

FALKIRK COUNCIL

MINUTE of MEETING of the EDUCATION EXECUTIVE held in the MUNICIPAL BUILDINGS, FALKIRK on TUESDAY 28 APRIL 2015 at 10.30 AM.

COUNCILLORS:

David Alexander
Jim Blackwood
Tom Coleman
Dennis Goldie
Gerry Goldie
Linda Gow
Adrian Mahoney
Craig Martin (Convener)
Dr Craig R Martin
Malcolm Nicol
Alan Nimmo
Robert Spears

**REPRESENTATIVES
OF RELIGIOUS
BODIES:**

Margaret Coutts
Rev Michael Rollo

CO-OPTEES:

Helena Barton, (Pupil Representative)
Mike Ablett (Parent Representative)
Margaret Smith (Teacher Representative)

OFFICERS:

Danny Cairney, Accountancy Services Manager
Gary Greenhorn, Head of Educational Support and Resources
Mark Meechan, Community Learning and Development Manager
Colin Moodie, Depute Chief Governance Officer
Robert Naylor, Director of Children's Services
Anne Pearson, Head of Educational Support and Improvement
Antonia Sobieraj, Committee Services Officer
Richard Teed, Senior Forward Planning Officer

EE1. APOLOGIES

Apologies were intimated on behalf of Hector Cairns (Religious Representative) and Fiona Craig (Teacher Representative).

EE2. DECLARATIONS OF INTEREST

No declarations were made.

EE3. MINUTE

Decision

The minute of meeting of the Education Executive held on 3 February 2015 was approved.

EE4. EDUCATION COMMITTEE MEMBERSHIP

The Education Executive considered a report by the Chief Governance Officer on the appointment of the Chair and Vice Chair of the Youth Ambassadors team as pupil representatives on the Education Executive.

The Education Executive had agreed in 3 February 2015 (ref EE42) to replace the Falkirk Council Pupil Council with a Youth Ambassador programme and that the Chair and Vice Chair of the new programme would become the pupil representatives on the Education Executive.

The updated report advised that the Youth Ambassadors at their first meeting had appointed pupils from Larbert and Braes High Schools as the Chair and Vice Chair of the Youth Ambassadors team.

Decision

The Education Executive agreed the appointment of Helena Barton (Larbert High School) and Jonathan Barclay (Braes High School) as the two pupil representative members for a period of two years with immediate effect.

EE5. FUTURE ROLE, PURPOSE AND SUSTAINABILITY OF THE ATTENDANCE PANEL

The Education Executive considered a report by the Director of Children's Services providing information on (a) the current resources for the operation of Attendance Panels; (b) an assessment of their impact and effectiveness, and (c) recommending changes to the way in which the Education Service dealt with attendance in future.

Attendance Panels were established in August 2005 by the former Education and Leisure Committee. This created a two stage process allowing cases to be dealt with at an earlier stage by the Panels and enabling the Attendance Committee to focus on those referrals where prosecution was a probable outcome.

Arrangements and measures, including the rolling out of an automated call system (Groupcall) and a revised Service Circular 29, had improved secondary school attendance in 2006/7 and there was a rise in attendance from 89.9% in 2006/7 to 91.8% in 2013/14. This rise, however, could not be solely attributed to the operation of the Panels.

Panels were currently held approximately 3 times per school session and were chaired by a Team or Service Manager. Most referrals came from secondary schools and in particular at S3. There were fewer referrals from primary schools.

Over a school session the total Education staff time supporting Panels represented approximately 122 hours. This was not considered to be best value in contributing to increasing young people's potential and school attendance.

Panels had been introduced in conjunction with other measures at a time when Education Services was required to focus on improving attendance as part of the Raising Attainment Strategy. Over the past 7 years the model has not changed significantly to take into account current thinking which reflects the Scottish Government's advice on attendance in schools and 'Getting it Right for Every Child' (GIRFEC) approaches.

The analysis over the past 2 years evidenced the limited impact Attendance Panels had on improving attendance. The diminishing human resources from central teams also impacted on the capacity for the Panels to be sustainable and effective.

Decision

The Education Executive agreed that:-

- (1) Attendance Panels be removed from the attendance circular and staged process;**
- (2) a 'pathways' checklist for schools be incorporated into the revision of Service Circular 29: Non Attendance and Truancy to ensure a consistent approach;**
- (3) schools make Attendance Committee referrals to the Service and school improvement division for scrutiny which will either refer back to the school in cases where there is scope for further supportive action or refer to the Attendance Committee; and**
- (4) an updated report be submitted to a future meeting later in the year on the pattern of attendance following the removal of the Panels.**

Councillor G Goldie entered the meeting during consideration of the following item of business.

EE6. FALKIRK COMMUNITY LEARNING AND DEVELOPMENT (CLD) ACTION PLAN

The Education Executive considered a report by the Director of Children's Services which detailed the progress in the development of the Community Learning and Development (CLD) Action Plan in accordance with the Requirements for Community Learning and Development (Scotland) Regulations 2013.

The Education Executive had on 11 November 2014 (ref EE32) (a) noted the key policy goals as set out in the Regulations and the new Guidance; (b) endorsed the CLD Action Plan, and (c) agreed to receive a further update report detailing the progress made in developing the Plan.

The Regulations placed two obligations on the Council being (i) to ensure that the need for CLD provision within the Council area is assessed, and (ii) to publish a 3 year plan by 1 September 2015 setting out what CLD provision the Council will make, how it will co-ordinate provision with other providers, what action the other providers intend to take during the period of the Plan and what needs will be unmet.

The updated report detailed progress in the development of the Community Learning and Development (CLD) Action Plan and set out proposals for partners to work on a collaborative basis within the Falkirk Council area.

Decision

The Education Executive:-

- (1) noted the progress of the Community Learning and Development (CLD) Action Plan; and**
- (2) requested that a further report be submitted with the draft Action Plan to next meeting in June 2015.**

EE7. EARLY LEARNING AND CHILDCARE ADMISSIONS POLICY

The Education Executive considered a report by the Director of Children's Services providing the background to the review of the early learning and childcare admission policy and the proposed changes to the current policy.

The Education Executive had agreed on 3 February 2015 (ref EE39) that a review of the Early Years Admission Policy be undertaken to consider making provision for reserved places in nursery schools attached to primary schools for children from the local catchment area by (a) introducing a reserved place policy (similar to that for primary and secondary schools), and (b) setting appropriate tolerance levels that allow nursery class operational capacity to be increased to meet the catchment area demand but not to exceed the set physical capacity of the building..

