re-alignment of catchment areas on the village. This is echoed by parents from West Calder High School. A few respondents noted that this is not in line with the objectives of the West Lothian Local Plan in terms of the character of the village. There is a strong sense of community life in Mid Calder and an expectation by parents that children should attend the local village school. Considerable concern was expressed by parents and school staff in Mid Calder and St Paul's RC Primary Schools about falling rolls. Parents felt the re-alignment to Dedridge and St Ninian's RC Primary Schools would exacerbate this further leading to reduced numbers of classes in both current catchment schools.

2.3 Whilst many respondents to West Lothian Council's consultation process broadly welcome the development there is a general view that children should continue to attend the current catchment schools. St Paul's RC and Mid Calder Primary Schools are viewed as providing a good quality of education by parents. There are some concerns about safety of children walking to St Ninian's RC and Dedridge Primary Schools. A few people also note issues with increased traffic flow around St Ninian's RC and Dedridge Primary Schools and the need to ensure that there are safe crossing places and routes to school.

2.4 Children and young people are broadly in support of the proposals although some feel that the council presented a one-sided view in favour of the proposal. Younger children think it might lead to making more friends. However, they also think that it could lead to congestion around schools, friends not being at the same school and siblings not being together.

2.5 The proposal for the Buchanan House development is broadly supported by staff, parents and pupils in order to avoid a worsening of the capacity problems at Livingston Village Primary School. The school roll is currently in excess of capacity and is unable to accommodate more pupils. There is limited outdoor space and playtimes are currently staggered to avoid overcrowding.

2.6 The view of existing parents and pupils is that new residents of the Buchanan House development are likely to prefer to send their children to Livingston Village Primary School since it is closer and the walk is safer. They feel this may add pressure through placing requests. Community provision in Livingston Village Primary School, including after school clubs and playgroups is heavily used. They feel the proposal may create difficulties for future parents and children in accessing local community groups within their neighbourhood whilst children of school age are zoned to a different school.

2.7 Parents and staff view the proposed walking route from Buchanan House to Toronto Primary School as complex. It would involve children in walking via underpasses and areas of open space adjacent to a hospital. They are concerned that the walking route to Toronto Primary School is not as safe as the route to Livingston Village Primary School and that this could potentially lead to additional use of cars.

2.8 The headteacher, staff and pupils at Toronto Primary School see merit in the proposals and are generally supportive. There are no difficulties for the school in accommodating the additional pupils forecast in the proposal. Parents have no concerns but would be of the view that children of residents of the Buchanan House development could experience a negative social impact since children attending Toronto Primary School might find it more difficult to play together after school. Walking to Toronto Primary School is actively encouraged and a majority of pupils already walk to school. There are a few concerns over how safe children will feel walking to school through a complex route involving underpasses. Staff are concerned that more parents may use cars to take children to schools and this may lead to traffic and road safety issues at Toronto Primary School. There is currently no car drop off point or facilities.

2.9 There is a view that parents would see Livingston Village Primary School as preferable since the building is newer and appears more attractive. The percentage of pupils qualifying for free meal entitlement at Livingston Village Primary School is much lower than Toronto Primary School as are exclusions. This may lead to some parents making placement requests elsewhere.

3. Educational aspects of the proposal

3.1 Both the Buchanan House and New Calder Paper Mills development sites are potential development sites for housing. Both are former commercial/industrial sites. Any future housing developments on either site requires the council to revise the school catchment areas in the immediate locality. The main educational benefit of the proposal therefore relates to the council's statutory responsibilities to make effective and efficient use of its resources and ensure sufficient school places for children and young people within the council area.

3.2 With regard to the Buchanan House development site there is a strong argument for the area from which children would normally have attended Livingston Village Primary School to be aligned to Toronto Primary School. This would address the educational needs of children who move to any new housing on the proposed Buchanan House development site over the coming years. It would also reduce overcrowding at Livingston Village Primary School. There is sufficient capacity to accommodate additional pupils arising from the Buchanan House development within Toronto Primary School. The Toronto Primary School roll is currently significantly lower than its actual capacity and the roll forecast shows a continuing decline.

3.3 The proposal to re-align the catchments for the New Calder Mills development site is less clear. The case is based on the longer term projected increase in housing in the St Paul's RC Primary School catchment area. There are plans for a substantial new housing development to begin in 2013. However, the council's consultation document did not distinguish with sufficient clarity the impact of actual against potential housing developments. The roll at St Paul's RC Primary School may continue to fall in the short term but increase in the longer term. Any change in catchment will help increase numbers at St Ninian's RC Primary School. The situation at Mid Calder Primary School is similar and the proposed change in catchment may lead to a further fall in the school roll. There is also strong parental opposition to the proposal. The impact on the two secondary schools affected by the proposal is minimal. The council has not set out sufficiently clearly the educational benefit of its proposal to re-align the catchments for the New Calder Paper Mills development site.

4. Summary

4.1 In relation to the catchment review in New Calder Paper Mills area, there is little in the proposal that clearly describes the educational benefit to children apart from increasing capacity in some of the schools involved. The authority needs now to work with parents, schools and the local community in Mid Calder to ensure that the educational benefits of the catchment review have a clearer rationale.

4.2 The proposal to amend the catchment areas of Toronto and Livingston Village Primary Schools is broadly accepted by the majority of stakeholders. It will reduce the pressure on an already overcrowded school. However, a few issues with regard to access to schools and safe walking routes to school remain. In taking forward the proposal, the authority needs to produce a travel plan outlining safe walking routes to school for children from the Buchanan House development site who will attend Toronto Primary School.

4.3 The consultation as currently set out is in effect two separate proposals arising from two different potential housing developments. The council could have achieved greater clarity through treating the developments at Buchanan House and New Calder Paper Mills as separate consultations. The council should consider publishing two final consultation reports that set out clearly and separately the specific educational benefits of the re-alignment of the catchment areas in each of the development sites.

**HM Inspectors
Education Scotland
January 2013**

Public Consultation Paper
on

Central Livingston Schools Consultation



**West Lothian
Council**

County Buildings
High Street
Linlithgow
West Lothian
EH49 7EZ

October 2012

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Central Livingston Schools Consultation 2012

1 Introduction

- 1.1 West Lothian Education Executive agreed on 9 October 2012 to commence statutory consultation on a proposal to re-align the existing school catchment boundaries for both Buchanan House and the New Calder Paper Mills development sites. The consultation period starts on 29 October 2012 and finishes on 10 December 2012.
- 1.2 The primary schools directly involved in the consultation are:
- Dedridge
 - Livingston Village
 - Mid Calder
 - St Ninian's
 - St Paul's
 - Toronto
- 1.3 The secondary schools directly involved are The James Young High School, associated with Dedridge Primary School and West Calder High School, associated with Mid Calder Primary School.
- 1.4 The proposed catchment area changes are described in Section 4 and details of the consultation process are in Section 7.
- 1.5 Any views, or comments, on the proposal should be lodged by 10 December 2012 by writing to Sharon McCawley, Forward Planning Officer, Education Planning Services, County Buildings, Linlithgow, West Lothian, EH49 7EZ or by e-mail to schoolconsultation@westlothian.gov.uk or by completing an online survey using the link at 1.6 below. To simplify and support communication between interested parties and the council, any requests for further information should also be directed to Sharon McCawley. Any submissions received after the 10 December 2012 may not be taken into account.
- 1.6 Copies of this consultation document are available in the schools involved, local nurseries and libraries, County Buildings, Linlithgow and West Lothian Civic Centre, Livingston. Alternatively, it can be accessed online using the link: <http://www.westlothian.gov.uk/education/schoolrelateditems/> Additional on-line resources (when available) are also accessed by this link.

2 The present catchment arrangements

- 2.1 Buchanan House is currently within the catchment areas of Livingston Village and Howden St Andrews Primary Schools, Inveralmond High School and St Margaret's Academy. The location of Buchanan House is shown within the catchment area of Livingston Village Primary School at **Appendix 1(a)**.

- 2.2 New Calder Paper Mills is currently within the catchment areas of Mid Calder and St Paul's Primary Schools, West Calder High School and St Margaret's Academy. The location of New Calder Paper Mills is shown within the catchment areas of Mid Calder and St Paul's Primary Schools at **Appendix 1(b)** and **Appendix 1(c)**. A more detailed location map has also been provided for the New Calder Paper Mills site at **Appendix 1(d)**.
- 2.3 All maps shown in the appendices can be viewed in colour online using the link in 1.6 above.
- 2.4 Typically, the consultation document would include a listing of streets and households affected. However, as the proposal set out at 4 does not affect any current households street listings have not been included. These are available online using the link: <http://www.westlothian.gov.uk/education/schools/> (Use the search facility to select a school and then open the downloadable document *schoolname* Catchment Area).

3 The Need for Change

- 3.1 Both sites are brownfield with relatively high development costs. As a consequence the sites have been derelict and unused for a number of years, but, there is currently developer interest in both sites.
- 3.2 Livingston Village Primary School is presently significantly over capacity and although it is anticipated that the school roll could decline as current peak numbers of pupil admissions progress through the school, there is no prospect of supporting any housing from the Buchanan House site within current catchment arrangements over the next 10 years. Any increase in the school roll would also lead to significant education detriment. It is also the case that the school roll at Toronto Primary School is expected to decline from its current 12 class organisation to around 7 classes.
- 3.3 Under current school catchment arrangements the redevelopment of New Calder Paper Mills for housing creates a number of problems. The site is relatively remote from two of its catchment schools, St Paul's and West Calder High School, and transport assistance for pupils to these schools would be required under current council school transport arrangements. This is particularly of note when there are equivalent schools within walking distance. The scale of residential development within the St Paul's catchment area is extensive, in excess of 3,800 houses, which is more than 300 houses greater than any other denominational primary school. Feasibility studies that have been prepared to consider how St Paul's can manage this scale of development indicate a range of accommodation solutions and access improvements, but these would relate to the medium/longer term. The access into the school is poor and current school capacity is also limited by class organisation restrictions. In addition, all the available capacity at West Calder High School has currently been allocated. It would therefore not be possible to support the development of the New Calder Mills site within current catchment arrangements.

- 3.4 Education provision is a major factor restricting both of these sites being built as the current capacity restrictions could lead to a recommendation to refuse planning permission. Any delay in the redevelopment of these sites is significant at a time of considerable economic difficulty. If the developments were to proceed without a change in catchment arrangements then there would be no certainty of pupil placement in some of the catchment schools. The construction of these sites under current catchment arrangements would also lead to a range of other difficulties for the council, including, school transport, access and capacity.
- 3.5 Sufficient education capacity for housing development in West Lothian can only be delivered through a mix of additional school provision and/or school consultations to align catchment populations with available school capacity. Forecast rolls and capacity to illustrate this are shown at **Appendix 2**. It is important to note that housing development presently outwith the forecast timeline could be constructed earlier and that therefore school rolls would increase accordingly, very significantly in the case of St Paul's.

4 Proposal

- 4.1 It is proposed that the catchment boundary for Livingston Village Primary School is re-aligned so that all of the Buchanan House site is within the catchment areas of the following schools;

- Toronto Primary School;
- Howden St Andrews Primary School (no change);
- Inveralmond High School (no change); and
- St Margaret's Academy (no change).

This change is shown at **Appendix 3**.

- 4.2 The distance to Toronto Primary School from Buchanan House (main entrance) is 0.88 miles. The distance to Livingston Village Primary School (main entrance), the current non-denominational primary school is 0.59 miles. Distances within the site would be greater.

- 4.3 It is also proposed that the catchment boundary for the New Calder Paper Mills site is re-aligned so that the entire site lies within the catchment area of the following schools;

- Dedridge Primary School;
- St Ninian's Primary School;
- The James Young High School; and
- St Margaret's Academy (no change).

This is shown at **Appendix 4**.

- 4.4 The distance from the New Calder Paper Mills site (proposed pedestrian entrance to the west of the site), to Dedridge Primary School is 0.62 miles and to St Ninian's Primary School is 0.69 miles. The distance to The James Young High School is 1.12 miles. Distances within the site would be greater. The distances to the current catchment schools are; Mid Calder 0.8 miles, St Paul's 2 miles, West Calder High School 2.8 miles and St Margaret's 0.9 miles.

- 4.6 The proposal could take place with immediate effect after completion of the consultation process as there are no households or pupils presently affected.

