CONSULTATION REPORT ON THE PROPOSAL TO RELOCATE MADRAS COLLEGE FROM THE EXISTING SCHOOL SITES OF SOUTH STREET AND KILRYMONT ROAD, ST ANDREWS TO A NEW SINGLE SITE AT LANGLANDS, ADJACENT TO THE UNIVERSITY OF ST ANDREWS
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1.0 **Background to the proposal**

1.1 The existing Madras College is located on a split site. South Street is located within the centre of town and accommodates S4-S6 pupils. This building was built circa 1883, is a listed building and is located within a conservation area. Kilrymont Road accommodates S1-S3 pupils and a Department of Additional Support Wing. This building was built circa 1967. This building is also listed by Historic Scotland and is located within a conservation area.

1.2 The existing buildings are inflexible in configuration and in particular the South Street complex is not amenable to renovation to current standards. In addition, the South Street building does not meet our aims in terms of teaching and learning accommodation or ICT capability.

1.3 Madras College has a combined rating for both sites of ‘C’ (poor) for condition and ‘D’ (bad) for suitability. The existing buildings at South Street and Kilrymont are currently categorised as ‘C’ (poor) rating for condition and ‘D’ (bad) for suitability. Kilrymont Road is rated as ‘B’ (satisfactory) for accessibility and South Street is rated as ‘D’ (bad) for accessibility.

1.4 The most immediate driver for the construction of a new, single site school for this area is that the existing accommodation is split over 2 sites, 1.5 miles apart.

1.5 It has been agreed that a new school, to meet the educational needs for the 21st century, Curriculum for Excellence and comprise all the essential indoor facilities associated with a new secondary school, such as dining and social areas, should be provided. Dedicated indoors and outdoor sports facilities should be provided for school and community use.

1.6 On 16 August 2016, the Executive Committee considered a report outlining the Authority’s educational requirements and “agreed the criteria . . . required to test any available site options for a future Madras College” as follows:

i. “a single school and site for the children and young people in order to both provide a coherent and efficient curriculum for all pupils and deliver the best value requirements;”

ii. “a site where the net acreage was consistent with relevant space guidance in order that it could contain a school, as well as the open space, of sufficient size and appropriate shape to accommodate the peak forecast roll and an element of future expansion. The aspect ratio of the site should also be of suitable proportions to enable the design of the new school to create a building which was attractive and inspiring and would create a civic presence without being unduly constrained by the site;”

iii. “a site should be located within the designated catchment area, where pupil population was greatest, whilst being accessible by foot, bicycle, car and public transport. It should be located to minimise pupil travel distance and support the delivery of appropriate community facilities;”

iv. “a sufficient site area to accommodate all curricular, external learning, sports facilities and community engagement, therefore any site would
be assessed having regard to the size of the site and its ability to accommodate the school, and not only its curricular activities but all extracurricular activities in accordance with current Fife Council priorities;
v. a site which was able to ensure that the building design could deliver full accessibility for all pupils, staff and the public, including appropriate vehicular access and car parking facilities;
vi. a site which could enable a design that would deliver a safe and secure environment, with ease of movement throughout the building and the site;
vii. the school should be available for occupancy within a reasonable timescale;
viii. a site where the cost of the site and site preparation could be contained within the capital budget available for the project or where any increased costs could be accommodated within the wider Council’s capital resources.”

1.7 All available sites were assessed against these criteria and the outcomes considered by the Executive Committee on 13 December 2016. The Executive Committee noted that these criteria related solely to the site characteristics and not to the detailed design of the new school building. Additionally, it was noted that these criteria relate to the Education Authority’s requirement for a school. A detailed planning assessment will be required and undertaken as part of a planning application process should the proposal be approved. The Planning Authority will subsequently determine the application on the basis of the Fife Development Plan and material planning considerations.

1.8 This Executive Committee also noted the progress with the Stage 1 site assessment and agreed further assessment of four sites i.e. Kilrymont (Remodel and new build), Langlands (New Build), Craigtoun Road (New Build) and Strathkinness High Road (New Build).

1.9 The Executive Committee on 27 February 2017 considered a report by the Executive Director, Education and Children’s Services providing the outcome of educational requirements and technical assessments of these four site options.

1.10 This Committee:

(1) agreed that Langlands be the preferred location for the new Madras College subject to:

(a) the Council entering into an option agreement with the University of St Andrews (the University) for the acquisition of a suitable site forming part of the land owned by the university at Langlands;

(b) completion of a full planning assessment for development on the Langlands site as part of the overall master plan for the St Andrews West Strategic Development Area (SDA); and
(c) the outcome of a consultation to be carried out under the Schools Consultation (Scotland) Act 2010; and

(2) authorised the Head of Legal Services in conjunction with the Head of Assets, Transportation and Environment, to agree terms for an Option Agreement with St Andrews University for the purchase of the Langlands site.

2.0 Summary of the proposal

2.1 The statutory consultation process was undertaken in respect of the following proposal, to:

- Relocate Madras College from the existing school sites of South Street and Kilrymont Road, St Andrews to a new single site at Langlands adjacent to the University of St Andrews.

- A copy of the full consultation proposal is contained in Appendix A.

3.0 The consultation process

3.1 The consultation process was undertaken in terms of the Schools Consultation (Scotland) Act 2010. A proposal paper was published which included an educational benefits statement. The relevant consultees included the parents/carers of pupils attending the following primary and secondary schools, parents of pupils expected to attend the schools within 2 years, pupils of the schools and staff members:

- Madras College
- Balmerino Primary School
- Canongate Primary School
- Guardbridge Primary School
- Kingsbarns Primary School
- Largoward Primary School
- Lawhead Primary School
- Leuchars Primary School
- Newport Primary School
- Strathkinness Primary School
- Tayport Primary School
- Wormit Primary School
- Greyfriars RC Primary School

3.2 The relevant consultees also included trade unions, community councils and other users of the schools. The relevant consultees were notified of the proposal by letter and by advertisement. The statutory period of consultation of 30 school days ran from Monday 13 March 2017 until close of business on Friday 12 May 2017. During that period drop in sessions were arranged at Wormit Primary School on 27 March, Leuchars Primary School on 18 April, Lawhead Primary School on 20 April and Kingsbarns Primary School on 25 March, all from 3.15-4.15 pm, and at Tayport Primary School on 26 April, 3.15-4.30 pm. The Madras College drop-in session was held at the Kilrymont building from 5-6pm on Tuesday 28 March 2017. At the drop in sessions there were a number of officers available to discuss the content of the proposal document within an informal setting.
3.3 Formal public meetings were held in Madras College, Kilrymont Road, St Andrews on Tuesday 28 March 2017 from 6.00-7.30 pm and in Tayport Primary School on Wednesday 26 April 2017 from 6.00-7.30 pm, under the direction of an independent Chair, a former senior police officer. Oral representations were made at each public meeting. The public meetings were recorded by minute takers and a transcript of both public meetings is contained in Appendix D in this report.

3.4 Consultation with the pupils of all associated primary schools, Madras College and pupils within the Department of Additional Support within Madras College were undertaken on the following days:

- 25 April – Kingsbarns Primary School
- 26 April – Balmerino, Wormit, Newport and Tayport Primary Schools
- 27 April – Greyfriar’s RC, Madras Kilrymont and Madras South Street
- 3 May – Largoward, Guardbridge and Leuchars Primary Schools and Madras DAS Pupils
- 11 May – Strathkinness, Lawhead and Canongate Primary Schools.

3.5 The proposal paper was sent to HMI Education Scotland on 9 March 2017. After the end of the statutory consultation period documents were provided by Fife Council to HMI Education Scotland on 17 March 2017, including a summary of the written and oral representations received by Fife Council during the consultation, for the purpose of HMI Education Scotland preparing a report on the proposal. HMI Education Scotland provided a draft report to Fife Council on 5 June 2017 and their final report on 8 June 2017.

3.6 Fife Council has reviewed the proposal having regard to the written and oral representations received, the HMI Education Scotland report and all other responses received before preparing this Consultation Report. The report will be published in electronic and printed form. Notification of the publication of this Consultation Report will be given to all relevant consultees and the publication of this Consultation Report will be advertised. Opportunities will then be available for relevant consultees and other interested parties to make representations to the members of Fife Council who will make the decision on whether to implement the proposal or not. Consideration of the decision will take place by the Education & Children’s Services Committee on 3 October 2017. The decision of that committee may be subject to internal governance procedures before it becomes final and, if necessary will be considered by the full Council of Fife Council.

4.0 **Total number of and summary of written representations made**

4.1 In total, 322 written representations were received in writing or online. These comprised 321 completed Consultation Response Forms and 1 written statement.

4.2 The Consultation Response Form was available online and in paper format at the drop-in sessions. A copy is reprinted at Appendix 1.5 of Appendix A to this report. The information provided on any paper copies of the Consultation
Response Form was added to the online system to allow all information to be collated electronically.

4.3 Overall, 315 (98.1%) of respondents supported the proposal and 6 (1.9%) did not.

4.4 The responses to the Consultation Response Form can be broken down as follows:

- 204 parents/carers completed the Consultation Response Form, 99% were in favour of the proposal to relocate from the existing sites to a single site at Langlands.

- 29 pupils completed the Consultation Response Form, 96.7% were in favour of the proposal to relocate from the existing sites to a single site at Langlands.

- 37 members of staff completed the Consultation Response Form, 94.6% were in favour of the proposal to relocate from the existing sites to a single site at Langlands.

- 45 other respondents, (other interested parties) completed the Consultation Response Form, 97.8% were in favour of the proposal to relocate from the existing sites to a single site at Langlands.

- The tables below provide more details of the responses:
Question 3 – Your Views of the Consultation Response Form

| 3(a) Do you support the proposal to relocate Madras College from the existing school sites of South Street and Kilrymont Road, St Andrews to a new single site at Langlands, adjacent to the University of St Andrews? |
|---|---|---|---|
| **YES** | **%** | **NO** | **%** |
| Parent/Carer Madras College | 51 | 0 | 0 |
| Parent/Carer Madras DAS Provision | 3 | 0 | 0 |
| Parent/Carer Balmerino PS | 5 | 0 | 0 |
| Parent/Carer Canongate PS | 14 | 0 | 0 |
| Parent/Carer Guardbridge PS | 0 | 0 | 0 |
| Parent/Carer Kingsbarns PS | 1 | 0 | 0 |
| Parent/Carer Largoward PS | 1 | 0 | 0 |
| Parent/Carer Lawhead PS | 32 | 1 | 0 |
| Parent/Carer Leuchars PS | 1 | 0 | 0 |
| Parent/Carer Newport PS | 15 | 0 | 0 |
| Parent/Carer Strathkinness PS | 6 | 1 | 0 |
| Parent/Carer Tayport PS | 11 | 0 | 0 |
| Parent/Carer Wormit PS | 53 | 0 | 0 |
| Parent/Carer Greyfriars RC PS | 8 | 0 | 0 |
| Parent/Carer Nursery within Madras Cluster | 3 | 0 | 0 |
| **Total** | **204** | **99.0** | **2** | **1.0** |

| 3(a) Do you support the proposal to relocate Madras College from the existing school sites of South Street and Kilrymont Road, St Andrews to a new single site at Langlands, adjacent to the University of St Andrews? |
|---|---|---|---|
| **YES** | **%** | **NO** | **%** |
| Pupil Madras College | 21 | 1 | 0 |
| Pupil Madras DAS Provision | 0 | 0 | 0 |
| Pupil Balmerino PS | 3 | 0 | 0 |
| Pupil Canongate PS | 1 | 0 | 0 |
| Pupil Guardbridge PS | 0 | 0 | 0 |
| Pupil Kingsbarns PS | 0 | 0 | 0 |
| Pupil Largoward PS | 0 | 0 | 0 |
| Pupil Lawhead PS | 2 | 0 | 0 |
| Pupil Leuchars PS | 0 | 0 | 0 |
| Pupil Newport PS | 1 | 0 | 0 |
| Pupil Strathkinness PS | 0 | 0 | 0 |
| Pupil Tayport PS | 0 | 0 | 0 |
| Pupil Wormit PS | 1 | 0 | 0 |
| Pupil Greyfriars RC PS | 0 | 0 | 0 |
| Pupil Nursery within Madras Cluster | 0 | 0 | 0 |
| **Total** | **29** | **96.7** | **1** | **3.3** |
12 respondents have jointly responded as staff and parents. As the consultation response form does not allow for parent/staff option combined, these have been recorded as Parent/Carer.

6 respondents did not identify their interest and they have been recorded as Other Interested Party.
4.5 Summary of comments from the Consultation Response Forms

4.5.1 Those who indicated they did not support the proposal were asked at Section 3 (b) – If NO, what are your reasons? There were 4 responses to this by parent/carers which are included in full in Appendix B.

4.6 All respondents were asked at Section 3 (c) for any other comments on the proposal they would like to make. There were 122 responses to this, which are included in full in Appendix B. These responses are summarised in 4.6.1 to 4.6.4 below.

4.6.1 There were 12 comments from pupils who completed consultation response forms. A summary of pupil comments were as follows:

- Need the new school to be built as quickly as possible.
- Up to date technology required and WIFI throughout the new building.
- Access to town will be very limited – the split site is beneficial to pupils.
- A number of food options should be considered, taking into account religion and allergies.
- Need astro pitch and adequate sports facilities.
- Change the facilities but ensure the character is retained.
- Ensure access routes are separate from the university.
- Existing buildings are not up to standard. New site would allow pupils to work and concentrate better and make school more enjoyable.
- Need good library facility.

4.6.2 There were 12 comments from staff who completed consultation response forms. A summary of staff comments were as follows:

- New school is long overdue for the community and look forward to progress.
- Staff requesting to be consulted on the internal design of the building.
- Concern that new school will not be big enough to deliver current curriculum and predicted school roll.
- Happy with site location.
- Ensure that the Council learn lessons of previous builds and facilities meet the needs of the learners.
- Canteen areas should be friendly with modern, comfortable seating, air conditioning.
- Ensure that the Council consults every step of the way – namely with staff and pupils.
- Build new school as soon as possible as existing school facilities are poor.
- Feel that the pupils benefit from a split site school allowing pupils to mature.
- Benefits for the pupils being in the middle of the town.
- Ensure community use of sport facilities is available, including pitches and swimming facilities for pupils.
4.6.3 There were 29 comments from Other Interested Parties who completed consultation response forms. A summary of their comments were as follows:

- Would like to see progress as soon as possible.
- New sports facilities and pitches to be provided as the facilities at the university are not large enough to accommodate additional pupils.
- Ideal location on the outskirts of town as it is beneficial for traffic.
- Require community owned sports facilities for local community with sufficient access for community groups.
- Would have preferred to revamp Kilrymont site and not wasted on a new site at Langlands. There are many good facilities at Kilrymont.
- Concerns over previous negotiations with site and lack of PE provision and recreation space.
- Shared facilities will not work.
- Need to have margin of safety with the projected school roll and size of school at 1450.
- Hope all planning requirements are met and school is designed imaginatively.
- Demolish Kilrymont and redevelop with affordable housing.
- Ensure available cycle and walking routes are developed from town.
- Favour of a single site.
- Consider selling Kilrymont site to the university.
- Concern that the school is tied to the expansion in the West of St Andrews.
- Have educational facilities together, collaboration between the school and university.
- Fife Council should retain Station Park.

4.6.4 There were 69 comments from Parents/Carers who completed consultation response forms. A summary of their comments were as follows:

- Please approve plans for new school and build as quickly as possible.
- Preferred to build a new school at Kilrymont and smaller school at Taybridgehead.
- Ensure school is of sufficient size for future years.
- Teachers won’t have to travel from site to site and this will benefit pupils and staff.
- Need to consider options for access routes to school from surrounding roads and road safety.
- Ensure adequate sports facilities are provided.
- Up to date technology.
- Ideal site location for links with university.
- Single site a benefit.
- Ensure cycling and walking routes are available and proximity to local primary schools.
- Extend existing community use facilities.
- Good selection of food options.
- Not happy with site location due to close proximity to the University.
- The existing facilities are poor at both sites.
- Swimming pool facilities required.
• Ensure facilities offer improved learning opportunities.

4.7 As indicated, one written statement was also received. It supported the new site and the proposal. It stated that the old school buildings were no longer suitable for teaching modern education and offering opportunities for the children. The respondent wished that the proposal would go through so that the pupils can have a school to be proud of and can feel valued.

4.8 There were no requests for additional information.

5.0 Summary of oral representations made at the public meetings.

5.1 A record of each public meeting is contained in Appendix D. The key issues raised at the public meetings can be summarised as follows:

5.2 Staffing/Pupils
5.2.1 What are the benefits to staff of a single site school?
5.2.2 What would be the change to teaching staff?
5.2.3 Would there be any change to the maximum size of school and classes?
5.2.4 Are there any implications for subject choice?
5.2.5 The school will be further away from the town centre, therefore pupils will not be able to walk there at lunchtime.

5.3 Building Issues
5.3.1 Will you continue to maintain the existing buildings until a new provision is ready? Are you planning any upgrades for the existing buildings?

5.4 Design of New Build
5.4.1 Will there be a number of catering options available for the pupils?
5.4.2 How will the new school site cover the width and breadth of the curriculum required?
5.4.3 Curriculum and community use needs must be met within the new build
5.4.4 The need to ensure that the view of St Andrews town is maintained.
5.4.5 Wish for a swimming pool

5.5 Transportation
5.5.1 In favour of one site, lower operating costs, transport pollution – improvement of social and study time
5.5.2 Cycling routes – ensure that these are not the same routes as university.

5.6 Timescale
5.6.1 Why is this consultation different from the previous consultation around Langlands?
5.6.2 Do you have a contingency plan?
5.6.3 What is the timescale to get a new build?

5.7 Others
5.7.1 How is this being funded and what are the financial implications?
5.7.2 Have sites outside St Andrews been considered?
5.7.3 Will there be access to the university pitches and Station Park?
6.0 Pupil Consultation

6.1 The pupil consultation was carried out in accordance with HMI Education Scotland, best practice and in accordance with Participants, Not Pawns - Guidance on Consulting with Children and Young People, Scotland’s Commissioner for Children and Young People.

6.2 Each pupil consultation session was facilitated by an Education Officer and the Sustainable Estate Officer. At the sessions officers used display boards, with a number of pictures and maps, which were also displayed at the public consultation meetings and drop-in sessions, to support discussion around a number of points and to allow pupils to visualise where the new school site was proposed and the types of facilities that had previously been designed in recent new high school builds.

6.3 Both primary and secondary pupil consultation sessions sought views and feelings about:

- awareness of the consultation
- what the positives of the current arrangements are?
- what the dislikes about the current arrangements are?
- what would be the positives of a single site?
- what facilities pupils would like in a new school?
- would pupils want kept informed of the construction progress?

6.4 Secondary Pupil Consultation

6.4.1 Parents were notified via school bag mail to ask for permission for a number of pupils from S1 to S3, S4 to S6 and a small group of pupils from the Department of Additional Support to take part in the pupil consultations.

6.4.2 These pupil consultations were carried out within the period Monday 17th April to Friday 12th May 2017.

6.4.3 The Education Service asked pupils aged S1-S6 to take part in the consultation process. A total of 33 pupils (including pupils from the Department of Additional Support) took part in the consultation.

6.4.4 A series of questions were asked of the pupils and a summary of responses to these questions is listed below:

**Awareness of the Consultation**
- The majority of pupils were aware of the consultations and had seen it on social media, read in newspapers or it was discussed at home or within school assemblies. A number of pupils had also discussed the consultation with their peers in school.
Positives about current arrangement
- A number of pupils were happy with the existing arrangement as S4-S6 are separate from S1-S3 and there is more focus on study and less noise and disruption at South Street.
- Some of the pupils like the layout of South Street, and the ethos and culture of the pupils.

Dislikes current arrangements
- For some pupils it takes time to get your way around South Street.
- A number of pupils felt they lost class time with teachers travelling from one site to another.
- Condition of South Street is poor with inadequate toilet and social spaces and huts on site.

Any positives of single sites?
- The majority highlighted that the senior phase pupils can be role models to younger pupils and provide peer tutoring, run study support or PE clubs in one location which may make a difference to learning opportunities for pupils.
- Teachers won’t leave resources at South Street
- Opportunity to see older siblings

New Facilities you would like to see in the new school?
- Fully functioning canteen, offering tastier food and more food options available to cover all dietary requirements for pupils with allergies
- Big cafeteria with many areas for seating to cope with the large number of pupils
- Social areas for pupils to hang out, which could be zoned by year groups and spread inside and outside the school
- Expressive arts area updated
- Up to date sports facilities including a sports hall with gallery seating
- Heating to be controlled
- Swimming pool
- Fully accessible building and one accessible room in all faculties
- Be able to bring in own computer equipment and have access to WIFI
- Outdoors areas with planting areas, benches, shelters, waste bins, benches and different types of seating.

6.5 Primary School Pupil Consultation

6.5.1 Parents were notified via school bag mail to ask for permission for a number of pupils from primary stages P4 to P7 to take part in the Pupil Consultation sessions in all of the associated primary schools and Greyfriar’s RC Primary School. The groups were made up of 8 pupils and the pupils ranged from P4 to P7.

6.5.2 These pupil consultations were carried out within the period Monday 17th April to Friday 12th May 2017.
6.5.3 A total of 139 P4 – P7 pupils took part in the consultation from 12 primary schools.

6.5.4 A series of questions were asked of the pupils and a summary of responses to the questions is listed below:

**Awareness of the proposal to relocate to a single site school**
- Pupils had awareness of the consultation which had been discussed at home with parents and older siblings and some pupils had discussions with their class teachers.
- Pupils were aware of the plans for the new school and the majority of pupils were aware of the site location near the university, whilst others were unaware of the school location.

**Pupil’s knowledge about Madras College and what is on offer at Madras i.e. after school, community use etc.**
- The majority of pupils were aware that the schools were on split sites and that S1-S3 attend Kilrymont and S4-S6 to South Street.
- Some of the pupils were aware of the community use activities on offer at Madras College as they had previously attended these activities, whilst others were not aware of the types of activities offered at Madras College.
- Although a few had not attended any after school activities at Madras but were aware they would go to Madras for their transition visits.

**What pupils see as the advantages in becoming a single site school?**
- Able to see friends and make new friends in other year groups, and it will be easier to maintain friends in different year groups.
- All activity clubs can be accessed on one site, there may be more clubs on offer and these facilities can be shared.
- All pupils and teachers will be located on a single site with no disruption to classes if teachers are stuck in traffic. More opportunities for teachers and staff to work together, socialise together, to do tasks quicker and learn from each other.
- Allows pupils to connect with older family members and will be easier for parents will more than one child to drop off at school and allow siblings to travel together on school transport.
- Easier access to specialist support facilities such as learning support.
- Easier to manage the timetable as all pupils will be in the one building.
- It would be cheaper for bus travel as all buses would go to one place and no need to change bus timetable.
- Might use less electricity and gas on heating only one school.
- S1 can see the S6 as role model and senior pupils will be able to offer advice and support.
- Opportunity to walk or cycle to school with family

**What pupils see as the disadvantages?**
- Older pupils may not be a positive influence on young pupils in relation to health and wellbeing (no smoking).
• A bigger school could feel really busy, noisy and congested with 1300 pupils in one area. Need bigger facilities for canteen and staff areas to cater for all students on one site.
• Site is now on the outskirts of town and there won’t be enough time to walk into town.