The report proposed changes to the Early Learning and Childcare Admissions Policy and recommended (i) the setting and application of tolerance levels for increasing nursery class capacity, and (ii) the annual review and publishing of operational capacity levels and reserved places for nurseries.

Decision

The Education Executive agreed:-

- (1) that the Early Years Admissions Policy be changed as set out in section 3 and Appendix 1 of the report;**

- (2) that Education Services set and apply tolerance levels for increasing nursery class capacity as set out in section 4 of the report, and
- (3) that the operational capacity levels and reserved places for nurseries be reviewed and published annually in the Council's Information Bulletin alongside the reserved places for primary and secondary schools.

EE8. REVIEW OF INCLUSION AND ADDITIONAL SUPPORT NEEDS - POLICY DEVELOPMENT PANEL

The Education Executive considered a report by the Director of Children's Services on the establishment of a Policy Development Panel on the review of inclusion and additional support needs.

The Education Executive had agreed on 11 November 2014 (ref EE30) as part of its consideration of the key principles of inclusive education, that Education Services progress the review of inclusion and additional support needs and that an updated report to be submitted to a future meeting on the detail and progress of the review.

The updated report set out the details of the wide-ranging review, the prospective new policy approaches and service provision and recommended the establishment of a Policy Development Panel to oversee the review.

Decision

The Education Executive agreed:-

- (1) the establishment of a 5 member policy development panel to oversee the review with 3 places reserved for members of the Administration and 2 from the Opposition, the panel to be chaired by Councillor Nimmo with the remaining nominations to be intimated to the Chief Governance Officer; and
- (2) that the panel make recommendations to the Education Executive on any significant changes to service provision or policy.

FALKIRK COUNCIL

**Subject: FALKIRK COMMUNITY LEARNING AND DEVELOPMENT (CLD)
ACTION PLAN**
Meeting: EDUCATION EXECUTIVE
Date: 9 JUNE 2015
Author: DIRECTOR OF CHILDREN'S SERVICES

1. INTRODUCTION/PURPOSE

1.1 The purpose of this paper is to:

- Provide members with the initial 3 year CLD Action Plan (2015-2018) which sets out the proposals as to how CLD partners intend to meet the need for CLD within the Falkirk Council area as required by the new Community Learning and Development (CLD) (Scotland) Regulations 2013.

2. KEY POINTS FROM THE REGULATIONS AND NEW GUIDANCE

2.1 Members will recall from the papers presented at the Education Executive Meetings in November 2014 and April 2015 that the Regulations place two obligations on the Council.

- The first is to ensure that the need for CLD provision within the Council area is assessed.
- The second is to publish a 3 year plan by 1 September 2015 setting out what CLD provision the Council will make, how it will co-ordinate provision with other providers, what action the other providers intend to take during the period of the plan and what needs will be unmet.

2.2 The Regulations and Guidance set out the following 4 key policy goals for CLD:

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| <ul style="list-style-type: none">• To ensure communities across Scotland - particularly those that are disadvantaged - have access to the CLD support they need.• To strengthen co-ordination between the full range of CLD providers, ensuring that CPPs, local authorities and other providers of public services respond appropriately to the expectations set by the CLD Strategic Guidance.• To reinforce the role of communities and learners in the assessment, planning and evaluation processes, enabling them to shape CLD provision.• To make the role and contribution of CLD more visible. |
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3. FALKIRK'S CLD ACTION PLAN

3.1 Goal 1: To ensure communities across Scotland - particularly those that are disadvantaged - have access to the CLD support they need.

In developing Falkirk's CLD Action Plan (attached as Appendix 1), Education Services and CLD partners made clear links to the demographic and socio-economic data that exists. The data was collated to ensure that it clearly identifies the CLD needs of individuals, groups and communities. The data was then mapped against what CLD provision exists across the Falkirk Council area and gaps in provision identified. This exercise was then used to establish priority outcomes and activities for Falkirk's CLD Action Plan 2015-2018. Falkirk's CLD Action Plan priority outcomes and activities are detailed below:

Priority Outcome 1 - Improving individuals core and life skills

We will meet this outcome by undertaking the following activities:

- Deliver a range of literacies and core skill provision, including health literacy, supporting digital and financial inclusion and capability.
- Deliver English as Second or Other Language (ESOL) provision.
- Deliver family learning provision.
- Deliver employability support at Stages 1 and 2 of the Strategic Employability Pipeline to young people and adults.
- Provide opportunities for individuals to gain accreditation.
- Ensure that individuals have the opportunity to progress to other learning, training, volunteering and/or employment.

Priority Outcome 2 - Improving the capacity of communities

We will meet this outcome by undertaking the following activities:

- Provide capacity building support to local communities to encourage their involvement in local decision making and the development of their solutions to local issues.
- Deliver support to communities to enable them to develop and manage services to meet community needs.
- Deliver opportunities for communities to network together, share resources and deliver joint training.

Priority Outcome 3 - Ensure that the CLD workforce will make Falkirk's CLD Action Plan a reality

We will meet this outcome by undertaking the following activities:

- Deliver support to the CLD workforce within the Falkirk Council area so that they clearly understand the vision set out in Falkirk's CLD Action Plan.
- Deliver a range of CPD opportunities to ensure that the CLD workforce can demonstrate that they have CLD values, knowledge, skills and attitudes and that they can put these into practice.
- Deliver opportunities for the CLD workforce to network together, share resources and deliver joint training

3.2 **Falkirk CLD Partnership Commitments**

Falkirk's CLD Partnership is committed to supporting the provision of universal CLD services for all and this is reflected within the Action Plan. CLD partners are well aware of the financial pressures that are being faced by the CLD sector within the Falkirk Council area. In order, to achieve this aim communities will require capacity building support to ensure that they are confident and competent in the delivery of CLD opportunities for themselves. Falkirk's CLD Partnership wish to work with individuals and communities to harness and use their skills, capacities, knowledge, passions and interests to develop more innovative and effective CLD opportunities across the Council area.

The approach detailed above will enable Falkirk's CLD Partnership to prioritise its staffing resources and CLD provision at the specific groups who have been identified as having the greatest needs:

- unemployed, not in work and/or on benefits
- Black and Minority Ethnic Groups (BME)/migrants
- offenders
- young people (including Looked After and Accommodated (LAC) by the local authority and young carers)
- vulnerable parents
- individuals who are Lesbian Gay Bisexual & Transgender (LGBT)
- those with a disability
- those with mental health problem.

Through the needs assessment undertaken to develop this Action Plan a number of barriers to participation within CLD provision were identified. These include:

- individual's awareness of CLD services
- language
- culturally non-sensitive publicity
- limited culturally sensitive CLD services
- childcare, transport, the times and the places that CLD provision was delivered at and within.

