

## **FIFE COUNCIL EDUCATION & LEARNING DIRECTORATE**

### **THE CONSULTATION PROCESS**

The following schools are affected by this Proposal Document:

- Carnegie Primary School
- Touch 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 website:

<http://www.fife.gov.uk/CarnegieTouchcatchmentreview>

A link to this document, published on the website, will be provided to:

- The Parent Council of the affected schools
- The parents of the pupils at the affected schools
- The parents of those pupils expected to attend the affected schools within 2 years
- The pupils at the affected schools (in so far as the Education Authority considers they are to be of a suitable age and maturity)
- School staff at the affected schools
- The trade unions representatives of the above staff
- The Community Councils (Central Dunfermline, Halbeath & Duloch, Touch & Garvock)
- Community Planning Partnerships
- Any other Community Planning Partnership that the education authority considers relevant
- Any other relevant education authority
- MSPs for the area (Shirley-Anne Somerville, Murdo Fraser, Alex Rowley, Liz Smith, Claire Baker, Roz McCall, Alexander Stewart, Mark Ruskell)
- The Constituency MP (Douglas Chapman)
- Elected Members for the area (Ward 3 and Ward 4)

A copy of this document is also available for inspection at and available from:

- Main Reception, Fife House, North Street, Glenrothes, KY7 5LT
- Main Reception, New City House, 1 Edgar Street, Dunfermline KY12 7EP
- The following schools:
- Carnegie Primary School, Pittsburgh Road, Dunfermline KY11 8SS
- Touch Primary School, Garvock Bank, Dunfermline KY11 4JZ
- Duloch Library, Nightingale Place, Dunfermline, KY11 8LW
- Or email [sustainableschoolestate.enquiries@fife.gov.uk](mailto:sustainableschoolestate.enquiries@fife.gov.uk) for a pdf copy to be emailed.

This document can be made available, on request, free of charge, 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, 4<sup>th</sup> Floor, Fife House North Street, Glenrothes, KY7 5LT or by email to: [avril.graham@fife.gov.uk](mailto:avril.graham@fife.gov.uk) (telephone 03451 555555 ext. 444204). Page 25 of this document provides additional contact numbers, in different languages.

## SUMMARY OF PROCESS FOR THIS PROPOSAL DOCUMENT

### 1. Consideration by the Cabinet Committee

This Proposal Document has been issued as a result of a decision by the Cabinet Committee of Fife Council on Thursday 22 September 2022. Views are now sought in formal consultation on the proposal in this document.

### 2. Notice of Consultation and Publication of the Proposal Document

Statutory consultees will be given notice of the proposal. The proposal document will be published on the council website ([www.fife.gov.uk](http://www.fife.gov.uk)). Copies will be available for inspection at and available from:

- Main Reception, Fife House, North Street, Glenrothes KY7 5LY
- Main Reception, New City House, 1 Edgar Street, Dunfermline KY12 7EP
- Carnegie Primary School, Pittsburgh Road, Dunfermline KY11 8SS
- Touch Primary School, Garvock Bank, Dunfermline KY11 4JZ
- Duloch Library, Nightingale Place, Dunfermline, KY11 8LW
- Or email [sustainableschoolestate.enquiries@fife.gov.uk](mailto:sustainableschoolestate.enquiries@fife.gov.uk) for a pdf copy to be emailed.

### 3. Advertisement of the Proposal

The proposal will be advertised through Fife Council's social media accounts e.g. Facebook and Twitter. An advertisement will also be placed in local newspapers, week commencing Monday 3 October 2022. Primary schools will also publicise the consultation process in newsletters, school bag mail and email.

### 4. Length of Consultation period

The consultation will commence on Wednesday 5 October 2022 and will, thereafter run until close of business on Thursday 1 December 2022. This meets the statutory requirement of a minimum period of 6 weeks, that runs continuously and includes 30 school days.

### 5. Public meeting/information sessions

Although only one public meeting is required, the Education Service will hold a public meeting in each of the following schools:

- Carnegie Primary School on Wednesday 26 October 2022 from 6.00-7.00 pm
- Touch Primary School on Tuesday 1 November 2022 from 6.00-7.00 pm

where there will be opportunities to:

- hear more about the proposal
- ask questions about the proposal
- have your views recorded so that they can be considered as part of the consultation process.