The type of facilities they would like to see in the new Madras?
• Fully accessible features throughout the building – toilets, lifts, handrails, hearing induction loops, canteen areas and garden area.
• Classrooms for each subject are well equipped with resources and equipment – in particular maths equipment and science, new furniture.
• Access to APPS, ipads and good technology throughout the school to encourage pupils to learn across all curricular areas.
• Accessible walking routes and cycle routes and plenty of pathways so the entrances are not crowded.
• Activity clubs and sporting clubs at lunchtime and after school displayed in the crush areas.
• Outdoor sport facilities such as – astroturf, athletics/running track, all-weather pitch, basketball stands and courts, cycling area, outdoor gym equipment, obstacle course, rugby and football pitches, tennis courts and games markings on the ground.
• Indoor sports facilities such as a swimming pool, fitness suite, large gym hall, dance studio, good range of different sports equipment such as gymnastics.
• A wide range of food options being provided in the canteen areas. Hot and cold options, access to healthier foods, pasta bar, juice bar, vending machines with facilities to heat up food, and gluten free or Fair Trade options and a cash payment option.
• A large library with a variety of books, computers, comfy seating, sound proof area for studying and areas to study in quiet. Information hub – so that all pupils can easily have access to information. Indoor quiet areas for studying, reflection with a variety of seating options such as chairs, sofas, bean bags, study booths, a place to go in wet weather.
• Outdoor environmental/garden area, with greenhouse, pond, raised flower beds for planting and growing vegetables and seating.
• Outdoor, covered seating areas for quiet time, study space and segregated into pupil year groups with a variety of different types of seating which can be used for social/outdoor learning use.
• Modern bathroom and shower facilities available near class subjects which are cleaned on a daily basis and gender neutral toilets available.
• Lockers for all pupils separated into year group areas.
• Bike sheds/sheds.
• Good support for learning. More support classes.
• LGBT social room.

Any concerns about transferring to secondary? Would they prefer to transfer to a single site school or the current two sites?
• For many of the older primary pupils, they advised they were looking forward to attending secondary school and the different subjects. The majority of pupils wish that the new school would be built as soon as possible so they would get the benefit of it.
Whether pupils would want to be kept informed of the construction progress

- All groups are keen to hear progress on the new build through newsletters, live Facebook posts, opportunities for site visits during the construction phase and any online information.

Any other comments or worries, or other relevant questions?

- What materials will they use to build the school?
- How tall will the school be and what is the length?
- What happens to the school sites when the new school is built?
- What happens to all the equipment in the school?

6.6. Summary of Pupil Consultation

6.6.1 It is clear that the children of the associated primary schools are excited by the prospect of a new secondary school and the facilities expected in this new school.

6.6.2 During the discussion the children from primary schools were very positive about transferring to Madras College and look forward to being part of this new school.

6.6.3 Although some of the primary pupils had concerns about Madras College, officers were able to reassure pupils that the education within Madras College was very good and that there are a number of support mechanisms available to pupils.

6.6.4 Pupils attending Madras College had mixed feelings regarding the split site. The senior pupils who took part in the pupil consultation prefer the existing split site arrangement to allow them to focus on studies where the junior pupils who took part would prefer a single campus with all pupils located together. All pupils were hopeful that a new school can be delivered as quickly as possible to allow as many pupils as possible to have the benefit of new facilities.

6.6.5 Overall there was significant enthusiasm about the potential facilities in the new proposed new school.

7.0 Fife Council’s response to written and oral representations made and to the pupil consultation

7.1 The main themes raised from written/oral representations and from the pupil consultation are as follows:

(a) Site Location and Size of School

Although the majority of respondents were happy with the choice of the proposed new site, a few parents felt that the Council should have considered a new school in the Bridgehead area. This option was considered fully as part of the options appraisal process referred to in part 1 of this report, however it was discounted as it would not meet the principles of best value and would minimise any educational benefit,
particularly with regards to the delivery of a broad curriculum and wider facilities.

The school roll recorded for Census 2016 was 1288 pupils.

The new single site school will be designed and constructed to meet the needs of the current projected catchment pupil numbers. This reflects the position as outlined in the most recent Housing Land Audit (HLA) Report 2016 and includes the number and phasing of the houses planned for development. As can often happen, as planning applications are received, any change to the information provided to Fife Council as planning authority may be considered within the roll projections and where necessary, to resolve future capacity issues, planning obligations might be expected to support the provision of any additional education infrastructure required. As stated in paragraph 3.8.2 of the proposal the proposed capacity of a new school will accommodate 1450 pupils.

However routinely, for our new build schools, steps are taken to ensure that Fife Council can adapt to future change through the design of flexible accommodation and the inclusion of the ability to extend a building.

(b) Timescale

Fife Council acknowledges the overwhelming view that a new school should be delivered as quickly as possible and Fife Council is committed to doing so.

Fife Council acknowledges the concern from parents and pupils regarding the time taken to carry out statutory consultations, the agreement of a proposed new site and the timescale for construction. Fife Council can confirm that progress is continuing with the project in line with point (c) below to ensure that if approval is given for the relocation to a new site, and subsequent planning approval is given by the Planning Authority, the construction team will be in a position to start construction for relocation to the new site during academic session 2020/2021.

Every pupil group asked that they be kept informed of the progress. They will have an opportunity to hear about the construction of the new school through school bag mail. They will also have access to information on-line, live Facebook updates and they will have a site visit once it is safe to do so. Other interested parties will be advised of the progress through our normal communication processes as well as through parent councils, community councils, Fife Council website, Twitter and Facebook.

The majority of pupils were keen to have a new school and understood the timescale for the new school. Pupils were hopeful that the new school could be delivered as soon as possible but understood that the earliest date would be some time during academic session 2020/21, if all timescales were met.
(c) Progress of the New Build Project to Date (September 2017)

In summary, and as indicated in the proposal document at Appendix A, on 28 February 2017 the Executive Committee of Fife Council agreed Langlands as the preferred site for the relocation of Madras College, subject to entering into an Option Agreement with the University of St. Andrews for the acquisition of a suitable site; completion of a full planning assessment of the site as part of the overall masterplan of the St. Andrews West Strategic Development Area and the outcome of the consultation under the Schools Consultation (Scotland) Act 2010 which forms the basis of this report.

In respect of the Option Agreement, on 24 August 2017, in summary, the Asset, Property & Facilities Committee of Fife Council, noted that good progress had been made in discussions with the University of St. Andrews. Committee also noted that the terms of the Options Agreement for the purchase of the Langlands site were now close to being agreed. Committee noted and agreed that it was now one of the terms of said Option Agreement that title to the South Street campus transfer to the University on the same date the Council acquires the Langlands site from them, with the Council then leasing back the South Street campus from the University until the new school to be constructed on the Langlands site was completed and the school had moved into it. Committee authorised the Head of Legal Services, in conjunction with the Head of Assets, Transportation & Environment, to agree the terms of the lease. The committee also noted that a further update report would be submitted to the relevant committee before the option to acquire the Langlands site, sell the South Street campus and lease it back, was exercised. A full copy of the decision and committee papers can be found at www.fifedirect.org.uk/committees, search for Assets, Property & Facilities Committee, the papers dated 24 August 2017.

In respect of planning, Fife Council submitted a PAN (Planning Application Notice) in April 2017 and has subsequently held 2 consultation events to discuss the details within the PAN. These events were held on 1 June 2017 at Madras College, Kilrymont Road, St Andrews from 2-8 pm and on 2 June 2017 at Tayport Primary School 2-8 pm. Over 50 people attended the first event and under 20 people attended the second event. Council Officers have also undertaken two further planning consultation events in August 2017 at Madras College, Kilrymont Road, St Andrews and at Tayport Primary School.

As the proposed Langlands site forms part of the St Andrews West Strategic Development Area, and as it is an un-serviced site, it requires to be developed with an access from a road to be built through the Strategic Development Area. The planning processes for the masterplan area, school and access road can run concurrently.

A detailed planning application for the proposed new school is due to be submitted in the autumn of 2017.

(d) Transportation/Cycle/Footpath Network

Some concern was raised by parents and pupils regarding the location
of the proposed site in relation to the proximity to the town centre and nearby primary school traffic. As part of the planning process, the design team will undertake transportation assessments. This includes ensuring the provision of cycle routes and pedestrian footpaths into the site. Transport will be provided in accordance with Fife Council policy.

(e) Proposed Site Location and Links with the University
Although some concern was mentioned regarding the close proximity to the University of St Andrews the majority of the feedback was supportive of the proposal that the new school would be based adjacent to the University. Fife Council believes that the relocation to the new site would strengthen the existing collaborative work between the school and the University.

(f) Sufficient PE facilities/Community Use
A number of questions were raised about the types of PE/Community Use facilities that would be available in the new school. The Langlands site will accommodate sufficient PE facilities to meet the needs of the curriculum. Also, it is intended that Station Park playing fields will be retained for extra-curricular and community use activities.

However, the extent of facilities available at Station Park may be affected by the construction of the new access road required for the Langlands site, for a period of time. On 24th August 2017, the Asset, Property & Facilities Committee of Fife Council, authorised the Head of Legal Services in conjunction with the Head of Assets Transportation and Environment as part of the Option Agreement for the purchase of the Langlands site to grant a suitable licence to the University of St Andrews to facilitate the construction of the new road. A full copy of the decision and committee papers can be found at www.fifedirect.org.uk/committees, search for Assets, Property & Facilities Committee, the papers dated 24 August 2017.

(g) Staffing/Pupils
Questions were raised regarding the benefits to staff of a single site school and any change that this would lead to for staffing numbers and class sizes. Fife Council has identified a number of benefits. A single site benefits through a much more flexible use of resources and allows the service to manage resources and improve professional learning.

There are additional benefits in relation to the timetable. Current timetabling incurs 20 minutes to travel from one site to another, which means cover implications. The school has adopted 25 periods instead of 33 to cover this. A single site will provide better allocation of staff for classes and the same registration form teacher for every class for the entire week. A single site school would allow better allocation of staff for classes.

There will be sufficient spaces for all the curriculum areas. All classes will be formed in accordance with class sizes legislation.
(h) **Design and Staff consultation**
A number of respondents requested that the design of the new school be carried out in conjunction with the staff to ensure that it meets the needs of learners and teachers. Fife Council welcomes input by staff throughout the design consultation process and is committed to ensuring involvement during the design and build process.

(i) **Building Facilities**
Fife Council acknowledges that pupils and parents would prefer to have a new school, complete with a swimming pool. Our recent new build secondary schools have been replaced without swimming pools as most of the large towns within Fife do have public swimming pools, including St Andrews. Fife Council will ensure that, although the new school will have no swimming pool, there will be sufficient PE facilities to deliver the curriculum. The new school will also comprise of modern teaching areas, complete with new technology, furniture and updated ICT technology.

(j) **Busy, crowded social areas and congestion**
A number of primary pupils were concerned about all secondary pupils being on one site and that it may be too crowded. The building will be designed to ensure that there is sufficient circulation space to allow pupils to move around the building and to ensure that there are sufficient dining facilities available to accommodate the number of pupils on one site.

(k) **Social areas**
Pupils are keen to have a number of well designed pupil social areas, with a number of options for seating as well as study areas. Fife Council can confirm that in our new build schools we have developed a wide range of social areas to meet the needs of our learners.

(l) **Concerns over bullying and role models of senior pupils**
A number of primary pupils raised concerns that the new school may increase the number of bullying incidents. Pupils were advised that the operation of the school would ensure that relationships are formed with senior and junior pupils to ensure that all learners feel happy and safe in their school environment.

(m) **Dining and Food Options**
Both parents/carers and pupils requested that dining and social areas have plenty of seating and a number of food options. Some pupils raised concerns that they would not be able to walk into town at lunchtimes. Pupils were advised that our new secondary schools have a number of dining options available. Feedback from the post occupancy evaluations of other recently completed new schools highlights that a greater number of pupils remain on site during lunch times as the flexible dining areas and options of food available are meeting the needs of more pupils.

(n) **Up to date ICT areas with easy access**
Parents and pupils are keen to ensure that the most up to date software and computer systems will be made available in the school, with
notebooks, laptops, smartboards and access to WIFI in all areas of the school. Digital learning is a key priority area for the Education Service and new equipment will be provided in accordance with the E-Vision for Education & Children Services. The Digital Learning Team will be available as support for teachers.

(o) Library and study areas
Parents and pupils are keen to have quiet study areas throughout the new school and include study space with ICT facilities within the library. Our new libraries have been designed to include comfortable seating areas, a wide selection of resources, ICT equipment and study areas.

(p) S5 and S6 Pupils
Fife Council recognises the feedback from existing S4, S5 and S6 pupils who took part in the pupil consultation. Pupils were happy with the existing split site arrangement as they felt this minimised disruption during exam periods. Fife Council will ensure, through the School Management Team, that arrangements will be put in place during exam time to ensure that junior pupils are respectful of older peers. These comments related to a relatively small number of pupils and the majority of pupils would prefer all pupils to be based on a single site. In any event most of these pupils will not be affected as they will have moved on by the time the new school is built.

(q) Accessibility Needs
Staff want to be included in the design consultation, as early as possible, to ensure that the new facilities support all pupils with additional support needs. A series of workshops relating to the design of the building were undertaken with staff from Madras College. These workshops have allowed the design team to understand the requirements for the curriculum and to design a building to meet the needs of the building users. In terms of accessibility, the building will be designed to be completely accessible.

(r) Impact on pupils
This proposal would not require the need for a decant of the existing schools, both of which will operate as normal until the new school is ready for occupation. This proposal is expected to have a positive impact on pupils and teaching staff through being located on one site. Transition to the new school will be planned and supported in both social and educational terms and an enhanced transition for pupils with additional support needs will be arranged.

(s) Maintenance of Existing Buildings
Parents highlighted concern over the maintenance of the existing buildings until the new school is ready. Madras College will benefit from significant investment over the next few years. The planned work includes upgrade of pupil toilets, installation of additional fire doors, decoration and floor coverings, provision of anti-glare film to windows and improvement to ICT infrastructure.

Once a new school is constructed, and staff and pupils are relocated,
any surplus equipment from Madras College will be offered to other schools.

Future use of the current schools

Fife Council was asked what would happen to the existing Madras College buildings. In respect of Kilrymont, if the proposal to relocate to Langlands is approved, consideration will be given to other educational uses for the school. If none can be identified other uses by the Council will be considered. If no alternative uses can be identified the site will be disposed of. Fife Council will ensure the building is secure until a decision on its future is made.

In respect of South Street it is a proposed term of the Option Agreement between Fife Council and the University of St Andrews for the purchase of the site at Langlands that title to the South Street campus will transfer to the University on the same date Fife Council acquires the Langlands site from them, with the Council then leasing back the South Street campus from the University until the new school site is complete and the school has moved into it.

8.0 Report from HMI Education Scotland

8.1 The report from HMI Education Scotland is reproduced on the following pages.
Report by Education Scotland addressing educational aspects of the proposal by Fife Council to relocate Madras College from the existing school sites of South Street and Kilrymont Road, St Andrews to a new single site at Langlands, adjacent to the University of St Andrews.

1. Introduction

1.1 This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010 and the amendments contained in the Children and Young People (Scotland) Act 2014. The purpose of the report is to provide an independent and impartial consideration of Fife Council’s proposal to relocate Madras College from the existing school sites of South Street and Kilrymont Road, St Andrews to a new single site at Langlands, adjacent to the University of St Andrews. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors’ consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors’ overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council’s final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council’s response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children and young people of: Madras College, Balmerino, Canongate, Guardbridge, Kingsbarns, Largoward, Lawhead, Leuchars, Newport, Strathkinness, Tayport, Wornit and Greyfriars RC Primary Schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;

- 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

- the educational benefits the council believes will result from implementation of the proposal, and the council’s reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meetings held on 28 March and 26 April 2017 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; and

• visits to the site of Madras College, Balmerino, Canongate, Guardbridge, Kingsbarns, Largoward, Lawhead, Leuchars, Newport, Strathkinness, Tayport, Wornit and Greyfriars RC Primary Schools, including discussion with relevant consultees.

2. Consultation Process

2.1 Fife Council undertook the consultation on its proposal(s) with reference to the Schools (Consultation) (Scotland) Act 2010 and the amendments in the Children and Young People (Scotland) Act 2014.

2.2 The formal consultation ran from 13 March until 12 May 2017. The proposal paper was posted on Twitter, Facebook and the council’s website. An advertisement was placed in the Fife Herald, St Andrews Citizen and the East Fife Mail week commencing 13 March 2017. Copies of the proposal were made available in paper format to parents at school and local community councils and the elected representatives in areas affected by the proposal. Well attended public meetings were held on 28 March and 20 April 2017. Overall, those in attendance were supportive of the proposal. The council received 321 responses to an online survey and one written response. Of these submissions 316 were supportive of the proposal. Six respondents were not in favour of the proposal. Whilst the majority of respondents were supportive of the proposal, there was a clear underlying message in responses that the process had been too lengthy and that the council should proceed without further delay.

2.3 The council took appropriate steps to consult with children and young people. Children and young people were, overall, supportive of the proposal.

3. Educational Aspects of Proposal

3.1 The council has set out a strong case for the relocation of Madras College for the existing school sites of South Street and Kilrymont Road, St Andrews to a new single site at Langlands, adjacent to the University of St Andrews. In arriving at its proposal, the council has given good consideration to identifying a site that best meets the needs of young people, reducing travel, improving safety and maximising opportunities through co-location with the University. The proposed single site campus will provide modern, fit for purpose accommodation and facilities, bringing all young people into one site. School and community users will enjoy the benefits of modern, purpose built facilities. Access to improved information technology, science, sport and physical education facilities will encourage young people to achieve. The existing split site accommodation is no longer fit for purpose. A new single site school with modern resources will improve learning and teaching by removing unnecessary staff travel and encourage more cross-curricular working and interdisciplinary learning. A single site will provide greater opportunities for older young people to act as role models take on increased leadership roles and assist
younger pupils. A clear benefit is the removal of a significant number of 20 minute ‘travels’ between sites which currently results in split classes and part period cover until teachers arrive from the other site. The proposed site offers scope to build on existing links with the University. This has the potential to be equally beneficial to all parties.

3.2 All children and young people who met with HM Inspectors were supportive of the proposal. They were of the view the existing sites were in a poor state of repair and needed replacing. They recognised the benefits a new build school would bring. They looked forward to an improved learning environment and access to technology, with better science and physical education facilities. A single site would remove the need for teachers to travel between the existing split sites. This would minimise disruption, reduce lateness and improve learning and teaching. They valued the idea of a single school identity with opportunities for joint working across year groups. The proposed location was popular due to its proximity to Station Park sports fields and the University. Reduced time spent on buses and increased opportunities for walking or cycling to school were welcomed.

3.3 All parents, carers and Parent Council representatives who met with HM Inspectors were supportive of the proposal. They agreed the current sites were not fit for purpose and in urgent need of replacement. They recognised a number of clear benefits a new build, single site school would bring for both young people and teaching and support staff alike. Improved facilities would help further improve attainment. A single site would ensure resources were effectively deployed reducing duplication. A whole school identity would be developed. The current requirement for teachers to travel between sites would be removed, reducing disruption to teaching and learning. The proposed location outside the town and beside the University was seen as a popular choice which would benefit young people. Travel to and from school would be improved with reduced journey times for the 60% of young people travelling from the Taybridgehead area. Buses would no longer have to go into town reducing congestion around South Street. Drop off by parents would be confined to one site. Young people would be better placed to take up extra-curricular activities in a single location. Parents and carers were enthusiastic about the opportunities to develop creative links with the University. This would benefit both young people and staff alike. Whilst parents and carers were supportive of the proposal, they expressed concerns about the time spent in recent years discussing plans for a new school without a positive result. They talked about ‘consultation fatigue’ and were keen to ensure that the development be progressed without further delay.

All senior management, teaching and support staff who met with HM Inspectors were supportive of the proposal. They believe that a single site would improve the start of the school day offering continuity and more meaningful engagement by staff with young people. Removing the need for travel between sites would ensure teachers’ time is used more effectively to improve learning and teaching. The single site would offer more efficient use of resources, reduce duplication across two sites and reduce travel costs. An improved school identity and ethos, together with more collegiate/team working were seen as clear benefits if the proposal was to go ahead. The single site would offer increased opportunities for senior young people to take on leadership and mentoring roles across the whole school. The proposed location
was seen to offer very good opportunities for the school to build on existing strong
links with the University. This would be mutually beneficial. The location would also
reduce the time young people spent travelling on buses, remove congestion in South
Street and address staff parking problems.

3.4 Representatives of the Catholic Church who met with HM Inspectors were
supportive of the proposal. They believe a single site, modern, purpose built school
with up to date resources and technology would be beneficial to both young people
and staff alike. The proposed location was seen to serve the catchment well in that it
removes the need for a high number of young people from the Taybridgehead area
to travel into St Andrews. The co-location alongside the University was seen to offer
scope for imaginative partnership working to be developed.

4. Summary

The council's proposal is of clear educational benefit. The majority of stakeholders
who submitted responses were supportive of the proposal. All children, young
people, parents, carers and school staff who met with HM Inspectors were
supportive of the proposal. The council's proposal, if it proceeds, would see young
people benefit from a well-located, well-resourced single site. The single site would
offer more effective use of resources, reduce duplication across two sites and reduce
travel costs. An improved school identity and ethos, more collegiate and team
working would be developed. Learning and teaching will be improved, with teachers
time spent teaching rather than travelling. Opportunities for senior young people to
take on leadership and mentoring roles across the whole school will be improved.
The proposed location offers very good opportunities for the school to build mutually
beneficial links with the University.

In taking forward the proposal, the council needs to set out how it will address the
concerns raised during the consultation. In particular, the council and other key
partners should consider how they address the notion of 'consultation fatigue'
expressed by stakeholders, the time spent on consultation without a result and their
lack of confidence in the council to progress this proposal at the earliest opportunity.

HM Inspectors
Education Scotland
May 2017
9.0 Statement of Fife Council’s response to the report from HMI Education Scotland

9.1 Fife Council is pleased to note that the report from Education Scotland confirms that the Council has set out a strong case in support of the proposal, that the proposal is of clear educational benefit, that the majority of stakeholders who responded to the consultation are in support of the proposal and that all those children, young people, parents, carers and school staff who met with HM Inspectors were supportive of the proposal.

9.2 The report raises one key area of concern referred to in the final paragraph as follows:

9.3 “In taking forward the proposal, the council needs to set out how it will address the concerns raised during the consultation. In particular, the council and other key partners should consider how they address the notion of “consultation fatigue” expressed by stakeholders, the time spent on consultation without a result and their lack of confidence in the council to progress this proposal at the earliest opportunity”.