The needs assessment undertaken to develop Falkirk CLD Action Plan has indicated that there is high level of demand for employability support, including Work Clubs and IT provision such as FastTrack. CLD partners recognise that it will be very challenging to meet this level of demand within current and reducing resources. This is directly linked to the impact of the recession and welfare reform.

The needs assessment also highlighted demand for Literacy/Numeracy provision for individuals involved in the Criminal Justice System together with English as a Second or Other Language (ESOL) provision for ethnic minority groups. Both are cases where demand is outstripping supply.

Falkirk's CLD Partnership is committed to working together to, as far as possible, realign provision and to remove the barriers detailed above.

3.3 Goal 2: To strengthen co-ordination between the full range of CLD providers, ensuring that CPPs, local authorities and other providers of public services respond appropriately to the expectations set by the CLD Strategic Guidance.

Education Services will continue to support Falkirk CLD Partnership. The Partnership will meet 4 times per year to coordinate action and to monitor and evaluate progress in implementing Falkirk's CLD Action.

The primary outcomes and activities detailed above are aligned to Falkirk's Single Outcome Agreement and Falkirk Councils Corporate Plan. The Partnership will use Covalent to monitor, evaluate and report on the impact of the CLD Action Plan.

The framework provided by Falkirk's CLD Action Plan will be implemented locally within the seven CLD Learning Communities (secondary school clusters) across the Falkirk Council area. Falkirk's CLD Partnership recognises the importance of developing local focussed CLD outcomes that deliver real change at individual and community levels. Falkirk's CLD Action Plan framework will provide local providers with direction on what CLD should be delivering locally. This in turn, will enable clarity of reporting at a local level to Falkirk Council and Falkirk's Community Planning Partnership.

Falkirk CLD Partnership Commitments

As part of this approach, local CLD partnerships, involving local CLD delivery partners, have been established. These locality Partnerships will develop local CLD Plans for their respective learning communities. The local CLD Action Plans will in turn link to Local Community Plans. The local CLD Action Plans will be monitored regularly and progress reported to Falkirk CLD Partnership, who in turn will report to progress to the Council and Falkirk's Community Planning Partnership.

3.4 Goal 3: To reinforce the role of communities and learners in the assessment, planning and evaluation processes, enabling them to shape CLD provision.

The CLD Regulations places a requirement on Falkirk Council Education Services to initiate, maintain and facilitate a process which ensures the CLD within the Falkirk Council is secured in such a way that it:

- Identifies target individuals and groups.
- Considers the needs of those target individuals and groups for CLD.
- Assesses the degree to which those needs are already being met.
- Identifies barriers to the adequate and efficient provision of relevant CLD.

In meeting the Regulations, Falkirk Council Education Services has involved and consulted with a large number of individuals, groups and CLD providers within the Falkirk Council area. This has been undertaken as part of individual and groups participation within CLD provision and/or as part of the process being undertaken through local community planning. There has been over 10,000 young people and over 20,000 adults, including target individuals and groups, consulted in last 2 years and they have provided a rich data source on peoples "lived experience" and what their future CLD needs may be.

Falkirk CLD Partnership Commitment

The approach taken by Falkirk CLD Partnership has ensured that the development of the CLD Plan is clearly embedded within Falkirk's approach to strategic and local community planning. CLD partners see this approach as being of clear benefit as it clearly demonstrates the strengthened approach to the co-ordination of CLD provision across the Falkirk Council area. This approach also ensures that communities and learners can be involved in assessment, planning and evaluation of CLD provision within their local communities.

3.5 **Goal 4: To make the role and contribution of CLD more visible.**

With the support of Education Scotland, Education Services has developed an impact measurement tool for CLD provision titled "Progress Files". CLD partners have received training on how to utilise Progress Files and they have agreed that they will use Progress Files to evidence the impact of their CLD provision. Progress Files will also be used to aid public reporting purposes and celebrating the extensive work that community groups make to vibrancy of the Falkirk Council area.

Falkirk CLD Partnership Commitment

Falkirk CLD Partnership will produce an annual report detailing who it has implemented the CLD Action Plan and what impact CLD partners are making within the Falkirk Council area..

4. **TIMESCALES**

- 4.1 The Regulations and Guidance state that the Development Plan must be in place for **1 September 2015**.

5. **NEXT STEPS/WAY FORWARD**

- 5.1 To comply with the Regulations Education Services are required to publish the 3 year CLD Action Plan (as Appendix 1) on 1 September 2015.

6. **EQUALITY AND FINANCIAL IMPLICATIONS**

- 6.1 Equality: Regulations and Guidance make specific reference to compliance with the Equality Act.

Financial: No additional resources are provided by the Scottish Government to develop these plans. No additional staff costs would result from this proposal.

7. RECOMMENDATIONS

7.1 That Education Executive agrees:

- (i) the initial 3 year (2015-2018) CLD Action Plan (as Appendix 1);**
- (ii) that Education Services publish the Action Plan by 1 September 2015; and**
- (iii) that an update report is prepared that measures the progress in implementing/achieving the outcomes listed within the Action Plan and brought to the Education Executive at a later date.**

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Director of Children's Services

Date:

Contact Officer: Mark Meechan, ext 6692

LIST OF BACKGROUND PAPERS

NIL

Falkirk's Community Learning and Development Action Plan 2015-2018

A Introduction

The purpose of Community Learning and Development (CLD) is to support people to empower themselves, individually and collectively, to make positive changes in their lives and in their communities, through learning.

Within the National Performance Framework, the Scottish Government states that CLD should focus on:

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| <ul style="list-style-type: none"> • Improved life chances for people; of all ages, through learning, personal development and active citizenship. • Stronger, more resilient, supportive, influential and inclusive communities. |
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B Background to the CLD Action Plan
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Falkirk Council is required to meet the Community Learning and Development (Scotland) Regulations 2013. These Regulations, and subsequent guidance supports the achievement of these policy goals:

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| <ul style="list-style-type: none"> • To ensure communities across Scotland - particularly those who are disadvantaged - have access to the CLD Support they need • To strengthen co-ordination between the full range of CLD providers, ensuring that community planning partnerships, local authorities and other providers of public services respond appropriately to the expectations set by the CLD Strategic Guidance • To reinforce the role of communities and learners in the assessment, planning and evaluation processes, enabling them to shape CLD provision • To make the role and contribution of CLD more visible |
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The CLD Regulations places a requirement on Falkirk Council Education Services to initiate, maintain and facilitate a process which ensures the CLD within the Falkirk Council is secured in such a way that it:

- | |
|---|
| <ul style="list-style-type: none"> • Identifies target individuals and groups • Considers the needs of those target individuals and groups for CLD • Assesses the degree to which those needs are already being met • Identifies barriers to the adequate and efficient provision of relevant CLD |
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In meeting the Regulations, Falkirk Council Education Services has involved and consulted with a large number of individuals, groups and CLD providers within the Falkirk Council area. The development of Falkirk's CLD Action Plan has been undertaken with the context of a rigorous assessment of CLD needs drawing from a range of statistical data sources and engagement and consultation with individuals, communities and organisations. There has been over 10,000 young people and over 20,000 adults, including target individuals and groups, consulted in last 2 years and they have provided a rich data source on peoples "lived experience" and what their future CLD needs will be.