Informal drop-in sessions have been arranged at:

- Carnegie Primary School on Tuesday 25 October 2022 from 8.45-9.30 am
- Carnegie Primary School on Wednesday 26 October 2022 from 5.00-6.00 pm
- Carnegie Primary School on Tuesday 1 November 2022 from 2.30-3.30 pm
- Touch Primary School on Tuesday 25 October 2022 at 2.30-3.30 pm
- Touch Primary School on Wednesday 26 October 2022 from 8.45-9.30 am
- Touch Primary School on Tuesday 1 November 2022 from 5.00-6.00 pm.

At the informal drop-in sessions, there will be opportunities for parents/carers/pupils and other stakeholders to:

- hear more about the proposal
- ask questions about the proposal
- complete a Consultation Response Form.

## 6. Responding to the Proposal

Interested parties can also respond to this proposal document by making a written representation by letter, email, or completion of a Consultation Response Form on the proposal before close of business Thursday 1 December 2022 to any of the following:

- [sustainableschoolestate.enquiries@fife.gov.uk](mailto:sustainableschoolestate.enquiries@fife.gov.uk)
- Carnegie/Touch Catchment Review, Education & Children's Services  
Directorate, Fife Council, 4<sup>th</sup> Floor (West), Fife House, North Street, Glenrothes KY7 5LT
- Completing an online Consultation Response Form at ([Managing Our School Estate | Fife Council](#))

## 7. Involvement of Education Scotland HM Inspectors

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 as they consider appropriate and may make such reasonable enquiries of such other people as they consider appropriate.

## 8. Preparation of Consultation Report

The Council will review the proposal having regard (in particular) to the Education Scotland Report and written representations that it has received. In addition, oral representations made at the public meetings/information sessions 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 period of 3 weeks before a decision can be made on the proposal. The report will be published, made available for inspection and where reasonably required, made available without charge in other forms. The publication of the report will be advertised and any person who made written representations during the consultation period will be advised of its publication.

9. Decision

The Consultation Report, together with any other relevant documentation, will be considered by the Cabinet Committee, which will come to a decision whether to implement the proposal, in whole or in part, or not. The decision of the Cabinet Committee will be subject to the Council's internal governance procedures before it becomes final. The proposal on which Fife Council is deciding is not a proposal which is subject to call in by the Scottish Government and is not subject to review by the School Closures Review Panel.

10. Note on Corrections

If during the consultation period any inaccuracy or omission is discovered in this proposal document, either by the Council or any other person, the Council will determine whether relevant information has in its opinion been omitted, or whether there is in fact an inaccuracy, and whether the omission or inaccuracy relates to a material consideration relevant to the education authority's decision as to implementation of the proposal. It will then take appropriate action in respect of the inaccuracy or omission which may include deciding to take no further action, issuing a notice in respect of the inaccuracy or omission, extending the consultation period or publishing a correct proposal document and giving revised notice of the consultation. Where applicable, the notifier of the inaccuracy or omission will be advised of the determination, the reasons for that determination and the action (if any) it is taking and of the reasons why it is or is not taking such action and the notifier will be invited to make representations to the Council if they disagree with the determination or decision whether to take action. Where the notifier makes representations, the education authority can make a fresh determination and decision in respect of the inaccuracy or omission and must inform the notifier if it does so.

**Fife Council**

**Education & Children's Services Directorate**

**THE CONSULTATION PROPOSAL**

**PROPOSAL TO REZONE THE PRIMARY CATCHMENT  
AREAS OF:**

**CARNEGIE PRIMARY SCHOOL  
TOUCH PRIMARY SCHOOL**

## **Format of the Proposal Document**

1. Introduction and the reasons for Formulating the Proposal
2. The Proposal
3. Contextual Analysis
4. Carnegie Primary School - Rationale for the Rezoning of the primary catchment areas of Carnegie and Touch Primary Schools
5. Receiving/Impacted School – Touch Primary School
6. Rationale for the Proposal – Summary
7. Educational Benefits Statement
8. Available Walking Routes to School – Transport Arrangements
9. Nursery Provision
10. Secondary School Implications
11. Siblings
12. Cost Per Pupil
13. Community Impact
14. Summary of Proposal
15. Proposed Date for Implementation
16. Statutory Consultation Process – Timeline