5 Educational Benefit Statement

- 5.1 West Lothian Council has statutory responsibilities to ensure sufficient school places, to improve the quality of school education provided and to raise standards of education as well as a responsibility to secure best value in the use of available resources.
- 5.2 Livingston Village Primary School is currently over capacity. The 2011 base school roll forecasts indicate that there is a prospect of the school roll reducing in the near future particularly if the number of non-catchment applications is managed. The introduction of additional catchment children that Buchanan House would increase catchment applications and therefore sustain the current over capacity issue or mean that there would be insufficient places for catchment children at the school. This would affect the quality of the education experience for the children.
- 5.3 The proposal to amend the Livingston Village Primary School catchment area by incorporating Buchanan House and the adjacent employment area into the Toronto Primary School catchment area would ease the issue above, and, would also address a declining school population at Toronto Primary School and improve class organisation options.
- 5.4 Presently, there is capacity at both Mid Calder and St Paul's Primary Schools, the current catchment primary schools for New Calder Paper Mills site. Whilst the school roll trend at Mid Calder is down, the reduced school roll is likely to be in excess of a full single stream school, approximately a 10 class organisation in contrast to the current 12 or 13 class organisation at the school. The school roll at St Paul's is set for significant roll increase with over 3,800 new homes planned for it's current catchment area. The school roll could increase sooner than expected as housing assumptions used in the forecast if market conditions improve. It is also the case that the current school access is poor and is only suitable at relatively low school roll levels. Transport assistance would be required for children from New Calder Mills to attend St Paul's; adding further pressure to access problems. In contrast, there are 2 equivalent primary schools, Dedridge and St Ninian's in closer proximity, within close walking distance, where additional pupils would increase or maintain school rolls when there is little prospect for significant new housing development due to their relatively landlocked position in Livingston.
- 5.6 The school roll forecasts at Appendix 2 for The James Young High School and West Calder High School (associated secondary schools for Dedridge and Mid Calder Primary Schools) show, on the basis of current housing assumptions, that the total school roll at West Calder High School increases across the forecast period whereas the school roll at The James Young shows a decline. As with Dedridge and St Ninian's Primary School catchments'; the catchment of The James Young is relatively land locked with currently limited opportunity for additional new housing sites. The James Young is within walking distance of the New Calder Paper Mills site.

- 5.5 For families, the proposal would, if implemented, remove the prospect of over crowding in catchment schools as well as providing a moderately short walk to all catchment schools for pupils from both sites, removing any need for transport assistance. It would ensure more certainty of a catchment school place which in turn supports effective community and school links. It would support school rolls that are currently expected to reduce and thus support staff structures.
- 5.6 The proposal would have the following additional benefits;
- make best use of existing and planned school capacity;
 - reduce the impact of transport assistance on council budgets;
 - facilitate the development of unused and derelict sites;
 - increase the number of housing completions;
 - provide economic and employment opportunity to West Lothian; and
 - support small scale residential development.
- 5.7 If school provision is not managed in advance of housing development, then there is a risk that schools would be extended on an ad hoc basis without full identification of education investment needs. There is also a risk that limited council budgets would be stretched further which could lead to a reduction in school provision. School capacity must be considered on a planned basis to support a high quality curricular experience for children.

6 Summary

- 6.1 There is a need to re-align school catchment areas to ensure that the council meets its statutory educational responsibilities. The changes outlined propose a solution that would make best use of existing and planned school capacities. The proposal if implemented would give a more effective and balanced educational service delivery for pupils, parents and would support continuity and progression in learning for children and young people.
- 6.2 The proposal would support housing development and economic recovery in West Lothian.
- 6.3 There will be an ongoing requirement to monitor and review catchment area arrangements taking into account the scale of housing developments and local demographic changes. There may therefore be a need for further school consultations at some stage in the future.

7 Consultation Procedures

- 7.1 In terms of the Schools (Consultation) (Scotland) Act 2010, the Education Authority is required to publish, and consult on, any proposal to change the catchment area of any school.
- 7.2 West Lothian Council will not make any decision, or put any changes into effect, until the consultation period has been concluded in line with statutory requirements.
- 7.3 The consultation period will be a total of 43 days – including 31 school days. It will begin on Monday 29 October 2012 and finish on Monday 10 December 2012.

- 7.4 The consultation will involve pupils, parent/carers, Parent Councils and staff of all associated schools, as well as other associated stakeholders, including but not limited to, parents of nursery children, Community Councils, MPs, MSPs and Lothian Health.
- 7.5 An online version of all documents relating to the consultation can be found by using the link: <http://www.westlothian.gov.uk/education/schoolrelateditems/>
- 7.6 Two public meetings will be held, the first being on Monday, 12 November 2012 at Livingston Village Primary School and the other on Thursday, 15 November 2012 at Mid Calder Primary School, both starting at 7pm.
- 7.7 Council officers will be present at the public meetings to discuss the proposal. It is also an opportunity for parents/carers and members of the public to ask questions. It is appreciated that there will be limited time at the meetings to discuss everything fully and not everyone is comfortable with speaking in public. To make sure that all issues are covered and everyone gets the opportunity to contribute to the discussion, advance notice of specific questions or issues to be raised will be accepted, in writing or by e-mail, up to 2 days in advance of the meeting (see contact details below).
- 7.8 All interested parties are invited to submit their comments on or before Monday, 10 December 2012. This can be done by one of the following methods:
- writing to Sharon McCawley, Forward Planning Officer, Education & Planning Services, County Buildings, High Street, Linlithgow, West Lothian, EH49 7EZ;
 - sending an e-mail to schoolconsultation@westlothian.gov.uk; or
 - completing an online survey accessed by using the following link: <http://www.westlothian.gov.uk/education/schoolrelateditems/>
- 7.9 At the end of the consultation process, a report will be prepared for West Lothian Council Education Executive detailing lists of submissions received, summaries of their content and a statement from Education Scotland on the educational aspects of the proposal. Council officer responses to the issues raised will be incorporated in the report.
- 7.10 Copies of the outcome report will be available, at least three weeks before consideration by the Education Executive, in the associated schools, nurseries and libraries and will also be accessed online at: <http://www.westlothian.gov.uk/education/schoolrelateditems/>
- 7.11 It is currently anticipated that the report on the outcome of the consultation will be published in March 2013 with consideration by the Education Executive in April 2013. Consultation key dates are on the following page.

Steve Field
Head of Planning and Economic Development
County Buildings
High Street Linlithgow
West Lothian
EH49 7EZ

October 2012

Consultation Key Dates

Date	Event
Monday 29 October 2012	Start of consultation
Monday 12 November 2012	Public meeting – Livingston Village PS
Thursday 15 November 2012	Public meeting – Mid Calder PS
Monday 10 December 2012	End of consultation period
Monday 7 January 2013	Consultation paper to Education Scotland
Monday 4 March 2013	Consultation outcome report published and available online
Tuesday 23 April 2013	West Lothian Council Education Executive consider report on consultation

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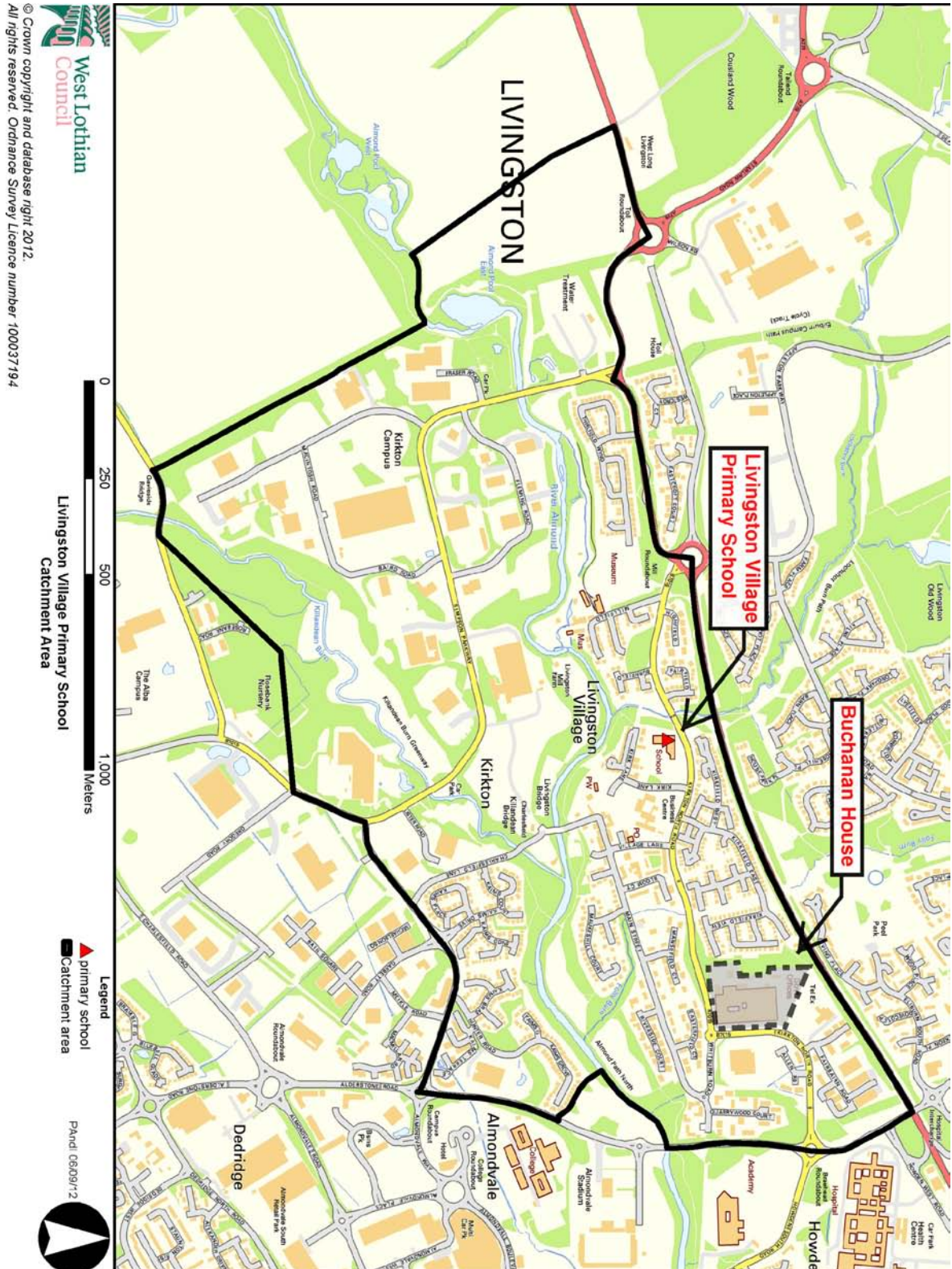
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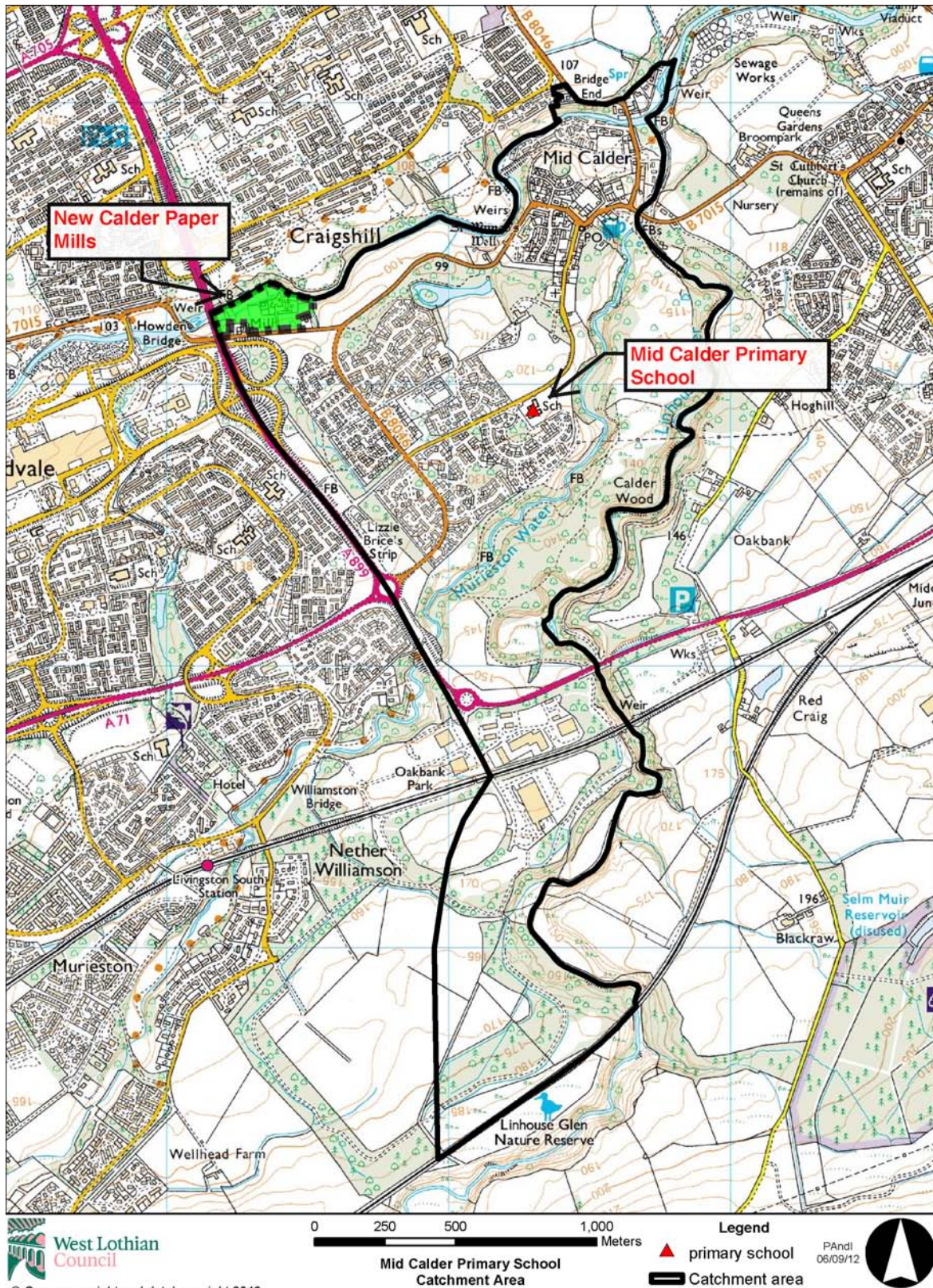
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Forward Planning Officer
Education & Planning Services
County Buildings
High Street, Linlithgow
West Lothian
EH49 7EZ
Tel: 01506 281859
Sharon.McCawley@westlothian.gov.uk

