

**6Pre-Consultation Drop-in:
Emerging Models for the use of the additional capacity for Burnbrae Primary School at Hopefield
15 March 2017 (2-7pm)**

Introduction

Today's drop-in session is the third opportunity which we have arranged as part of the pre-consultation on the additional capacity required for Burnbrae Primary School. Sometimes known as informal consultation or pre-statutory consultation, "pre-consultation" can cover a range of engagement with communities regarding a proposal before a formal Schools (Consultation) (Scotland) Act 2010 ("the 2010 Act") proposal paper is published. It is not a substitute for, nor does it reduce any of the requirements for formal consultation under the 2010 Act. However, we believe that pre-consultation can play an important part in information gathering and sharing in advance of a statutory consultation. It is often this type of participation which really engages and empowers communities to understand and help shape the proposals that affect them. For example, pre-consultation can be a good opportunity to consult the community on detailed aspects of a proposal and seek to resolve these ahead of formal consultation.

The purpose of the drop-in session today is to introduce the emerging models and to engage with you to draw together the educational benefits, discuss any adverse effects and to ascertain whether you have any additional models you wish to propose.

How will today's drop-in be structured?

The drop-in is set up in four carousel stations. At each station you will be provided with information on each emerging model. At each station we will talk you through each model including the educational benefits identified thus far, but the main purpose today is to hear your views on what you think the educational benefits are. Post-it notes are provided for you to feed back at each station and there is also space for you to write your own response on the model handouts which will be provided at each station.

The four stations are as follows:

- Station 1: Burnbrae Early. This model proposes to utilise the additional capacity on the former Hopefield site for Nursery and Primary 1.
- Station 2: Second Level. This model proposes to utilise the additional capacity on the former Hopefield site for Primary 5, 6 and 7.
- Station 3: P1-7. This model proposes to utilise the additional capacity on the former Hopefield site for a single stream of nursery and P1-7.
- Station 4: There will be officers at this station to hear from you if you have any other models which you would like to suggest.

Please feel free to visit stations more than once as further questions may emerge as you hear about each model.

What happens next?

Following today's event we will compile all of the views and information gathered from you regarding the educational benefits and we will then issue this information on the school's website. The Parent Council will continue to gather views from parents and carers and the school will be gathering views from staff. We will then meet with the Parent Council and the School's Senior Management Team at the end of March to discuss all of the pre-consultation views which have been gathered including the educational benefits identified. The identification of the educational benefits of any model is key because the 2010 Act reflects the Scottish Ministers' view that educational benefits should be at the heart of any proposal to make a significant change to schools. Following this meeting we will issue a further communication regarding next steps.

The three models shared in the handouts today would be covered by the Schools (Consultation) (Scotland) Act 2010 and would require a formal consultation. The Council will issue further information regarding this stage. In accordance with the Schools (Consultation) (Scotland) Act 2010, the formal consultation period has a set timescale to follow from the point that a formal consultation is triggered. Further information regarding the Schools (Consultation) (Scotland) Act 2010 can be accessed at the following links:

Information guide for parents and carers: <http://www.gov.scot/Resource/0049/00492832.pdf>

The legislation: <http://www.legislation.gov.uk/asp/2010/2/contents>

The statutory guidance supporting the legislation: <http://www.gov.scot/Publications/2015/05/4615>

Model 1: Burnbrae Early. This model proposes to utilise the additional capacity on the former Hopefield site for Nursery and Primary 1.

	Burnbrae Building										Classes	Hopefield Building								Classes	Total	
	N	P1	P2	P3	P4	P5	P6	P7	Sub Tot	N		P1	P2	P3	P4	P5	P6	P7	Sub Tot		Classes	Pupils
2017	69	75	66	59	61	54	46	37	398	15								0		15	398	
2018			75	66	59	61	54	46	361	13	71	84						84	4	17	445	
2019			84	75	66	59	61	54	399	14	72	88						88	4	18	487	
2020			88	84	75	66	59	61	433	15	72	90						90	4	19	523	
2021			90	88	84	75	66	59	462	16	72	90						90	4	20	552	
2022			90	90	88	84	75	66	493	17	72	90						90	4	21	583	
2023			90	90	90	88	84	75	517	18	72	90						90	4	22	607	
2024			90	90	90	90	88	84	532	18	72	90						90	4	22	622	

N is nursery. Totals are only primary school pupils and do not include nursery children

Listed below are some of the emerging educational benefits identified thus far, please join in to help us identify the educational benefits of this model. We have provided a template overleaf to capture your views. We are also asking you to consider if there are any adverse effects of this model.

- This option could provide a custom built environment for children in Early Years, specialising in the needs of this age group to learn through exploration.
- This model could be created as a base for such groups as PEEP or Bookbugs, providing the opportunity to get to know and build relationships with the families in our community all on the one site for Early Years, even before their children are in nursery.
- This model would keep all of Early Level as part of Curriculum for Excellence in the one place and could help to break down some of the barriers which prevent parents from always feeling part of the school community.
- This would provide the opportunity to focus on Family Learning 0-3 and Age 3 to the end of P1 as the period of a child's development that shapes future outcomes including breaking down barriers between education and childcare through a move towards more integrated, flexible services up to the end of P1.
- Improving play opportunities and addressing barriers to play; providing an opportunity to build a truly play based, effective early level environment which encourages collaboration between the nursery and P1.
- More consistent access to intensive family support services in the early years extended up to the end of P1. Early intervention is particularly relevant in early years, which will often be the earliest and best opportunity to intervene.
- All Early Level practitioners would be together in the one school therefore allowing stage partners (teachers) to plan early level learning together. Having the whole of early years together would allow for sharing resources and ideas. It could also be more open to the parents coming in and make it more of a community hub.