9.3.1 Fife Council responds to this by acknowledging the concerns raised during the consultation and providing the up-to-date information regarding timescale, which is found in section 7 (b) and (c). A number of proposals have been put forward for the replacement of Madras College and each proposal has been subject to a statutory consultation process in accordance with the Schools (Consultation) (Scotland) Act 2010 or relevant legislation governing consultation at the time. Fife Council recognises that this has been a lengthy process for the community and that there has been no proposal that has progressed to the construction of the new school. Fife Council can confirm that the current option for the site meets the educational requirements that have been determined through consideration at Committee and that, through the support of the partnership with the University, it is fully anticipated that the new school can be delivered at Langlands.

9.3.2 Every pupil group asked that they be kept informed of the progress. They will have an opportunity to hear about the construction of the new school through school bag mail. They will also have access to information on-line, live Facebook updates and the Council will endeavour to arrange a number of site visits once it is safe to do so. Other interested parties will be advised of the progress through our normal communication processes as well as through parent councils, community councils, Fife Council website, Twitter and Facebook.

9.3.3 The previous proposal to relocate the school to the Pipelands Site did not proceed due to a judicial review of the planning aspects. Fife Council is committed to the proposal and its proposed implementation date but external factors may also have an impact on that.

9.3.4 Fife Council is currently working on developing the design brief for the new school, in consultation with staff. This early feasibility work will ensure that if
planning permission is granted for the site by Fife Council as planning authority, the Education Service is in a position to progress the new build as quickly as possible. Early design workshops have been facilitated by the Design Team within Property Services, with the Headteacher and a number of staff from various subject areas, to ensure that the building is designed to meet the needs of the curriculum and all stakeholders. However, determination of the planning application for the new school is dependent upon determination of Planning Permission in Principle for the Strategic Development Area and the new access road. Fife Council is actively progressing discussions with the University of St Andrews to agree terms for an Options Agreement for the purchase of the Langlands site to progress the new school as quickly as possible, should approval to proceed with the proposal be given.

10.0 Inaccuracies, omissions and additional information

10.1 No substantive inaccuracies or omissions of relevant information in the Consultation Proposal document were identified as a result of the consultation process.

10.2 An equality impact assessment has been completed. The assessment included the consultation process and could not have been made available during the consultation process. It is additional information which is relevant and forms Appendix F to this Consultation Report.

11.0 Review of the proposal by Fife Council

11.1 Following receipt of the report from HMI Education Scotland, Fife Council has reviewed the proposal, having regard (in particular) to the written and oral representations made and to HMI Education Scotland's report.

11.2 Analysis of the consultation responses and representations received in writing and orally, and the report from HMI Education Scotland, indicate an overwhelming level of support for the proposal and that it is of clear educational benefit. Due regard has been taken of the concerns regarding potential delay in implementation, however this does not minimise the support for the need for a new school, on a single site, or for the site itself.

11.3 In view of the above, it is recommended that approval be given to the proposal to relocate Madras College from the existing school sites of South Street and Kilrymont Road, St Andrews to a new single site at Langlands, adjacent to the University of St Andrews.
Appendix A - The Proposal

FIFE COUNCIL EDUCATION & CHILDREN’S SERVICES DIRECTORATE

PROPOSAL TO RELOCATE MADRAS COLLEGE FROM THE EXISTING SCHOOL SITES OF SOUTH STREET AND KILRYMONT ROAD, ST ANDREWS TO A NEW SINGLE SITE AT LANGLANDS, ADJACENT TO THE UNIVERSITY OF ST ANDREWS

THE CONSULTATION PROCESS –

The following schools are affected by this Proposal Document:

- Madras College
- Balmerino Primary School
- Canongate Primary School
- Guardbridge Primary School
- Kingsbarns Primary School
- Largoward Primary School
- Lawhead Primary School
- Leuchars Primary School
- Newport Primary School
- Strathkinness Primary School
- Tayport Primary School
- Wormit Primary School
- Greyfriars RC Primary School

This document has been issued by Fife Council as a proposal paper in terms of the Schools (Consultation) (Scotland) Act 2010.

DISTRIBUTION

A copy of this document is available on the Fife Council web-site: HYPERLINK http://www.fifedirect.org.uk/madrasnewsite

A copy of this document will be provided to:

- The Parent Council or Combined Parent Council of any affected school.
- The parents of pupils at any affected school.
- The parents of any children expected by the education authority to attend any affected school within 2 years of the date of publication of the proposal paper.
- The pupils at any affected school.
- The staff (teaching and other) at any affected school.
- Trade unions representative of the above staff.
- The Community Councils for the affected area:
  - Balmerino, Kilmany & Logie Area Community Council
  - Boarhills and Dunino Community Council
  - Cameron Community Council
  - Guardbridge Community Council
  - Kemback, Pitscottie and Blebo Community Council
  - Kingsbarns Community Council
  - Leuchars Community Council
  - Newport, Wormit & Forgan Community Council
  - Royal Burgh of St Andrews Community Council
  - Strathkinness Community Council
Tayport Ferryport-on-Craig Community Council.

- Any other users of any affected school that the education authority considers relevant.

- MSPs for the area (Willie Rennie, Claire Baker, Murdo Fraser, Dean Lockhart, Alex Rowley, Mark Ruskell, Liz Smith and Alexander Stewart).

- The Constituency MP (Stephen Gethins).

- Elected members for the area (Wards 17, 18, 19, 20, 21 – Cllrs Andy Heer, Donald Lothian, David MacDiarmid, Tim Brett, Bill Connor, Margaret Taylor, Keith McCartney, Frances Melville, Dorothea Morrison, Brian Thomson, John Docherty, Donald MacGregor, Elizabeth Riches, Margaret Kennedy, Karen Marjoram and Bryan Poole.

A copy of this document is also available from:

- Main Reception, Fife House, Glenrothes.
- Main Reception, Rothesay House, Rothesay Place, Glenrothes.
- The schools affected by the proposal.
- St Andrews Customer Service Point, St Marys Place, St Andrews.
- St Andrews Library, Church Square, St Andrews.
- or email [sustainableschoolestate.enquiries@fife.gov.uk](mailto:sustainableschoolestate.enquiries@fife.gov.uk).

This document can be made available in alternative formats or in translated form for readers whose first language is not English. Please apply in writing to Education & Children’s Services Directorate, 4th Floor, Rothesay House, Glenrothes or by email to: [avril.graham@fife.gov.uk](mailto:avril.graham@fife.gov.uk) (telephone 03451 555555 ext. 444204). Page 26 of this document provides additional contact numbers, in different languages.
SUMMARY OF PROCESS FOR THIS PROPOSAL DOCUMENT

1. **Consideration by the Executive Committee**

   This Proposal Document has been issued as a result of a decision by the Executive Committee of Fife Council on 28 February 2017. Views are now sought in formal consultation on the proposal in this paper.

2. **Proposal Document issued to consultees and published on Council Web-site**

   A copy of this document will be issued free of charge to the consultees listed on the preceding pages, and it will also be published on the Council web-site: HYPERLINK http://www.fifedirect.org.uk/madrasnewsite.

3. **Publication of Advertisement**

   An advertisement will be placed in the Fife Herald, St Andrews Citizen and the East Fife Mail week commencing Monday 13 March 2017. Details will be provided via Twitter, Facebook and the Fife Council website. Associated primary school and nursery schools will also publicise the consultation process in newsletters, school bag mail and schools’ Groupcall system.

4. **Length of Consultation period**

   The consultation will commence on Monday 13 March 2017 and will end on Friday 12 May 2017 which includes the minimum statutory consultation period of 30 school days.

5. **Public meetings**

   Public meetings will be held at:
   - Madras College, Kilrymont Road on Tuesday 28 March 2017 from 6.00-7.30 pm
   - Tayport Primary School on Wednesday 26 April 2017 from 6.00-7.30 pm

   where there will be opportunities to:
   - hear more about the proposal
   - ask questions about the proposal
   - make a written representation in respect of the proposal
   - have your views recorded so that they can be taken into account as part of the consultation process.

6. **Informal Drop-in Sessions**

   Informal drop-in sessions will be held at:
   - Wormit Primary School on Monday 27 March from 3.15-4.15 pm
   - Madras College, Kilrymont Road on Tuesday 28 March from 5-6 pm
   - Leuchars Primary School on Tuesday 18 April from 3.15-4.15 pm
   - Lawhead Primary School on Thursday 20 April from 3.15-4.15 pm
   - Kingsbarns Primary School on Tuesday 25 April from 3.15-4.15 pm
• Tayport Primary School on Wednesday 26 April from 3.15-4.30 pm

where there will be opportunities to:

• discuss the proposal with officers
• ask questions about the proposal
• make a written representation in respect of the proposal.

7. Responding to the Proposal

Interested parties can also respond to this proposal document by making a written submission on the proposal to any of the following by the end of the consultation period on 12 May 2017:

• Sustainableschoolestate.enquiries@fife.gov.uk
• Madras New Site Consultation, Education & Children’s Services Directorate, 4th Floor, Rothesay House, Rothesay Place, Glenrothes KY7 5PQ
• Consultation response forms are available at http://www.fifedirect.org.uk/madrasnewsite

8. Involvement of Education Scotland

A copy of the proposal paper will be sent to Education Scotland by Fife Council. Education Scotland will also receive a copy of any relevant written representations that are received by the Council from any person during the consultation period or, if Education Scotland agrees, a summary of them. Education Scotland will further receive a summary of any oral representation made to the Council at the public meetings and, as available (and so far as otherwise practicable), a copy of any other relevant documentation. Education Scotland will then prepare and submit a report on the educational aspects of the proposal within a 3 week period (unless the Council and Education Scotland agree a longer period) after the Council has sent them all representations and documents mentioned above. However, for the avoidance of doubt, the 3 week period will not start until after the consultation period ends. Education Scotland may make such reasonable enquiries of such people at the school (e.g. Headteacher, staff, pupils) as they consider appropriate and may make such reasonable enquiries of such other people as they consider appropriate.

9. Preparation of Consultation Report

The Council will review the proposal having regard to the Education Scotland Report and written representations that it has received. In addition, oral representations made at the public meetings will form part of that review. It will then prepare a Consultation Report. The report will include a record of the total number of written representations made during the consultation period, a summary of the written representations and a summary of the oral representations made at the public meeting as well as a copy of the Education Scotland Report and any other relevant information, including details of any alleged inaccuracies and how these have been handled. The report will also
contain a statement explaining how it complied with the requirement to review the proposal in light of the Education Scotland Report and representations (both written and oral) that it received. The Consultation Report will be published and available for further consideration for a minimum period of 3 weeks.

10. **Decision**

    The Consultation Report, together with any other relevant documentation, will be considered by an appropriate future Committee of the Council, which will come to a decision whether to implement the proposal, in whole or in part, or not. The decision of that Committee may be subject to internal governance procedures before it becomes final.

**Note on Corrections**

During the consultation period, if any inaccuracy or omission is discovered in this Proposal Paper either by the Council or by notification from any other person, the Council will determine whether relevant information has been omitted or if there has been an inaccuracy and if so whether the omission or inaccuracy relates to a material consideration relevant to the decision on implementation of the proposal. It will then take appropriate action which may be to take no further action, to issue a correction with a possible revision of the consultation period or to begin the consultation again. In each of these situations a person who notified the Council of an inaccuracy or omission will be notified of the Council’s determination and invited to make representations to the Council if they disagree with the determination.
Fife Council

Education & Children’s Services Directorate

THE CONSULTATION PROPOSAL

PROPOSAL TO RELOCATE MADRAS COLLEGE
FROM THE EXISTING SCHOOL SITES OF
SOUTH STREET AND KILRYMONT ROAD,
ST ANDREWS, TO A NEW SINGLE SITE AT
LANGLANDS, ADJACENT
TO THE UNIVERSITY OF ST ANDREWS
Format of the Proposal Document

1   Introduction
2   The Proposal
3   Background Information
4   Educational Benefits Statement
5   Transport Arrangements
6   Transitional Arrangements
7   Financial Implications
8   Community Impact
9   Proposed Date of Implementation
10  Statutory Consultation Process - Proposed Timeline

Appendix 1.1  Proposed site for the New Build
Appendix 1.2  Existing Madras school sites
Appendix 1.3  Existing Madras College Catchment Area
Appendix 1.4  Glossary of Terms
Appendix 1.5  Consultation Response Form
1 Introduction

1.1 This consultation paper sets out the rationale and implications in respect of the proposal to relocate the existing school sites of Madras College at South Street and Kilrymont Road, St Andrews to a single school site on land at Langlands (see Appendix 1.1).

1.2 This paper also sets out the consultation process and the means and timescales for making representations on the proposal.

1.3 The most immediate driver for the construction of a new, single site school for this area is that the existing accommodation is split over 2 sites, 1.5 miles apart. These sites are Kilrymont Road (which accommodates S1-S3 pupils) and South Street, located in the main town centre, which accommodates S4-S6 (See Appendix 1.2).

1.4 These buildings are inflexible in configuration and the South Street complex is not amenable to renovation to current standards. In addition, the South Street building does not meet our aims in terms of teaching and learning accommodation or ICT capability. The existing buildings at South Street and Kilrymont are currently categorised as C (poor) rating for condition and D (bad) for suitability.

2 The Proposal

2.1 This proposal is to create a replacement single site secondary school, for the existing catchment area of Madras College, which would meet the educational needs for the 21st century, located at Langlands (see Appendix 1.1).

2.2 The proposed site is located adjacent to the University of St Andrews, south of the A91, North Haugh, St Andrews (South of Andrew Melville Hall). If the proposal to relocate to this site were to be approved, there will be no requirement to decant the existing schools pupils/staff and existing community use facilities will continue to operate fully until the new facility is ready.

2.3 The scope of the new school will include the full education provision currently provided in Madras College, including the Department of Additional Support currently accommodated within the Kilrymont Site.

2.4 This proposal to relocate Madras College to a single site school will include the transfer of all pupils and staff to the proposed new school, under the management employed at that time.

2.5 The school will comprise all essential indoor facilities associated with a new secondary school, such as dining and social areas. Dedicated indoors sports areas will be provided for school and community use. It is expected that, through the design consultation process, the new school will have enhanced sports facilities, including all weather pitches.
2.6 The proposed new site will have its own dedicated sports facilities and the school will endeavour to explore additional opportunities for use of accommodation within the university.

2.7 Appendix 1.1 shows the proposed school site. Appendix 1.2 shows the location of the existing school sites and the proximity to the proposed new school site. Appendix 1.3 shows the existing school catchment area. Appendix 1.4 is the consultation response form which is available online and will be available for completion at the public meetings or at the informal drop-in sessions. Appendix 1.5 is a Glossary of Terms explaining the terminology used in this consultation proposal.

3 Background Information

3.1 Madras College – The case for relocation to a new single site

3.1.1 The Madras College buildings are currently located on 2 sites. South Street is located within the centre of town and accommodates S4-S6 pupils. This building was built circa 1883, is a listed building and is located within a conservation area. Kilrymont Road accommodates S1-S3 pupils, and a Department of Additional Support (DAS) and this building was built circa 1967. This building is also listed by Historic Scotland and is located within a conservation area.

3.1.2 Madras College was first identified for a review of accommodation, and specifically to review the relocation of Madras College to a single site, in 2005.

3.2 Site Identification

3.2.1 The Council, in August 2016 approved:

(1) the criteria that the developer (the Education Authority) had concluded were required to test any available site options for a future Madras College, as well as for assessment of sites for any future school developments as follows:

1. a single school and site for the children and young people in order to both provide a coherent and efficient curriculum for all pupils and deliver the best value requirements;
2. a site where the net acreage was consistent with relevant space guidance in order that it could contain a school, as well as the open space, of sufficient size and appropriate shape to accommodate the peak forecast roll and an element of future expansion. The aspect ratio of the site should also be of suitable proportions to enable the design of the new school to create a building which was attractive and inspiring and would create a civic presence without being unduly constrained by the site;
3. a site should be located within the designated catchment area, where pupil population was greatest, whilst being accessible by foot, bicycle,
car and public transport. It should be located to minimise pupil travel
distance and support the delivery of appropriate community facilities;
4. a sufficient site area to accommodate all curricular, external learning,
sports facilities and community engagement, therefore any site would be
assessed having regard to the size of the site and its ability to
accommodate the school, and not only its curricular activities but all
extracurricular activities in accordance with current Fife Council priorities;
5. a site which was able to ensure that the building design could deliver full
accessibility for all pupils, staff and the public, including appropriate
vehicular access and car parking facilities;
6. a site which could enable a design that would deliver a safe and secure
environment, with east of movement throughout the building and the site;
7. the school should be available for occupancy within a reasonable
timescale;
8. a site where the cost of the site and site preparation could be contained
within the capital budget available for the project or where any increased
costs could be accommodated within the wider Council’s capital
resources; and

(2) agree the reassessment of the original sites, and any other sites which
had since come forward, for the replacement Madras College, in
accordance with the criteria set out at paragraph (1) above.

3.2.2 The Executive Committee of 13 December 2016 considered an update
report which identified 4 sites, following the Stage 1 assessment process, to
be taken forward to the Stage 2 technical assessment. These were
Kilrymont, Langlands, Craigtoun Road and Strathkinness High Road.

3.2.3 On 28 February 2017 a report was submitted providing the outcome of the
educational requirements and technical assessments of the site options for
the replacement of Madras College. The committee agreed the Langlands
site as the preferred site option and agreed the request to carry out a formal
statutory consultation.

3.2.4 Having considered a range of factors, the more detailed site assessment
process that has been undertaken supports the view that Langlands offers
the best location for the relocation of Madras College. In particular, the site
offers the advantage of co-location with the University, potential scope for an
integrated sport and community facility encompassing the school and
university facilities and the early delivery of a permanent access solution,
which would minimise the environmental impact of vehicle movements
generated by the school on the rest of St Andrews.

3.2.5 On 28 February 2017, the Executive Committee agreed Langlands as the
preferred site for the relocation of Madras College, subject to:

- the entering into an option agreement with the University of St Andrews
  for the acquisition of a suitable site;
- completion of a full planning assessment of the site as part of the overall
  masterplan of the St Andrews West Strategic Development Area;
• the outcome of a consultation to be carried out under the Schools Consultation (Scotland) Act 2010,

and agree to authorise the Head of Legal Services, in conjunction with the Head of Assets, Transportation and Environment, to agree terms for an Option Agreement with the University of St Andrews for the purchase of the Langlands site. In general terms an option agreement gives a party option to proceed with the purchase of land on certain terms. It is then for the buyer to determine whether to proceed with the purchase or not.

3.2.6 As any change to the existing sites at South Street and Kilrymont is subject to consultation under the Schools (Consultation) (Scotland) Act 2010, and therefore the outcome of this is required before Fife Council can progress with purchase of the site.

3.2.7 A full planning assessment will be required as part of the planning application process, once the specific boundaries of the site (which is to be the subject of the Option Agreement) are agreed between the Council and the University of St Andrews.

3.3 Building Condition and Suitability Ratings

3.3.1 The school has a combined condition rating of ‘C’ for both of the buildings and a suitability rating of ‘D’ since 2013.

3.3.2 The last suitability survey carried out in 2015, highlighted a number of areas of concern:

South Street
• Disabled access has improved in the past two years but the building as a whole is generally inaccessible.
• Playing surfaces are limited and there is very limited external social space.
• There are ongoing heating and cooling issues.
• There is a small dining room which is also used as a study space.
• The pupil social areas are very limited.
• The toilets are inadequate.
• There is insufficient car parking spaces.
• The distance between sites for staff to travel is limiting.
• There are poor storage facilities.

Kilrymont Road
• The split site causes travel issues for teaching staff.
• The PE facilities are poor.
• Computer classrooms can get very hot and have little ventilation.
• The toilets are problematic.
• The Library is small.

3.3.3 An investment programme is planned for 2017/18 to address a number of areas of concern raised by pupils, staff and members of the parent council. This includes further decoration work, installation of additional smartboards
and projectors, refurbishment of toilet facilities, additional fire doors and the provision of solar film to reduce glare. Although this planned investment will improve the aesthetics of the school, it will not improve the overall condition and suitability rating of the buildings or indeed negate the need for a new single site school.

3.4 **Accessibility Rating**

3.4.1 The accessibility rating for South Street is ‘D’ and the rating for the Kilrymont building is ‘B’.

3.5 **School Roll Information**

3.5.1 The school currently has a maximum capacity of 1906 pupils across both sites. The school roll recorded for Census 2016 was 1288 pupils (68% occupied). Historic school rolls are listed below:

![Madras College - Historic Rolls 2000-2016](image)

3.5.2 The school roll projections for Madras College are shown below, based on the 2015 census information.

![Madras College - Projections 2017-2035](image)

3.5.3 The recent decision of the Ministry of Defence to relocate additional army personnel to Fife may have an impact on education provision in this area. Any potential new pupils from an increase in MoD personnel have not yet
been included within the roll projections. However, we continue to work closely with the MoD to ascertain the likely impact of any future proposed expansion and this will be included in the roll projections once plans are finalised. Our roll projection methodology takes into account a number of area factors and officers will continue to monitor the Community Health Index (CHI) data from the NHS and the number of pupils expected to be living in this catchment area.

3.6 **Placing Requests and Pupil Movement**

3.6.1 The tables below show pupil and catchment data from February 2017:

- Table A - The number of pupils attending Madras College who also live in the Madras College catchment;
- Table B - The number of pupils attending Madras College who do not live in the Madras College catchment area; and
- Table C – The number of pupils living in the Madras College catchment who have chosen to attend other secondary schools in Fife. Thirty-five of these pupils attend Bell Baxter High School and the remaining 11 attend Levenmouth Academy, Waid Academy or St Andrew’s Roman Catholic High School.

3.6.2 Pupil numbers <5 and year group totals have been removed due to small numbers.

<table>
<thead>
<tr>
<th>(A) Madras College (catchment pupils attending Madras College)</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>232</td>
<td>210</td>
<td>186</td>
<td>202</td>
<td>168</td>
<td>138</td>
<td>1136</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(B) Madras College (non-catchment pupils attending Madras College)</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenrothes schools</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Kirkcaldy schools</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
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<tr>
<td>East and Levenmouth schools</td>
<td>13</td>
<td>21</td>
<td>18</td>
<td>24</td>
<td>21</td>
<td>28</td>
<td>125</td>
</tr>
<tr>
<td>Dunfermline &amp; West Fife schools</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Outwith Fife</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(C) Madras College catchment pupils (attending other schools)</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Fife high schools</td>
<td>6</td>
<td>6</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>46</td>
</tr>
</tbody>
</table>

3.6.3 There may be a number of pupils living in the catchment area of Madras College who may attend other education establishments outwith this local authority area and such pupil numbers are not known.
3.7 Catchment Properties

3.7.1 Madras College supports over 14,200 properties within its catchment area.

3.8 Proposed New Housing within the Madras College Catchment Area

3.8.1 There are 1941 housing units expected to be built in the catchment area of Madras College (figures from Housing Land Audit 2016). This figure includes the Strategic Development Area (SDA) site for St Andrews West (for 1090 units), with 700 units from this site programmed to be completed within the period 2017-2035 and the remaining 390 units post 2035.

3.8.2 The new single school site will be constructed with sufficient capacity to accommodate new pupils from housing sites and projected school rolls. The proposed capacity of a new school will accommodate 1450 pupils.