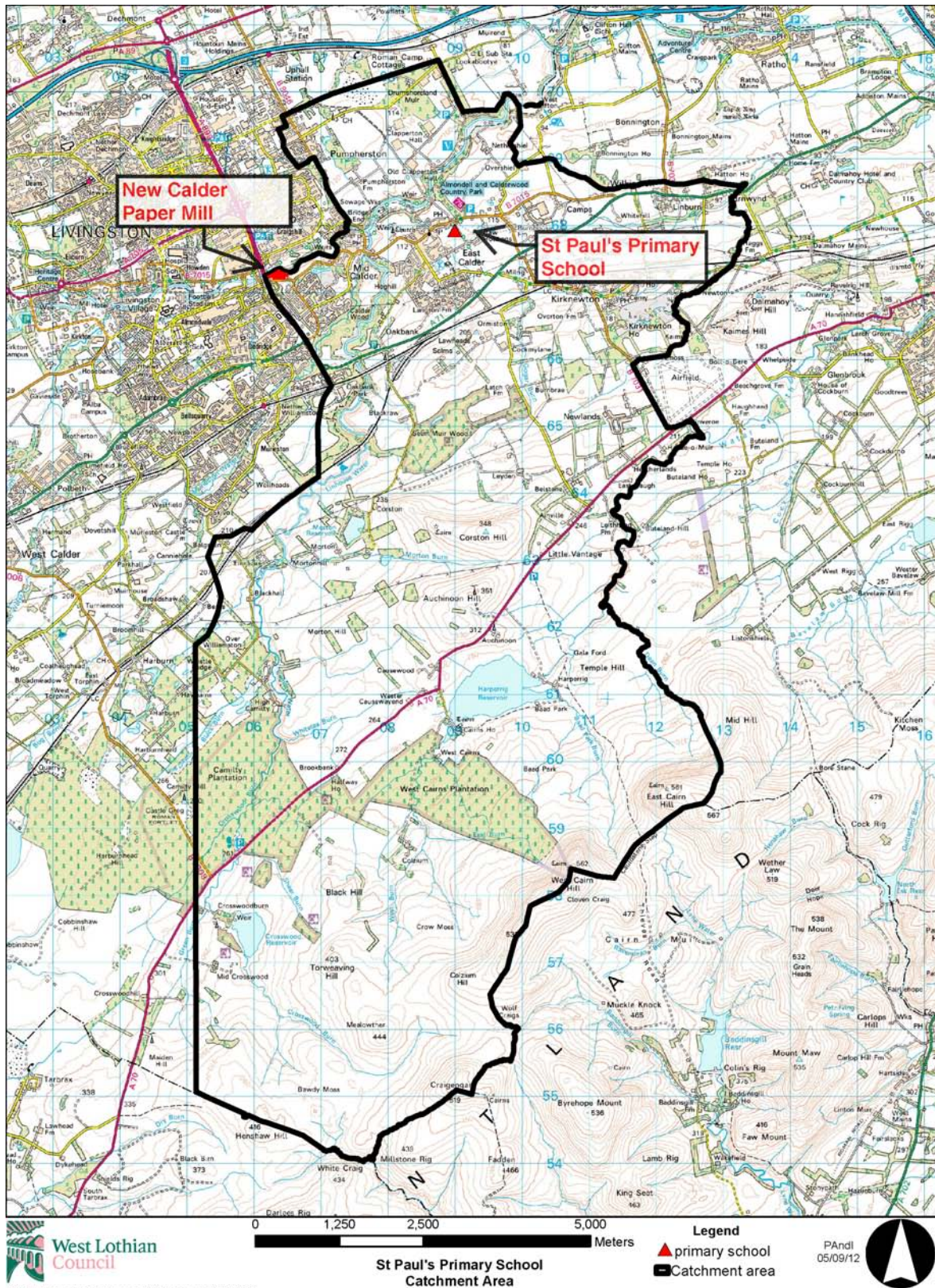
**Buchanan House (present catchment non-denominational primary school,
Livingston Village Primary School)**



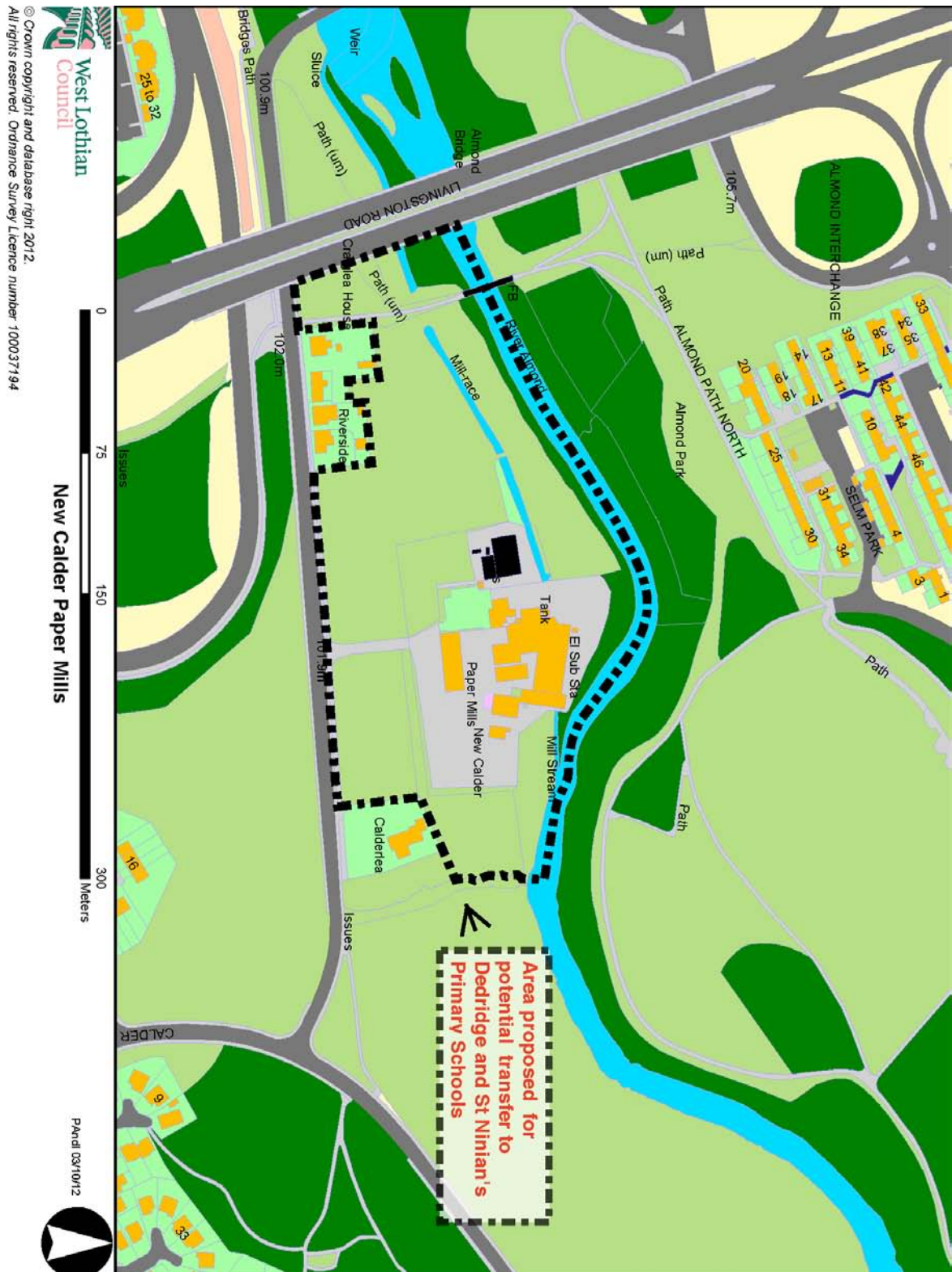
New Calder Paper Mills (present catchment non-denominational primary school, Mid Calder Primary School)



New Calder Paper Mills (present catchment denominational primary school, St Paul's)



New Calder Paper Mills (location detail)



Appendix 2

2012 Base Audit and Local Plan (AULP) School Roll Forecasts showing impact of proposal – Primary Schools

Note that Buchanan House is not a local plan site

Note that New Calder Paper Mills is currently a constrained local plan site, commencing at the end of the forecast with 6 units affecting the 2022-2023 Start of Session School Roll

Note that the capacity of St Paul's is particularly constrained as it is unlikely with current P1-P3 class size legislation that the capacity of 198 pupils in a 7 class organisation can be achieved.