## **Appendices**

- Appendix 1 New Housing within the Dunfermline & West Fife Area
- Appendix 2 Map of existing Carnegie Primary School Catchment area
- Appendix 3 Map of existing Touch Primary School Catchment area
- Appendix 4 Map of existing Carnegie and Touch Primary School catchment areas
- Appendix 5 Map showing the proposed housing developments within the Carnegie and Touch Primary School catchment areas
- Appendix 6 Map of proposed Carnegie Primary School catchment area with existing catchment area
- Appendix 7 Map of proposed Touch Primary School catchment area with existing catchment area
- Appendix 8 Map of proposed Carnegie and Touch Primary School catchment areas
- Appendix 9 Map showing one mile walking routes from Touch Primary School
- Appendix 10 Map showing one mile walking routes from Carnegie Primary School
- Appendix 11 Glossary of terms
- Appendix 12 Consultation Response Form

## **1. Introduction and the reasons for formulating the Proposal**

- 1.1 This consultation paper sets out the rationale and implications in respect of the proposal to rezone the catchment areas of Carnegie Primary School and Touch Primary School.
- 1.2 This paper also sets out the consultation process, the timescales and the ways in which parents/carers and stakeholders can make representations on the proposal.
- 1.3 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 (Roman Catholic) and non-denominational primary and secondary school, known as catchment schools. Parents can check their catchment area at [Check school catchment areas | Fife Council](#).
- 1.4 There are no proposed changes to the denominational primary and/or secondary catchment areas of the addresses affected by this proposal. The denominational schools associated with addresses within the Carnegie and Touch Primary School catchment areas are St Margaret’s RC Primary School and St Columba’s RC High School.
- 1.5 To ensure that the school estate provides best value for money, the Education & Learning Directorate must ensure that the number of pupil places is matched as efficiently as possible to the numbers of pupils living in each catchment area. In doing this, the Directorate must take account of changing demographic patterns leading to falling and rising school rolls in different parts of Fife, planned housing development and other factors which might impact on the need for school places. This may require the Education Service to review school catchment areas and where demand for places exceeds existing capacity, changes to the catchment area may be required. Where a change to a catchment area is required, a statutory consultation with stakeholders will be carried out.
- 1.6 This paper details the proposal to rezone the catchment areas for Carnegie Primary School and Touch Primary School. However, parents will continue to have the right to exercise parental choice and to make placing requests to alternative schools, subject to the normal constraints of pupil capacity being available. The allocation of placing requests is in terms of the Education (Scotland) Act 1980 and in line with the existing School Admissions Policy which can be accessed online at [Schools-Admission-Policy-April-2018.docx \(live.com\)](#).

## **2. The Proposal**

- 2.1 The proposal is to:
  - Rezone the catchment area of Carnegie Primary School, from 30 June 2023
  - Rezone the catchment area of Touch Primary School, from 30 June 2023.

2.2 After the consultation, a report will be submitted to a future meeting of the Cabinet Committee. If approved, the changes to the catchment areas would be implemented from 30 June 2023. Nursery aged pupils transferring to Primary 1 in August 2023 would enrol in their existing catchment primary school in January 2023. The new primary catchment areas will take effect from 30 June 2023 for all subsequent enrolments including placing requests.

2.3 The appendices for this proposal are detailed as follows:

Appendix 1 details the new housing planned within the Dunfermline and West Fife area shown by high school catchment area. Appendix 2 and Appendix 3 detail the existing primary school catchments areas for Carnegie and Touch Primary Schools, with Appendix 4 showing these side by side. Appendix 5 details the housing within the catchment areas of Carnegie and Touch Primary School. Appendix 6 and Appendix 7 detail the proposed catchment areas of Carnegie and Touch Primary Schools should this proposal be approved, with Appendix 8 showing the catchment areas side by side. Appendix 9 and Appendix 10 detail a number of one-mile routes from both school locations to show parents/carers the distance from each of the schools. Appendix 11 is a Glossary of terms to allow parents/carers the opportunity to understand the terminology in this report. Appendix 12 is a copy of the online Consultation Response Form which can be accessed live at: [Managing Our School Estate | Fife Council](#)