Falkirk's CLD Partnership in its present form came together in its present form in 2010. The Partnership has taken a lead in assessing what CLD provision is presently being delivered across the Falkirk Council area and whether or not this is meeting then identified CLD needs of target groups within the Falkirk Council area.

The approach taken has ensured that the development of the Falkirk CLD Action Plan is clearly embedded within Falkirk's approach to strategic and local community planning. This work is ongoing and will inform future narratives of Falkirk's CLD Action Plan.

C **National and Local Policy Context**

The key national and local policies and plans that guide the work of the CLD sector within the Falkirk Council area are detailed below.

(i) National Policy Context:

- Adult Learning in Scotland Statement of Ambition (2014)
- Adult Literacies in Scotland 2020 (2010)
- Opportunities for All: Supporting all young people, to participate in post-16 learning, training or work (2012)
- Children and Young People (Scotland) Act (2014)
- Community Empowerment and Renewal Bill (2014)
- Curriculum for Excellence (2004 onwards)
- National Youth Work Strategy: Our Ambitions for Improving the Life Chances of Young People in Scotland (2014)
- Equally Well: Report of the Ministerial task force on Health Inequalities (2008)

(ii) Falkirk's Policy Context:

- Falkirk Single Outcome Agreement
- Falkirk Council Corporate Plan
- Falkirk Council Education Services Service Plan
- Falkirk Literacies Action Plan
- Falkirk's English for Speakers of Other Languages (ESOL) Action Plan
- Falkirk Council Employability Strategy
- Falkirk Council Poverty Strategy
- Falkirk Council Participation Strategy

This list is not exhaustive and further information on the strategies and plans that impact on CLD is detailed in Appendix 2.

D Universal and Targeted CLD Provision

Falkirk's CLD Partnership is committed to supporting the provision of universal CLD services for all and this is reflected within the Action Plan. However, CLD partners are well aware of the financial pressures that are being faced by the CLD sector within the Falkirk Council area and that in order to achieve this aim communities will require capacity building support to ensure that they are confident and competent in the delivery of CLD opportunities for themselves. Falkirk's CLD Partnership wish to work with individuals and communities to liberate their skills, capacities, knowledge passions and interests to develop more innovative and effective CLD opportunities across the Council area.

The approach detailed above will enable Falkirk's CLD Partnership to target CLD provision at specific groups who have the greatest need including unemployed people, BME/migrants, offenders, young people, including LAC and young carers, vulnerable parents, individuals who are LGBT and those with a disability or mental health problem.

E Barriers to Participation

Through the needs assessment undertaken to develop this Action Plan barriers to participation were identified. These include awareness of CLD services, language/culturally non-sensitive publicity, culturally sensitive CLD services, childcare, transport, the times and the places that CLD provision was delivered at and within. Falkirk's CLD Partnership is committed to working together to, as far as possible, remove the barriers detailed above.

F Falkirk CLD Action Plans Priority Outcomes and Activities

(i) Priority Outcome 1

Improving individuals core and life skills

Activities

- Deliver a range of literacies and core skill provision, including health literacy, supporting digital and financial inclusion.
- Deliver ESOL provision.
- Deliver family learning provision.
- Deliver employability support at Stages 1 and 2 of the Strategic Employability Pipeline to young people and adults.
- Provide opportunities for individuals to gain accreditation.
- Ensure that individuals have the opportunity to progress to other learning, training, volunteering and/or employment.

(ii) Priority Outcome 2

Improving the capacity of communities

Activities

- Provide capacity building support to local communities to encourage their involvement in local decision making and the development of their solutions to local issues.
- Deliver support to communities to enable them to develop and manage services to meet community needs.
- Deliver opportunities for communities to network together, share resources and deliver joint training.

(iii) Priority Outcome 3

Ensure that the CLD workforce will make Falkirk's CLD Action Plan a reality

Activities

- Deliver support to the CLD workforce within the Falkirk Council area so that they clearly understand the vision set out in Falkirk's CLD Action Plan.
- Deliver a range of CPD opportunities to ensure that the CLD workforce can demonstrate that they have CLD values, knowledge, skills and attitudes and that they can put these into practice.
- Deliver opportunities for the CLD workforce to network together, share resources and deliver joint training

G Monitoring and Evaluating Falkirk's CLD Action Plan

Falkirk's CLD Partnership is committed to joint monitoring and evaluation of the impact of Falkirk's CLD Action Plan. Falkirk Council Education Services will continue to support and lead Falkirk's CLD Partnership. The Partnership will meet 4 times per year to co-ordinate action and to monitor and evaluate progress in implementing Falkirk's CLD Action Plan.

The primary outcomes detailed within Falkirk's CLD Action Plan are aligned to Falkirk Single Outcome Agreement and Falkirk Councils Corporate Plan. Falkirk's CLD Partnership, through Education Services, will use Covalent to monitor, evaluate and report on the impact of the CLD Action Plan.

The framework provided by Falkirk's CLD Action Plan will be implemented locally within the seven CLD Learning Communities across the Falkirk Council area. Falkirk's CLD Partnership recognises the importance of developing locally focussed CLD outcomes that deliver real change at individual and community levels. Falkirk's CLD Action Plan framework will provide local providers with direction on what CLD should be delivering locally. This in turn, will enable clarity of reporting at a local level to Falkirk Council and Falkirk's Community Planning Partnership.

As part of this approach, local CLD partnerships, involving a wide range of local CLD delivery partners, have been established and they will be developing local CLD Plans for their respective learning community. The local CLD Plans will link directly to Local Community Plans. The local CLD Action Plans will be monitored regularly and progress reported to Falkirk CLD Partnership, who in turn will report to Falkirk Council Education Executive and to Falkirk's Community Planning Partnership.

Further CLD Action Plan for the Falkirk Council area will be published at three yearly intervals from the **1 September 2015**.