4 Educational Benefits

4.1 Educational Benefits for the pupils of Madras College

4.1.1 A single site campus will bring together all pupils of Madras College in a single site and provide modern, fit for purpose accommodation and facilities tailored to meet the educational needs for the communities of St Andrews and the Taybridgehead area.

4.1.2 The relocation to a single site will allow the Department of Additional Support (DAS), currently located at Kilrymont Road, to be fully integrated into the new school site. This will provide increased opportunities to create an inclusive learning community, where pupils can be involved in learning across all curricular areas, particularly for the senior phase. This will allow learning to be delivered in mainstream classes or supported in purpose-built accommodation, meeting the needs of individual pupils including those with complex health needs, ASD, physical disabilities and any other additional support needs.

4.1.3 A state of the art school on a single site will offer significant educational, social and economic advantages. Curriculum for Excellence encourages interdisciplinary learning and the new school will be designed to give flexibility to ensure it meets the current and future demands of the school community.

4.1.4 Learning from the previous new build schools of Auchmuty, Dunfermline, Windmill Campus and Levenmouth Academy, and the ongoing replacement of Waid Academy, the design team will endeavour to enhance previous school designs to incorporate maximum flexibility for a 21st century school.

4.1.5 Curriculum for Excellence also encourages cross-curricular working and the new school will be designed to give flexibility in the delivery of the curriculum and to support our faculty structure.
4.1.6 Classrooms will be light and airy with full IT capability. Labs will be modern and a mix of accommodation in science will provide spaces to balance practical and theoretical work.

4.1.7 Sports accommodation will consist of a 4 court games hall, gymnasium, multi-activity area and two all-weather pitches to deliver the curriculum.

4.1.8 All of the curriculum, including physical education, will be accommodated within the proposed site at Langlands, although some extra-curricular sports and community provision may require to access Station Park and/or the adjacent University pitches.

4.1.9 An assembly hall capable of accommodating an audience of 500 is part of the design brief. This will allow full assemblies for each of the existing three houses, as well as providing an excellent venue for productions, either school or community based.

4.1.10 Discussion with the University of St Andrews, will continue to consider educational linkages with a view to incorporating mutually beneficial opportunities within the new school.

4.1.11 Bringing the school together onto a single site will further support the Madras principle of older pupils helping younger pupils. There will be immediate advantages for the curriculum, not only with this "in class" principle (of peer tutoring) but also in being able to establish a single teacher working with a Form Time class, which can then be followed up through the school with the same teacher/same form time class. In terms of lunch and interval the seniors will be in a much better position to act as "permanent" role models in areas of the school and to give greater support to interval and lunchtime clubs. One clear advantage within the curriculum, of course, would be the removal of the need to time table the significant number of 20 minute "travels" between sites which leads to split classes and part period cover.

4.1.12 Social areas will be provided which will offer the opportunity for interaction and active learning during timetabled periods, as well as providing informal social areas during break times.

4.2 Educational Benefits for any other users of the school’s facilities

4.2.1 Madras College is a community use school with a wide and varied programme each evening and on Saturdays. The facilities in the new provision will be designed with this in mind and we will endeavour to ensure that this provision is available to meet the current and future community demands. As a result, it is expected that the school and community users of a new Madras College will enjoy all the benefits of modern, purpose built facilities.

4.2.2 Enabling maximum use of the wider Council estate can positively contribute to outcomes which impact on the life chances of individual citizens and the capacity of those communities which we seek to serve. Making best use of the traditional school estate is such an example of this approach and Madras
College Community Use, established nearly 30 years ago, provides access to the Madras College (predominately on the site at Kilrymont Road and to a lesser extent South Street) Campus and sports fields located at Station Park.

4.2.3 A replacement one site school will allow full access to all the resources available whilst providing added value through economy of scale and efficient sustainable utilities. The learning environment will be of a modern outlook and embrace and enhance formal and informal learning for all. Existing facilities have limited compliance in relation to access for those with additional support needs. A new facility will both enable and improve significantly equity of access for all. This removes a barrier to participation and promotes equalities.

4.2.4 A school kitted out with modern IT and Wi-Fi access will increase the capacity to provide opportunities for digital learning both for individual learners and community groups. A key objective for our community planning objectives is an increase in digital services. Outcomes can be significantly enhanced where lifelong digital learning can be supported – from basic skills to design technologies and self-directed learning. There are enormous opportunities for young people and adults to engage in family or inter-generational learning, particularly in digital skills. Design principles may also enable opportunities for local FE Colleges to deliver opportunities for vocational courses and placements, physically and by remote learning.

4.2.5 In addition, significant use of the sports facilities will be supported, making a significant contribution to and promotion of preventative health and well-being outcomes for all.

4.2.6 There are a number of groups which currently use the existing sports facilities. These include: Gymnastics, Roller Hockey, Martial Arts, Fencing, Netball, Basketball, 50+ Indoor Football, Badminton, Table Tennis, Athletics, Rugby and Cricket. The new building will include changing facilities which will offer greater opportunities for participation.

4.2.7 At present, within the existing school facilities, there is no fitness suite. Any new provision will benefit with such provision to allow for regular and sustained use by groups and individuals. Opportunities will also be provided for health referrals for NHS rehabilitation services. A positive increase in take up can be supported for those recognised hard to reach target groups such as teenage girls and 50+ males.

4.2.8 The provision of a full size outdoor sports pitch will facilitate increased training space for football and other sports. The existing sand dressed pitch is unpopular and limited in size and does not meet expectations or needs of sports groups currently. A full-size replacement will remove this barrier to participation and facilitate all year-round provision.

4.2.9 The Council is committed to supporting lifelong access to sports and health facilities. It is crucial that once removed from school, university and work, that there are adequate and accessible opportunities for individuals to do
regular activity, either individually or as a member of a team.

4.2.10 The health and well-being outcomes will be further enhanced by wider use of the kitchen space, classrooms and areas which can be utilised for yoga, relaxation, creative arts and activities which promote positive mental health for all ages. There are limited opportunities for this at present due to the existing building constraints, however, it is anticipated the new build will have increased space, breakout areas and circulation space which will allow for appropriate mixed use.

4.2.11 It is envisaged that the existing hours of availability will be maintained, however the increase in facilities will allow for a greater number of individuals and groups accessing facilities at key peak periods. Currently, the restrictions of the junior school, limit the use and capacity of existing programmes.

4.2.12 A partnership approach to learning is important, the transitional stages of learning through nursery, primary and secondary can be supported as pupils who access resources out with school hours for their leisure can find transitions less intimidating, they can have a wider friendship group and differing relationship with adults as volunteers or tutor, coach. Adults learning alongside youngsters also provide positive role models and this demonstrates active lifelong learning and promotes positive benefits of regular activity physical and mental health.

4.2.13 A single site will also enable an increased efficiency of working with young people and deliver services which meets their needs. In partnership with voluntary sector, Community & Learning Development (CLD) and others professionals, Community Use Schools will be able to contribute to the overall youth strategy, targeting delivery at those who would benefit most as well as a much-needed universal provision.

4.2.14 The table below provides detail of the existing programme activity.

<table>
<thead>
<tr>
<th>Group Name</th>
<th>Activity</th>
<th>Day</th>
<th>Time</th>
<th>Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flic Flac</td>
<td>Gymnastics</td>
<td>Wednesday,</td>
<td>5.00 – 8.30 pm</td>
<td>Book all year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saturday</td>
<td>10 am – 12.00 pm</td>
<td></td>
</tr>
<tr>
<td>St Andrews Men Keep Fit</td>
<td>5-aside</td>
<td>Tuesday</td>
<td>8.00 – 9.00 pm</td>
<td>Book all year</td>
</tr>
<tr>
<td>St Andrews Angling Club</td>
<td>Class</td>
<td>Wednesday</td>
<td>7.00 – 8.00 pm</td>
<td>Use Oct - March</td>
</tr>
<tr>
<td>Madras Football</td>
<td>5-aside</td>
<td>Wednesday</td>
<td>6.00 – 7.00 pm</td>
<td>Book all year</td>
</tr>
<tr>
<td>Tae Kwon Do</td>
<td>Tae Kwon Do</td>
<td>Monday</td>
<td>5.00 – 8.00 pm</td>
<td>Book all year</td>
</tr>
<tr>
<td>St Andrews Table Tennis Club</td>
<td>Table Tennis</td>
<td>Thursday</td>
<td>6.00 – 9.00 pm</td>
<td>Book all year</td>
</tr>
<tr>
<td>St Andrews Scorpions</td>
<td>Roller Hockey</td>
<td>Thursday</td>
<td>6.00 – 8.00 pm</td>
<td>Book all year</td>
</tr>
<tr>
<td>Madras Badminton</td>
<td>Badminton</td>
<td>Wednesday</td>
<td>7.00 – 8.00 pm</td>
<td>Use Sep – Mar</td>
</tr>
<tr>
<td>Univ St Andrews Canoe Club</td>
<td>Canoeing</td>
<td>Monday, Tuesday</td>
<td>8.15 – 9.15 pm</td>
<td>Use Sep – May</td>
</tr>
<tr>
<td>Irregulars</td>
<td>5-aside</td>
<td>Tuesday</td>
<td>9.00 – 10.00 pm</td>
<td>Book all year</td>
</tr>
<tr>
<td>Over 50s Football</td>
<td>5-aside</td>
<td>Thursday</td>
<td>8.00 – 9.00 pm</td>
<td>Sep – Mar</td>
</tr>
<tr>
<td>Dundee College</td>
<td>Use of home economic room</td>
<td>Varies</td>
<td>4.00 – 7.00 pm</td>
<td>Up to 10 bookings per year</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------</td>
<td>--------</td>
<td>----------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>St Andrews &amp; East Neuk Girls football</td>
<td>Football</td>
<td>Saturday</td>
<td>10.00 am – 12.00 pm</td>
<td>Oct – Mar</td>
</tr>
<tr>
<td>Largo Cricket</td>
<td>Cricket</td>
<td>Friday</td>
<td>6.30 – 9.00 pm</td>
<td>Oct – Mar</td>
</tr>
<tr>
<td>City of St Andrews Pipe Band</td>
<td>Music classes</td>
<td>Monday, Friday</td>
<td>6.00 – 9.00 pm</td>
<td>Book all year</td>
</tr>
<tr>
<td>St Andrews Netball Club</td>
<td>Netball</td>
<td>Monday</td>
<td>8.00 – 9.00 pm</td>
<td>Book all year</td>
</tr>
<tr>
<td>St Andrews Railway &amp; Transport</td>
<td>Room hire</td>
<td>Tuesday</td>
<td>7.30 – 9.30 pm</td>
<td>Monthly</td>
</tr>
<tr>
<td>St Andrews Colts</td>
<td>Football</td>
<td>Wednesday, Friday</td>
<td>6.30 – 8.00 pm</td>
<td>Oct – Mar</td>
</tr>
<tr>
<td>St Andrews Aikido</td>
<td>Aikido</td>
<td>Wednesday</td>
<td>8.30 – 10.00 pm</td>
<td>Book all year</td>
</tr>
<tr>
<td>University Cricket</td>
<td>Cricket</td>
<td>Monday, Wednesday, Saturday, Sunday</td>
<td>9.00 – 10.00 pm</td>
<td>Oct – Mar</td>
</tr>
<tr>
<td>St Andrews Baptist Church</td>
<td>Hall &amp; room hire</td>
<td>Sunday</td>
<td>9.30 am – 1.00 pm</td>
<td>All year, also during holiday periods</td>
</tr>
<tr>
<td>SAMS – Operatic Society</td>
<td>Room hire</td>
<td>Monday, Wednesday</td>
<td>7.00 – 9.30 pm</td>
<td>Sep – Mar</td>
</tr>
<tr>
<td>St Andrews Tennis Club</td>
<td>Tennis</td>
<td>Tuesday</td>
<td>5.00 – 6.00 pm</td>
<td>Oct – Mar</td>
</tr>
<tr>
<td>Am Soccer Club</td>
<td>Football</td>
<td>Monday</td>
<td>6.00 – 8.00 pm</td>
<td>Oct – Mar</td>
</tr>
<tr>
<td>Royal Bank Football</td>
<td>5-aside</td>
<td>Thursday</td>
<td>9.00 – 10.00 pm</td>
<td>Book all year</td>
</tr>
<tr>
<td>1e Athletics Club</td>
<td>Athletics</td>
<td>Tuesday</td>
<td>6.00 – 8.00 pm</td>
<td>Oct – Mar</td>
</tr>
<tr>
<td>Fat burn Extreme</td>
<td>Keep Fit Class</td>
<td>Thursday</td>
<td>7.00 – 8.00 pm</td>
<td>Book all year</td>
</tr>
<tr>
<td>Madras FPs</td>
<td>Rugby Club</td>
<td>Tuesday, Thursday, Saturday, Sunday</td>
<td>6.00 – 9.00 pm</td>
<td>Book all year</td>
</tr>
<tr>
<td>New Dawn Religious conference</td>
<td>Hall &amp; room booking</td>
<td>1 week</td>
<td>9.00 am – 10.00 pm</td>
<td>Annually</td>
</tr>
<tr>
<td>Am Soccer Tournament</td>
<td>Pitch Hire</td>
<td>1 Week</td>
<td>10.00 am – 3.00 pm</td>
<td>Annually</td>
</tr>
<tr>
<td>St Andrews Highland Games</td>
<td>Pitch Hire</td>
<td>1 Weekend</td>
<td>9.00 am – 6.00 pm</td>
<td>Annually</td>
</tr>
<tr>
<td>Helicopter Companies</td>
<td>Grass Hire</td>
<td>Various</td>
<td>Various</td>
<td>Various</td>
</tr>
<tr>
<td>Shire Festival</td>
<td>Medieval Festival</td>
<td>1 Weekend</td>
<td>9.00 am – 6.00 pm</td>
<td>Annually</td>
</tr>
</tbody>
</table>

### 4.3 Educational Benefits for the pupils of the Other Affected Schools

#### 4.3.1 All of the benefits identified in sections (4.1) and (4.2) for existing pupils and other users would also apply to those likely to become pupils at this school.

#### 4.3.2 As part of the statutory consultation process, the Education Service will ensure all parents/carers of all primary aged pupils, attending associated primary schools are consulted and receive information regarding this proposal.
4.3.3 Pupils attending associated primary schools will benefit through transfer to a single site school, modern building with enhanced facilities, which is completely accessible and is fully inclusive for all building users.

4.4 Benefits for pupils of any other schools in the authority area

4.4.1 The proposal to relocate Madras College to a single site would reduce inefficient operating expenditure thus allowing redirection of resources to support pupils across Fife. The more efficient use of resources will result in a more equitable and “best value” model for deployment of resources across Fife schools. This has implications for the school estate, resources and staffing, all of which are considered to impact positively on children’s learning.

4.5 The authority’s assessment of any other likely effects of the proposal (if implemented)

4.5.1 Transport arrangements will be affected and consultation with Fife Council’s Transportation Service and Bus Operators will be arranged if the proposal is approved. Existing Fife Council policy is to provide free transport to pupils living more than 2 miles from their catchment school. Individual transport entitlement will be reviewed in time, prior to the pupils relocating to a new school site. Transportation will assess pupil entitlement and where there is a loss of entitlement, pupils will be notified well in advance.

4.6 Any other likely effects of the proposal

4.6.1 Benefits of shared campus activities with the University of St Andrews

4.6.2 In addition to the benefits included in sections (4.1) to (4.3) the following benefits would apply.

4.6.3 Education Scotland inspected the school in September 2014. Partnership working with the university was highlighted as a key strength and this partnership has continued to grow. A campus with greater accessibility to the university will foster partnership working further. HMI EDUCATION SCOTLAND in 2014 commented that the learning in S1 was brought to life through a university interactive digital programme on the history of the local cathedral. Presently the project is being further developed through trialling a transition project involving a number of primary schools. The idea is that pupils in P7 would learn about pilgrimage and Historic Scotland would work with the primaries before transition to S1 where they visit the cathedral and work with the University to develop their understanding.

4.6.4 Madras College already has an established partnership agreement with the University of St Andrews. This partnership works to the mutual benefit of both establishments. Science, for example, a strong curricular area in the school benefits from input from the university. Knowledge transfer enhances the curricular experience of the young people in the senior phase. Students from the university also work with learners to support Advanced Higher
dissertations and provide tutoring opportunities.

4.6.5 Madras College and the School of Management at The University of St Andrews worked together to deliver a twilight session for all PTCs (Principal Teachers of Curriculum) on leadership development. The session was focussed on the Competing Values framework as developed by Robert Quinn and this was to be a starting point for joint development of Leadership of Learning.

4.6.6 The proposed site will support further the development of partnership working. The school has recently agreed to join the University’s Career Adviser to support an event with speakers from all sectors of employment. This event will allow representatives from specific sectors an opportunity to advise university students about the skills needed to be successful in the sector they're currently in. This will cover day to day work life, skills most relevant to the sector, application process etc.

4.6.7 The young people of Madras College already have links with the university. Some of the course choice provision in the senior phase is delivered in partnership with University of St Andrews staff. (e.g. work on pupil leadership with CAPOD, a TEFL project, the Avison Ensemble project, sport leadership, Modern Languages links) and hopefully MA links for DYW (Developing the Young Workforce) delivery. Madras College has a link with a Doctoral candidate in the School of Psychology who is working with a group of senior pupils on research methodology. The school takes part in the outreach element of the Laidlaw scholarship which sees each pupil in S6 attend a session at the University’s Student Association, building on university life as well as viewing a range of different presentations based on the research undertaken by the Laidlaw scholars. Madras College has also provided a forum for the organisers of the University of St Andrews’ TEDx conference to have their student speakers deliver talks to S6 pupils.

4.6.8 The Cathedral project has been a collaborative initiative between Madras College, University of St Andrews and Historic Scotland. Pupils in S1 at Madras learn about the religious and political significance of St Andrews through studying St Andrews cathedral. The pupils take part in a “pilgrimage” from Kilrymont to the Cathedral. The University Computing department led by Dr Alan Miller helps bring the project to life through coming into the school and leading a series of workshops using the latest technology, showing what the cathedral would having looked like through “virtual” worlds. Pupils in past years have also had opportunities to visit the computing department.

4.7 How the Authority intends to minimise or avoid any adverse effects

4.7.1 If the proposal to relocate Madras College to a new site is approved, existing pupils will have an opportunity to be fully supported through the construction and design of this new building.

4.7.2 Prior to a move to any new site, the transfer of pupils from one school site to another will be carefully planned by the Education and Children Service’s Directorate staff, school staff and parents/carers to ensure that children are
supported through the transition from one school site to another. For those pupils with additional support needs, particular priority will be given to ensuring pupils are comfortable with their new environment.

4.8 **Benefits which the authority believes will result from implementation of the proposal (with reference to the persons whom it believes will derive them) and the reasons for coming to these beliefs**

4.8.1 The proposal to relocate Madras College on a single site would reduce inefficient operating expenditure thus allowing redirection of resources to support pupils across Fife.

4.8.2 More pupils in Fife would be educated in a school rated ‘A’ for condition, suitability and accessibility.

4.8.3 The wellbeing of staff will improve, as they will not be travelling from site to site, and the management time available to support all staff within one site, instead of two sites, will be increased.

5 **Transport Arrangements**

5.1 This section assesses the proposal in terms of transport arrangements to the proposed relocated secondary school. Current legislation requires that a pupil is legally entitled to free transport to school if:

- they’re under 8 and live more than 2 miles from their catchment school or
- they’re over 8 and live more than 3 miles from their catchment school.

5.2 Fife Council provides transport to primary and secondary catchment pupils, who meet the distance criteria in accordance with council policy. Fife Council’s policy is that a child or young person is entitled to free transport in the following circumstances:

- a primary school aged child lives more than one mile from his/her catchment school or other educational establishment by the shortest reasonable walking route;

- a secondary school aged young person lives more than two miles from his/her catchment school or other educational establishment by the shortest reasonable walking route;

- or a child or young person has additional support needs and free transport is proposed through a planning and review meeting and the full completion of a transport request form.

5.3 There is no requirement for Fife Council to provide free transport to pupils who are attending a school as a result of a successful placing request. However, any pupil can take up a vacant place on school transport as a fare paying passenger.
5.4 An additional non-statutory discounted fare scheme (Scholars discount awards) is available for pupils living over 1 mile but less than 2 miles from their secondary catchment school for pupils aged 14 and under.

5.5 Depending on the ultimate choice of site, the current policy of free school transport would be provided for secondary aged pupils who are eligible to receive free transport to school. Safe routes for cycling and walking to a new school site will be considered and developed as part of the planning process.

5.6 As part of this consultation, and the provision of a new school site, it may be that pupils who were entitled to receive free school transport would no longer be entitled to receive free transport as they would be under the distance threshold. The Council will ensure that these parents are notified as early as possible to ensure available walking routes are identified for pupils.

5.7 Currently, based on the 2015 school census, 67% of the total school roll arrives to school by bus. This can be broken down as 470 pupils to Kilrymont Road and 373 pupils to South Street.

5.8 There are a number of pupils, with additional support needs who are transported by taxi to school, and this arrangement would continue and be reviewed based on individual needs.

6 Transitional Arrangements

6.1 As the preferred single site is the land at Langlands, adjacent to University of St Andrews, there is no requirement to decant pupils, staff and community users whilst the new school is being constructed.

6.2 As with previous new builds, it is our intention to ensure school pupils within Madras College are kept informed of the construction process. Previous pupil engagement has included the following activities, site dependant:

- health and safety presentation to all year groups on the dangers of a construction site
- pupil trips to structural steelworks
- pupils attending the DAS (Department Additional Support) provided an opportunity to visit the site early on and at relevant stages of the project to allow them to prepare for the changes ahead
- multiple site visits for teachers
- work placements for pupils interested in construction.

7 Financial Implications

7.1 The site assessment carried out and approved by Committee on 28 February 2017 demonstrated that the new Madras College could not be delivered on any of the sites within the then approved budget of £40m. Committee approved the adjustment to £50m to ensure that the delivery of
Madras College could be achieved in accordance with the recommendations of that report. This revised budget, excluding site purchase costs, has since been approved within the newly agreed capital investment plan.

8  **Community Impact**

8.1  The proposal to relocate the existing Madras College and build a new school on a single site will impact on some pupils who are having to travel further to attend this new school. However, there will be some pupils who are living nearer to the school.

8.2  In terms of educational facilities, the overall impact on the community will be a positive one, with a new school being proposed on a single site which will have enhanced facilities for the young people in the St Andrews and Taybrigehead area.

8.3  The community use facilities, including those at Station Park, will continue to be available for parents/carers and community users if a new build Madras College is relocated at Langlands.

8.4  If a decision is taken to relocate Madras College to the Langlands site, both of the existing main teaching campuses (Kilrymont and South Street) would be declared surplus. While there are proposals associated with South Street, the Kilrymont Road site would no longer be required for educational purposes and options for its reuse or disposal would be presented for consideration in due course. The future use or disposal of this site would be reviewed by the Council’s Estate Service (Assets, Transportation and Environment). Any capital receipt for the Kilrymont Road site would be incorporated into the overall Council’s Capital Receipt Fund in line with Council process.