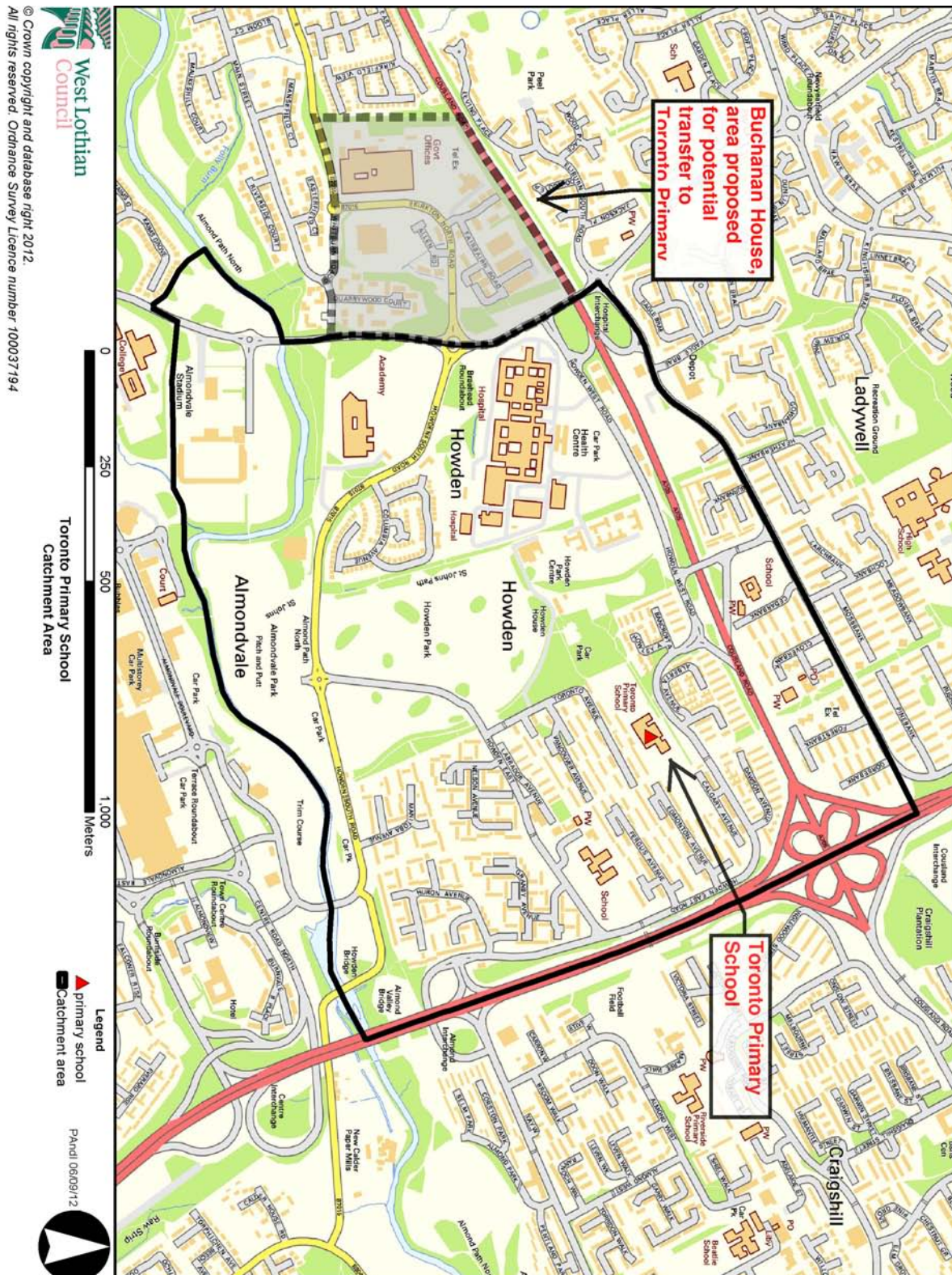
School	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Housing Post Forecast 2023- 2032	2033- 2042
2012 Base AULP														
Livingston Village (cap. 198)	227	228	226	220	219	213	210	211	212	210	211	216	0	0
Incl. Buchanan House, 98 units, 2013-2014, over 4 years														
Livingston Village	227	228	226	228	234	235	238	238	239	236	236	240		
2012 Base AULP														
Toronto (cap. 415)	251	258	246	242	216	204	198	187	178	175	173	176	152	0
Incl. Buchanan House, 98 units, 2013-2014, over 4 years														
Toronto	251	258	246	249	231	225	226	214	204	200	197	198		
2012 Base AULP														
Mid Calder (cap. 415)	307	291	288	280	275	261	252	244	236	234	239	241	34	0
Incl. New Calder Paper Mills, 50 units, 2013-2014, over 4 years														
Mid Calder	307	291	288	282	280	269	264	260	252	250	255	256	0	0
2012 Base AULP														
Dedridge (cap. 279)	184	179	189	188	188	191	189	193	197	188	188	190	68	0
Incl. New Calder Paper Mills, 50 units, 2013-2014, over 4 years														
Dedridge	184	179	189	190	192	198	200	207	211	201	201	202	68	0
2012 Base AULP														
St Paul's (cap. 198)	119	121	115	109	99	101	105	112	110	121	134	147	2610	120
Incl. New Calder Paper Mills, 50 units, 2013-2014, over 4 years														
St Paul's	119	121	115	110	100	103	108	116	114	125	137	150	2576	120
2012 Base AULP														
St Ninian's (cap. 387)	283	287	275	255	236	233	232	226	215	208	209	214	293	0
Incl New Calder Paper Mills, 50 units, 2013-2014, over 4 years														
St Ninian's	283	287	275	256	237	236	236	230	220	213	214	219	293	0

Appendix 2 (continued)

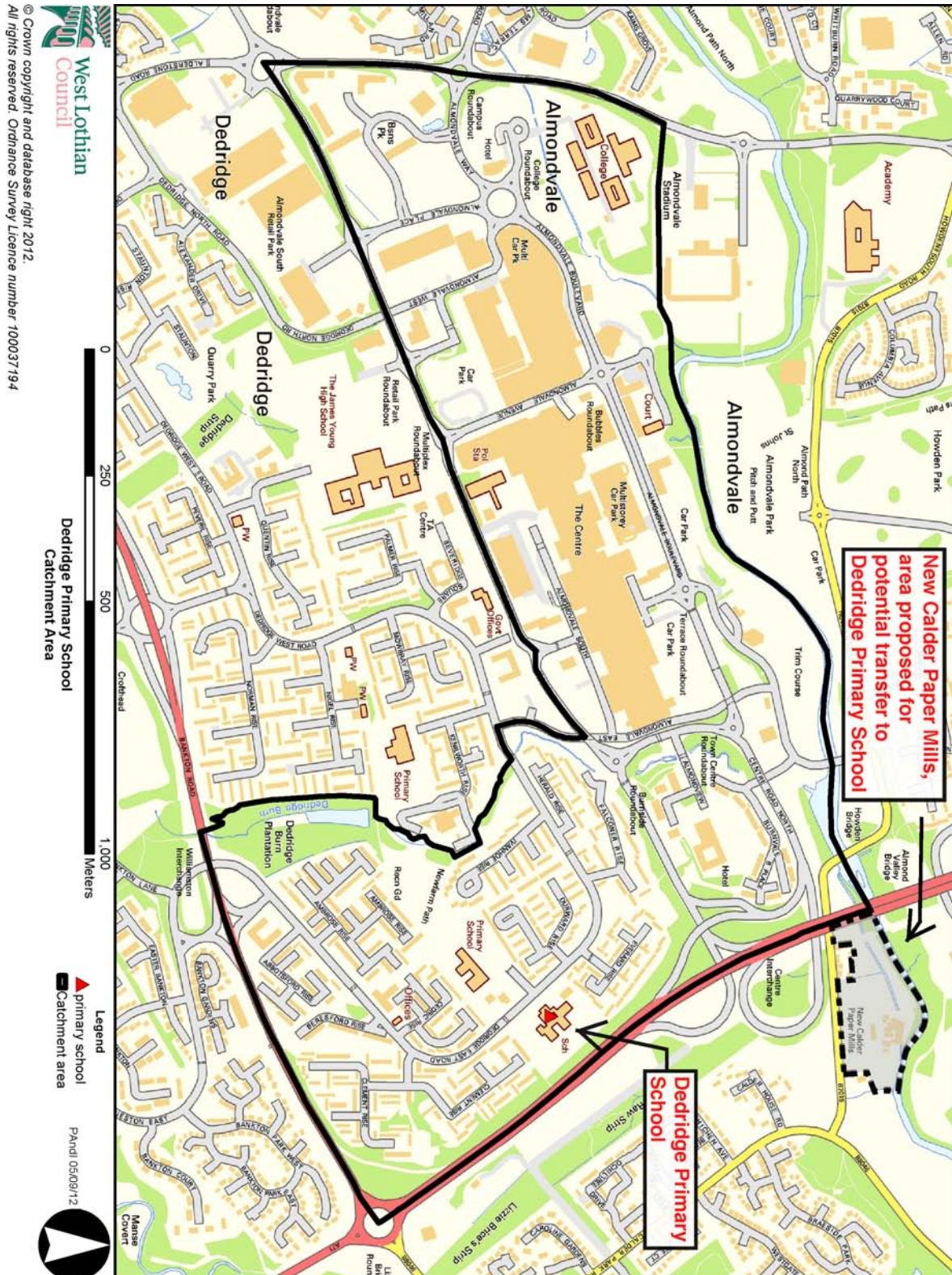
2012 Base Audit and Local Plan (AULP) School Roll Forecasts showing impact of proposal – Secondary Schools

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Capacity
S1 Intakes													
The James Young West Calder	226	211	215	198	186	187	192	167	195	204	160	134	220
	180	168	162	151	149	170	174	172	167	181	187	181	200
Total Roll													
The James Young West Calder	1137	1150	1142	1133	1118	1090	1062	1023	1015	1026	999	947	1210
	956	931	923	910	905	914	924	935	946	988	1033	1055	1100
Incl. New Calder Paper Mills, 50 units, 2013-2014, over 4 years													
West Calder S1	180	168	162	152	150	171	176	174	169	183	190	183	200
West Calder Total Roll	956	931	923	911	908	920	933	946	958	1000	1046	1066	1100
The James Young S1	226	211	215	198	187	189	194	169	198	206	162	137	220
The James Young Total Roll	1137	1150	1142	1134	1121	1096	1071	1035	1027	1039	1011	960	1210

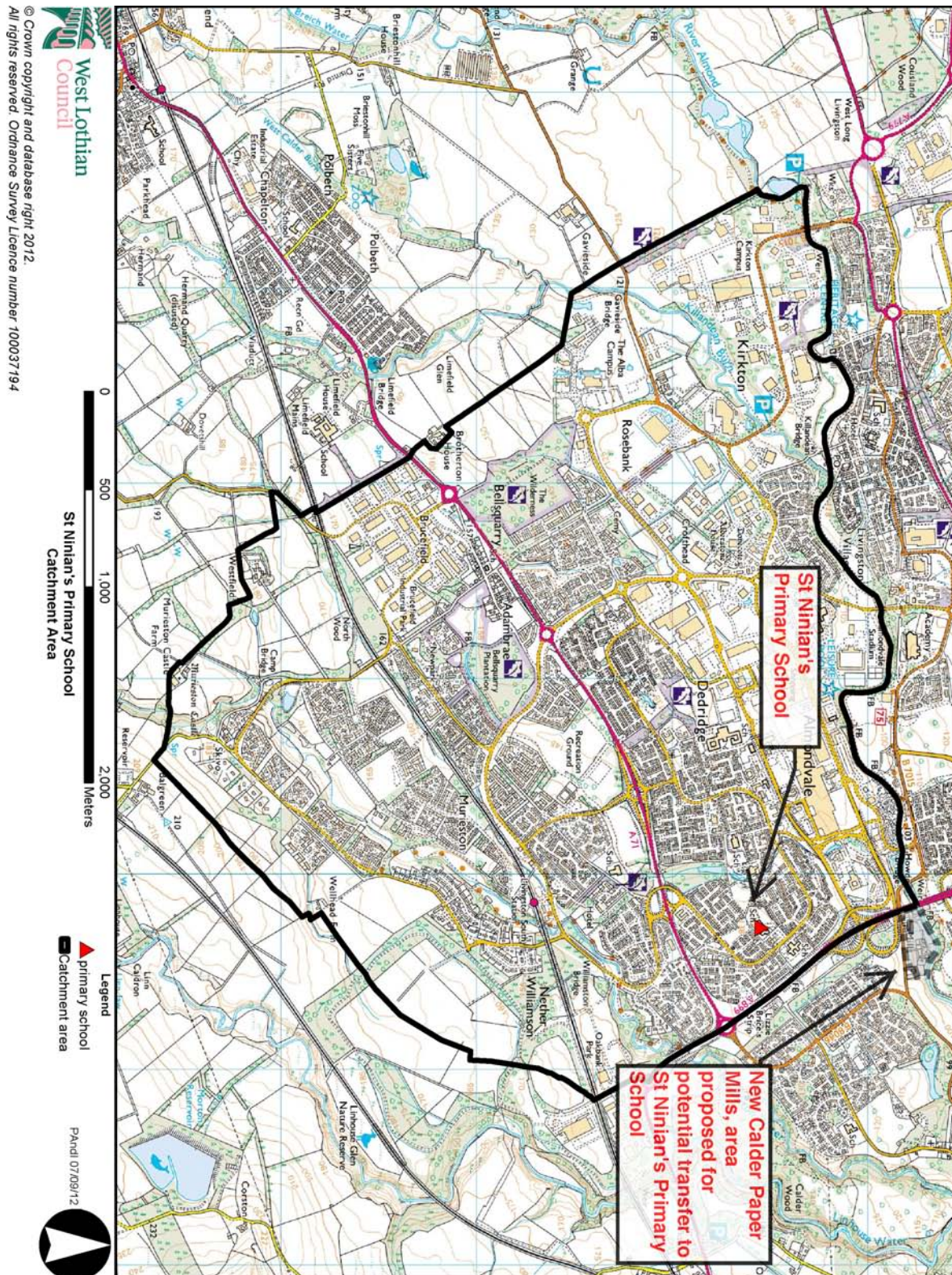
**Buchanan House (proposed catchment non-denominational primary school,
Toronto Primary School)**



New Calder Paper Mills (proposed catchment non-denominational primary school, Dedridge Primary School)



New Calder Paper Mills (proposed catchment denominational primary school, St Ninian's Primary School)





EDUCATION EXECUTIVE

YOUTH MUSIC INITIATIVE YEAR 11 PROPOSED PROGRAMME

REPORT BY HEAD OF AREA SERVICES

A. PURPOSE OF REPORT

This report advises the Education Executive of the Youth Music Initiative (YMI) Year 11 application to Creative Scotland who grant the funding for YMI.