For more information please contact:

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Community Learning and Development Manager
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Appendices to Falkirk's CLD Action Plan

Appendix 1-Partners Involved in the Development of the CLD Action Plan

- Skills Development Scotland
- Forth Valley NHS
- Forth Valley College
- Workers Education Association
- Youth Scotland
- Forth Valley Carers Project
- Falkirk Council Employment and Training Unit
- Scottish Health Council
- Royal National Institute for the Blind
- Paragon Housing Association
- Link Housing Association
- Salvation Army
- Falkirk Council Education Services
- Falkirk Community Trust
- Falkirk Council Corporate and Neighbourhood Services
- Falkirk Council Development Services
- Falkirk Council Social Work Services
- Communities along the Carron
- Age Scotland
- CVS Falkirk
- Falkirk Credit Union
- Falkirk Food Bank
- Falkirk and District Mental Health Association
- LGBT Scotland
- Fire Scotland
- Police Scotland
- Home Start
- Forth Valley Independent Living
- Forth Valley Migrant Network
- Central Scotland Green Network
- Forth Valley Advocacy Network
- Scottish Natural Heritage
- Alzheimer Scotland
- Falkirk Football Community Foundation
- Department of Work and Pensions
- British Red Cross
- Forth Environment Link
- Sports Scotland
- Coalfields Regeneration Trust
- Youth Link Scotland

Appendix 2-Policy Context: Relevant National and Local Strategies and Plans

National Strategies

- Achieving a Sustainable Future: Regeneration Strategy (2011)
- Achieving Our Potential: A Framework to Tackle Poverty and Income Inequality in Scotland (2008)
- Adult ESOL Strategy for Scotland (2007)
- Adult Literacy and Numeracy in Scotland (2001)
- Career Information, Advice and Guidance in Scotland: Framework for Service Redesign and Improvement (2011)
- Delivering a Healthy Future (2007)
- Digital Britain (2009)
- Early Years Framework (2008)
- Education Working For All! Commission for Developing Scotland's Young Workforce (2014)
- Equality Act (2010)
- Equally Well: Report of the Ministerial Task Force on Health Inequalities (2008)
- Getting it Right for Every Child (2010 onwards) Human Rights Act (1998) Let's Make Scotland More Active: A Strategy for Physical Activity (2003)
- More Choices More Chances: A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training in Scotland (2006)
- National Parenting Strategy: Making a positive difference to children and young people through parenting (2012)
- Offender Learning: Options for Improvement (2010)
- Opportunities for All: Supporting all young people to participate in post-16 learning, training or work (2012)
- Putting Learnings at the Centre: Delivering our Ambitious for Post-16 Education (2011)
- Reaching Higher: Building on the Success of Sport 21 (2007)
- Renewing Scotland's Public Services: Priorities for Reform in Response to the Christie Commission (2011)
- Reshaping Care for Older People: A Programme for Change 2011-2021 (2011)
- Children and Young People (Scotland) Act (2014)
- Community Empowerment and Renewal Bill (2014)
- National Youth Work Strategy: Our Ambitions for Improving the Life Changes of Young People in Scotland (2014)

Local Strategies and Plans

- Falkirk Single Outcome Agreement
- Falkirk Council Corporate Plan
- Falkirk Council Education Services Service Plan
- Falkirk Literacies Action Plan
- Falkirk's English for Speakers of Other Languages (ESOL) Action Plan
- Falkirk Council Employability Strategy
- Falkirk Council Poverty Strategy
- Falkirk Council Participation Strategy
- Falkirk Council Education Services Learning to Achieve Strategy

FALKIRK COUNCIL

Subject: SCHOOL ESTATE MANAGEMENT PLAN - CONDITION, SUITABILITY AND CAPACITY UPDATE 2014/15
Meeting: EDUCATION EXECUTIVE
Date: 9 JUNE 2015
Author: DIRECTOR OF CHILDREN'S SERVICES

1. INTRODUCTION/PURPOSE OF REPORT

- 1.1 This is the latest report to members on the progress made during 2014/15 on the School Estate Management Plan.
- 1.2 The purpose of the report is to highlight improvements made across the school estate and summarises:
- Major works carried out in financial year 2014/15.
 - The work planned for 2015/16.
 - Assessment of the current estate, including the condition, suitability and sufficiency ratings of each school.

2. BACKGROUND

- 2.1 The School Estate Management Plan (SEMP) is reviewed and updated by the Education Services Property Team annually and is submitted to the Scottish Government together with the annual 'Core Facts' data collection exercise which assesses each properties:
- Condition
 - Suitability
 - Capacity

3. PURPOSE OF THE SCHOOL ESTATE MANAGEMENT PLAN

- 3.1 The SEMP is a key strategic document which supports the Council's Corporate Asset Plan to secure best value and demonstrate sound management of the education school property portfolio.
- 3.2 Education Services use the SEMP and in particular the 'core facts' information (provided to the Scottish Government) to plan and prioritise resources and investment in our schools up to 5 years ahead. This information facilitates comparative strategic analysis of the estate and provides a basis for further detailed examination of the need for specific building projects along with informing investment priorities.

4. EXISTING ASSETS

4.1 Education Services have 113 properties across the Council which can be categorised as follows:

Primary Schools	50
Secondary Schools	8
Special Schools	4
Nursery Schools	<u>8</u>
Sub-Total - schools	70
Storage Facilities	2
Offices	2
Community Education Centres & Bases	13
Community Wings	3
Community Halls	<u>22</u>
Overall Total	<u>112</u>

5. FUNDING/RESOURCES

5.1 In the last 5 years, investment in Falkirk's school estate has amounted to:

- over **£28m** through the Council's Capital Programme
- over **£7.5m** through the Revenue Repairs and Maintenance Programme.

5.2 Falkirk Council's current approved three year capital programme includes significant and sustained investment in our school estate. **Appendix 1** shows the current approved plan for capital investment. The plan shows approved, prioritised investment prepared by Education Services using the data and information held on the school estate to prioritise projects.

5.3 **Appendix 2A** shows major projects completed in 2014/15 and **Appendix 2B** shows the type of major project work planned for 2015/16 for the School Fund and Health and Safety budgets respectively.

5.4 Over and above the current capital investment funded by the Council there are a number of potential major school investment projects that have either been agreed or are under discussion to be wholly funded by housing developers. The major projects currently under discussion are also shown in **Appendix 2B**.

5.5 In addition to the above capital investment, Falkirk's school estate also benefits from revenue investment. In 2015/16, a repairs and maintenance budget of **£1.4m** ensures that the undernoted work is undertaken in a prioritised and structured manner:

- statutory and pre-planned maintenance such as:
 - legionella testing
 - fire & intruder alarm testing/servicing
 - asbestos checks
 - fixed wire and PAT testing
 - Servicing of all lifting/hoist equipment
- upkeep of fixed plant
- general repairs.