9  **Proposed Date for Implementation**

9.1  The Langlands site forms part of the St Andrews West Strategic Development Area. It is an un-serviced site and requires to be developed with an access from a road to be built through the Strategic Development Area. Planning Permission in Principle (PPiP) is required to be determined for the wider masterplan area ahead of any detailed application. The planning processes for the masterplan area, school and access road can run concurrently and a reasonable estimate of timescale is around 18 months, from the date of the application for PPiP, to determine the applications, though this is of course dependant on a number of factors including technical studies, levels of public engagement and absence of significant objections or delays.

9.2  The construction build period of a new secondary school is expected to take around 2 years to build after completion of the design and following approval of any planning consent process.
9.3 If the proposal is approved, the Education Service will endeavour to inform parents/carers and pupils of key decisions with regard to the planning approval process and any future construction phase of the new school.

9.4 As matters progress, further detailed work will be required to confirm a more specific timeline. However if key dates are met it is anticipated that relocation to the new site at Langlands would take place during academic session 2020/2021.

10 Statutory Consultation Process – Proposed Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 February 2017</td>
<td>Report to Executive Committee</td>
</tr>
<tr>
<td></td>
<td>Decision by the Executive Committee to proceed with the Statutory</td>
</tr>
<tr>
<td></td>
<td>Consultation to Relocate Madras College To a Single Site School at</td>
</tr>
<tr>
<td></td>
<td>Langlands, adjacent to the University of St Andrews</td>
</tr>
<tr>
<td>9 – 10 March 2017</td>
<td>Parents and other statutory consultees to receive letters informing</td>
</tr>
<tr>
<td></td>
<td>them of the dates for the statutory consultation.</td>
</tr>
<tr>
<td>13 March 2017</td>
<td>Consultation live (period of 33 school days)</td>
</tr>
<tr>
<td>28 March 2017</td>
<td>Public meetings at:</td>
</tr>
<tr>
<td>26 April 2017</td>
<td>Informal drop in sessions at:</td>
</tr>
<tr>
<td></td>
<td>Madras College, Kilrymont Road (Assembly Hall) from 6.00-7.30 pm</td>
</tr>
<tr>
<td></td>
<td>Tayport Primary School (Sports Hall) from 6.00-7.30 pm</td>
</tr>
<tr>
<td>27 March 2017</td>
<td>Wormit Primary School from 3.15-4.15 pm</td>
</tr>
<tr>
<td>28 March 2017</td>
<td>Madras College, Kilrymont Road from 5-6 pm</td>
</tr>
<tr>
<td>18 April 2017</td>
<td>Leuchars Primary School on 18 April from 3.15-4.15 pm</td>
</tr>
<tr>
<td>20 April 2017</td>
<td>Lawhead Primary School on 20 April from 3.15-4.15 pm</td>
</tr>
<tr>
<td>25 April 2017</td>
<td>Kingsbarns Primary School on 25 April from 3.15-4.15 pm</td>
</tr>
<tr>
<td>26 April 2017</td>
<td>Tayport Primary School from 3.15-4.30 pm</td>
</tr>
<tr>
<td>12 May 2017</td>
<td>Consultation Close</td>
</tr>
<tr>
<td>May 2017</td>
<td>Report on consultation process is submitted to Education Scotland</td>
</tr>
<tr>
<td></td>
<td>(3 week review period)</td>
</tr>
<tr>
<td>June 2017</td>
<td>Report Received from Education Scotland</td>
</tr>
<tr>
<td>August 2017</td>
<td>Publish Final Consultation Report</td>
</tr>
<tr>
<td>September 2017</td>
<td>Consultation Report considered by an appropriate future Committee of</td>
</tr>
<tr>
<td></td>
<td>the Council. This must be after the expiry of a minimum of 3 weeks</td>
</tr>
<tr>
<td></td>
<td>from the date of publication of the Consultation Report. The</td>
</tr>
<tr>
<td></td>
<td>decision may be subject to the Council’s internal governance</td>
</tr>
<tr>
<td></td>
<td>procedures before becoming final.</td>
</tr>
</tbody>
</table>
The information included in this document can be made available in large print, braille, audio CD/tape and British Sign Language interpretation on request by calling 03451 55 55 00
Calls cost between 3p to 7p per minute from a UK landline, mobile rates may vary.
BT Text phone number for Deaf people 18001 01383 441177

LANGUAGE LINES

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Calls cost between 3p to 7p per minute from a UK landline, mobile rates may vary.
BT Text phone number for Deaf people 18001 01383 441177

LANGUAGE LINES
Appendix 1.1 – Proposed Site for the New Build
Appendix 1.2 – Existing Madras School Sites (Kilrymont Road and South Street)
Appendix 1.3 – Existing Madras College Catchment Area
Core Facts
Core Facts are a series of data which are collected by local authorities to measure progress and success of a school estate strategy as well as benchmarking against other local authorities in Scotland. The core facts are used at both local and national level to:

- establish a baseline
- inform targets
- inform spending decisions
- support monitoring and evaluation of progress over time
- support assessments of value for money.

More information is available at:

School Condition Rating
Condition core facts are established by professional review, carried out by the Council’s Asset & Facilities Management Service. Schools are assessed against a range of criteria set down by the Scottish Government and are examined on a 5-year rolling programme.

A: Good – Performing well and operating efficiently
B: Satisfactory – Performing adequately but showing minor deterioration
C: Poor – Showing major defects and/or not operating adequately
D: Bad – Life expired and/or serious risk of imminent failure.

School Suitability Rating
Suitability core facts are established through a similar process to the condition core facts process, undertaken by Headteachers and Business Managers. This information assesses how well the school environment supports the delivery of the curriculum against criteria laid down by the Scottish Government.

A: Good – Performing well and operating efficiently (the school buildings support the delivery of services to children and communities)
B: Satisfactory – Performing well but with minor problems (the school buildings generally support the delivery of services to children and communities)
C: Poor – Showing major problems and/or not operating optimally (the school buildings impede the delivery of activities that are needed for children and communities in the school)
D: Bad – Does not support the delivery of services to children and communities (the school buildings seriously impede the delivery of activities that are needed for children and communities in the school).

Suitability surveys are reviewed by Headteachers/Business Managers every 5 years. The last survey was completed by Headteachers in 2015. Where school investment has been carried out in a particular school, the following year’s Core Facts Update will be amended to reflect any subsequent change to the condition, suitability or accessibility rating.
Suitability is measured with regard to 5 main factors:
- Learning and Teaching
- Internal Social
- Internal Facilities
- External Social
- External Facilities

For each of these categories the following factors are considered:
- Functionality
- Accessibility
- Environmental conditions
- Safety and security
- Fixed furniture and fittings

More information is available at:

**School Accessibility Rating**
Accessibility ratings are collated by the School Estate Team, along with the Education Access Officer, who undertake surveys of all the school buildings. These ratings are then ratified by the Accessibility Strategy Group. The ratings are classified as follows:

A: Fully accessible
B: Building partially accessible but Curriculum accessible
C: Partially accessible or not currently accessible but has the potential to be made accessible
D: Inaccessible and unable to be reasonably adapted to be made accessible.

**Proposal Paper**
The Schools (Consultation) (Scotland) Act 2010 provides that where an education authority has formulated a relevant proposal in relation to any school, it must comply with the requirements of the Act before proceeding with the proposal. One of the requirements is that it must prepare and publish a proposal paper. Section 4 of the Act provides:

4 Proposal paper

(1) The education authority must prepare a proposal paper which:
   (a) sets out the details of the relevant proposal,
   (b) proposes a date for implementation of the proposal,
   (c) contains the educational benefits statement in respect of the proposal,
   (d) refers to such evidence or other information in support of (or otherwise relevant in relation to) the proposal as the education authority considers appropriate.

(2) The proposal paper must also give a summary of the process provided for in sections 1 to 17 (so far as applicable in relation to the proposal).

(3) A proposal paper may include more than one proposal.
(4) The education authority must:
(a) publish the proposal paper in both electronic and printed form,
(b) make the paper, and (so far as practicable) a copy of any separate
documentation that it refers to under subsection (1)(d), available for
inspection at all reasonable times and without charge:
   (i) at its head office and on its website,
   (ii) at any affected school or at a public library or some other suitable
        place within the vicinity of the school,
(c) provide without charge the information contained in the proposal paper:
   (i) to such persons as may reasonably require that information in
       another form, and
   (ii) in such other form as may reasonably be requested by such persons.

(5) The education authority must advertise the publication of the proposal paper
by such means as it considers appropriate.

Educational Benefits Statement
The Schools (Consultation) (Scotland) Act 2010 provides that where an education
authority has formulated a relevant proposal in relation to any school, it must comply
with the requirements of the Act before proceeding with the proposal. One of the
requirements is that it must prepare an educational benefits statement. Section 3 of
the Act provides:

3 Educational benefits statement

(1) The education authority must prepare an educational benefits statement
which includes:
(a) the authority’s assessment of the likely effects of a relevant proposal (if
implemented) on:
   (i) the pupils of any affected school,
   (ii) any other users of the school’s facilities,
   (iii) any children who would (in the future but for implementation) be
        likely to become pupils of the school,
   (iv) the pupils of any other schools in the authority’s area,
(b) the authority’s assessment of any other likely effects of the proposal (if
implemented),
(c) an explanation of how the authority intends to minimise or avoid any
adverse effects that may arise from the proposal (if implemented),
(d) a description of the benefits which the authority believes will result from
implementation of the proposal (with reference to the persons whom it
believes will derive them).

(2) The statement must also include the education authority’s reasons for coming
to the beliefs expressed under subsection (1)(d).

(3) In subsection (1), the references to effects and benefits are to educational
effects and benefits.
Proposal to relocate Madras College from the existing school sites of South Street and Kilrymont Road, St Andrews to a new single site at Langlands, adjacent to the University of St Andrews.

1. **Your Details** (to be provided by parent/carers or interested parties to enable the local authority to inform any person who makes written representations on the proposal of the publication of the consultation report as required by the Schools (Consultation) (Scotland) Act 2010).

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Postcode</td>
<td></td>
</tr>
<tr>
<td>Email address (if applicable)</td>
<td></td>
</tr>
</tbody>
</table>

2. **What is your main interest in responding to this consultation?**

I am a parent/carer of a child attending:

<table>
<thead>
<tr>
<th>Madras College</th>
<th>Lawhead Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madras DAS provision</td>
<td>Leuchars Primary</td>
</tr>
<tr>
<td>Balmerino Primary</td>
<td>Newport Primary</td>
</tr>
<tr>
<td>Canongate Primary</td>
<td>Strathkinness Primary</td>
</tr>
<tr>
<td>Guardbridge Primary</td>
<td>Tayport Primary</td>
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<tr>
<td>Kingsbarns Primary</td>
<td>Wormit Primary</td>
</tr>
<tr>
<td>Largoward School</td>
<td>Greyfriars RC Primary</td>
</tr>
<tr>
<td>A Nursery in the Madras cluster area</td>
<td></td>
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</tbody>
</table>

I am a pupil attending:

<table>
<thead>
<tr>
<th>Madras College</th>
<th>Lawhead Primary</th>
</tr>
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<tr>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

I am a member of staff at:

<table>
<thead>
<tr>
<th>Madras College</th>
<th>Lawhead Primary</th>
</tr>
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<tr>
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<td>Guardbridge Primary</td>
<td>Tayport Primary</td>
</tr>
<tr>
<td>Kingsbarns Primary</td>
<td>Wormit Primary</td>
</tr>
<tr>
<td>Largoward School</td>
<td>Greyfriars RC Primary</td>
</tr>
<tr>
<td>A Nursery in the Madras cluster area</td>
<td></td>
</tr>
</tbody>
</table>
3. Your Views
(a) Do you support the proposal to relocate Madras College from the existing school sites of South Street and Kilrymont Road, St Andrews to a new single site at Langlands, adjacent to the University of St Andrews? (choose yes or no)

[ ] YES  [ ] NO

(b) If NO, what are your reasons?

________________________
________________________
________________________
________________________

(c) Are there any further comments on the proposal you would like to make?

________________________
________________________
________________________
________________________

4. About You

The following questions are voluntary. They are to assist Fife Council in fulfilling its obligations under the Equality Act 2010 in relation to the proposal. Your responses to these questions are confidential.

1. What is your age?  18 or under  [ ]  19-24  [ ]  25-34  [ ]  35-44  [ ]  45-54  [ ]
                      55-64  [ ]  65-74  [ ]  75 and over  [ ]

2. What is your gender?  Male  [ ]  Female  [ ]

3. What is your ethnic background?

   Chose one from section A-E, and then tick one box which best describes your ethnic group or background.

   A. WHITE
   Scottish
   Other British
   Irish
   Gypsy/Traveller
   Polish
   Any other white ethnic group, please write in:
5. Do you consider yourself as having a disability? Yes □ No □

Thank you for taking part in this consultation

Please complete online at www.fifedirect.org.uk/madrasnewsite or return this form by post to: Madras New Site Consultation, Education Service, 4th floor Rothesay House, Rothesay Place, Glenrothes, KY7 5PQ by the end of the consultation period on Friday 12 May 2017.
Appendix B: Comments contained on returned pro forma Consultation Response Forms

FIFE COUNCIL – EDUCATION AND CHILDREN’S SERVICES

The Consultation Response form is reprinted at Appendix 1.5 of Appendix A to this document.

Proposal to relocate Madras College from the existing school sites of South Street and Kilrymont Road, St Andrews, to a new single site at Langlands, adjacent to the University of St Andrews

Comments made in Section 3 of the Consultation Response Form – Your Views

Those who indicated they did not support the proposal were asked at Section 3 (b) – If NO, what are your reasons?

<table>
<thead>
<tr>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>After all it is not the school but the good teaching that makes the pupils education.</td>
</tr>
<tr>
<td>Take pupil interaction with David Russell Apartments into consideration. Adequate common areas. Internet connections.</td>
</tr>
<tr>
<td>I am concerned that the University will pull out of any deal, again.</td>
</tr>
<tr>
<td>I feel having it so close to a University campus poses a potential security risk.</td>
</tr>
</tbody>
</table>

Everyone who responded was asked at Section 3(c) - Are there any further comments on the proposal you would like to make?

<table>
<thead>
<tr>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long overdue</td>
</tr>
<tr>
<td>Fully support this. I would encourage all efforts by the most senior of employees and stakeholders to ensure it is delivered on time as too many children's education have been affected by the huge delays so far</td>
</tr>
<tr>
<td>This site makes perfect sense. It'll be better for the children who are bussed in. Hopefully the school will be able to link up with the university too.</td>
</tr>
<tr>
<td>I would just like to see it built before MY grandchildren are married with their children. It has dragged on for far too long at the pleasure of some disaffected pensioners who refuse to see further than their own personal agendas. Make it happen Fife!</td>
</tr>
<tr>
<td>This has been an extremely lengthy process, this sight was sold to me when my child was at Two's club. She is now starting at Madras after the summer and we are no further forward. Please don't let a small minded group of wealthy opposition put a stop to what is long overdue. Our children and teachers deserve a decent school please don't make us wait much longer!</td>
</tr>
<tr>
<td>This was first discussed when our granddaughter was born, please get it finished so she can spend at least a couple of years in a long overdue school!</td>
</tr>
<tr>
<td>PLEASE get on with building it with the minimum of delay. Work hard on smoothing out any problems so that the building can progress. Planning nit-picking is unhelpful, especially after such a long and tedious prologue.</td>
</tr>
<tr>
<td>We have waited for a site for so long now and look forward to progress at last</td>
</tr>
<tr>
<td>This has always been the most sensible location for a single-site Madras College, and while it is disappointing that we are now a decade on from when it was first proposed, I am delighted that it may now become a reality. I wholeheartedly support the proposal.</td>
</tr>
<tr>
<td>Please let it go ahead asap. Community has been waiting too long for a new school and this site is perfect.</td>
</tr>
</tbody>
</table>
This is a great location and very welcome development. I do hope there will be road access both from the A91 and the B939 from completion of the school and that dual road access is not reliant upon the Western Development plan. In any respect, foot access from the B939 is obviously vital.

The community of parents and pupils of Madras feeder schools have been hoping for a new school for years. The current Madras building is run down. A new school would offer the best educational opportunities for its pupils. I hope it goes ahead.

I think this would be brilliant for Madras kids.

A new astro turf would have to be provided with the school. The universities is not large enough to host university, club and school teams across various sports.

I fervently hope that the proposal will finally provide the children and young people of NEF with the facilities they deserve.

It's ideal - it's on the outskirts of town so better for buses, it's close enough to Station park.

It is important for Madras School and local community run clubs to have community owned sports facilities. Such as, a full sized short turfed Astro, which is suitable for a range of sports including hockey, football and tennis (i.e. Not 3G turf). The St Andrews area desperately needs community owned sports facilities NOT privately owned facilities! Local St Andrews clubs are having to play Home games and tournaments in Dundee because current St. Andrews University facilities (privately owned with limited community access) give priority to university fixtures and events. Current school and club development, opportunities and activities are severely restricted by privately owned facilities with LIMITED community access. Therefore in my opinion it's imperative that any new Madras school should be built with a full sized Astro-turf pitch that is community owned.

Good choice of location, well done.

I think the revant Kilrymont site would be better for town and not wasted on a new site at Langlands. There is many facilities already at Kilrymont, Fife did a very good job with Greyfriars school former Langlands school.

I am delighted with the proposal. My two suggestions for further improving the proposals are: a) please ensure that there is excellent provision for cycling. This is a phenomenal opportunity to make a truly sustainable school. b) please ensure that fresh, healthy food is available.

I think a friendly community clean facilities and good materials. I also think that libraries and areas for bikes are important. The final comment I would like to make is that we have meals that will help up grow healthy.

Previous negotiations over this site failed due to a number of reasons that crucially included - lack of full provision for PE within the school - lack of adequate recreation space within the school boundaries. These proposed shared facilities simply would not work.

Pity it took so long for common sense to prevail.

1- traffic and road safety are my major concern 2 - but, I'm sure the council will do its best to deliver the right school for the children in the catchment area 3 - the café and food facilities should be better than what available outside to encourage pupils to stay at school

Excellent - long awaited. But I have a concern about the proposed maximum capacity of 1450. This is perilously close to the roll projections for the next decade. I think there ought to be a better margin of safety. We don't want hutted accommodation.
I hope all the planning requirements will be put through very quickly so that the new school will be built as soon as possible. Please design the school at Langlands more imaginatively than the design proposed for Langlands

I am pleased to see section 4.2.8 regarding a full sized all weather pitch. Please can this be appropriate for hockey? There is not enough capacity on the current university sand dressed pitch to accommodate both the university and the local hockey clubs. Madras HC has recently held home matches in Dundee due to lack of capacity on the university pitch. Evening training slots on the university pitch are very hard to come by. A new all-weather pitch appropriate for hockey for both school and community use will be very valuable and no doubt well used by both school, community and possibly the university too. I fully support section 4.6.1 on benefits of shared activities with the university.

Will staff be consulted on the internal design of the building? Classrooms, bases, storage etc?

Please do not delay any further

Beneficial for traffic management

*Just get on with it PDQ!* 1. Demolish Kilrymont buildings and redevelop with affordable house 2. Allow university to refurbish South St building as focal point of University Campus 3. Create dedicated cycle tracks to Langlands and subway to Station Park under A91 if to be used as School/University playing fields

The decision to create a new-build school is long overdue, and as a parent of both current and future Madras pupils, I am delighted that this proposal has been made.

I'm in favour of a single site, while I preferred Pipeland as a site, the Langlands is a good site too.

It is urgent to relocate the school to a new building. There is a lot of asbestos in the current Madras building. It has been surveyed, the risk monitored, but it is a lot. The new school will be built for a maximum number of 1450 students. This is ok with current and foreseeable future attendance. However the life of the new school will be above what is foreseeable. So I would make sure there is space to build an extension should it be necessary in the next 10 or 20 years. This comment of mine is just a recommendation, I would still support the building of the new school even if this last point cannot be fulfilled.

The new site is further from the town centre than would be ideal. Connecting it by safe direct walking and cycling routes will be important, even if it means closing some roads to cars for part or all of the time.

St Andrews and the surrounding area needs a new Secondary school that can accommodate all pupils and staff on one site. For pupils to feel part of a whole school and work together they need to be together. For staff to provide their best they need to be able to work without having to dash between buildings. The current facilities are not suitable for our children.

Like a lot of parents past and present I am extremely keen to see this build starting as soon as possible or quicker! Delighted with plans and location. Please don't let my S1 daughter down. I had hope she would be in a new school by this time, at least let her finish her education in a new Madras build.

Please waste no more time on this, the children need a new school, we have seen them In Cupar and Anstruther. The education centre of St Andrews recognised worldwide, has a huge flaw, in that it's letting it local children down. Get on with the building. NOW
| It needs to happen. I have a daughter at Madras because no school was built for her starting. Also another daughter who I would love to be starting at a new school in 2 yrs time. Madras as it is a disgrace of a building get a new school built for the sake of future kids in St Andrews and surrounding areas. |
| After years of debate on an ideal site for the New Madras College I hope the whole community gets behind this new ideal opportunity for our kids to get a long overdue high school fit for purpose so it can get built with no further delay. |
| Only that this has gone on long enough and that we really need to put the children first. They are in desperate need of a new school. |
| In the interest of the children getting a healthy and safe environment to learn in I'd support this being progressed as quickly as possible. |
| Long awaited. Get on with it! |
| Please move as quickly as possible following due process without undue delay |
| The proposal to relocate to Langlands would represent an enormous improvement to the educational facilities in St Andrews, and I wholeheartedly support the proposal. |
| This will be a great school, it will benefit hugely from the association with the University. |
| We need a new school before I start! |
| Fantastic new site and well needed new facilities |
| This is desperately needed. If the children of this area mean anything, everyone with any power to do anything in this matter will do all they can to make this happen. |
| I believe that this is the ideal site for a new Madras College which will bring the junior and senior schools and teaching staff together under one roof. The location is perfect and will hopefully lead to good cooperation between the school and university with shared sports and academic facilities. Children have been kept hanging on in school buildings that are no longer fit for purpose for too long. It's time to act and get this new school built! |
| Having a single site school as soon as possible will be to the advantage of every pupil and staff member |
| Although preferably it would be a new build at Kilrymont site ... (build in playing fields whilst continue to use current building) I also think a school toward Tay Bridge/Wormit/Newport and one St Andrews would be a better idea for the ethos/feel of the schools in size. |
| A great chance to share education with a great university |
| Clean Rooms Good and nutritious food/healthy kind teachers/staff/pupils |
| Please proceed as quickly as possible |
| I am very supportive of this scheme and would like to see it moving ahead as quickly and smoothly as possible. |
| My only problem is whether the technology that will be installed will be kept up to date e.g. the wired network was put in by a student and was never updated. Also we need WIFI for our own devices and charging stations. |
| SOUNDS GOOD |
| It is not Madras college it is a generic school. Access to town is limited. The charm is being taken away. Madras is different from anywhere else and this is being taken away - split side is beneficial to pupils. |
| I think that food options would be a huge part to think about, as there are things to take into account such as religion and allergies. As astro pitch would also be good to help make the school more competitive. |
| Change the facilities keep the character |
| Ensure access routes are separate from university (PRA) |
**Updated technology/facilities adequate sport facilities**

**Up to date technologies, free wifi**

**Will there be an ASC within the building like there is at Kilrymont Campus and will there be a swimming pool on site?**

**I fully support this proposal as it does not impinge in any way on Hospital.**

**Excellent site**

This is going to be an exciting new development for the future of the pupils and staff of Madras. I am a supporter of STEPAL and I am relieved that the school did not get built at Pipeland. This would have made a spectacularly bad idea. What you should consider now is selling the Kilrymont road site to the university. You don't need to build affordable housing there you have enough being built at St. Andrews West.