B. RECOMMENDATION

It is recommended that the Education Executive approves the proposal for submission to Creative Scotland.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; and working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Enables West Lothian Council to meet the Scottish Government target that "all school children in Scotland should have access to 12 hours free music tuition by the time they reach Primary 6".
III Implications for Scheme of Delegations to Officers	None.
IV Impact on Performance and Performance Indicators	Enables West Lothian Council to meet the Scottish Government target of "all school children in Scotland should have access to one year's free music tuition by the time they reach Primary 6".
V Relevance to Single Outcome Agreement	SOA4: Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
VI Resources - (Financial, Staffing and Property)	External funding from Creative Scotland, Youth Music Initiative Formula Funding, £250,000.
VII Consideration at PDSP	Considered at Education PDSP on 25 March 2013 which noted the report and recommended the proposal to Council Executive for approval.

VIII Other consultations

D. TERMS OF REPORT

The council's Instrumental Music Service has applied to Creative Scotland for Youth Music Initiative (YMI) formula funding for the past 10 years. YMI funding enables schools to meet the Scottish Government target that "all school children in Scotland should have access to 12 hours free music tuition by the time they reach Primary 6". This target is met by commissioning specialist individuals and organisations to deliver a range of music education projects to pupils in West Lothian.

The Community Arts service will make the application to Creative Scotland for Year 11 funding for the YMI programme for 2013-14. The programme will run from August 2013 to June 2014 and will include 14 projects plus investment in management, promotion and evaluation. West Lothian's allocation of YMI funding is £250,000. The outline cost for each project is as follows:

- Children's Classic Concerts £18,965
- Skoogs Music £13,915
- Saturday Strings £25,000
- Ukulele in the Classroom £13,600
- Voice Rocks £6,850
- Drumming for Excellence £34,160
- Music in Transition £12,700
- National Youth Choir of Scotland Curriculum for Excellence, Active Learning £8,990
- National Youth Choir of Scotland P3 Workshops £6,135
- National Youth Choir of Scotland P3 Evening Play and Sings Groups £11,760
- National Youth Choir of Scotland Go for Bronze £51,415
- Mini Monster Music £5,500
- Schools Programme for Bathgate Music Festival £4,010
- Enabling Fund £10,000
- Management, promotion and evaluation £27,000

All contracts were advertised through Quick Quote with a response date for quotes from suppliers of 28 February. All quotes have been received and contracts will be issued for the delivery of the projects outlined in the application following confirmation of funding. Subject to Council Executive approval, the Year 11 application will be submitted to Creative Scotland by the deadline date of 30 April.

The projects outlined in the YMI application will be extremely beneficial to the young people who will participate, providing opportunities for them to work closely with professional musicians, creating performance opportunities and developing their listening, creative and critical thinking skills, increased self confidence and self esteem as well as having an enjoyable experience. The projects will also make a significant contribution to enabling the participants to embrace the principles and capacities of Curriculum for Excellence. The programme will also be of benefit to teachers as the associated Continuing Professional Development is designed to enhance teaching practice in the classroom and develop skills in using music as a tool for interdisciplinary learning across the curriculum.

The application to Creative Scotland for Youth Music Initiative funding was discussed at the Education PDSP on 25 March 2013 where it was agreed to forward the report to the Education Executive. The Chair also congratulated pupils who participated in the project.

E. CONCLUSION

Community Arts will deliver and manage the 2013/2014 YMI programme which will make a significant contribution to enabling the participants to embrace the principles and capacities of Curriculum for Excellence through a high quality programme of music making activities.

F. BACKGROUND REFERENCES

A copy of the YMI Year 10 application is available from Juliet Hosie, Principal Officer, Instrumental Music, Education Services (Quality Assurance)

Appendices/Attachments: Two

Appendix One - Year 11 YMI Application, Part A

Appendix Two - Year 11 YMI Application, Part B

Contact Person:

Laura Tyrrell, Community Arts Co-ordinator, 01506 7773874, Laura.tyrrell@westlothian.gov.uk

Steve Field
Head of Area Services

Date: 23 April 2013

Creative Scotland
Investment Programme 10
**Youth Music Initiative: Formula Fund
(Year 11)**

Application Form – Part A

Please read the Guidelines and [Applying for Investment section](#) before completing this application form.

A: APPLICANT DETAILS

	Applicant and Contact Details
1.1 Name of Applicant / Applicant Organisation	West Lothian Council, Community Arts
1.2 Contact Name (if different from 1.1) and Position	Nancy Douglas, Arts Officer (Learning)
1.3 Contact Address	Howden Park Centre, Howden, Livingston, West Lothian
1.4 Postcode	EH54 6AE
1.5 Contact telephone numbers	Work: 01506 773875 Mobile:
1.6 Email address	Work: nancy.douglas@westlothian.gov.uk
1.7 Web address	www.howdenparkcentre.co.uk
1.8 If applicable, please give details of any special communication or physical access needs you may have.	N/A

B: PROGRAMME SYNOPSIS / DATE

Synopsis

Please give a brief synopsis of your YMI Formula Fund programme of activity (maximum of 30 words – see *Application Form Examples document for guidance*)

(We will use this verbatim on our website and in any communications about your programme including any publicity material)

Deliver the Government's target “all school children in Scotland should have access to 12 hours free music tuition by the time they reach Primary 6” through the provision of a music education programme for schools. The programme will provide opportunities for school pupils to participate in a variety of singing and instrumental projects which will be supported by a CPD programme for teachers which ensure the sustainability of the programme.

Dates

Schedule/Delivery

2.1 When is the expected start date of your programme?

August 2013

2.2 When is the expected date of completion for your programme?

June 2014

C: YOUR YMI PROGRAMME OVERVIEW

The following questions should be answered in the context of your YMI programme as a whole. Individual project details and your budget should be submitted in "Application Form – Part B".

1. Please summarise how your YMI programme will sustain the P6 target.

This target will be sustained by commissioning specialist individuals and organisations to deliver a range of music education projects to pupils. The programme will run from August 2013 to June 2014 and will include 14 projects for early years, primary, secondary and Special Educational Needs (SEN) schools. Projects will include a mixture of performance opportunities as well as instrumental and vocal workshops allowing young people to engage with professional musicians. This will be underpinned by a CPD programme for teachers involving skills development and the provision of the resources required to support the continuation and sustainability of the programme going forward.

2. Please describe how your YMI programme will provide an appropriate P6 target offer to young people with additional support needs, disabilities and those in non mainstream schools (e.g. secure units, behavioural units etc).

The programme includes a number of bespoke projects which are designed to be adapted to work successfully with both mainstream and SEN schools. Pupils with additional support needs, learning and physical disabilities and social, emotional and behavioural difficulties will be given equal opportunity to participate in the programme. The specialist practitioners who will deliver these sessions are skilled and experienced in working with these client groups using, where appropriate, musical instrument designed for special needs music, music therapy and inclusive education and those unable to play traditional instruments. The schools that will be offered this work will include Cedarbank, Pinewood, Beatlie, Donaldson's School for the Deaf, Ogilvie School Campus and Burnhouse school.

3. Please describe any non YMI funded, free music provision, that your local authority will offer to young people that contributes to delivering the P6 target.¹

¹ Please only describe music provision your local authority offers that you would provide to evidence, if requested by the Scottish Government, how your local authority is sustaining the P6 Target. We don't need to know about any other provision the local authority offers.

None

4. Please describe the rationale for any non P6 target projects in your programme and how they meet *Purpose 2* (see guidelines) of this investment route.

Participation in and engagement with the arts can improve formal and informal learning, increase a sense of well-being, self-confidence and self-esteem for individuals and enhance the quality of life for communities. The non P6 target projects will include opportunities to engage with and participate in music making activities which are aimed at those individuals and communities which are at risk and hard to reach. The engagement programme will be designed to identify and remove the economic, geographic, social and attitudinal barriers to participation. Using the Scottish Index of Multiple Deprivation we have indentified the 20% most disadvantage datazones in West Lothian and we are keen to find ways of engaging with these hard to reach communities through the arts. This will be achieved by:

- delivering a high quality programme which is supported by outreach and education work to increase engagement and participation
- identifying and tackling barriers to participation
- working with partners to target socially excluded communities/ individuals and find new ways to engage them.

5. Please describe what the intended outcomes are for young people participating in your YMI programme.

The intended outcome is that every school child in West Lothian gets the opportunity to participate in music making activity by P6, hitting the P6 Target. We also aim to increase access to and participation in music making enabling young people to experience the social, educational and creative benefits of this art form. Taking part in this programme will have a positive impact on children's personal and social development and the intended outcomes for young people include:

- improved listening, creative and critical thinking skills
- increased confidence and self esteem
- improved social and team working skills
- higher academic performance

For children with special educational needs, behaviour issues particular benefits include:

- reduction in negative and health harming behaviours
- improved ability to concentrate and focus on a task
- a sense of responsibility
- positive behaviour change
- greater engagement in learning

6. Please describe how opportunities offered through your YMI programme will be communicated to young people and parents / carers.

We will communicate directly with schools, IMS staff and parents and pupils using a variety of communication channels including print, web-based media and social media. We will use the West Lothian "share the learning blog" to advertise and promote opportunities and also to share the good news on existing projects.

7. Please describe how your YMI programme addresses the priorities of this investment route.

Delivery of Training & CPD for YMI instructors and other stakeholders (e.g. class teachers / class assistants) that will help sustain music making

CPD and skills development for teachers and other school staff is an integral part of the YMI programme and underpins all the project work. The CPD programme is designed to enhance teaching practice in the classroom and develop skills in using music as a tool for interdisciplinary learning across the curriculum. CPD will be provided by the specialist tutors who are engaged to deliver the individual projects with the aim that every school participating in the programme will be left with the human and physical resources required to support the continuation and sustainability of the programme going forward.

Consultation with young people so their choices can be taken into account and, if appropriate, with local authority staff and external stakeholders in the planning of the YMI programme

Consultation with young people, head teachers, music teachers, primary teachers, instrumental music staff and education quality assurance colleagues was undertaken to seek their opinions, needs and preferences. Teachers forums were used as a means to gather feedback which was used to design this year's programme of work.

Development of partnerships with providers and stakeholders outwith the local authority

We will continue to work with a range of local and national providers with whom we have developed a valuable and productive partnership. These partners are specialists in their field and will deliver an excellent programme of the highest quality while ensuring equality of access. New partners have also been identified for this year's programme including the Royal Scottish National Orchestra, Children's Classic Concerts and Skoogs Music.

8. Please describe how you will monitor and evaluate your YMI programme.

We will commission an independent consultant to conduct an in-depth evaluation of the programme. The evaluation will establish "baseline" data which describe the context in which the programme will be implemented and provide key information for measuring the impact the programme has had on participants. Combined with participant evaluations the baseline study will provide a firm basis for future project design and implementation.

In addition, the lead arts officer will monitor the programme and conduct both quantitative and qualitative evaluation on each project. The lead officer will regularly visit projects and liaise closely with specialist providers to ensure projects are meeting expectations and outcomes.