### **3. Contextual Analysis**

#### **3.1 Guiding Principles**

3.1.1 The Council has set several guiding principles for the review of the school estate, which were agreed by the Council's Executive Committee on 2 October 2012, following a Fife school review, and more recently at the Education & Children's Services Committee, on 28 August 2018:

- (a) Every school should be rated as 'A' or 'B' for both condition and suitability, to include a number of accessible schools in each geographical area.
- (b) Schools should have an occupancy rate greater than 60% of capacity and, in order to ensure equity in provision, schools should be operating within an optimal occupancy and efficiency range of 80-100%. Consideration should be given to establishing a minimum number of pupils in any school which is less than 5 miles from another school; therefore, schools should have a minimum of 3 classes, recognising that effective learning requires interaction between pupils. This group activity is most effective when children are of a similar age and, to enable this, where possible, schools should have a minimum roll of 50 pupils.
- (c) A strategy for a sustainable school estate should support the progressive reduction in the overall carbon footprint for the Council.

#### **3.2 Review Factors**

3.2.1 The factors considered in the review of the school estate include:



- Educational benefits
- Condition surveys
- Suitability assessments
- Recent investment in school buildings
- Energy performance data
- School roll projections and capacities
- Catchment areas, including impact of Strategic Land Allocations and Local Development Plans
- Cost per pupil
- Distance to nearest school
- Best Value model for existing Public Private Partnership (PPP) contracts i.e. increasing occupancy

### 3.3 **New Housing Developments within the Carnegie and Touch Primary School Catchment Areas**

- 3.3.1 Dunfermline as a town has seen a significant increase in new housing because of the expansion to the east, which commenced from 1996. The town, which was awarded City status on 22<sup>nd</sup> May 2022, has seen the construction of 3 new primary schools to support new pupils from the eastern expansion area (Carnegie in 2011, Duloch in 2007 and Masterton in 2006). The City of Dunfermline is now expected to see an additional 3 primary schools to accommodate new pupils because of the developments planned at Wellwood, Broomhall and Halbeath.
- 3.3.2 The Housing Land Audit is published by Fife Council on an annual basis. It presents the known housing development sites, along with their current status (effective, non-effective, planning consent or complete) and the phasing of the new homes that are expected per calendar year. Within the Dunfermline & West Fife secondary school catchment areas there are approximately 9000 new homes to be complete between the period of April 2022 to April 2040. These housing developments are situated within the secondary catchment areas of Dunfermline, Inverkeithing, Queen Anne and Woodmill High Schools, as well as St. Columba's RC High School. The extent of the housing can be shown within Appendix 1.
- 3.3.3 The biggest developments are as follows:
- Wellwood Strategic Development Area – 1085 units
  - Swallowdrum North Strategic Development Area – 900 units
  - Halbeath Strategic Development Area – 1400 units
  - Berrylaw – 665 units
  - Broomhall Strategic Development Area– 2150 units.
- 3.3.4 The number of proposed homes in each school catchment area varies and the expected number of new homes built will change year by year, largely dependent upon the market rate of the sale of new homes. Fife Council must be responsive to these variations, to ensure that the school estate is sufficient in size to manage pupil demand. As well as the planning process and the construction of these new primary schools, the Education Service will be required to carry out a statutory consultation with stakeholders to establish the

new school communities.