This work is included in individual School Asset Management Plans.

6. INDIVIDUAL SCHOOL ASSET MANAGEMENT PLANS

- 6.1 The SEMP assesses the condition, suitability and sufficiency of the school estate and how each of these areas impact on individual properties.
- 6.2 The format of the individual school Asset Management Plans (AMPs) provide key stakeholders such as headteachers and Parent Councils with a clearer understanding of the elements which comprise the condition survey together with identifying future proposed expenditure for each establishment in a focused and transparent manner. The current process and format enables stakeholders to be consulted on an annual basis.
- 6.3 Each school AMP contains a proposed 5 year investment summary. It is important to note, however, that the investment summary is not a list of what will be done at the school but a list of what Education Services would like to do subject to the availability of resources with projects prioritised in accordance with the condition and suitability ratings.

In addition, there will be a central list of 'Reserve Projects' which can be brought forward or accelerated if there is slippage to those projects shown in our Asset Management Plans.

It should be noted that some projects may need to be re-scheduled to future years if there are works that need to be carried out as an emergency to ensure that facilities can remain operational.

- 6.4 The individual school AMPs allow headteachers some flexibility over how they would like to prioritise the non-statutory planned work. Education Services will always try to accommodate re-prioritisation requests where resources allow and there is a rationale for doing so.

7. CORE FACTS

- 7.1 Core facts data has been compiled, recorded and reported to the Scottish Government on an annual basis since 2003. This information helps set out the elements which will establish a baseline picture of the current school estate and provides a method of measuring the benefits of long-term investment.

The three main elements of the core facts collected for each individual school are:

- Condition - focuses on the physical state of premises to ensure safe and continuous operation
- Suitability - focuses on the quality of premises to meet curriculum, management and other issues which may impact on raising educational standards
- Sufficiency - focuses on the capacity and organisation of pupil places within and across schools in relation to demand

The condition and suitability elements collected for schools are based on a four point scale:

- A (Good)
- B (Satisfactory)
- C (Poor)
- D (Bad).

A summary of our current 2015 primary, secondary and special school estate's condition and suitability ratings is as follows:

Rating	Condition	Suitability
A - Good	35	18
B - Satisfactory	24	41
C - Poor	3	2
D - Bad	0	1
Total Schools Rated	62	62

The above ratings are used to prioritise and align both capital and revenue expenditure/ investment in schools with the key aim of improving our D, C and B ratings and maintaining our A ratings across all our school estate.

7.2 **Condition Ratings**

Development Services annually update the condition survey information taking cognisance of work undertaken in previous years and they also re-survey every school on a 5 year cycle, Falkirk Council Education Services use a weighting and scoring system for the condition assessment of its schools to ensure consistency regarding the importance of the 12 major elements on which the assessment is based.

Following the completion of this exercise, **3** schools received a 'C' (poor) rating. Discussions have taken place with Development Services Facilities Team and work has been identified which should elevate these schools to a minimum 'B' (satisfactory) rating. These works are:

- St. Mary's Primary School - Development Services currently assessing the works required to improve the condition ratings of the roof, external walls, electrics & mechanical elements
- Langlees Primary School - Flat roof upgrade
- Mariner Support Service - General ongoing maintenance & improvements to the existing building while consideration is given to the long term location of the service.

7.3 **Suitability Ratings**

The suitability Core Fact tries to provide a measure of the extent to which a schools building and grounds are appropriate in providing an environment which supports quality learning and teaching. The latest suitability data collection exercise used a revised questionnaire form was issued to all headteachers based on the Scottish Government's model. This sought to seek headteachers opinions on the existing suitability of their school building and environs, focusing on:

<u>Area</u>	<u>Weighting</u>
Learning and Teaching	50%
Internal Social space	15%
Internal Facilities	15%
External Social space	10%
External Facilities	10%
	<u>100%</u>

While an annual suitability return is required, the decision was previously taken to review Falkirk schools suitability ratings every three years or following extensive alterations/refurbishments etc.

Moderation Exercise

A moderation exercise is an important aspect of the data gathering process. Officers meet with headteachers to discuss their ratings/views to try and ensure a robust and consistent return across the authority.

Following the completion of this exercise a series of independent review visits were organised and carried out for all schools that initially returned a 'C' rating. These visits consisted of a review of the layout of the school and in the majority of cases, a meeting with the headteacher to discuss/identify potential short term and long term improvements that could be made which would enhance the suitability of the schools.

These improvements would then be factored into the future schools AMPs.

Currently following the moderation visits only 2 schools were given a C rating, with one school rated as D. The work planned for these 4 schools is shown below:

<u>School</u>	<u>Improvement Work Planned</u>
Limerigg Primary School (Rated C)	Proposed discussions with Headteacher/Development Services to identify and agree possible solutions/improvements.
St Joseph's Primary School (Rated C)	Major extension currently underway with scheduled completion planned for October 2015
Mariner Support Service (Rated D)	General ongoing maintenance & improvements to the existing building while consideration is given to the long term location of the service.

Note: A detailed breakdown of all current ratings is included as **Appendix 3**.

7.4 Sufficiency Ratings

A key objective for the school estate is to ensure that the authority has enough capacity/pupil places for the resident population. An assessment of sufficiency provides Education Services with a means to determine the occupancy/capacity levels of its schools and assists with:

- Forward Planning of School investment
- Projecting occupancy figures using school roll projections to identify schools/areas at risk of:
 - Exceeding capacity
 - Long term under occupancy
- Anticipating and calculating the impact of new housing to secure where appropriate planning gain/developer contributions
- Determine robust and sustainable enrolment levels/thresholds that can be clearly justified in appeals against placing request refusals.

The current school rolls, capacity and occupancy rates are detailed in **Appendix 4**.

8. PROCESS FOR IDENTIFYING AND PRIORITISING INVESTEMENT IN THE SCHOOL ESTATE USING THE CORE FACTS DATA

- 8.1 The Council has over the last 5 years significantly improved its school estate and enhanced learning environments through progressing the objectives established within the School Estate Management Plan (SEMP). **Appendix 3** demonstrates this by showing the current condition and suitability ratings of schools.
- 8.2 The core fact information in relation to condition and suitability has now become more robust and technically efficient. This provides Education Services with an excellent basis for prioritising and informing investment decisions in the school estate.
- 8.3 The development and review of the School Estate Management Plan (SEMP) and individual School Asset Management Plans (AMPs) will continue to be an ongoing commitment for Education Services.
- 8.4 Education Services will report to members, via the Information Bulletin, the major works that have been completed at the end of each term. In addition a summary of all major works carried out across the School Estate will be reported annually to Education Committee, as an integral and important part of the Services annual review of its SEMP.
- 8.5 A copy of both the Service School Estate Management Plan (SEMP) and all Schools Asset Management Plans have also been made available in the Members lounge for access by Elected Members. This information is provided in Ward order.