We will also comply with any monitoring and evaluation stipulations requested by Creative Scotland's YMI.

9. Please describe how your YMI programme will be managed.

Community Arts staff, who have many years experience of arts project management, will manage the programme in partnership with other council colleagues and the specialist providers. The day to day management of the programme will be the responsibility of the Arts Officer – Learning and overall responsibility will lie with the Community Arts Co-ordinator.

10. Please use the space below to provide any further information that you feel will enhance your application.

The YMI programme is now being managed by Community Arts who have extensive experience in delivering this type of work in schools and in the community.

D: ESSENTIAL SUPPORTING MATERIAL

Checklist

Please detail all of the supporting material you have submitted and where Creative Scotland can access this material (e.g. Dropbox or SoundCloud links)

Essential and Supporting Material Submitted	Please advise if the material has been attached to the application or where we can access it.
Application Form – Part B	
Remits/job descriptions for any new staff employed through YMI funding	
CVs of artists and others if relevant	
Other – (please specify)	

E: YOUR LOCAL AUTHORITY STATEMENT AND ACCEPTANCE

Your statement (Please mark with an X in the relevant boxes)	X
I confirm that I have read and understood the guidelines which accompany this form.	X
I confirm that my local authority will sustain the P6 target in the 2013/14 academic year.	X
I confirm all activities funded by the Youth Music Initiative continue to be offered free of charge with no indirect costs.	X
I confirm that all the information in this application, and any e-documents provided to support it, is true and correct.	X
I confirm that I will inform you immediately if anything changes which could affect this application in any way.	X
I note that any grant awarded will be subject to standard and specific conditions and I confirm that I have the power to accept the grant under any conditions you set and to repay the grant if we do not meet them.	X

Statement of Acceptance

PLEASE STATE THE NAME OF THE PERSON WHO HAS DELEGATED AUTHORITY TO APPLY FOR THIS INVESTMENT. THIS PERSON MUST BE AN AUTHORISED SIGNATORY OF THE COMPANY OR ORGANISATION APPLYING OR, IN THE CASE OF AN INDIVIDUAL APPLICANT, BE THE PERSON NAMED IN SECTION A.

I hereby confirm that the information in this application submission including the supporting documents is true and correct and I acknowledge that it is my responsibility to inform you immediately of any changes which could affect the interpretation or context of the application, and I confirm I will undertake to do this.

I acknowledge that the [terms and conditions](#) of this application and any other information supplied and discussed regarding this application, the assessment and decision making process, or in connection with this transaction as a whole ("the Confidential Information")

is and shall remain strictly confidential. I confirm that I shall not disclose to any third party or make public the Confidential Information without Creative Scotland's prior written approval.

I acknowledge that Creative Scotland will endeavour to keep all information provided securely, but as a Public Authority in terms of the Freedom of Information (Scotland) Act 2002, may be required to disclose certain information under the Act. Where I stipulate at the time of providing information to Creative Scotland that I believe the information should be considered exempt from disclosure under that Act, and a request to Creative Scotland is subsequently made for disclosure of same or all of that information, Creative Scotland will endeavour to discuss such disclosure with me prior to making its decision. I do, however, accept and acknowledge that the ultimate decision on disclosure rests solely with Creative Scotland regardless of any prior statements or requests I have issued.

If any of the information I provide is classed as Personal Data under the Data Protection Act 1998 Act (the "Data"), I hereby consent that Creative Scotland may disclose said Data, within and outside of the European Economic Area, for the purposes of producing and submitting the aforesaid statistical information and reports or as otherwise required by law or by any regulations and other rules to which we are subject.

I confirm that all cash and in-kind contributions from the company or my own personal resources stated in the investment plan section of this application form are correct and that I have the authorisation to allocate the sums stated and I am responsible for ensuring that adequate resources will remain available to meet these requirements. In the event of any changes to the sums indicated I will provide a signed letter of confirmation.

I acknowledge that Creative Scotland is obliged to comply with Money Laundering Regulations 2007 and the Proceeds of Crime Act 2002 and I will, if requested, provide ID verification from any investor or myself, where appropriate, to meet compliance requirements.

I acknowledge that once Creative Scotland have confirmed the Offer of Investment in writing (via email) that Creative Scotland have the right to publicise their Offer of Investment on the Creative Scotland website and through other Creative Scotland information channels. I understand that Creative Scotland's Offer of Investment does not place Creative Scotland under any obligation to release funds until such time as all contractual negotiations are complete and Creative Scotland's Conditions Precedent have been met and their Funding Agreements signed off.

I confirm that I will not make any public statements (or allow others to do so on my behalf) regarding Creative Scotland's Offer of Investment until such time as Creative Scotland has authorised and approved the form and content of any public statement.

I confirm that I have the power to accept the award under the conditions set out in the Creative Scotland Guidelines and in this Application Form.

I declare that I have read and understood the Creative Scotland Guidelines, this Application Form and the Conditions of Investment of Creative Scotland.

I hereby confirm acceptance of the above Statement of Acceptance and all related documents. ☒

.....
Name of Authorised Person

.....
Position of Authorised Person

.....
Date

**Please submit your completed application form, in MS Word.doc format to:
ymiformulafund@creativescotland.com**

Creative Scotland
Investment Programme 10
**Youth Music Initiative: Formula Fund
(Year 11)**

Application Form – Part B

A: PROJECT PLANNER

Please complete the template overleaf and provide information for the individual projects in your programme. **Please note:** we now require this form to be completed at application stage and understand that information provided may be an estimate. We will ask you to complete this form again in your End of Project Report.

PROJECT PLANNER							
Projects 1 - 7	Project 1	Project 2	Project 3	Project 4	Project 5	Project 6	Project 7
Does the project contribute to the delivery of the P6 target? (Yes / No)	Yes	Yes					
How many individual young people will be offered this project?	(Approx.) 1,350	(Approx.) 300	(Approx.)	(Approx.)	(Approx.)	(Approx.)	(Approx.)
How many individual young people do you anticipate to accept the offer?	(Approx.) 1,350	(Approx.) 300					
How many hours of musical tuition will each young person receive?	1 hour	1 day					
Is the project offered and suitable for those with additional support needs or a disability? (Yes / No)	yes	yes					
Is the project delivered in school time? (Yes / No)	yes	yes					
Is the project opt in / opt out? ¹ (In/Out)	Opt out	Opt out					

PROJECT PLANNER							
Projects 8 - 13	Project 8	Project 9	Project 10	Project 11	Project 12	Project 13	Project 14
Does the project contribute to the delivery of the P6 target? (Yes / No)							
How many individual young people will be offered this project?	(Approx.)	(Approx.)	(Approx.)	(Approx.)	(Approx.)	(Approx.)	(Approx.)
How many individual young people do you anticipate to accept the offer?							
How many hours of musical tuition will each young person receive?							
Is the project offered and suitable for those with additional support needs or a disability? (Yes / No)							
Is the project delivered in school time? (Yes / No)							
Is the project opt in / opt out? ² (In/Out)							

¹ **Opt out** projects are those which take place in school time and settings and which young people are automatically engaged unless they decide to not take part. **Opt in** projects are where participants have to actively choose to take part either in or out of school times and settings.

B: INDIVIDUAL PROJECT DETAILS

Please use this template to provide details on each project. If you have more than 1 project please duplicate the template as required.

PROJECT DETAILS	
1.1 Project Number / Name?	Project 1 / Children's Classic Concerts
1.2 Please describe the activity that will take place?	<p>Children's Classic Concerts provide a fun-filled introduction to live orchestral music specially tailored to a young audience. Concerts will be delivered at Howden Park Centre for P4 to P7 pupils and will feature a mixture of musical styles including classical music, jazz, traditional Celtic and world music. Children's Classic Concerts actively encourage audience participation and provide simple explanations of each piece making the music more accessible and creating a relaxed and inclusive experience for each audience member. This project will provide schools with the opportunity to access high quality, professional performances in their local theatre avoiding the cost of transport to the major cities which schools often find prohibitive. Performances will be accompanied by a selection of interactive workshops. The concert programme includes:</p> <ul style="list-style-type: none"> • Sticks and Strings – violins, guitars, double bass, drums and strings. • East Meets West – clarsach, Flute and accordion. • Bongo Fury – a varied selection of percussion instruments. • Toms Toms and Tooters – snare drums, saxophones, rattles and woodwind.
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Children's Classic Concerts
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	4 x 1 hour performances, each with a potential maximum capacity of 300 accompanied by 5 workshops with a maximum capacity of 30.
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason	Opt-out – during school hours

for this and how any indirect barriers to participation will be addressed?		
1.6 Project Budget <ul style="list-style-type: none"> If the cost of this project is greater than £10,000 please break this down below. If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	CASH	IN KIND
Sticks and Strings	£3,700	
East Meets West	£3,500	
Bongos and Brass	£3,500	
Tom Toms and Tooters	£3,500	
5 workshops @ £500 each	£2,500	
Auditorium hire 5 performances x £453	£2,265	
SUB TOTALS	£18,965	
TOTAL EXPENDITURE CASH + IN KIND	£18,965	

PROJECT DETAILS			
1.1 Project Number / Name?	Project 2 / Skoog Music		
1.2 Please describe the activity that will take place?	<p>Skoogs are musical instruments designed for special needs music, music therapy and inclusive education and those unable to play traditional instruments. We will establish a 'Skoog Club' in 3 SEN schools, Donaldson's School for the Deaf and 6 nursery schools and each school will receive 2 'Skoogs', an amplifier and training for staff in how to use this new music technology in the classroom. The 'Skoog Club' will take place on a weekly basis allowing pupils the opportunity to learn songs, explore different instrument sounds, create and record their own music or simply play along with tunes that they love. The ethos of the project is to provide access to music making through the provision of accessible workshops for non-music specialists with professionals who have experience of working with the SEN and early years groups. The project will facilitate active music making as part of the daily activities in the classroom and develop staff skills. The project will also provide an opportunity to showcase the work produced to an audience of peers, parents and invited guests.</p>		
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Skoog Music / Benjamin Schogler		
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Whole class delivery with their teacher(s) over 2 half days.		
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed?	Opt-out – during school hours		
1.6 Project Budget <ul style="list-style-type: none"> If the cost of this project is greater than £10,000 please break this down below. If you would prefer to provide this 	CASH	IN KIND	

information in the whole programme budget template (SECTION C) below then please do so.		
10 Skoogs plus hardware (cables, mounts)	£9,675	
Training	£3,240	
10 Amplifiers @ £100 each	£1,000	
SUB TOTALS	£13,915	
TOTAL EXPENDITURE CASH + IN KIND	£13,915	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 3 / Saturday Strings
1.2 Please describe the activity that will take place?	<p>The Armadale and Livingston String Centres programme is an open access project giving children from P4 and P5 the opportunity to begin classical string tuition. There is no formal selection or testing procedure, but staff do advise parents and students if they feel a student is suited to a particular instrument. The project is promoted through the local primary schools in the Armadale and Livingston (Craigshill) areas through a letter to parents. All primary children entering P4 receive enrolment information which is distributed after the mini “kick-start” concerts. Mini “kick-start” concerts by a professional string quartet are held in each school after the Easter break each year. These workshops are designed to be fun, informative and interactive with an element of audience participation and act as an introduction to the stringed instruments on offer at Saturday Strings. “Kick-start” concerts will take place in the following 6 primary schools throughout the Armadale district of West Lothian:</p> <ul style="list-style-type: none"> • Armadale Primary School • Blackridge Primary School • Eastertoun Primary School • Westfield Primary School • Windyknowe Primary School <p>“Kick-start” concerts will also take place in the following 6 primary schools throughout the Livingston (Craigshill) district of West Lothian:</p> <p>Harrysmuir Primary School</p> <ul style="list-style-type: none"> • Letham Primary School • Livingston Village Primary School • Peel Primary School • Riverside Primary School • Toronto Primary School <p>Students enrolling in one of the String Centres can take lessons on one of the following instruments:</p> <ul style="list-style-type: none"> • Violin • Viola • Cello • Mini Bass / Double Bass <p>Each Centre runs for 30 weeks per year based around local authority school holidays and during this time each student receives the following tuition:</p> <ul style="list-style-type: none"> • 30 minute Instrumental lessons (delivered in groups of up to 5) • 30 musicianship/theory lessons (given in group)

	lessons of up to 15) • 30 minutes orchestral activity The Armadale Centre currently operates from Armadale Primary school and the Livingston Centre currently operates from Letham Primary school.	
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Delivery is by staff employed by the Royal Conservatoire of Scotland's Musicworks department, All of whom are string and early years specialists.	
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	String lessons are delivered in group situations of up to 5 per group. For those larger instruments such as cellos groups of 4 are preferable and groups of 3 for those learning double bass. Musicianship/Theory classes are delivered in classes of up to 15, with 1 staff member. Orchestra/Ensembles are delivered in groups of up to 30 with a minimum of 2 teachers present at a time.	
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed?	Opt in This project runs outwith school time due to the nature of the model which has been proven by the Royal Conservatoire of Scotland to be extremely successful in its other Music Centres. The Centres use a large number of different spaces within each school and each student is required to attend for 1.5 hours in order to receive all elements of the Centre's curriculum - something which would not be possible within school time. Pupils are engaged in tuition activity during the their timetabled 90 minute session. This ensures that pupils attend for the shortest possible time whilst meeting all curriculum requirements. This therefore means that pupils have plenty of time to take part in other sport or social activities they may have planned on Saturday.	
1.6 Project Budget • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so.	CASH	IN KIND
Tutor fees	£16,000	
Resources	£400	
Instruments	£4,000	
Accommodation	£1,800	
Admin and Management	£2,800	