Model 1: Burnbrae Early. This model proposes to utilise the additional capacity on the former Hopefield site for Nursery and Primary 1.

What do you think the educational benefits are?	Do you think there are any adverse effects of this model?

Please also take part by writing your feedback on the post-it notes provided at each of the four stations.

Name: _____

Email Contact: _____

Model 2: Second Level. This model proposes to utilise the additional capacity on the former Hopefield site for Primary 5, 6 and 7.

	Burnbrae Building										Classes	Hopefield Building								Classes	Total	
	N	P1	P2	P3	P4	P5	P6	P7	Sub Tot	N		P1	P2	P3	P4	P5	P6	P7	Sub Tot		Classes	Pupils
2017	69	75	66	59	61	54	46	37	398	15								0		15	398	
2018	71	84	75	66	59				284	11					61	54	46	161	6	17	445	
2019	72	88	84	75	66				313	12					59	61	54	174	6	18	487	
2020	72	90	88	84	75				337	13					66	59	61	186	6	19	523	
2021	72	90	90	88	84				352	13					75	66	59	200	7	20	552	
2022	72	90	90	90	88				358	13					84	75	66	225	8	21	583	
2023	72	90	90	90	90				360	13					88	84	75	247	9	22	607	
2024	72	90	90	90	90				360	13					90	88	84	262	9	22	622	

N is nursery. Totals are only primary school pupils and do not include nursery children

Listed below are some of the emerging educational benefits identified thus far, please join in to help us identify the educational benefits of this model. We have provided a template overleaf to capture your views. We are also asking you to consider if there are any adverse effects of this model.

- This would provide the opportunity to establish subject specific areas suitable for second level learning: for example a Science atrium, a technologies atrium; etc.
- P5-7 are all within the second level of Curriculum for Excellence and therefore the leadership of second level would be within the one campus.
- This option could provide more fluidity around age and stage within second level based on the research emerging from our Inspiring Learning Spaces project.
- P5-7 would be closer to the High School therefore allowing closer linking in preparation for transition.
- P5-7 would be together in the one school therefore allowing stage partners (teachers) to plan learning together.
- More flexible and agile use of technology.



Model 2: Second Level. This model proposes to utilise the additional capacity on the former Hopfield site for Primary 5, 6 and 7.

What do you think the educational benefits are?	Do you think there are any adverse effects of this model?

Please also take part by writing your feedback on the post-it notes provided at each of the four stations.

Name: _____

Email Contact: _____

Model 3: P1-7 (single stream). This model proposes to utilise the additional capacity on the former Hopefield site for a single stream nursery and P1-7.

	Burnbrae Building										Classes	Hopefield Building										Classes	Total	
	N	P1	P2	P3	P4	P5	P6	P7	Sub Tot	N		P1	P2	P3	P4	P5	P6	P7	Sub Tot	Classes	Classes		Pupils	
2017	69	75	66	59	61	54	46	37	398	15									0		15	398		
2018	49	60	75	66	59	61	54	46	421	15	22	24						24	1	16	445			
2019	48	60	60	75	66	59	61	54	435	16	24	28	24					52	3	19	487			
2020	48	60	60	60	75	66	59	61	441	16	24	30	28	24				82	4	20	523			
2021	48	60	60	60	60	75	66	59	440	16	24	30	30	28	24			112	5	21	552			
2022	48	60	60	60	60	60	75	66	441	16	24	30	30	30	28	24		142	6	22	583			
2023	48	60	60	60	60	60	60	75	435	16	24	30	30	30	28	24		172	7	23	607			
2024	48	60	60	60	60	60	60	60	420	15	24	30	30	30	30	28	24	202	8	23	622			

N is nursery. Totals are only primary school pupils and do not include nursery children

Listed below are some of the emerging educational benefits identified thus far, please join in to help us identify the educational benefits of this model. We have provided a template overleaf to capture your views. We are also asking you to consider if there are any adverse effects of this model.

- P1 to 7 siblings would be together on the one site.
- Pastoral benefits of buddying between years without needing to move from one site to another.
- P1-7 would grow over time therefore not requiring pupils to change building, minimising disruption for those currently attending Burnbrae.
- Children with additional needs who are currently attending school at the Burnbrae site will not need to move to another site.



Model 3: P1-7 (single stream). This model proposes to utilise the additional capacity on the former Hopefield site for a single stream nursery and P1-7.

What do you think the educational benefits are?	Do you think there are any adverse effects of this model?

Please also take part by writing your feedback on the post-it notes provided at each of the four stations.

Name: _____

Email Contact: _____



Station 4: If you have another model which you would like to propose, please use the space below to describe your model including the educational benefits and any adverse effects that will require consideration.

<p>The model I propose is:</p>

What do you think the educational benefits are?	Do you think there are any adverse effects of this model?

Please also take part by writing your feedback on the post-it notes provided at each of the four stations.

Name: _____

Email Contact: _____