- 3.3.5 Within the Touch Primary School catchment area there are 100 units at the Lynebank Hospital site, which is classed an effective site within the Housing Land Audit. This means that the site is free or expected to be free of constraints in the period under consideration and will therefore be available for the construction of housing. A non-effective site is not expected to contribute towards meeting the housing land requirement due to ownership, physical, contamination, marketability, constraints etc. The expected pupil product for this site is included in the school roll projections for both Touch Primary School and Woodmill High School. These units are expected to be built between the period 2023-2025.
- 3.3.6 Within the Carnegie Primary School catchment area there are 287 units from the following sites;
- Dunlin Drive – 193 units (to start from 2022-2025)
  - Halbeath South – 56 units to be completed
  - South Fod –38 units to be completed
- 3.3.7 The proposed pupils from these development sites (Dunlin Drive and Halbeath South) are included in the school roll projections for Carnegie Primary School. The Dunlin Drive site is part of the former Shepherd Offshore site, which already has planning consent under application 14/00809/PPP. The development of the remaining 193 units is currently onsite, with initial groundworks underway.
- 3.3.8 It should be noted that the Halbeath expansion for 1400 units is currently partially contained within the Carnegie and Townhill Primary School catchment areas. A new primary school is proposed to accommodate pupils from this development and a further catchment review will be required to rezone this housing from both the Carnegie and Townhill Primary School catchment areas to the new primary school and allow the establishment of a new catchment area to be formed for this community.

#### **4. Carnegie Primary School - Rationale for the rezoning of the primary catchment areas of Carnegie and Touch Primary Schools**

- 4.1 Carnegie Primary School opened as a virtual school in August 2009, for one class of pupils. The staff and pupils were based in Inverkeithing Primary School and pupils/staff were bused from the Duloch area of Dunfermline until the new school was completed. The roll increased to 85 pupils for the second academic session and all pupils transferred to the new building in August 2011. When first constructed, Carnegie Primary School had a maximum capacity for 434 pupils, which was based on 14 mainstream classes. Three additional teaching spaces were designed to accommodate additional support needs (ASN) classes as part of the Fife strategy to provide enhanced ASN provision in a small number of Primary Schools. There were also 2 nursery rooms to accommodate 80 pupils in the morning and 80 pupils in the afternoon. As a result of the expansion to 1140 hours for nursery aged pupils, the model within Carnegie nursery was amended to deliver 80 places operating the 9am-3pm model. The additional ancillary accommodation on site, to support the full breadth of curriculum, includes a community room,

library/ICT room and multi-purpose room.

- 4.2 By 2014, the number of pupils attending the school had exceeded the initial maximum capacity and therefore the 3 areas initially designed to accommodate ASN classes were reconfigured to accommodate mainstream pupils. This changed the maximum capacity of the school from 434 pupils to 509 pupils (17 classes). In addition, the community room, staffroom, library/ICT room and multi-purpose room were reconfigured to accommodate pupils from the catchment area.
- 4.3 Due to this increase of catchment pupils for a continued period, the ancillary spaces such as the community room, staffroom, library/ICT room and multi-purpose room had to be used to accommodate classes.
- 4.4 The published capacity was revised formally, in May 2017, following the completion of a 4-classroom extension, occupied by pupils from August 2016. This took the maximum capacity to 651 pupils (21 classes).
- 4.5 Prior to Carnegie Primary School being built, Masterton and Duloch Primary Schools were constructed to meet the requirements of the planned house building in the Dunfermline eastern expansion. Housing development in the area was rapid and significant, causing an influx of families from outwith Fife. This impacted significantly on the pupil product (previously applied throughout Fife) used to predict pupil numbers from large housing developments.
- 4.6 The catchment area for Masterton Primary School was subject to a statutory rezoning proposal during 2005/6 and then again during session 2013/14. The Duloch Primary School catchment area was first established prior to the school opening in 2007. Further rezoning changes were made to the Duloch Primary School catchment area at the time when a new catchment area was formed for Carnegie Primary School. The rezoning change resulted in housing from the catchment area of Duloch Primary School being rezoned to Carnegie Primary School.
- 4.7 In 2011, a planning application was received to consider new housing units from the former Shepherd Offshore development, a site which was allocated for employment land within the local plan for the Dunfermline area. This area was subsequently reclassified from employment land to an area for residential development. Included in the conditions of planning consent, to enable housebuilding to commence, the developer was required to fund the 4-classroom extension to Carnegie Primary School, to mitigate the capacity risk for education provision known at that time. The extension to Carnegie Primary School was completed for August 2016 and the maximum capacity of the school therefore increased in May 2017, from 509 pupils to 651 pupils (17 to 21 classes). There are still 193 housing units to be completed from this development, as detailed in the masterplan application, which also includes the development of a new Dunfermline Learning Campus (replacement Fife College, and replacement secondary schools for St Columba's Roman Catholic and Woodmill High Schools).
- 4.8 The school roll for Carnegie Primary School was 651 pupils at Census 2021. The school roll is projected to be 654 pupils for August 2022. The maximum capacity of Carnegie Primary School is 651 pupils if they are equally dispersed