SUB TOTALS	£25,000	
TOTAL EXPENDITURE CASH + IN KIND	£25,000	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 4 / Ukulele in the Classroom
1.2 Please describe the activity that will take place?	<p>This project aims to introduce young children to music making through singing and playing the Ukulele. The Ukulele is a simple 4 stringed instrument which can be used as an introduction to fretted stringed instruments and young children can become proficient very quickly promoting a sense of achievement. Playing the Ukulele can also help to develop co-ordination and fine motor skills which are essential skills for playing any musical instrument.</p> <p>Each participating school will receive a set of Ukuleles. Trained staff will deliver lessons either during the school day or in lunchtime or after school "Ukulele Clubs". The key to the success of this project is to ensure that the class teacher has the confidence to play the Ukulele from the outset. This is achieved through providing a comprehensive programme of CPD which is designed to introduce teachers to the Ukulele and to learn how to tune and play it with confidence:</p> <p>Three 1.5 hour twilight sessions</p> <ul style="list-style-type: none"> • Session 1 - Basic tuning, basic strumming, 3 chords • Session 2 - Building on above plus learning 2 and 3 chord songs • Session 3 - Introducing lessons plans and other supporting material to use in the classroom <p>Additional School Visit by Specialist Tutor Stage 1 - Communicating with each individual teacher to find successes and areas requiring additional support Stage 2 - School visit to work alongside teacher with class with resources based on above to introduce new material</p> <p>Catch-Up CPD Session This is to ensure that any teacher who feels they need more input can further develop their skills and confidence.</p> <p>Refresher CPD sessions Two refresher sessions are being offered to the 24 mainstream schools and 2 SEN schools who participated in the yr 10 programme. These sessions will further develop teachers skills and confidence to ensure they continue to use the ukulele with their new intake of pupils.</p>
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external	Zack Moir

specialist organisation)			
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	10 half day in-school workshops to whole classes and their teachers. CPD sessions for teachers.		
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed?	Opt in – the CPD sessions will be delivered on Friday afternoons to ensure as many teachers as possible can attend.		
1.6 Project Budget	CASH	IN KIND	
<ul style="list-style-type: none"> If the cost of this project is greater than £10,000 please break this down below. If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 			
Instruments (Ukuleles) 10 schools x 36 each @ £28	£10,080		
Tuners, 10 schools x 15 tuners each @ £9	£1,350		
6 CPD sessions @ £150	£800		
In-school workshops, 5 days @ £150	£750		
Travel 11 days @ £20	£220		
Admin, marketing, co-ordination, preparation	£400		
Howden Park Centre, room hire for 2 CPD sessions		£46	
SUB TOTALS	£13,600	£46	
TOTAL EXPENDITURE CASH + IN KIND	£13,646		

PROJECT DETAILS	
1.1 Project Number / Name?	Project 5 / Voice Rocks
1.2 Please describe the activity that will take place?	<p>It has been recognised that there are many talented singers amongst West Lothian's young people who have little, if any, outlet for their interest. They enjoy singing pop and rock songs but do not want to participate in the more formal classically orientated choirs that are available. We aim to offer a group singing experience which is based on a "Rock Choir" approach – singing songs chosen by the young people, taught in an easy to learn style which does not require the ability to read music, formal training, sight singing, music theory, etc. It is a more musical theatre-style approach, instilling confidence, team building, and helping the young people to develop their voices and learn some vocal techniques along the way. Following on from the success of Year 10 Voice Rocks, we have increased the age range and it is now open to all P5 to S6 pupils who are not already receiving formal lessons.</p> <p>Children of varying ages come together once a week (in their relevant classes, determined by their age) to learn vocal techniques, development of their musical ear through aural skills and to learn pieces, incorporating part singing within these songs. No formal training or previous experience is required – just a desire to sing. At the end of each term the children have the opportunity to perform in a showcase for family and friends.</p>
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Tuition will be delivered by vocal coach Jennifer Baird with accompanists for the end of term showcases.
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	There will be 3 classes with 15 to 20 pupils per class giving a total of approximately 60 young people. There will be 2 terms of 14 weekly Saturday classes running from August 2013 to June 2014. Junior classes will last for 1.5 hours and senior classes will last for 2 hours.
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will	Opt in – to increase collaboration between pupils from different areas/schools. The classes are free of charge and delivered in an accessible, central venue in West Lothian which has good public transport links.

be addressed?		
1.6 Project Budget	CASH	IN KIND
<ul style="list-style-type: none"> If the cost of this project is greater than £10,000 please break this down below. If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 		
Workshops, 5 hrs @ £25 x 28 workshops	£3,500	
4 musicians, 16 hrs @ £25	£1,600	
Pianist additional rehearsal, 2 hrs @ £25	£50	
Auditorium hire package, 2 x £452.40 (showcase events)	£905	
Travel	£225	
Admin, marketing, co-ordination	£570	
Room hire, 26 rehearsal sessions		£2,603
SUB TOTALS	£6,850	£2,603
TOTAL EXPENDITURE CASH + IN KIND	£9,453	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 6 / Drumming for Excellence
1.2 Please describe the activity that will take place?	<p>The aim of Drumming for Excellence is to inspire young people to pursue their creative musical potential through accessible percussive music-making sessions. With sustainability as a core element, this project will catalyse a permanent music-making solution for all of the West Lothian primary schools. 8 mainstream primary schools and 2 SEN schools will be offered 3 days of in-school workshops on how to play African drums and percussion. The sessions will be delivered by music specialist Daniel Duggan. In addition, each school will receive a 35 piece percussion instrument pack and Release the Rhythm handbooks and have access to 2 CPD sessions.</p> <p>Day One Workshop This is a demonstration workshop led by Daniel Duggan which demonstrates the 'Drumming for Excellence' concepts, skills and techniques. These techniques are universal to all ages, but will be demonstrated using material that is applicable to the age of the class based on their current classroom project.</p> <p>Day Two Workshop This is a shared coaching workshop. The first 30 minutes are led by the class teacher and the second 30 minutes are</p>

	<p>led by Daniel Duggan. The class teacher will use the skills and techniques observed in the first workshop and learned and practiced at the first CPD session. Daniel will demonstrate further techniques, including 'Story Enhancement', that can be used to add variety to the workshops.</p> <p>Day Three Workshop This is a shared coaching workshop. The majority of the workshop will be led by the class teacher with Daniel providing support and feedback. The teacher will use skills observed at the end of the second workshop and practiced at the second CPD session. Daniel will end the workshop demonstrating further ideas for using percussion in a classroom setting.</p> <p>CPD There are 2 twilight training sessions on offer, each lasting 1.5 hours. The training sessions are sequential and build on the skills and techniques covered in the previous session, therefore teachers are encouraged to attend both sessions. The CPD sessions will be a hands-on, interactive forum for practicing 'Drumming for Excellence' techniques.</p> <p>Refresher Workshops 10 one day in-school workshops and one twilight CPD session will be offered to the 14 mainstream and 2 SEN schools who were engaged during the Year 10 programme. This is to support and further develop teachers' skills and confidence in using African percussion with their new intake of pupils and to ensure the legacy of the percussion packs and resources supplied in Year 10 continue to be used as a tool for cross-curricular learning.</p> <p>On-Line Resources This project will be supported by the Drumming for Excellence GLOW Group which has been created as a resource and forum for the sharing of creative ideas between teachers. All staff would be encouraged to use and upload resources onto the Drumming for Excellence GLOW Group, to continue the momentum created by the project.</p>
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Daniel Duggan from Infectious Grooves
1.4 What will be the method of delivery? (e.g. whole class;	Whole classes and teacher CPD sessions

group; one to one; residential)		
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed?	Opt-out – during school hours Opt in – CPD twilight sessions will ensure as many teachers as possible can attend.	
1.6 Project Budget <ul style="list-style-type: none"> If the cost of this project is greater than £10,000 please break this down below. If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	CASH	IN KIND
Workshops @ £350 per day x 10 schools (refresher)	£3,500	
2 SEN schools @ £350 per day (refresher)	£700	
10 CPD sessions @ £295	£2,950	
Travel 58 days @ £15	£870	
Workshops in schools, 3 days each @ £350 x 8 schools	£8,400	
Workshops in 2 SEN schools, 3 days each @ £350	£2,100	
Admin	£1,000	
8 percussions packs @ £1,750	£14,000	
Books, 8 per school @ £10 each x 8 schools	£640	
SUB TOTALS	£34,160	
TOTAL EXPENDITURE CASH + IN KIND	£34,160	

PROJECT DETAILS			
1.1 Project Number / Name?	Project 7 / Music in Transition		
1.2 Please describe the activity that will take place?	Informed by the “Music and Me” project rolled out in nursery schools throughout West Lothian in 2011, and the development of a new music book “Music in Transition” which was developed in consultation with nursery and early years teachers as part of the Year10 programme, this project aims to use this resource to develop the use of music to enhance emotional literacy and pre-reading skills into Primary 1, with a special focus on the nursery – primary transition. It will use music-based games, exercises, activities, singing, group music-making, “sound stories” and “sound pictures” as strategies for developing these skills. Teachers will develop their skills through a CPD programme where the resource will be used as a tool for cross-curricular learning.		
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	The project will be devised and delivered by David Trouton, a composer and music specialist with many years experience working in formal and informal learning. The tutor designs and delivers music activities which are accessible to and deliverable by “non-music specialist” class teachers.		
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Half classes and their teachers		
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed?	Opt-out – during school hours		
1.6 Project Budget <ul style="list-style-type: none"> • If the cost of this project is greater than £10,000 please break this down below. • If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. • 	CASH	IN KIND	

Workshops in 20 nurseries, 20 days @ £250	£5,000	
Workshops in 20 primaries, 20 days @ £250	£5,000	
Travel 40 days @ £10	£400	
Admin, co-ordination,	£600	
Materials – paper, photo-copying	£200	
Evaluation of new resource, specific to early years transition	£1,000	
2 CPD sessions @ £250	£500	
Howden Park Centre, room hire for 2 CPD sessions		£46
SUB TOTALS	£12,700	£46
TOTAL EXPENDITURE CASH + IN KIND	£12,746	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 8 / Curriculum for Excellence, Active Learning
1.2 Please describe the activity that will take place?	<p>The previously delivered Active Learning Through Music project will be rolled out to another 10 schools who have not previously engaged with the programme. This year the programme will be developed and extended to working with the speech therapists in nursery classes. This approach will focus on fostering musical development in the early years to enhance language skills. Learning singing games and rhymes can enhance skills in a whole range of areas but particularly by raising awareness of the rhythm of language. Timing the intervention at Curriculum for Excellence Early Level will have maximum impact and the aim is to adapt and develop the Active Learning programme by incorporating an emphasis on oral development, language and pre-literacy skills in collaboration with the speech therapists. We are already convinced of the musical benefits accrued by the children, but this represents an exciting opportunity to further develop cross-curricular links intrinsic to Curriculum for Excellence.</p> <p>Three half days of staff training will be offered and this will be supported by resource packs which include lesson aims and outcomes and support material. The ready-to-deliver material include activities and teaching guidelines which all clearly link to Curriculum for Excellence.</p>
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	National Youth Choir of Scotland (NYCoS)
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	NYCoS will deliver the staff training, provide the resources and provide continuing support for the classroom teachers who will deliver the ALtM project.
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect	Opt-out – during school hours plus 3 x half days of teacher training out of school hours

barriers to participation will be addressed?		
1.6 Project Budget <ul style="list-style-type: none"> If the cost of this project is greater than £10,000 please break this down below. If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	CASH	IN KIND
Teacher training 3 x 0.5 days	£405.00	
Monitoring/Team teaching	£1050	
Resource Packs 10@early level £2750 10@First level £2250	£5,000	
Writing of Literacy additions	£450	
Management Fee	£2,085	
SUB TOTALS	£8,990	
TOTAL EXPENDITURE CASH + IN KIND	£8,990	