School relocation proposal should not be tied to the Western Extension in St Andrews, as this may further delay the approval of a planning application for the school which is unacceptable. The school proposal should not include a bio mass plant as this is not appropriate within St Andrews for environmental reasons.

**Have educational facilities together, collaboration between school and university.**

Fife should not sell off Station Park as this is an an area which I'm sure the University will also wish to buy' Of course the amount of pitches available at the new site the new school may no longer require Station Park. Perhaps the school may also be able to use Astro / grass pitches in off peak times, currently used by students.

It would be good if the new school site and particularly the design and facilities of the school could offer improved learning and attainment for STEM subjects and improve career chances for students to enter technology and engineering disciplines.

**This is good site and I would like to see Fife Council make all possible efforts to secure a new school on this site asap.**

I would like to see an entrance to the school from A91 AND from B939 (so children from East Neuk side/Kingsbarns/Peat Inn/St Andrews have ease of access to school). Shared sports facilities with university, if school will not have their own, would also be of essence.

The plan recently published shows the development area extending over the A91 into Station Park's pitches. If they are still required for Madras, why not just build the school on North Haugh and up the slope if necessary towards Langlands, with bridge over to Station Park' I would like to see a swimming pool at this new school

Madras needs to be moved because the building is not up to standard. The new site would allow pupils to work better, concentrate better and make school more enjoyable.

**STEPAL is pleased that a more suitable site for the new Madras College has been chosen on the current western edge of the town. This site will be accessible not only by the secondary pupils of the town when the school is built and as the residential area of the town grows to the west, but also by the majority of pupils who come from the north western area of the catchment. It will also be in an excellent position for collaboration with the University affording it major opportunities in the future.**

There need to be sufficiently attractive catering facilities on site to keep more pupils in school as the distance from town is greater than the walk from Kilrymont to Morrisons and there would be traffic flows of students going the opposite way at lunchtimes which would lead to congestion on Hepburn Gardens.

I believe the educational case for a new school has been demonstrated umpteen times over the past few years. As parents, we live in hope rather than expectation that this can finally be delivered this time

I would like there to be a good library area.
| I believe this proposal should be dealt with urgently in order to meet the educational needs of students, staff and parents. The Langlands site is a positive improvement and an appropriate site for a new school. |
| Please use this opportunity to build links with the University of St Andrews and make use of the expertise and resources. |
| I am very happy with this site, please lets get on with it asap Thank you |
| Please push ahead with this as fast as possible. The children, staff and wider community will all benefit enormously from this. |
| new Madras school badly needed for the future of children in St Andrews |
| The new school is long overdue as the current buildings are not fit for purpose. |
| The educational arguments for this general location are overwhelming. |
| glad eventually we seem to be moving forward, concerned new school not big enough to deliver current curriculum to predicted school role and issues with access/ transport but very happy with location |
| Still think that the school will not be big enough in years to come and that the council should consider making a school near Tayport to ease pressure and lessen travel. |
| I would hope for more consultation with staff (particularly my area of Science/Biology before plans are fully drawn up. |
| I think this would be a good site for the new school. |
| There is no debate - this proposal satisfies all requirements and is urgently needed. I urge the council to move forward on this as quickly as possible. |
| I am fully in favour of a single site school but I do not feel Langlands is the best place for it to be. I dislike the idea of a school being so close to a University Campus, I feel it poses potential security risks. |
| Yes only on the basis that I believe the council is without the necessary funding to implement the ideal solution of replacing the current building at Kilrymont Road with a school that can accommodate pupils from S1 to Higher. This view is a bit of an indictment on the council, given the length of time this issue has been under consideration, that they haven't managed to find a solution that uses its existing real estate. |
| Please get on with it, the children need a new school that is not full of asbestos and falling apart! |
| Safe walking and cycling route: I am concerned whether the plan includes safe walking and cycling routes both for the new school and for Lawhead Primary school. In particular, if Melville Road is connected through to Strathkinness Low Road, this route will become the major car route to the new school (as it avoids the town centre) - will children living in the south-west of town still have a safe walking (and a cycling) route (that are perhaps separate from the roads), and will children walking to Lawhead still be safe'. A large proportion of children currently walk safely round to Lawhead, and making this road route more dangerous will increase the number of Lawhead parents resorting to cars, which would be detrimental to the children's heath, both in terms of safety and traffic pollution, if the volume of cars travelling around the south-west of the town increased. Hopefully the aim is to maximise the number of children walking to both the new secondary and the close-by primary schools. |
| I would like to think that the existing community use opportunities will be extended and opportunity for existing community use organisations would get the opportunity to use these facilities. We would also hope that by building a school this would increase the community use facilities. For example, at this time football facilities are limited and we would hope that costs would be more than reasonable |
The pupils and teachers deserve to be in a newly built school and teachers finally will not have to run from one building to another between lessons.

Please learn lessons from new builds such as Harris Academy in Dundee, Carnoustie High in Angus and a plethora of Lothian schools and ensure that classrooms are big enough, corridors wide enough, there are plenty of meeting rooms, adequate staffrooms and departmental bases. Canteens should be user friendly with modern, comfortable seating, there should be plenty of chilled water dispensers, and having worked in industry, I would recommend air conditioning which can be adjusted in every room. Please bear in mind that it is much better and more economical to over-provide in the initial build, than to under-provide and then have to add new extensions at a later date - if you cut costs and corners you only succeed in creating a false economy.

Please ensure there are sufficient clerks of works on site - don't follow Edinburgh’s example of cheap, shoddy building work, and having walls crumbling, and in one tragic case, falling down and killing a child. Lastly, you should be consulting every step of the way with those who will be using the building; namely staff and pupils.

Why is there no swimming pool!! As a parent of a child within the DAS, my child benefits from having swimming lessons on site and will lose out once this new site is built. As I have been able to read through the plans, there is no mention of anything to do with a swimming pool, at all!! Please add plans for a swimming pool as soon as you can.

I hope that the site is not compromised in size and that there will be adequate sports playing fields for a range of different sports. A modern school with up-to-date technology and in particular, practical departments such as woodwork, cookery, science would be a great learning environment for the children and this needs to be fast-tracked as quickly as possible. It has been far too long.

The current sites being in two places is not practical for teachers. Also Kilrymont is falling apart, classrooms, bathrooms and overall facilities are very poor. Both pupils and staff deserve better

This school is long overdue, I remember being there 30 years ago and being told they did not want to spend a lot on Kilrymont as they were getting a new school. The site is very good as it will keep the buses out of the town centre and proximity to university plating fields.

Would like community use of sports facilities including pitch suitable for field hockey not a 3G pitch

Would like community use of sports facilities, to include a pitch suitable for playing hockey (not 3G) Would like swimming facilities for pupils

Would like to ensure that community use available for sports facilities

The current school is not fit for purpose & the children need a new school. The arguments about the new school have dragged on for too long and caused other generation to have to suffer in a substandard school. This new proposal needs to be accepted & moved forward before more children suffer.

A new school is needed and this site is beyond perfect. Please, please, please let our children have their new school.

Asap!

As the closest village to the new school site we would urgently ask the Council to consider creating a safe pedestrian/cycle route between the school and our village.

as soon as possible please the facilities are terrible especially toilets and gym areas and South Street canteen and assembly hall are the worst I have ever seen.
Tayport Primary Parent Council is very strongly in favour of proceeding with the relocation of Madras College to a new, purpose-built school at the Langlands site. We believe that this needs to proceed as swiftly and unimpeded as possible to minimise the number of children who will not benefit from the new facilities and the educational advantages that a single site will bring. We would like the design to ensure that the lunch facilities are vastly improved from the current provision and attractive to the pupils to encourage lunchtimes to be spent on campus. We believe the potential for shared facilities with the university could be educationally advantageous to the new school and reduce costs, and we would like the potential for a shared swimming facility to be considered as currently there is no provision of a proper sport-designed pool in the area. We hope that proper consideration will also be given to the design and management of the site to ensure safeguarding of the pupils and site security, particularly in shared facilities.

Fife Council have been extremely blinkered in their approach to a new school. The majority of pupils come from outside St Andrews so this long protracted mess of a process to build a new school could easily have been avoided by building a new school in another location (such as Guardbridge, Leuchars, the bridgehead area or many other places) rather than try to engage with the over entitled, arrogant nimbys of St Andrews.

We badly need a new secondary school for the children in the Madras catchment area. Please approve these plans as soon as possible so the build can get underway and improve the education for Madras pupils.

I have conducted a web-based survey of all members of the Newport parent/carer community. The survey was open for approximately 12 days, closing on Wednesday 10th May. The survey asked the very same question as stated here in the official consultation. The survey was completed by 53 respondents - this would represent roughly 40% of all families with pupils attending the school. 51 respondents (96%) replied ‘Yes’ - i.e. that they support the proposal. 2 replied ‘No’.

I fully support the proposal which will lead to better education outcomes for children. While I realise the actual buildings are in need of an upgrade, from my experience within the school I feel that the pupils benefit greatly from having a split site school. It gives the senior pupils a chance to mature and have their own space at South Street and for those who need it to make a fresh start. I feel there is so much focus on getting a new school that the benefits of what we have here already can often be overlooked. There are also benefits to being in the middle of the town centre as the pupils are seen as part of the community and bring a bit of life to the town whereas the proposed new site means they are out of sight, out of mind and very much on the outskirts.

I am pleased that the site is now showing consideration to all members of the school community whether it be pupils, parents or community users wherever they live in the catchment area. It also provides improved access to the university benefiting pupils, students and staff from both the school and the university as well as being close to increased varieties of sports facilities.

About time as this same proposal was made 10 years ago

The Langlands site seems a very suitable location for the long overdue new secondary school. This needs to be taken forward as soon as possible. The old Madras College is in a horrific condition.

Please just do it. There has been far too much time wasted already!
Appendix C - Other written responses including requests for information (whether Freedom of Information or otherwise)

From: [Redacted]
Sent: 12 March 2017 19:56
To: SustainableSchoolEstate.Enquiries
Subject: New Madras School

Dear Sir/ Madam,

I am the parent of two children who will be starting their secondary school education at Madras this year and two years later. It is great news that the new school has a new site, as the old buildings are no longer suitable for teaching modern education and offering opportunities our children deserve. The new site is on entry to St Andrews, away from highly residential areas and will allow our children and further generations to succeed in a safe and up to date environment that all children are entitled to. Myself and my husband (who went to Madras and says it has not changed at all!) are very much in approval of the new school proposal. It has been long awaited and the council need to do something to ensure that the children are provided with up to date facilities and they deserve a school building to be proud of.

I have visited the school for the last three years and it is not a place that I can imagine the children feel proud of, or want to be. The equipment, presentation and atmosphere is dated and in some places very grotty. I cannot believe it must be easy to encourage pupils to treat the school with respect and feel valued in a place that suggests the opposite. We wish the proposal to go through so finally the children in this area have a school that St Andrews and the North of Fife can be proud of and pupils who go to Madras feel valued and not forgotten by their council.

Yours faithfully,

Sent from my iPad
FIFE COUNCIL – EDUCATION AND LEARNING

Public Consultation Meeting at Madras College, Kilrymont Road, St Andrews
Tuesday 28 March 2017 at 6pm

Attendees:
Peter Wilson, Independent Chair
Shelagh McLean, Head of Education & Children's Services (Equity and System Improvement)
Derek Brown, Head of Education & Children's Services (Senior Phase & Employability)
Louise Playford, Service Manager (School Estate)
Lynn Porter, Nora Conlin (Education Officers)
Avril Graham, Sustainable Estate Officer
Dave McClure, Headteacher, Madras College
L Rennie, E Campbell (Note takers)

Approximately 50 people attended the meeting.

Peter Wilson opened the meeting by introducing Fife Council representatives.

This is the first of two formal public meetings scheduled in respect of the Schools (Consultation) (Scotland) Act 2010 following the decision by the Fife Council Executive Committee to consult on the proposal to relocate Madras College from the existing school sites of South Street and Kilrymont Road, St Andrews, to a new single site at Langlands, adjacent to the University of St Andrews. The statutory consultation period is from Monday 13 March to Friday 12 May.

SMcL presented a powerpoint presentation on the proposal, highlighting the educational benefits of the site, along with a site map.

Questions were requested at the end of the presentation and any questions that arose after the meeting could be sent in as outlined in the proposal paper. A summary of these questions and/or comments will form part of the final report.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the benefit for staff of a single site rather than a split site?</td>
<td>There are a number of benefits. Currently the school is staffed over the required staffing complement to manage the transition from site to site. A single site benefits through a much more flexible use of resources and allows the service to manage resources and improve professional learning. There are benefits in relation to the timetable. Current timetabling incurs 20 minutes to travel from one site to another, which means cover implications. The school has adopted 25 periods instead of 33 to cover this.</td>
</tr>
<tr>
<td>Comment - Parent</td>
<td>Asbestos survey has taken place which shows approximately 800-1000 patches of asbestos. Although they are low ratings they are of high frequency. Any delay in building the new site is bad for health &amp; safety reasons.</td>
</tr>
<tr>
<td>Question</td>
<td>What catering facilities would be provided for pupils? Not good for youngsters to have access to unhealthy food. Pupils need to be able to make the right food choices. For the young people, they need support to make the right judgement on choices. Some councils keep 1st and 2nd year pupils in over lunchbreak with no peer pressure. You need to provide the facilities to do this.</td>
</tr>
<tr>
<td>Response LP</td>
<td>Within the new schools which have been built, as part of the Building Fife’s Future Programme, we have incorporated a range of catering facilities and options for pupils. There are pupils who don’t want a traditional school dinner, they would prefer a snack and go facility or a coffee bar facility allowing pupils the option to opt to go out or stay in. These are the types of facilities we would hope to deliver in the new Madras. SMcL added there was an increase in uptake of pupils, at the new Levenmouth Academy, who are choosing to stay in school for lunch. DB added that the service have liaised with the young people about what they want.</td>
</tr>
<tr>
<td>Comment/ Question Tayport/ Ferryport Community Council</td>
<td>In favour of a single site school from the Peer group aspect i.e., S1s observing S6s as role models. Aspiring to achieve 80% less transport time and less pollution as the other site option was a longer way to Taybridgehead area. This will improve their social life and study time. Due to the time factor to build the new school, is there any provision to improve the fabric of the existing schools? The decline of the school is obvious. Is there a three year provision made to improve the school for pupils and staff?</td>
</tr>
<tr>
<td>Response SMcL &amp; LP</td>
<td>On the basis that the new school would not be provided until sometime during session 2020/2021, there is a continual process for the council to assess needs. The repairs and maintenance will continue until we no longer require South Street and Kilrymont Road. Priority funding was approved by the Executive Committee, highlighting areas for improvement by the pupils. Provision is being made over the next 6-9 months to progress investment priorities. The work to improve the aesthetics, floor coverings, particularly over this year and next financial year is planned. Staff and pupils have been fully consulted. Some work will be carried out over the Easter and Summer break.</td>
</tr>
<tr>
<td>Question</td>
<td>Is this a continuing process until 2021?</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Response</td>
<td>Standard repairs will continue. Following a paper to Executive Committee, upgrades on toilets, floor coverings etc. will be prioritised. DB added that pupils and staff have been consulted about the repairs and what was required for the schools.</td>
</tr>
<tr>
<td>Comment/Question</td>
<td>Agree that moving to single site is best as there is no operational sense keeping the school as a split site. I would like to see a positive, creative environment. I have Technology interest/background and I am aware of what takes place in schools/universities. My concern is the risk relating to the Council operational requirements for ICT in terms of teachers’ requirements. This needs to be addressed in the design of the school. There is a real risk that staff and the new Council IT Service (which has changed provision and support) may reduce the flexibility of the system. The level of IT should be embedded into learning for greater educational opportunities. How is the Council proposing, in this building, to support the flexibility of ICT? Or will this be in a centrally managed way?</td>
</tr>
<tr>
<td>Response</td>
<td>Yes, we have moved to a centralised provision to deliver core IT infrastructure but there is consistency with core guidelines which will design and deliver flexibility to individual schools and enable the E-Vision policy for our schools to be delivered. Schools can deliver IT within a safe and secure environment. The E-Vision is designed to do that and is a key focus of the governance group, with young people and teachers deciding what they are able to do. DB added that the Digital Learning team is available as support for teachers through e-learning and there is an opportunity to provide higher quality IT.</td>
</tr>
<tr>
<td>Question</td>
<td>We currently use university pitches. Will the new school allow us to use the facilities and is there any possibility of using the pitches at Station Park? 180 young people play football on a Sunday. There is an issue accessing Community Use facilities.</td>
</tr>
<tr>
<td>Response</td>
<td>We will look into what the issues are with Community Use and will design the new school to accommodate community activity. We are in the process, across the Council, of looking at Community Use to design our provision to make sure access to buildings is as easy as possible. There is no intention not to use Station Park. We want to continue using Station Park pitches as they are very well utilised.</td>
</tr>
<tr>
<td>Question</td>
<td>What will be the maximum number of pupils in the school and classes?</td>
</tr>
<tr>
<td>Response</td>
<td>SMcL</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>The school will be designed for the projected pupil roll of 1450 pupils. There will be sufficient spaces for all the curriculum areas. All classes will be formed in accordance with class sizes legislation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comment</th>
<th>Former teacher &amp; resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive about the site. Negative about the walking and cycling access to the proposed site. I am hoping that walking and cycling access will be reviewed as part of the design process. You may not want the same routes as the university and hope that you will work with the university on this issue.</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the new build through private or public funding?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response</th>
<th>SMcL</th>
</tr>
</thead>
<tbody>
<tr>
<td>It will be 100% fully funded by Fife Council as part of the Building Fife’s Future project. We need your responses to take informed decisions and if everything remains positive, and there is a positive outcome to this consultation, the council could be in a position to deliver the school during the 2020/21 academic session. There are a number of factors that will influence the delivery of a new school.</td>
<td></td>
</tr>
</tbody>
</table>

P Wilson concluded the meeting by thanking people for their attendance and their comments.

Meeting closed at 7.30 pm.
Approximately 13 people attended the meeting.

Peter Wilson opened the meeting by introducing Fife Council representatives.

This is the second of two formal public meetings scheduled in respect of the Schools (Consultation) (Scotland) Act 2010 following the decision by the Fife Council Executive Committee to consult on the proposal to relocate Madras College from the existing school sites of South Street and Kilrymont Road, St Andrews, to a new single site at Langlands, adjacent to the University of St Andrews. The statutory consultation period is from Monday 13 March to Friday 12 May.

SMcL presented a powerpoint presentation on the proposal, highlighting the educational benefits of the site, along with a site map.

Questions were requested at the end of the presentation and any questions that arose after the meeting could be sent in as outlined in the proposal paper. A summary of these questions and/or comments will form part of the final report.