across each primary stage. This is very rarely the case as was evident in session 2021-2022, when the school census figures of 651 indicated that the total could be accommodated within the maximum capacity, however the class composition required for each primary stage resulted in the school requiring 23 teaching areas and having to utilise 2 multi-purpose spaces to the detriment of the curriculum.

- 4.9 The school has been utilising a multi-purpose area for several years, which has impacted on its availability, for staff to deliver the full breadth of the curriculum in spaces other than core classrooms.
- 4.10 As a result of the class configuration requirements, for session 2021-22, Carnegie Primary School has been operating with a number of classes that is in excess of its current capacity. Additionally, if all 784 pupils currently living in the catchment area had chosen to attend Carnegie Primary School, it would be oversubscribed by 133 pupils.
- 4.11 The increase in the population located within the catchment area, and the subsequent pupil numbers, inhibits a parent's ability to send their child to their catchment school. As outlined in para 1.3, Fife Council manages pupil places through catchment areas. It is the responsibility of Fife Council to ensure those catchment areas meet the current and future demand in the area. Where a catchment area includes more pupils than the capacity of the catchment school, places become limited for both catchment pupils and those who wish to attend the school by placing request.
- 4.12 The current information relating to Scottish Government Core Facts Data is as follows:
- Carnegie Primary School is currently rated as 'A' for condition (Core Facts April 2021).
  - The building is rated as 'A' for suitability.
  - The building is rated as 'A' for accessibility.
- 4.13 The new housing within the Carnegie Primary School catchment area is situated to the west of the M90. The existing residential housing, to the east of the M90, is located within the Crossgates Primary School catchment area.
- 4.14 The expected pupils, from the local plan housing sites located in the Carnegie Primary School catchment area, cannot be accommodated within the existing accommodation at Carnegie Primary School. The school roll has already exceeded the maximum pupil capacity and 25 teaching areas, along with 5 multi-purpose areas (to deliver the full breadth of the curriculum activities) would be required to accommodate all the catchment pupils within the existing Carnegie catchment area.

Year	2022	2023	2024	2025	2026	2027	2028	2029	2030
Carnegie Projected Roll	665	696	703	711	685	690	687	672	652

- 4.15 Although pupils from new housing development sites arrive on a phased basis, the considerable number of anticipated pupils in this catchment area will

exacerbate the capacity issue at Carnegie Primary School. The site is unable to be extended to provide a further additional 4 teaching spaces as well as an additional hall and/or multi-purpose areas to support the full breadth of the curriculum.

- 4.16 Although the rationale for the proposal is based on the existing over occupancy of Carnegie Primary School, due to new housing within the catchment area it is prudent to manage the catchment areas across all our schools based on the inclusion of new housing developments, the proximities to local schools and to consider long term management of the school estate. Failure to manage the school catchment area of Carnegie Primary School, in relation to new developments, would exacerbate the existing capacity problem at the school.
- 4.17 This proposal would allow the catchment area of Carnegie Primary School to be rezoned, to ensure that pupils currently living in the catchment area can attend the catchment school that would be assigned to their household address/postcode. Additionally, any new pupils from the new housing to the east of Carnegie Primary School (former Shepherd Offshore development), could be accommodated within the capacity of the school, ensuring that the school is situated at the heart of its community.
- 4.18 It is a geographic imperative that the catchment area is realigned to allow those children living in the catchment area the opportunity to attend their catchment school.
- 4.19 If the catchment area were to remain as it currently stands, the Education Service would be unable to accommodate all pupils entitled to a catchment place at Carnegie Primary School. This would result in the oversubscription of pupils for the number of places on offer each year. The management of primary enrolments would be required in accordance with the Schools Admissions Policy For Primary and Secondary Schools in Fife and those pupils unable to be allocated a place at Carnegie Primary School would be allocated a place at Touch Primary School. This may result in a number of pupils being transported to school and an increase in revenue costs for Fife Council.