PROJECT DETAILS			
1.1 Project Number / Name?	Project 9 / NYCoS P3 Workshops		
1.2 Please describe the activity that will take place?	This is a programme of singing workshops delivered to P3 classes in all primary schools, including 3 special needs schools. Each workshop is a 45-minute session consisting of singing games and rhymes which include and involve the whole class. Class teachers are also encouraged to join in. All children are given the opportunity to join one of the Play and Sing evening or daytime workshops – see Project 10, below.		
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	NYCoS		
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Delivered to whole classes All Primary 3 classes in every West Lothian primary school including the Special Educational Needs Schools		
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed?	Opt-out – during school hours		
1.6 Project Budget	CASH	IN KIND	
<ul style="list-style-type: none"> If the cost of this project is greater than £10,000 please break this down below. If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 			
1 staff 24 days of visits to 69 schools	£3,600		
Flyers	£200		
Mileage	£250		
Management Fee	£2,085		
SUB TOTALS	£6,135		
TOTAL EXPENDITURE CASH + IN KIND	£6,135		

PROJECT DETAILS			
1.1 Project Number / Name?	Project 10 / P3 Evening Play & Sings Groups / Play and Sing Days		
1.2 Please describe the activity that will take place?	<p>There are three 'Play and Sing' evening classes which take place in Riverside PS in Livingston, Low Port PS in Linlithgow and Murrayfield PS in Blackburn over a sixteen week period. Children who are not able to commit to the 16 week programme can join one of the 3 Play and Sing days which are offered in addition to the evening groups. Each one hour class is structured to deliver 30 minutes of choral work and 30 minutes of musicianship games based on the principles of Zoltan Kodály. This programme provides an opportunity for all Primary 3 pupils to continue with a singing activity. This is a continuation of the programme established in Year One and supports the work undertaken by music specialists in the primary sector. It also provides an important link for pupils who wish to continue singing as members of the children's choir</p>		
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	NYCoS		
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Group		
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed?	<p>Opt in Evening sessions - Weekly evening for one hour over 16 weeks Daytime sessions - Weekend day from 10am to 3pm x 3 days Children who are keen to further develop their skills are given the opportunity to take part additional sessions outwith school time.</p>		
1.6 Project Budget <ul style="list-style-type: none"> If the cost of this project is greater than £10,000 please break this down below. If you would prefer to provide this information in the whole programme budget template (SECTION C) below 	CASH	IN KIND	

then please do so.		
Evening groups - Staff Leaders	£1440	
Assistants	£2560	
Coordinators	£960	
Lets	£740	
Performances	£1200	
Resources	£200	
Play and Sing days – 1 days Music staff	£1350	
Admin	£300	
Flyers	£125	
Venue Hire	£800	
Management Fee	£2,085	
SUB TOTALS	£11,760	
TOTAL EXPENDITURE CASH + IN KIND	£11,760	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 11 / NYCoS Go for Bronze
1.2 Please describe the activity that will take place?	<p>Go for Bronze is a Kodály-based music programme which has been developed by NYCoS focussing on developing musicianship skills through pitch and rhythm games as well as singing-based activities. It is used in schools and choirs by children from as young as 7 years. It is recommended by many instrumental teachers as a resource for pupils beginning the music reading process. Traditional folk songs and games are used to introduce concepts and the children are involved in practical activities throughout. With very little adaptation, the programme can be used in settings with additional support needs.</p> <p>The programme provides the link between the Active Learning through Music programme already running in many of the nursery and primary schools in the authority at Early and First Levels and music education further up the primary school, whether class-based or instrumental lessons. All children in P4 will be offered a block of 12 weeks input. This will be delivered initially by a specialist team of NYCoS instructors. Instructors will team teach with classroom staff who will receive on-going training in delivering the Go for Bronze programme. We would aim to build on the investment in skills and resources already in place. Initial training for appropriate staff would be offered early in the session. Lesson plans will be provided for the teachers to follow.</p>
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Specialist team of NYCoS instructors
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Whole Class
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason	Opt out - during school hours.

for this and how any indirect barriers to participation will be addressed?		
1.6 Project Budget <ul style="list-style-type: none"> If the cost of this project is greater than £10,000 please break this down below. If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	CASH	IN KIND
Staff fees to deliver to 69 schools	£45,684	
Travel	£1,620	
Training for P3/P4 teachers	£300	
Resource pack for teachers	£1,725	
Management Fee	£2,086	
SUB TOTALS	£51,415	
TOTAL EXPENDITURE CASH + IN KIND	£51,415	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 12 / Mini Monster Music
1.2 Please describe the activity that will take place?	<p>Monster Music is the Royal Scottish National Orchestra's introduction to the orchestra for young children. Monster Music combines well-known orchestral repertoire with familiar songs and nursery rhymes, and encourages children to participate by singing, clapping and doing actions. Each concert contains a story piece illustrated with animated slides and the children learn a simple chorus so that they can sing along. The children are introduced to the conductor and the instruments in the orchestra and children explore basic musical concepts such as:</p> <ul style="list-style-type: none"> • high and low • fast and slow • loud and quiet <p>Schools will be provided with information and resources in advance to prepare them for the Monster Music concerts. Teachers will be encouraged to deliver fun musical activities such as songs, clapping games and making their own instruments with their class prior to attending the performance.</p> <p>This bespoke programme of music performances is specifically tailored for nursery and P1 children and will be delivered at Howden Park Centre in Livingston and Linlithgow Burgh Halls.</p>
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Royal Scottish National Orchestra (RSNO)
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Whole classes and their teachers
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect	Opt-out – during school hours

barriers to participation will be addressed?		
1.6 Project Budget <ul style="list-style-type: none"> If the cost of this project is greater than £10,000 please break this down below. If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	CASH	IN KIND
2 bespoke Mini music concerts @ £2,500 (3 performances per day)	£5,000	
Tailoring to schools Curriculum topics	£500	
Howden Park Centre, 1 day auditorium hire	£453	
Linlithgow Burgh Halls, 1 day room hall hire		£126
SUB TOTALS	£5,500	£126
TOTAL EXPENDITURE CASH + IN KIND	£5,626	

PROJECT DETAILS	
1.1 Project Number / Name?	Project 13 / Bathgate Music Festival
1.2 Please describe the activity that will take place?	<p>Bathgate music Festival is a community led festival which is now in its 6th year. The Festival celebrates different styles of music such as jazz, soul, traditional, classic and rock music and features a range of professional musicians, bands and local performers. The Festival aims to include all age groups and alongside the performance programme offers a number of educational opportunities. YMI will enable us to offer a range of musical performances and workshops which will provide an opportunity for young people of all ages to engage with professional musicians, get close to instruments, discover new musical styles and be inspired by live music. The programme will enthuse and inspire all pupils from nursery to secondary level and the workshops will be specifically tailored 'masterclasses' designed to develop musicianship for upper primary and secondary pupils who are involved in school music groups and bands or receive tuition from the Instrumental Music Service and include:</p> <p>Nursery - Trad Tunes for Tiny People Trad Tunes are a group of musicians who are trained to work with early years and will play a range of traditional instruments and tunes to nursery pupils and deliver educational workshops</p> <p>Primary – Flutes en Route and Northern Lights Wind Quintet will deliver a one hour performance each and deliver educational workshops</p> <p>Secondary – Manran (a Celtic group) and Minature Dinosaurs (a Rock & Pop group) plus a String Quartet and a Brass Quintet will deliver 1 hour performances to 300 S1 to S6 pupils. Each performance will be followed by a 1 hour educational workshop.</p> <p>Activities have been selected to fit with in-school and after-school music programmes and groups.</p>
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Live Music Now
1.4 What will be the method of delivery? (e.g. whole class;	<p>Nursery – half classes Primary – whole classes Secondary - Performances to a hall of pupils</p>

group; one to one; residential)	Workshops to selected groups		
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed?	Opt-out – during school hours		
1.6 Project Budget <ul style="list-style-type: none"> If the cost of this project is greater than £10,000 please break this down below. If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	CASH	IN KIND	
Trad Tunes for Tiny People x 3 performances	£840		
Manran – 1 hour performance & 1 hour workshop	£570		
Miniature Dinosaurs – 1 hour performance & 1 hour workshop	£445		
String Quartet – 1 hour performance & 1 hour workshop	£445		
Brass Quintet – 1 hour performance & 1 hour workshop	£570		
Flutes en Route – 1 hour performance & 1 hour workshop	£570		
Northern Lights wind quintet – 1 hour performance & 1 hour workshop	£570		
SUB TOTALS	£4,010		
TOTAL EXPENDITURE CASH + IN KIND	£4,010		

PROJECT DETAILS	
1.1 Project Number / Name?	Project 14 / Enabling Access to Music
1.2 Please describe the activity that will take place?	The Enabling Access to Music fund will enable schools in West Lothian to apply for small grants to run musical activities which will develop and enhance music within their school and across West Lothian. The purpose of the fund is enable schools to increase access to and participation in music making particularly among those less likely to engage. Funding will be provided for projects which demonstrate provision is being targeted at pupils who do not currently participate in any musical activity other than that which may be provided as part of the

	school curriculum.	
1.3 Who will deliver this project? (e.g. classroom teachers; YMI instructors; external specialist organisation)	Nancy Douglas, Arts Officer (Learning) will administer this fund.	
1.4 What will be the method of delivery? (e.g. whole class; group; one to one; residential)	Various but applicants will be asked to detail this in their applications.	
1.5 If this project has been timetabled outside of school hours and / or is opt in, please describe the reason for this and how any indirect barriers to participation will be addressed?	Various but applicants will be asked to detail this in their applications.	
1.6 Project Budget <ul style="list-style-type: none"> If the cost of this project is greater than £10,000 please break this down below. If you would prefer to provide this information in the whole programme budget template (SECTION C) below then please do so. 	CASH	IN KIND
20 schools @ £500 each	£10,000	
SUB TOTALS	£10,000	
TOTAL EXPENDITURE CASH + IN KIND	£10,000	

C: BUDGET

WHOLE PROGRAMME BUDGET			
<ul style="list-style-type: none"> For an example of a completed budget please see the <i>Application Form Examples</i> document provided. 			
INCOME	Cash	In Kind	Notes
Creative Scotland Investment	£250,000		
Other			
SUB TOTALS			
TOTAL INCOME CASH + IN KIND			
EXPENDITURE	Cash	In Kind	Notes
Project 1 - Children's Classic Concerts	£18,965		
Project 2 - Skoog Music	£13,915		
Project 3 - Saturday Strings	£25,000		
Project 4 - Ukulele in the Classroom	£13,600	£46	
Project 5 - Voice Rocks	£6,850	£2,603	
Project 6 - Drumming for Excellence	£34,160		
Project 7 - Music in Transition	£12,700	£46	
Project 8 - Curriculum for Excellence, Active Learning	£8,990		
Project 9 - NYCoS P3 Workshops	£6,135		
Project 10 - P3 Evening Play & Sings Groups / Play and Sing Days	£11,760		
Project 11- NYCoS Go for Bronze	£51,415		
Project 12 - Mini Monster Music	£5,500	£126	
Project 13 - Bathgate Music Festival	£4,010		
Project 14 - Enabling Music	£10,000		
Management, promotion & evaluation	£27,000		
SUB TOTALS	£250,000	£2,821	
TOTAL EXPENDITURE CASH + IN KIND	£252,821		
Please describe how you have calculated any in kind income/expenditure?			

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