9. RECOMMENDATIONS

Education Executive is invited to:

- (i) note the progress made in the implementation of the School Estate Management Plan (SEMP);**
- (ii) note the current condition, suitability and sufficiency ratings; and**
- (iii) instruct the Director of Children's Services to continue the process of implementation, monitoring and review of the plan.**

.....
Director of Children's Services

Date: 20th May 2015

Contact Officer: Alan Livingstone, ext 6620

LIST OF BACKGROUND PAPERS

- Building Better Schools: Investing in Scotland's Future (Scottish Government/COSLA 2009)
- Falkirk Council School Estate Management Plan (Summary and Progress Update at 20 October 2014)

Falkirk Council: Education Services

Approved 3 Year Capital Programme 2015-18

	2015/16 £000	2016/17 £000	2017/18 £000
Education Investment			
Major Improvements			
New Carrongrange School	1,375	10,810	3,165
St Mungo's Increased Capacity	0	0	150
St Joseph's PS - Extension	565	27	0
Other Investment			
Capital improvements – All Schools	1,800	1,800	1,800
Community Education Properties	135	135	135
Childcare Provision 3 & 4 Year Olds	901	901	0
Expansion of Early Learning and Child Care Provision – Two Year Olds	1,093	0	0
TOTAL EDUCATION	5,869	13,673	5,250

Note:- All ICT budgets are now managed by the Corporate Improvement Governance Board

Notes to above

NEW ASN SECONDARY SCHOOL

- Additional High School facility 50% funded by Scottish Futures Trust.

St JOSEPH'S PS - EXTENSION

- Permanent extension to create additional classrooms, a new nursery, ancillary accommodation, new reception area, car park extension and provide an additional playground. This replaces previous modular accommodation.

ST.MUNGO'S INCREASED CAPACITY

- Internal alterations to reconfigure the existing spaces to create more capacity.

CAPITAL IMPROVEMENTS – ALL SCHOOLS

- Amalgamated rolling programme to cover school capacity/demographic pressures, asset management plans, pre five expansion, primary school hall extension and primary school kitchen upgrades.

COMMUNITY EDUCATION ALL PROPERTIES

- Rolling programme provision to address essential building condition upgrades

EXPANSION OF EARLY LEARNING & CHILDCARE PROVISION

- Increase the nursery provision for 2,3 and 4 year olds, fully funded by Scottish Government

Falkirk Council: Education Services

2014/15 Capital Expenditure – Major Projects Completed

The major works carried out across the school estate are detailed below:

Work £100k+

- | | |
|------------------------------|---|
| • Antonine Primary School | Phase 2 of the extension – New classrooms & staffroom (£1.4m) |
| • Bonnybridge Primary School | Installation of a new modular unit (£0.22m) |
| • California Primary School | Installation of a new modular unit (£0.27m) |
| • Camelon Children's Centre | Installation of a new modular unit (£0.15m) |
| • Nethermains Primary School | Kitchen Upgrade (£0.14m) |

Work £50k to £100k

- | | |
|---------------------------------|--|
| • Bainsford Primary School | Roofing/Glazing works Phase 1 (£93,000) |
| • St. Patrick's Primary School | Internal alterations for SEN class (£79,000) |
| • Bo'ness Public Primary School | Boiler Upgrade (£66,000) |
| • Shieldhill Primary School | Toilet Upgrade (£53,000) |

In addition a number of other schools had significant work carried out between £10,000 and £50,000:

- | | |
|---------------------------------|---------------------------------------|
| • Deanburn Primary School | Nursery Alterations (£47,000) |
| • Hallglen Primary School | Roof Upgrade (£40,000) |
| • Head of Muir Primary School | Felt Roofing Works (£40,000) |
| • Stenhousemuir Primary School | Corridor Fire Door Upgrades (£39,000) |
| • Kinnaird Primary School | Nursery Alterations (£37,000) |
| • Carronshore Primary School | Roof Glazing Phase 3 (£34,000) |
| • St. Patrick's Primary School | Upgrade Glazing Phase 2 (£33,000) |
| • Wallacestone Primary School | Felt Roofing Upgrade (£32,000) |
| • Laurieston Primary School | Community Room Conversion (£30,000) |
| • St. Patrick's Primary School | MUGA Contribution (£30,000) |
| • Hallglen Primary School | Upgrade Glazing (£28,000) |
| • St. Francis Primary School | Corridor Fire Door Upgrades (£26,000) |
| • St. Patrick's Primary School | Upgrade Mobile Unit (£25,000) |
| • Bo'ness Public Primary School | Tarmac Resurfacing (£24,000) |
| • St. Margaret's Primary School | Upgrade Access Road (£23,000) |
| • Ladeside Primary School | Roofing Works (£22,000) |
| • Slamannan Primary School | New Secure Entrance (£21,000) |
| • Laurieston Primary School | Fire Door Upgrade (£20,000) |
| • Moray Primary School | External Decoration (£18,000) |
| • Maddiston Primary School | Nursery Alterations (£17,000) |
| • Westquarter Primary School | Felt Roofing Upgrade (£17,000) |

-
- Bothkennar Primary School Upgrade Ceiling and Lighting (£16,000)
- Bowhouse Primary School Emergency Roof Repairs (£15,000)
- Heathrigg Nursery School Replacement Glazing/Doors (£15,000)
- Easter Carmuir Primary School Tarmac Resurfacing (£14,000)
- Airth Primary School External Decoration (£12,000)
- Bothkennar Primary School Asbestos Removal (£12,000)
- Beancross Primary School Kitchen Upgrade (£11,000)

Falkirk Council: Education Services

Major Planned Capital Expenditure - School Fund Budget 2015/16 (£0.95m)
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Type of Improvement Work Planned

Playground resurfacing works
 External render works and heating control installation
 Roof upgrade
 Demolition works
 Toilet upgrades
 Replace felt roof coverings, ceilings, lighting and switchgear replacement
 Replace fascias, windows and render
 Internal upgrade works
 Roof over clad and steelwork painting
 Car park extensions & resurfacing work
 Electrical re-wire/heating upgrade
 Boiler replacement