## **5. Receiving/Impacted School – Touch Primary School**

- 5.1 Touch Primary School is 1.1 miles from Carnegie Primary School, situated at Garvock Bank, Dunfermline. The school accommodation has benefited from significant investment in financial years 2014/15, 2015/16 and 2017/18 as part of the school rationalisation programme where part of the Lynburn Primary School catchment area was rezoned to Touch Primary School to redistribute pupils across this area of Dunfermline. That proposal identified surplus capacity within the area and allowed the Education Service the opportunity to optimise occupancy and ensure best value across the school estate. The school's digital and wireless capacity was upgraded, as well as significant refurbishment of classroom areas, including new carpeting, painting, and heating. In addition, a project to upgrade the boundary fencing and external lighting was completed.

5.2 The school roll at Census 2021 was 268 pupils, with a maximum capacity of 317 pupils (11 classes). The school benefits from a large dining hall, multi-purpose learning spaces and a tutorial space to support the delivery of the breadth of the curriculum. The nursery on site can accommodate 75 pupils on a term time model (9am-3pm 39 weeks a year). As part of the 1140 hours expansion of early years provision, one of the classrooms was reconfigured to allow the delivery of additional early years places.

5.3 A decision was made to extend Touch Primary School by 4 classes, which has increased the maximum pupil capacity from 317 pupils to 434 pupils. This increase in core classrooms allows for the continued use of multi-purpose areas over and above the core accommodation. The increase in provision at Touch Primary School was agreed to manage the influx of pupils from new development sites, as there was overall site capacity to build an extension. As well as the 4-classroom extension, an upgrade to a set of toilets was completed.

5.4 To respond to the Scottish Government’s expansion of early years provision, a decision was taken in 2016 to expand the nursery provision in Touch Primary School. This enabled the Education Service to expand outdoor provision for the nursery as well as providing a dedicated external play area for Primary 1 to Primary 3 pupils. Additional refurbishment of the nursery toilets is scheduled for the October 2022 and Easter 2023 school holidays.

5.5 The current information relating to Scottish Government Core Facts Data is as follows:

- Touch Primary School is currently rated as ‘B’ for condition (Core Facts April 2021).
- The building is rated as ‘B’ for suitability.
- The building is rated as ‘B’ for accessibility.

5.6 The school rolls (as recorded in the annual September census) from the last 10 years are presented as follows:

<b>Year</b>	<b>School Roll / Occupancy</b>	<b>Year</b>	<b>School Roll / Occupancy</b>
2010	355 / 434 (82%)	2016	313 / 434** (72%)
2011	355 / 434 (82%)	2017	299 / 367 (81%)
2012	348 / 459* (76%)	2018	296 / 317 (93%)
2013	325 / 459 (71%)	2019	302 / 317 (95%)
2014	331 / 459 (72%)	2020	292 / 317 (92%)
2015	324 / 459 (71%)	2021	268 / 434 (62%)

*\*The 459 maximum capacity in 2012 included a temporary hut which was removed in \*\*Summer 2016. This had been included as accommodation for break out space.*

5.7 The pupil analysis, from the 2021 census, shows that there are 96 catchment pupils whose parents have made placing requests to attend other schools. However, 82 pupils are enrolled within Touch Primary School from outwith the Touch Primary School catchment area as a result of placing requests.

- 5.8 The school roll at Touch Primary School has slowly declined as a result of the natural demographics of its catchment area. The current school roll projections for Touch Primary School expect that space is required for between 9 and 10 classrooms until 2036, with the roll projected to decline to 8 classes thereafter. The occupancy at this point would be 53% and would be below the school estate principles (para 3.1(b)) of above 60% occupancy.
- 5.9 The school roll projections for Touch Primary School include one site for 100 units at Lynebank Hospital. Projected new pupils from this development site are expected to sustain the current occupancy level of Touch Primary School. However, the pupil product from this site alone will not increase the school roll above 60% occupancy. It will also mean there are 4 classrooms available which could accommodate additional pupils.