<table>
<thead>
<tr>
<th>Question parent</th>
<th>What has changed from the original consultation a number of years ago for Langlands?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response - SMcL</td>
<td>The Langlands site was not available for Fife Council to purchase at that time and therefore was ruled out in the site assessment process at that time.</td>
</tr>
<tr>
<td>Question Parent Council</td>
<td>How does Education &amp; Children’s Services assess how the new school will meet the width and breath of curriculum for excellence and the educational needs required. How will the new school/site cover this?</td>
</tr>
<tr>
<td>Response - LP</td>
<td>The design of the schools within the Building Fife’s Future (BFF) programme is a key feature. We have designed our buildings with flexibility and to ensure they can easily be adapted. Internal walls can be easily adapted in future to allow any change in the curriculum ie. we don’t install services on internal walls.</td>
</tr>
<tr>
<td><strong>Response - DMcL</strong></td>
<td>The educational needs are organic and the needs of young people and the community change but Education in Madras College is in a very good place with a very good inspection. The building at Madras makes it challenging to deliver. Pupil experience is in the rating of very good as is attainment. The real opportunity of ours is to organically grow our senior phase. There is an issue with staff travelling back and forward. DMcL advised of the number of existing partnership links with the university and that with the new site he would expect this to grow. As a school we will keep the breadth across the curriculum. Building the school at 1450 pupils would allow offer of one of the widest ranges of the curriculum across the country. As a school we are trying to widen the language output and offer 3 languages in the first year.</td>
</tr>
<tr>
<td><strong>Question – parent</strong></td>
<td>There is concern about S1-S3 and keeping a breadth of subjects not being taught or taken by many young people.</td>
</tr>
<tr>
<td><strong>Response SMcL</strong></td>
<td>The advantage in Fife is that Fife can accommodate these subject changes.</td>
</tr>
<tr>
<td><strong>Response DMcL</strong></td>
<td>Senior Phase offers the best in the country with 106 options to choose from, but ultimately these options come down to pupil choice.</td>
</tr>
<tr>
<td><strong>Comment – Parent as above</strong></td>
<td>Feels the public consultation is ludicrous and after 12 years of consulting, can Fife Council just get on and build the new school. Can’t fail to see how this can be a positive thing.</td>
</tr>
<tr>
<td><strong>Response – PW</strong></td>
<td>Fife Council has to follow a statute in terms of requirements and legally has to carry out consultation processes.</td>
</tr>
<tr>
<td><strong>Question – Parent</strong></td>
<td>Will both the curriculum and community use needs be met in the new site? Is there a plan to share with the university?</td>
</tr>
<tr>
<td><strong>Response - SMcL</strong></td>
<td>Yes, both curriculum and community use needs will be met within the single site. Station Park will be retained for extra-curricular activities and community use. We are having early discussions with the university. We need to complete the consultation first.</td>
</tr>
<tr>
<td><strong>Question – Parent</strong></td>
<td>All going to plan, how long will it be before doors open at new school?</td>
</tr>
<tr>
<td><strong>Response – SMcL</strong></td>
<td>A new school requires a 2 year build programme and as indicated in the PowerPoint once planning is approved it is anticipated that a Madras single site school will could be open during 2020/21 academic session.</td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td>Is it possible to use the aspects of the design process of Pipelands in the design process for Langland? Or is this a blank sheet of paper?</td>
</tr>
<tr>
<td><strong>Response – LP</strong></td>
<td>The discussion on design is not lost from Mr McClure and his staff. Faculties will be transferred but the design of the new school will be a new process.</td>
</tr>
<tr>
<td><strong>Question – parent</strong></td>
<td>What are the financial implications for this new build?</td>
</tr>
<tr>
<td><strong>Response – SMcL</strong></td>
<td>Fife Council has already allocated funding from the capital programme which is ring-fenced to Madras and this has been increased to take account of inflation.</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Comment – parent</strong></td>
<td>Prof. Sally Mapstone wishes this consultation to conclude as she has shown significant interest in the South Street building.</td>
</tr>
<tr>
<td><strong>Comment/Question – Parent</strong></td>
<td>It is not a good deal for Fife Council to lose South Street.</td>
</tr>
<tr>
<td><strong>Response – SMcL + LP</strong></td>
<td>There are a number of aspects included in the options agreement. Fife Council cannot exercise these options until the outcome of this statutory consultation is completed and the planning process is completed. This was identified in the site assessment summary. There are different circumstances this time round and we are comfortable they are meeting our requirements. LP advised there is a district valuer involved to make sure the land transaction provides best value.</td>
</tr>
<tr>
<td><strong>Question – Parent</strong></td>
<td>What are the changes to proximity to town, for young people to go into town, as Langlands is further away for lunch break.</td>
</tr>
<tr>
<td><strong>Response – JF</strong></td>
<td>Education &amp; Children’s Services are currently consulting with pupils and asking what facilities they would like. This will be considered along with development of the right type of facilities meeting the health and wellbeing agenda. LP advised that through the feedback of the BFF schools, there is a significant uptake of pupils staying in school and eating in school as they are offered a number of different dining options.</td>
</tr>
<tr>
<td><strong>Question –</strong></td>
<td>Is it possible to incorporate lessons learned from other new school builds in Fife?</td>
</tr>
<tr>
<td><strong>Response – LP</strong></td>
<td>We are required to undertake lesson learned reviews and post occupancy evaluations for new schools. These have all been undertaken for the BFF schools, with the exception of Levenmouth. These provide great feedback for things working well and things that aren’t working well and how these issues can be addressed. It also advises how open spaces can significantly impact on behaviour and attendance.</td>
</tr>
<tr>
<td><strong>Question – Councillor</strong></td>
<td>Is the university using the school facilities a possibility?</td>
</tr>
<tr>
<td><strong>Response – SMcL</strong></td>
<td>We haven’t as yet discussed this level of detail, however we are open to all these types of discussion.</td>
</tr>
<tr>
<td><strong>Question – Parent as above</strong></td>
<td>Are there disadvantages of a new school and will these be addressed?</td>
</tr>
<tr>
<td>Response – SMcL</td>
<td>There are no disadvantages to a new school and general feedback has been very positive. A planning application notice was submitted today to ensure that we can move forward if required. This does not hold us to anything, but we are taking every step to ensure we are ready to move. We are anticipating a new school during 2020/21 which includes 18 months for the design process. All comments on this process can be forwarded to us. We wish to create a report which incorporates all needs and we need all types of comments. The Consultation Report allows elected members to make a decision whether to progress or not. The masterplan process is being led by the University and is a separate process. The planning process will also allow the public to make formal comments.</td>
</tr>
<tr>
<td>Comment</td>
<td>In 2009, Langlands was considered for a new site. There is a great view of St Andrews from Strathkinness Road and there should be no interruption. The view of St Andrews in sacrosanct.</td>
</tr>
<tr>
<td>Response – SMcL</td>
<td>The building will be designed not to interrupt the view. This type of issue is part of the planning process and is included in the Fife Plan. The architect working on this project understands this and has assured Fife Council the view won’t be interrupted. All issues raised around this concern are being addressed.</td>
</tr>
<tr>
<td>Question – parent</td>
<td>There is a lot of if/buts around the masterplan for Langlands, is there a contingency for a second site?</td>
</tr>
<tr>
<td>Response – SMcL</td>
<td>No, Langlands has been identified as the preferred site from the site selection process. Discussions with the university have been extremely positive and we hope we can move forward as quickly as we can, bearing in mind all the statutory processes.</td>
</tr>
<tr>
<td>Question – parent</td>
<td>Will there be any change to teaching staff moving from two sites to one site.</td>
</tr>
<tr>
<td>Response – SMcL</td>
<td>Staffing is allocated through the staffing model in Fife agreed across secondaries. This considers pupil roll, ASN roll and free school meal entitlement. We cannot say that all the staff will stay or that we will have the same teacher numbers in 2021, but any change in teaching staff numbers will not be due to the new school. The school currently has additionality due to travel time so that there is no impact on time for teachers with pupils.</td>
</tr>
<tr>
<td>Comment – Councillor</td>
<td>Due to the amount of people approaching me in public and the issues raised due to the length of time for the new Madras school, I am shocked at the lack of people at this consultation tonight.</td>
</tr>
<tr>
<td>Question – parent</td>
<td>Have sites outside St Andrews been considered – more local to Tayport PS.</td>
</tr>
<tr>
<td>Response – SMcL</td>
<td>Yes, sites have been looked at as we were asked to look at all sites again.</td>
</tr>
<tr>
<td>Question – parent</td>
<td>Will a biomass plant be included in the new school?</td>
</tr>
<tr>
<td>Response – LP</td>
<td>There have not been any discussions on this yet as we need</td>
</tr>
</tbody>
</table>
to await the outcome of the statutory consultation first. We would look at a range of sustainable features as part of the design process.

<table>
<thead>
<tr>
<th>Question – parent</th>
<th>Has a swimming pool facility been considered? Because there are poor pool facilities at the moment in this area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response – LP</td>
<td>There are no plans to include a swimming pool in the new school and we haven’t included a pool in the recent replacement schools in the BFF programme. We will make sure we have appropriate space for the curriculum.</td>
</tr>
<tr>
<td>Comment – parent</td>
<td>I think the university has a pool. Perhaps this is a possibility during discussions. A pool with be a great community benefit. I want to express that this is considered. Can’t get from Tayport to Cupar using local bus route.</td>
</tr>
<tr>
<td>Question – parent</td>
<td>Will maintenance work on the current two sites be ongoing until closure?</td>
</tr>
<tr>
<td>Response – SMcL</td>
<td>Yes, there is a programme of funding to maintain buildings. A specific programme of works will be carried out in Madras, a lot will be done this year and in the next 12 months.</td>
</tr>
<tr>
<td>Question</td>
<td>Transportation needs – the agreed site will change the transportation requirements.</td>
</tr>
<tr>
<td>Response – SMcL</td>
<td>This will be looked at as part of the planning process and a positive impact is that we may use fewer buses.</td>
</tr>
</tbody>
</table>

P Wilson concluded the meeting by thanking people for their attendance and their comments.

Meeting closed at 7.30pm
Appendix E – Other relevant documents

School Admissions Policy for Primary and Secondary Schools in Fife

This document, approved by the Executive Committee in January 2013, details the policy for admission to mainstream primary and secondary schools within Fife.

The document outlines procedures for parents who wish to make parental placing requests and details the current transport policy for pupils who may be eligible for free transport.
EDUCATION & LEARNING

School Admissions Policy for Primary and Secondary Schools in Fife
Contents

1.0 Introduction to the School Admissions Policy
2.0 When Can a Child go to School?
3.0 Enrolment at Primary and Secondary School
4.0 Parental Choice (placing requests)
5.0 Transport to and from School
6.0 School Information Booklet
7.0 Waiting List
8.0 Provision of Denominational Education
9.0 Enrolment for Pupils Outwith the EU

List of Appendices

Appendix 1 - Early Entry to School
Appendix 2 - Priority Policy for enrolling pupils (including Placing Requests)
Appendix 3 - Grounds upon which placing request can be refused
Appendix 4 - Appeal procedure against refused placing requests
Appendix 5 - Guidance on Placing Requests for pupils with Additional Support Needs
Appendix 6 - School Transport for Pupils
1.0 INTRODUCTION TO THE SCHOOL ADMISSIONS POLICY

1.1 This document is the policy for admission to mainstream primary and secondary schools in the control of Fife Council.

1.2 In Fife, the Education Authority discharges its duty to secure adequate and efficient education for the local authority area by operating a “catchment” system to enable parents/carers to comply with their duty to provide efficient education for their child(ren). Postcodes for each address in Fife are associated to a denominational and a non-denominational primary and secondary school known as catchment schools. Information on these catchment areas are available on www.fifedirect.org.uk/catchmentchecker.

1.3 An admissions policy for nursery education titled ‘Procedures and Guidelines for Admission to Early Years Establishments’ is also available. This document can be found at www.fifedirect.org.uk/earlyyears. Application forms for nursery admissions are available from the school offices at primary schools or online at www.fifedirect.org.uk/earlyyears.

1.4 Admission to special education establishments is based on the individual pupil’s assessed additional support needs. Information about placing requests for admission to Special Educational Establishments is contained in Appendix 5.

1.5 Notices are published in local newspapers in December of each year to advise parents of the timescale and procedures for enrolling children and for making parental placing requests outwith the catchment school.

2.0 WHEN CAN A CHILD GO TO SCHOOL?

2.1 Children will normally start school in the August following their 5th birthday. Children who are aged 4 and whose birthday is on or before 29th February may start at age 4. However, parents/carers whose child’s 5th birthday falls after the first day of the new term may choose to defer their child’s entry into school until the following August.

2.2 Parents can request that their child starts primary school while they are under statutory school age. This is an ‘early entry request’. In such cases an assessment of the ability and aptitude of the child will be carried out by the Education Service prior to early entry approval. For more information on this process refer to Appendix 1 “Early Entry to School”. The statutory provision is contained in Section 38 of the Standards in Scotland’s Schools Act 2000. This is available online at www.fifedirect.org.uk.

2.3 Once a pupil has reached the statutory school leaving age the pupil—not the pupil’s parents—may choose which school to go to. If a pupil over school leaving age wants to change school, then he or she should write to Education and Learning (Rothesay House, Rothesay Place, Glenrothes KY7 5PQ) to say so.
2.4 The time at which pupils are old enough by law to leave school depends on when their 16th birthday falls in the year.

- Pupils who have their 16th birthday on or between 1 March and 30 September can leave school or decide for themselves whether they want to ask for another school from 31 May of that year.

- Pupils who have their 16th birthday on or between 1 October and the last day of February can leave school or decide for themselves whether they want to ask for another school at Christmas in between those two dates.

3.0 ENROLMENT AT PRIMARY AND SECONDARY SCHOOL

3.1 The enrolment process for Primary 1 pupils takes place between early January and April 30 of each year.

3.2 School start dates and term dates are published annually and are available on [www.fifedirect.org.uk/schooltholidays](http://www.fifedirect.org.uk/schooltholidays).

3.3 On entering primary school, parents should always attend an enrolment session at their catchment area school where they will be asked to complete an enrolment form. Parents will be asked to bring the following items of paperwork with them as proof of pupil identification and place of residence:

   a) child’s birth certificate;
   b) Council Tax notification letter; and
   c) a utility bill (gas or electric only).

3.4 The Education Service will carry out checks to verify the information provided by parents. Where false information has been submitted an offer of a place at any school may be withdrawn.

3.5 Fife Council manages the education provision by dividing the entire authority area into catchment areas, based on address postcodes, for both denominational and non-denominational provision. Most children living within the catchment area will attend the designated primary and secondary school for their catchment area. School catchment area information is available online at: [www.fifedirect.org.uk/catchmentchecker](http://www.fifedirect.org.uk/catchmentchecker).

3.6 At the point of entry to primary school, parents may choose either the non-denominational or denominational primary assigned to their home address.

3.7 If a parent wishes their child to enrol at a school which is not the designated catchment area school for their postal address they must make a request known as a ‘placing request’. For further information on placing requests refer to section 4 of this policy.

3.8 Parents submitting a placing request should also enrol at their catchment school to ensure a place is reserved for their child if their placing request is not approved. If an enrolment form is not completed the catchment school will not
be able to reserve a place for that particular child.

3.9 Where a school is oversubscribed (i.e. it has insufficient places for the number of pupils wishing to enrol) pupils will be enrolled by reference to a priorities policy. The priorities policy is set out in Appendix 2. The priorities policy will be applied whether the school is oversubscribed as a result of there being insufficient places for the number of catchment pupils wishing to enrol or as a result of there being insufficient places for the number of placing requests after accommodation of all catchment pupils wishing to enrol.

3.10 In the unusual situation where catchment pupils, after application of the priorities policy as set out in Appendix 2, are not offered a place at their catchment school, Fife Council will offer a place at an alternative school.

3.11 At the point of entry to secondary school, parents may choose either the non-denominational or denominational school assigned to their home address.

3.12 Standard enrolments for transfer from primary to secondary are organised annually between the secondary school and its associated primary schools.

3.13 Enrolment at secondary school is based on the catchment area in which a pupil’s home address is situated. If a pupil is attending a primary school as a result of a successful placing request, parents will be required to make a further placing request to attend the non-catchment secondary school.

3.14 For any enrolments, and/or placing requests during the academic year, parents should contact the primary or secondary school direct. Schools can offer any available places during the academic year. School contact details are available on www.fifedirect.org.uk/schools.

4.0 PARENTAL CHOICE (PLACING REQUESTS)

4.1 Parents have the right to request that their child attend a school which is not their designated catchment area school. Parents may also make a placing request to their designated catchment school if the child has not been offered a place there. Any such request is called a placing request.

4.2 In most cases, placing requests will be approved. Reasons for refusal of placing requests are detailed in Appendix 3. Where there are more placing requests than there are available places, placing requests will be granted by reference to the priorities policy. The priorities policy is set out in Appendix 2.

4.3 Placing requests can be made at any time. However, the majority of placing requests are made prior to the pupil starting the first year of primary or the first year of secondary. In these circumstances the placing request should be made to the first school of the parent’s choice by 15th March.

4.4 Parents making placing requests to more than one school should list schools in order of priority in their letter of request. If a placing request application is granted by one or all of the schools, the parent should accept a place at their
preferred school and notify all other schools that they do not wish to accept a place. In the event of refusal, only the decision in relation to the first named school on the placing request is subject to appeal procedures.

4.5 Parents making a placing request during the normal enrolment process will be notified in writing of the outcome of their request by 30 April. Decisions on placing requests made outwith the normal enrolment timescale will be made, and parents informed in writing, within the statutory maximum of 2 months. Fife Council’s policy is that all placing requests will be responded to in writing.

4.6 Information on the procedure for an appeal against a decision to refuse a placing request will be given to parents at the same time as they are advised of the decision. The procedure for an appeal against a decision refusing a placing request is outlined in Appendix 4.

4.7 When a placing request is refused, parents have the right of appeal to the Appeals Committee, and subsequently to the Sheriff. Parents will be informed in writing of their right of appeal. Should a parent be successful in appeal at the Education Appeal Committee or upon appeal to the Sheriff, all other refusals of placing requests to that school will be reviewed.

4.8 A young person over the statutory school leaving age and under 18 years of age may make a placing request on their own behalf.

4.9 Placing requests in respect of pupils with Additional Support Needs are governed by a separate procedure. In the main, pupils who have Additional Support Needs are admitted to mainstream schools following standard enrolment procedures. Where the pupil’s additional needs require planning for admission then this is coordinated, with the family, across a multi agency group. Admission to specialised provision is managed through a multi-agency process of assessment and decision making involving families centrally. Placing requests for pupils who have Additional Support Needs are managed according to Appendix 5.

5.0 TRANSPORT TO AND FROM SCHOOL

5.1 Transport will be provided to primary and secondary catchment pupils, who meet the distance criteria in accordance with council policy. Fife Council’s policy is that a child or young person is entitled to free transport when:

- a primary school aged child lives more than one mile from his/her catchment school or other educational establishment by the shortest reasonable walking route;
- a secondary school aged young person lives more than two miles from his/her catchment school or other educational establishment by the shortest reasonable walking route; or
- a child or young person has additional support needs and free transport is proposed through a planning and review meeting and the full completion of a transport request form.
5.2 There is no requirement on Fife Council to provide free transport to pupils who are attending a school as a result of a successful placing request. However, any pupil can take up a vacant place on school transport as a fare paying passenger.

5.3 Once the enrolment process has been completed Education and Transportation Services will verify entitlement to free transport and issue all travel passes to distance-entitled pupils during the Summer holiday period.

5.4 Schools may be consulted, but will not make any decision on pupil entitlement to free transport. All decisions on pupil entitlement are made by the Education Service in consultation with Transportation Services and the transport providers.

5.5 In all cases where there is no entitlement to free school transport exceptions may be made on a discretionary basis.

5.6 For further information please refer to Appendix 6.

6.0 SCHOOL INFORMATION BOOKLET

6.1 Education authorities have a duty to provide information to parents to assist them in choosing a school for their child. Parents should be notified (by 8th December each year) by their catchment schools regarding the availability of information books.

6.2 The information contained within the School Information Booklet is specific to every school in Fife and is intended for parents whose children will soon be attending the school or for parents who may be considering which school to choose for their child.

6.3 A copy of the school information booklet and details of their catchment area school will be made available to all pupils enrolling in P1, changing their primary school, or transferring to secondary school, either in paper form or online.

6.4 The information contained within the ‘Choosing a School’ – A Guide for Parents (guidance booklet by the Scottish Government) booklet is also intended for parents who are considering which school to choose for their child. This booklet has also been translated into 8 community languages which are: Arabic, Bengali, Cantonese, Gaelic, Hindi, Polish, Punjabi and Urdu. Schools can access these documents at www.scotland.gov.uk/Topics/Education/Schools/Parents/schools for any parent whose first language is not English.

6.5 There is also a requirement that the catchment area of each school is shown on a map available for inspection in each school and these can be inspected by contacting the schools direct. The schools catchment checker available at www.fifedirect.org.uk/catchmentchecker will advise parents of catchment schools for individual postcodes.
7.0 WAITING LIST

7.1 On occasion it may be necessary for a particular school to set up a waiting list where there are more requests for enrolment than there are places available. The waiting list will be used to allocate places to pupils as they become available. Any places which become available at the school will be allocated according to the priorities policy, which is set out in Appendix 2. The length of time spent on the waiting list is not relevant.

8.0 PROVISION OF DENOMINATIONAL EDUCATION

8.1 There are currently 2 denominational secondary schools and 14 denominational primary schools in Fife. These are Roman Catholic Schools.

8.2 At the point of entry to primary school and at the point of transfer to secondary school parents may choose to enrol in either a non-denominational or a denominational school associated with their home postcode.

8.3 Where a denominational school is oversubscribed pupils will be offered places by reference to a priorities policy. The priorities policy is set out in Appendix 2.

8.4 Where a parent wishes to enrol their child in a denominational school outwith their catchment school this will be a Placing Request. In such cases parents/carers should submit a Placing Request as outlined in section 4 of this document.

9.0 ENROLMENT OF PUPILS OUTWITH THE EU

9.1 The following paragraphs outline the process for enrolling pupils from overseas:

9.1.1 Enrolment of a child from overseas can involve analysis and interpretation of the law in relation to education, immigration, people seeking asylum and refugees. In some limited circumstances the Education Service may refuse to enrol a child from overseas. Accordingly, decisions on the enrolment of children from overseas will be made by the Education Service (with advice from Legal Services) on a case by case basis. When enrolling a child from overseas the parent/s or other adult enrolling the child will be asked to produce the following items of paperwork with them as proof of pupil identification, place of residence and evidence of the relationship between the child and the parent/s or other adult:

a) child’s birth certificate
b) passport/s (the child’s and the parent/s or other adult enrolling the child)
c) Council Tax notification letter
d) a utility bill (gas or electric only)
e) in the event that the relationship between the child and parent/s or other adult enrolling the child in not disclosed by the birth certificate and passports, any other evidence that can be produced of the
relationship between the child and parent/s or other adult.

9.1.2 When asked to enrol a child from overseas Headteachers should contact Education and Learning Directorate, Floor 4 Rothesay House, Glenrothes for clarification/advice.

9.1.3 Enrolment of a child from overseas cannot take place until the child is resident within Fife.

9.1.4 The Education Service will carry out checks to verify the information provided by parents and, where false information has been submitted, the offer of a place at any school may be withdrawn.
Appendix 1

Early Entry to School

1.0 INTRODUCTION

1.1 This appendix provides the procedure for early entry to primary school prior to children reaching school age and guidance notes on early entry to school.

2.0 FIFE COUNCIL PROCEDURES

2.1 Parents can request that their child starts their primary one class while they are four years old but under school age. This is an early entry request. Early entry requests will only be granted after an assessment of the child’s ability and aptitude.

2.2 Procedure for determining Early Entry Requests is as follows:

- In Fife, if parents wish to apply for their child to start school a year early and their child is already attending a Fife nursery they should discuss this with their nursery school teacher in order to take account of their advice.
- The link educational psychologist can offer informal early consultation and advice.
- If parents wish to proceed, they should make their request in writing to the Education and Learning Directorate no later than 6 weeks before the end of the summer term.
- An assessment will be carried out by the Educational Psychology Service.
- Following assessment and discussion with the parents, the educational psychologist will send a report to the Education Officer. This report will be copied to the parents/carers.
- The Education and Learning Directorate will consider the information from the parents/carers, nursery staff and educational psychologist in making a decision. Education and Learning Directorate will then reply in writing to the parents copied to the Headteacher(s) of the nursery and proposed primary school and the educational psychologist.
- Unlike placing requests to school, there is no right of appeal to the Appeals Committee against a refusal of an Early Entry Request. However, parents may make a complaint through Fife Council’s complaints procedure. This can be found online at www.fifedirect.org.uk. Parents may also make a complaint to the Public Services Ombudsman under Section 70 of the Education (Scotland) Act 1980. An application for Judicial Review is also open to parents.
- If, for any reason, no reply is received from the Education and Learning Directorate, it should be assumed that the request has been unsuccessful.
Priority Policy for enrolling pupils (including Placing requests)

Places in Fife Council schools will be offered to pupils in the following order and in accordance with the following priorities:

Stage 1
Places will be offered to pupils residing within the catchment area of the school. Where there are more such pupils than there are places, places will be offered in the order set out in the list below.

Stage 2
Where, after all pupils residing within the catchment area have been offered places, there are places at the school (or stage of school), places will be offered to pupils in respect of whom a placing request has been made. Where there are more pupils in respect of whom a placing request has been made than there are places, places will be offered in the order set out in the list below.

Priority Order

Where necessary, at either Stage 1 or 2 above, places will be offered to pupils in the following order:

1. Where the particular needs of the pupil would be met by attendance at the school. For example:
   a. where the pupil has needs arising from a certified medical condition which would be met by attendance at the school including a physical disability which is provided for at the school;
   b. where the pupil has behavioural problems which would be diminished by attendance at the school;
c. where the parent or parents of the pupil’s employment preclude the pupil from attending his or her catchment area school.

2. Where the pupil’s sibling or other child residing in the same household as the pupil attends the school. A non-sibling child’s residence in the same household will require to be established.

3. Where the pupil attended an associated primary school (applicable only to placing requests for the first year of secondary school).

4. Where the pupil’s home is closer to the school than it is to the catchment area school (placing requests only).

5. Where a specific educational course is available at the school and is not available at the pupil’s catchment area school (secondary school placing requests only).

6. Where the pupil’s parent or parents’ place of employment or domestic arrangements would result in the pupil being in before or after school care closer to the school than to the catchment area school.

7. Where the pupil resides in the Fife Council area (placing requests only)

In both Stages 1 and 2, within each of the priorities listed above, places at denominational schools will be offered first to pupils baptised in that denomination and/or those pupils who share that denomination’s religious ethos. Places at all schools will be offered by reference to the distance between their normal place of residence and the school with the shortest distance being offered places first.