Major Planned Capital Expenditure - Health and Safety Budget 2015/16 (£0.07m)
--

Type of Improvement Work Planned

Boundary wall replacement and stone repairs to building
 Repairs to roof/towers
 Dampness remedial works (main building) and floor repairs
 Resurfacing works
 Replace wall with fence and door upgrade
 Firemaster requirements
 Finger guards
 Nursery Environmental Health issues
 Asbestos works
 Legionella works
 Intruder alarm upgrades

Potential Capital Expenditure Plans - New Schools/School Extensions Funded by Housing Developers

Projects Currently Under Discussion

Whitecross Primary School - New 2 Stream School
 Head of Muir Primary School - New Extension
 Bankier Primary School - New Extension
 Bantaskin Primary School – New Extension
 Denny Primary School – New Extension

Falkirk Council: Education Services

Core Facts Summary - Condition/Suitability Ratings 2015

Primary Schools	Condition	Suitability
Airth Primary School	A	B
Antonine Primary School	B	B
Avonbridge Primary School	B	B
Bainsford Primary School	B	B
Bankier Primary School	A	B
Bantaskin Primary School	A	B
Beancross Primary School	B	B
Blackness Primary School	A	A
Bo'ness Public Primary School	A	B
Bonnybridge Primary School	B	B
Bothkennar Primary School	B	B
Bowhouse Primary School	A	B
California Primary School	B	B
Carmuir Primary School	B	B
Carron Primary School	A	B
Carronshore Primary School	B	B
Comely Park Primary School	A	B
Deanburn Primary School	A	B
Denny Primary School	A	B
Drumbowie Primary School	B	B
Dunipace Primary School	A	B
Easter Carmuir Primary	B	B
Grange Primary School	B	B
Hallglen Primary School	A	A
Head Of Muir Primary School	A	B
Kinnaird Primary School	A	A
Kinneil Primary School	B	B
Ladeside Primary School	A	B
Langlees Primary School	C	B
Larbert Village Primary School	A	B
Laurieston Primary School	B	A
Limerigg Primary School	A	C
Maddiston Primary School	A	A
Moray Primary School	B	B
Nethermains Primary School	B	B
Sacred Heart RC Primary School	A	A
Shieldhill Primary School	A	B
Slamannan Primary School	B	A
St Andrew's RC Primary School	B	B
St Bernadette's RC Primary School	A	A
St Francis Xavier's RC Primary School	A	B
St Joseph's RC Primary School	A	C
St Margaret's Primary School	B	B
St Mary's RC Primary School	C	B
St Patrick's RC Primary School	B	A
Stenhousemuir Primary School	B	B
Victoria Primary School	B	B
Wallacestone Primary School	A	B
Westquarter Primary School	B	A
Whitecross Primary School	A	A

No of Schools	
Primary	50
Secondary	8
Special	4
Total	62

Suitability Ratings 2015	%
A - 18	29
B - 41	66
C - 2	3
D - 1	2
Total	100

Condition Ratings 2015	%
A - 35	56
B - 24	39
C - 3	5
D - 0	0
Total	100

Falkirk Council: Education Services

Core Facts Summary - Condition/Suitability Ratings 2015

Secondary Schools	Condition	Suitability
Bo'ness Academy	A	A
Braes High School	A	B
Denny High School	A	A
Falkirk High School	A	A
Graeme High School	A	A
Grangemouth High School	A	A
Larbert High School	B	B
St Mungo's RC High School	A	A

Special Schools	Condition	Suitability
Carrongrange School	A	B
Windsor Park School	A	A
Mariner Support Service	C	D
Oxgang School and Support Service	A	B

Notes: The Scottish Government do not require assessments of Nursery Schools as part of the Core Facts submission.

2014 School Roll/Capacity Details

Primary Schools	School Roll 2014/15	School Capacity	Modular Accommodation	Occupancy %
Airth	169	217	No	78
Antonine	262	262	Yes	100
Avonbridge	36	100	No	36
Bainsford	201	262	No	77
Bankier	176	284	No	62
Bantaskin	319	434	No	74
Beancross	327	342	No	96
Blackness	34	50	No	68
Bo'ness Public	267	317	No	84
Bonnybridge	316	342	No	92
Bothkennar	27	50	No	54
Bowhouse	292	434	Yes	67
California	71	100	No	71
Carmuir	151	217	No	70
Carron	389	434	No	90
Carronshore	308	454	Yes	68
Comely Park	407	434	No	94
Deanburn	314	434	No	72
Denny	246	284	No	87
Drumbowie	18	50	No	36
Dunipace	170	217	No	78
Easter Carmuir	171	262	No	65
Grange	171	262	No	65
Hallglen	312	434	No	72
Head of Muir	333	434	No	77
Kinnaird	470	434	Yes	108
Kinneil	228	434	No	53
Ladeside	300	284	Yes	106
Langlees	223	317	No	70
Larbert Village	354	434	Yes	82
Laurieston	217	237	No	92
Limerigg	25	50	No	50
Maddiston	426	434	Yes	98
Moray	364	496	No	73
Nethermain	193	262	No	74
Sacred Heart	195	342	No	57
Shieldhill	199	342	No	58
Slamannan	132	262	No	50
St Andrew's	417	434	Yes	96
St Bernadette's	186	217	No	86
St Francis's	417	454	No	92
St Joseph's	171	150	No	114
St Margaret's	402	434	No	93
St Mary's	191	317	No	60
St Patrick's	333	434	Yes	77
Stenhousemuir	397	434	Yes	91
Victoria	353	434	No	81
Wallacestone	519	651	No	80
Westquarter	220	342	No	64
Whitecross	79	100	No	79
Total	12,498	15,839		79

Secondary Schools	School Roll 2014/15	School Capacity	Modular Accommodation	Occupancy %
Bo'ness Academy	638	1152	No	55
Braes HS	991	1123	No	88
Denny HS	1265	1663	No	76
Falkirk HS	1029	1548	No	66
Graeme HS	1017	1462	No	70
Grangemouth HS	728	1166	No	62
Larbert HS	1666	1872	No	89
St Mungo's HS	1287	1433	No	90
Total	8,621	11,419		75

Special Schools	School Roll 2014/15	School Capacity	Modular Accommodation	Occupancy %
Carrongrange School	167	200	No	84
Mariner Support Service	27	30	Yes	90
Oxgang School and Support Service	11	30	No	37
Windsor Park School	17	14	No	121
Total	222	274		81%

- Note:**
1. School (building) capacity does not include temporary modular classrooms hence why the occupancy levels shown can exceed 100%.
 2. Some high occupancy schools rely on these temporary structures to manage demand for places.
 3. Antonine PS capacity figures do not yet include the output from the additional classes created as part of the extension project.