Stage 3

Where places have been offered to all pupils to whom the above priorities apply and there remain places at the school but the number of catchment area pupils or the number of placing requests exceeds the number of places, the remaining places will be offered after a ballot of all remaining catchment area pupils or remaining pupils in respect of whom a placing request has been made.
Appendix 3

Grounds upon which placing requests can be refused (in accordance with Section 28A of the Education (Scotland) Act 1980 and specifically subsections 28A(3), (3A), (3C), (3D), and (3F).

28A (1)
Where the parent of a qualifying child makes a written request to an education authority to place his child in the school (other than a nursery school or a nursery class in a school) specified in the request, being a school under their management, it shall be the duty of the authority, subject to subsections (2), (3), (3A) and (3F) below, to place the child accordingly. Such a request so made is referred to in this Act as a “placing request” and the school specified in it is referred to in this Act as the “specified school”.

28A (1A)
The education authorities shall-

(a) in carrying out the duty imposed on them by subsection (1) above; and

(b) in deciding when the duty does not apply,

have regard to such guidance as the Scottish Ministers may give in that respect.

28A (2)
Where a placing request relates to two or more schools under the management of the education authority to whom it was made, the duty imposed by subsection (1) above shall apply in relation to the first mentioned such school, which shall be treated for the purposes of this Act as the specified school.

28A (3)
The duty imposed by subsection (1) above does not apply (a) if placing the child in the specified school would:

(i) make it necessary for the Authority to take an additional teacher into employment;
(ii) give rise to significant expenditure on extending or otherwise altering the accommodation at or facilities provided in connection with the school;

(iii) be seriously detrimental to the continuity of the child’s education;

(iv) be likely to be seriously detrimental to order and discipline in the school;

(v) be likely to be seriously detrimental to the educational well being of pupils attending the school;

(vi) assuming that pupil numbers remain constant, make it necessary at the commencement of a future stage of the child’s primary education, for the authority to elect either to create an additional class (or an additional composite class) in the specified school or to take an additional teacher into employment at that school; or

(vii) though neither of the tests set out in sub-paragraphs (i) and (ii) above is satisfied, have the consequence that the capacity of the school would be exceeded in terms of pupil numbers;

b) If the education normally provided at the specified school is not suited to the age, ability or aptitude of the child;

c) If the education authority have already required the child to discontinue his attendance at the specified school;

d) If, where the specified school is a special school, the child does not have additional support needs requiring the education or special facilities normally provided at that school; or

e) If the specified school is a single sex school (within the meaning given to that expression by Section 26 of the Sex Discrimination Act 1975) and the child is not of the sex admitted or taken (under that section) to be admitted to the school,

but an education authority may place a child in the specified school notwithstanding paragraphs (a) to (e) above.

28 (A) (3A) the duty imposed by subsection (1) above does not apply where the acceptance of a placing request in respect of a child who is resident outwith the catchment area of the specified school would prevent the education authority from retaining reserved places at the specified school or in relation to any particular stage of education at the school; but nothing in this subsection shall prevent an education authority from placing a child in the specified school.

28A (3C) In subsection (3A) above, “reserved places” means such number of places (not exceeding such number or as the case may be, such percentage of places at the school or relating to the particular stage of education as may be prescribed by regulations) as are in the opinion of the education authority reasonably required to accommodate pupils likely to become resident in the catchment area of the school in the period from the time of consideration of the placing request up to and during the
year from 1 August to which the placing request relates; and different numbers or, as the case may be, percentages may be prescribed under this section for the purpose of different cases or circumstances.

28(A) (3D) In subsection (3A) and (3C) above, “catchment area” means the area from which pupils resident therein will be admitted to the school in terms of any priority based on residence in accordance with the guidelines formulated by the authority under section 28B (1) (c) of this Act.

28A (3F) Where an education authority are carrying out the duty imposed on them by subsection (1) above in respect of a child such as is mentioned in subsection (6)(c) below, they shall place the child in the specified school—

(a) on the date (being the date fixed for that school under section 32(1) and (2) of this Act) next following the making of the placing request; or

(b) where that date has passed, as soon after that date as is reasonably practicable.

(4) An education authority shall inform a parent in writing of their decision on his placing request and, where they decide to refuse it, shall give him written reasons for their decision and inform him of his right to refer it under section 28C of this Act to an appeal committee.

(5) The Secretary of State may, by regulations, make provision for deeming an education authority to have refused a placing request in the event of their not having informed the parent in writing of their decision on it in accordance with subsection (4) above within such period or before such date as may be prescribed in the regulations and different periods or dates may also be so prescribed for different purposes.

(6) In this section—

“primary school” does not include a nursery school or a nursery class; and

“qualifying child” means—

(a) a child of school age;

(b) a child who has commenced attendance at a primary school but is not of school age; or

(c) a child who is not of school age and who, on the date (being the date fixed under subsections (1) and (2) of section 32 of this Act for the purposes of subsection (6) of that section) next following the making of the request under subsection (1) above, will be eligible under this Act to commence attendance at a primary school.
Procedure for Appeals Against Refused Placing Requests

1.0 Background

1.1 Fife Council is entitled to refuse a placing request only in certain circumstances which are listed in full in Appendix 3.

1.2 Parents who make a placing request during the normal enrolment process will be notified in writing of the outcome of their request by 30 April. Decisions on placing requests made outwith the normal enrolment timescale will be made, and parents informed in writing, within the statutory maximum of 2 months. Fife Council’s policy is that all placing requests will be responded to in writing. Parents should also note the legal position that, if no reply is sent within two months of the request being received, it should be assumed that the placing request has been refused. This is known as a deemed refusal.

1.3 Parents who make a placing request for a primary or secondary school which has been refused are entitled to appeal the decision to the Appeals Committee, and subsequently to the Sheriff.

2.0 Process for Parents Wishing to Appeal

2.1 If a parent is not satisfied with an authority’s decision on a placing request, with a decision to exclude a child from school, or decisions affecting a child’s additional support needs, then an appeal can be made against the decision.

2.2 In the first instance, a letter should be sent to the Executive Director (Corporate Services), Fife House, North Street, Glenrothes within 28 days of the refusal, or “deemed” refusal. A deemed refusal occurs when no response is received by the parent after 2 months from the submission of a placing request during the academic session.

2.3 The letter should include the name and address of parent, name of child, name of choice of school, the date of the council’s letter of refusal and the statement that you wish to refer the Council’s decision to the Appeal Committee.

2.4 Appeals against the refusal of a placing request can also arise throughout the school year. The same process of appeal should be followed, as per paragraph 2.2.

3.0 The Education Appeals Committee – Legislation

3.1 Although Fife Council establishes an Appeal Committee, it is not a Committee of Fife Council. It is an independent body under the supervision of the Scottish Committee of the Administrative Justice & Tribunals Council (s.1(1)(a)Tribunals

3.2 The membership of an Appeal Committee must comprise elected members of the authority or religious representatives appointed to the authority’s Executive Committee, and other people who are either:

- parents of children of school age; or
- persons who, in the opinion of the authority, have experience in education or are familiar with educational matters.

3.3 Elected members of the authority or religious representatives appointed to the Executive Committee must not outnumber the others by more than one. There is no restriction on the latter from outnumbering the former. A member of the Executive Committee must not hold the chair.

3.4 Those who may not be members of an appeal committee include:

- employees of the education department of the authority;
- teachers, pupils, parents of pupils or Parent Council members of the relevant chosen school; and
- any person who had a part in, or was present at, discussion about the subject matter of an appeal.

3.5 A ‘relevant school’ is defined as one:

a) which a child, in respect of whom a placing request has been made, attends;
b) which is named in a placing request;
c) which an authority thinks a child, in respect of whom a placing request has been made, should attend;
d) which is an associated school to a school in either (b) or (c); or
e) from which the pupil has been excluded.

3.6 The Education (Appeal Committee Procedures)(Scotland) Regulations 1982 set out how hearings before Appeal Committees are conducted. Normally, they must be held within 28 days of a reference to the Committee unless there are circumstances beyond the Committee’s control which prevent it. Dates may be varied if they are not convenient for the appellant. At least 14 days’ notice should be given of the time and place of the hearing.

3.7 The appellant (in most circumstances a parent) must also be told of his or her rights:

- to appear or be represented;
- to have up to three friends including his or her representative present;
- to lodge written representations;
- to allow his or her case to rest solely on written representations.
3.8 The regulations lay down the procedure that must be followed at the hearing itself, although the Appeal Committee may vary it, depending upon the particular circumstances of individual cases (Reg. 11(2) Education (Appeal Committee Procedures) Regulations 1982).

3.9 It may arise that more than one child may have had a placing request refused for the same reason in respect of the same year of education at the same school or, in cases of exclusion from school, more than one child has been excluded at the same time for generally the same reasons. In such cases, appeals may be combined if the Appeal Committee so wishes, although appellants can address the Committee with none of the others present, if they so wish (Reg. 9, Education (Appeal Committee Procedures) Regulations 1982).

3.10 The committee does not have to give its decision and the reasons for it on the day of the hearing, although it must do so in writing within 14 days. If it does not intend to give its decision in writing with reasons at the end of the hearing, the Chair must tell the parties that before the hearing ends (Reg.14(1) and (2), Education (Appeal Committee Procedures) Regulations 1982). Each member of the Committee must vote on a decision.

3.11 If the decision is against the appellant, he or she must be informed of their right of appeal to the sheriff. The Education Authority has no right of appeal (Reg. 14(2), Education (Appeal Committee Procedures) Regulations 1982).

4.0 What Happens at the Appeals Hearing?

4.1 The Chair of the Appeal Committee will say how the Committee intends to conduct the proceedings. Normally:

   a) the person speaking on behalf of Education Service will explain why the request was refused;

   b) the person who is appealing, or the nominated spokesperson can ask the representative from Education Service questions;

   c) the person who is appealing, or the nominated spokesperson will inform the Appeal Committee why the child should get a place at the chosen school;

   d) the person speaking on behalf of Education Service may ask questions to the parent appealing the decision;

   e) the person speaking on behalf of Education Service will sum up their reasons for refusal; and

   f) the appellant then has the opportunity to sum up their reasons.

4.2 The Council can ask the Appeal Committee to adjourn the hearing and fix a later date for resuming if new information is given and the Council were unaware of this.
4.3 Only a limited number of people may be at the hearing. Members of the public are unable to attend Appeals Hearings.

5.0 Decision of the Appeals Committee

5.1 The Committee must give its decision within 14 days of the end of the hearing.

5.2 The decision must be given in writing to the appellant and the Education Service and the reasons behind the decision.

5.3 If the Committee agrees with Education Service, it must advise the appellant about their right of appeal to the Sheriff.

5.4 If the Committee disagrees with the Education Service, and advises they should not have refused the request, the Council must let the child have a place at the school of their choice.

5.5 If the Committee either fails to hold a hearing within 2 months of one being requested, does not fix a date for the hearing to continue within 14 days of adjourning a hearing or does not give their decision and their reasons for it within 14 days of ending a hearing the parents have 28 days from the date of that failure to appeal to the Sheriff.

6.0 Appeal to the Sheriff

6.1 If the Appeal Committee has informed the parent that it agrees with the Education Service to refuse a child a place at their choice of school, parents can appeal to the Sheriff against the Appeal Committee’s decision.

6.2 An application of appeal to the Sheriff must be lodged within 28 days of receiving the Appeal Committee’s decision.

6.3 An appeal to the Sheriff will be dealt with in private.

6.4 The Sheriff will decide whether the Council refused the request for a reason that is allowed by the law. If not, the Sheriff will overturn the Education Service’s original decision and the child must be admitted to the school of their choice.

6.5 Even where the Sheriff decides that the Council had good reason, the Sheriff may consider whether the request should still be accepted.
PLACING REQUESTS FOR PUPILS WITH ADDITIONAL SUPPORT NEEDS

The Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009, is the legislation concerning placing requests for pupils with Additional Support Needs. Chapter 4 of the Code of Practice 2010 Supporting Children’s Learning (published by Scottish Government in support of the Act) outlines in detail the different circumstances to be considered in relation to a placing request.

When a Fife parent makes a placing request to a school or nursery within Fife this will be granted unless there are clear grounds for refusal.

The grounds for a refusal are set out in Section 3 of Schedule 2 of the ASL Act. The grounds for refusal will be clearly stated in the letter of refusal sent to the parent. In refusing a placing request for a pupil with Additional Support Needs it will be made clear to parents their right to access independent mediation, dispute resolution or the ASN Tribunal.

Where a placing request for a pupil with Additional Support Needs is refused parents can appeal to the Education Authority Appeals Committee. However where a placing request is for a pupil who has, or is in the process of having considered or established, a Coordinated Support Plan, or is to a Special School the appeal route is to the ASN Tribunal.

In any case of refusal the grounds of refusal and the route for appeal will be set out clearly for parents.
FIFE COUNCIL EDUCATION AND LEARNING DIRECTORATE
SCHOOL ADMISSIONS POLICY

Appendix 6

School Transport for Pupils

Current legislation requires that Education Authorities in Scotland provide free transport for pupils under the age of 8 who live more than 2 miles from their catchment school. Pupils aged 8 and over are entitled to free transport if they live more than 3 miles from school. In schools run by Fife Council, a child or young person is normally expected to make his/her own way to and from their catchment school or other educational establishment that they attend. This is viewed as an integral part of their personal and social education.

Fife Council’s current policy is that a child or young person is entitled to free transport when:

- a primary school aged child lives more than one mile from his/her catchment school or other educational establishment by the shortest reasonable walking route;
- a secondary school aged young person lives more than two miles from his/her catchment school or other educational establishment by the shortest reasonable walking route; or
- a child or young person has additional support needs and free transport is proposed through a planning and review meeting and the full completion of a transport request form.

Parents/carers who choose to have their children educated at an establishment outwith their catchment school(s) will be expected to meet transport costs. Under normal circumstances free transport will not be provided for a child or young person as a result of a successful parental placing request (see booklet ‘Choosing A School – A Guide for Parents’). However, the Executive Director will reserve the right to provide discretionary transport in, individual exceptional circumstances for an agreed period of time.

Free transport can be provided, through Social Work Service, from home to college/further education centre for those students on non-advanced, full-time courses who cannot access public transport because of their additional support needs.

If a request for free transport has been refused and a parent considers that an exception should be made they should write to the Executive Director (Education & Learning) at the following address providing as much information as is necessary and relevant.

Executive Director (Education & Learning)
4th Floor, Rothesay House, Rothesay Place, Glenrothes, KY7 5PQ.
Appendix F – Equality Impact Assessment

Equality Impact Assessment

Part 1: Background and information

<table>
<thead>
<tr>
<th>Title of proposal</th>
<th>Proposal to Relocate Madras College from the Existing School Sites of South Street and Kilrymont Road, St Andrews, to a New Single Site at Langlands, adjacent to the University of St Andrews.</th>
</tr>
</thead>
</table>
| Brief description of proposal (including intended outcomes & purpose) | This proposal is to create a replacement single site secondary school for the existing catchment of Madras College.  

The proposed site is located adjacent to the University of St Andrews, south of the A91, North Haugh, St Andrews (South of Andrew Melville Hall).  

A state of the art school on a single site would offer significant educational and economical advantages to the community. This project would allow the development of a school which is fully fit for purpose and will support the needs of learners and community users in this area. The proposal has been consulted on in terms of the Schools (Consultation) (Scotland) Act 2010.  

If approved by Fife Council the proposal will result in the relocation of pupils to a single site school, after construction of a new school is completed. Within this proposal there is no requirement to decant the pupils and therefore the pupils would transfer to the new school once construction is completed. It is expected that if approval is given, subject to planning consent, a new school could be ready for occupation during academic session 2020/2021. |

| Lead Directorate / Service / Partnership | Shelagh McLean, Head of Education & Children’s Services (Equity and System Improvement)  
Fife Council Education and Children’s Services |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EqIA lead person | Avril Graham  
Sustainable Estate Officer  
Education and Children’s Services |
| EqIA contributors | All relevant consultees, as defined by the Schools (Consultation) (Scotland) Act 2010, were invited to participate in the formal consultation process. The Equality Impact Assessment was contributed to by a range of staff within Fife Council. |
| Start date of EqIA | 25 July 2017 |
How does the proposal meet one or more of the general duties under the Equality Act 2010? (Consider proportionality and relevance on p.12 and see p.13 for more information on what the general duties mean)

<table>
<thead>
<tr>
<th>General duties</th>
<th>Please Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliminating discrimination, harassment and victimisation</td>
<td></td>
</tr>
<tr>
<td>Advancing equality of opportunity</td>
<td>Existing pupils who will still attend Madras College on commencement of the new school will have an enhanced learning environment within a modern purpose built school which will be designed to ensure that it enhances the existing levels of support to all building users, as well as those within the Department of Additional Support.</td>
</tr>
<tr>
<td></td>
<td>There is likely to be some negative impact for pupils who travel by bus to school. For pupils coming from the Taybridgehead area they will have a shorter distance to travel. A small number of pupils may have to travel further whereas a small number of pupils may have to travel less. A small number of pupils who are eligible for free transport may be under the 2 miles distance criteria whereas a small number may now be entitled to receive free transport.</td>
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<tr>
<td></td>
<td>Transportation Service will assess the available routes to school once the school is fully designed. Parents will be notified of any changes to entitlement prior to pupils transferring to the new school.</td>
</tr>
<tr>
<td>Fostering good relations</td>
<td>There will be opportunities to build on the existing highly developed and successful partnerships with the University of St Andrews.</td>
</tr>
</tbody>
</table>

Having considered the general duties above, if there is likely to be no impact on any of the equality groups, parts 2 and 3 of the impact assessment may not need to be completed. Please provide an explanation (based on evidence) if this is the case.
**Part 2: Evidence and Impact Assessment**

Explain what the positive and / or negative impact of the policy change is on any of the protected characteristics

<table>
<thead>
<tr>
<th>Protected characteristic</th>
<th>Positive impact</th>
<th>Negative impact</th>
<th>No impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled people</td>
<td>Children, staff and parents with restricted mobility will benefit from the relocation to a single site school as a new secondary school will be completely accessible for all building users and visitors.</td>
<td>Children with Additional Support Needs may experience a negative impact associated with change in routine, change of building or loss of contact with familiar places, adults or resources.</td>
<td></td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>No impact</td>
<td>No impact</td>
<td>No impact</td>
</tr>
<tr>
<td>Women</td>
<td>No impact</td>
<td>No impact</td>
<td>No impact</td>
</tr>
<tr>
<td>Men</td>
<td>No impact</td>
<td>No impact</td>
<td>No impact</td>
</tr>
<tr>
<td>Transgendered people</td>
<td>No impact</td>
<td>No impact</td>
<td>No impact</td>
</tr>
<tr>
<td>Race (includes gypsy travellers)</td>
<td>No impact</td>
<td>No impact</td>
<td>No impact</td>
</tr>
<tr>
<td>Age (including older people aged 60+)</td>
<td>Community groups will have access to community use facilities, located in one area, under one roof.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children and young people</td>
<td>Enhanced facilities provide greater flexibility and opportunities for pupils. Pupils within the DAS will have access to mainstream education under one roof.</td>
<td>Children with Additional Support Needs may experience a negative impact associated with change in routine, change of building or loss of contact with familiar places, adults or resources.</td>
<td></td>
</tr>
<tr>
<td>Religion or belief</td>
<td>No impact</td>
<td>No impact</td>
<td>No impact</td>
</tr>
<tr>
<td>Pregnancy &amp; maternity</td>
<td>No impact</td>
<td>No impact</td>
<td>No impact</td>
</tr>
<tr>
<td>Marriage &amp; civil partnership</td>
<td>No impact</td>
<td>No impact</td>
<td>No impact</td>
</tr>
</tbody>
</table>

Please also consider the impact of the policy change in relation to:

<table>
<thead>
<tr>
<th>Positive impact</th>
<th>Negative impact</th>
<th>No impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looked after children and care leavers</td>
<td>Enhanced facilities provide greater flexibility and</td>
<td></td>
</tr>
</tbody>
</table>
opportunities for pupils. Pupils within the DAS will have access to mainstream education under one roof.

<table>
<thead>
<tr>
<th>Privacy (e.g. information security &amp; data protection)</th>
<th>No impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economy</td>
<td>There is little evidence that the economy may be affected as a result with the proposed relocation of South Street to a single site. It may be likely that senior pupils will no longer support local businesses during lunchtimes due to the proximity of South Street to the main shopping area.</td>
</tr>
</tbody>
</table>
Part 3: Recommendations and Sign Off

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Lead person</th>
<th>Timescale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education &amp; Children’s Services Directorate to continue to support pupils attending Madras College and to ensure once a decision is reached regarding the new school and site, continue to inform pupils on progress to new build completion and ensure transition is planned appropriately to meet individual pupil needs.</td>
<td>David McClure, Headteacher</td>
<td>Ongoing</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
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</tbody>
</table>

Sign off
(By signing off the EqIA, you are agreeing that the EqIA represents a thorough and proportionate analysis of the policy based on evidence listed above and there is no indication of unlawful practice and the recommendations are proportionate.)

<table>
<thead>
<tr>
<th>Date completed: 31/08/2017</th>
<th>Date sent to Equalities Unit: <a href="mailto:Enquiry.equalities@fife.gov.uk">Enquiry.equalities@fife.gov.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Officer: Shelagh McLean</td>
<td>Designation: Head of Service (Education &amp; Children Services – Equity and System Improvement)</td>
</tr>
</tbody>
</table>

FOR EQUALITIES UNIT ONLY

<table>
<thead>
<tr>
<th>EqIA Ref No.</th>
<th>EqIA/673/17/EduCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date checked and initials</td>
<td>5th September 2017  ZR</td>
</tr>
</tbody>
</table>
**Equality Impact Assessment Summary Report**  
(to be attached as an Appendix to the committee report or for consideration by any other partnership forum, board or advisory group as appropriate)

<table>
<thead>
<tr>
<th>What Committee report does this IA relate to (specify meeting date)?</th>
</tr>
</thead>
</table>
| 3 October 2017 – Special Meeting of the Education & Children’s Services Committee  

<table>
<thead>
<tr>
<th>What are the main impacts on equality?</th>
</tr>
</thead>
</table>
| There will be positive aspects and benefits for all pupils and community users by the proposed relocation to a single site. The new school will be purpose built to accommodate all building users and be accessible for all pupils, parents, staff and community users.  
There may a small number of pupils who have a slightly further distance to travel from either South Street or Kilrymont Road.  
For pupils attending the Department of Additional support, they may not settle in the first instance due to change of routine and environment. However, an enhanced transition will be arranged for these pupils.  
The proposed new school building, located adjacent to the University of St Andrews should continue the well established links with the university and collaborative working. The facilities on offer will be available for all community users to experience. |

<table>
<thead>
<tr>
<th>What are the main recommendations to enhance or mitigate the impacts identified?</th>
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</thead>
<tbody>
<tr>
<td>An enhanced transition for disabled pupils or pupils with additional support needs will be provided to mitigate any potential negative impact.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If there are no equality impacts on any of the protected characteristics, please explain.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Further information is available from: Name / position / contact details:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avril Graham, Sustainable Estate Officer, Education &amp; Children’s Services Directorate ext. 444204 – email <a href="mailto:avril.graham@fife.gov.uk">avril.graham@fife.gov.uk</a></td>
</tr>
</tbody>
</table>