<b>Year</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>
Touch projected Roll	256	243	259	263	244	246	246	249	250

- 5.10 While Touch Primary School does not have an out of school childcare provision on site at present, a privately run childcare provision for school age children is delivered by Garvock Out of School Club. This is operated from the Vine Conference Centre, which is located less than a 5 minute walk from Touch Primary School. Pupils are collected from Touch Primary School by staff operating within the Garvock Out of School Club.

## **6. Rationale for the Proposal – Summary**

- 6.1 The Education Service is required to plan and review its learning estate based on current and future roll projection information, to mitigate any capacity pressures on schools as a result of new housing developments in the catchment areas and/or demographic trends.
- 6.2 The existing house building pressures in this housing market area make the current catchment arrangements unsustainable. It is not possible to accommodate the projected catchment population on the existing Carnegie Primary School site. School provision within Carnegie Primary School has already been extended to create additional pupil capacity. All options to create additional capacity on this site have been explored. No additional capacity on this site can be delivered without having a detrimental impact on the space available to deliver high quality learning and teaching, breadth of curriculum, outdoor learning environments as well as the available external spaces for the pupils to play and socialise on site.
- 6.3 As there were no other options to enable extensions to this school, Touch Primary School was expanded to support the future school estate plan for this area of Dunfermline. The existing site of Touch Primary School had the overall site capacity to build an extension, to allow development to take place in the area without significant impact to external play space for pupils. Touch Primary School is in close proximity to Carnegie Primary School and the proposed expansion of the Touch Primary School catchment area will not impact negatively on the educational experience of the pupils and infrastructure within the building.

- 6.4 As Touch Primary School is currently under capacity, the option to increase the catchment area will ensure the housing expansion and the over occupancy of Carnegie Primary School can be managed within this school catchment area.
- 6.5 Touch Primary School has the capacity to accommodate the extra pupils from the proposed rezoning area included in this proposal. Without any additional housing, the school roll of Touch Primary School is expected to decline to 9 classes then potentially to 8 classes beyond 2036 if current trends continue. If the proposal is approved, it is likely that pupils currently enrolled at Carnegie would not transfer to enrol at Touch Primary School, unless parents/carers chose to. If the catchment is rezoned, any new pupils would be expected to enrol at Touch Primary School from the rezoned catchment area. While the eastern expansion area is near completion, it is anticipated that we will continue to see new pupils through housing turnover in both catchment areas.
- 6.6 Without the new housing and rezoned area from Carnegie Primary School, Touch Primary School roll will stay around 57% for the foreseeable future. Without a reduction in residential properties within the Carnegie Primary School, the school will continue to be significantly oversubscribed with catchment pupils. This will create uncertainty for parents/carers who may not know until the last minute if they have a catchment place and could result in siblings attending different schools. The management of school places would also continue to be an ongoing challenge for the Headteacher. The new housing planned within the Carnegie Primary School catchment area is unable to be zoned to an alternative school as this would create a catchment anomaly that new pupils would need to travel past Carnegie Primary School to attend a school allocated to them.
- 6.7 The rezoning of the catchment areas will realign the anomaly of new housing estates, where part of the street is aligned to 2 different primary catchment areas. For example, South Larch Road is split between Carnegie and Touch Primary Schools. This proposal would allow existing housing to be better associated together and natural boundaries to be used to realign the catchment areas. The existing house building pressures in this area make the current arrangements unsustainable. Accommodating the projected catchment population on the existing Carnegie Primary School site would require several additional classrooms and multi-purpose areas. It is not possible to provide these additional classrooms and multi-purpose areas as the site is unable to accommodate any new infrastructure.

## **7. Educational Benefits Statement**

- 7.1 It is a requirement of the Schools (Consultation) (Scotland) Act 2010 that the education authority prepare an Educational Benefits Statement on this proposal 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).
- (e) the education authority's reasons for coming to the beliefs under paragraph (d).

## 7.2 **Educational benefits for the pupils of any affected school**

- 7.2.1 Parents will be able to choose the catchment primary school associated with their postal address. This provides significant reassurance to parents when while their child is transitioning from nursery to primary.
- 7.2.2 Catchment realignment would remove the uncertainty for parents in the area who would be unlikely to gain a catchment place at Carnegie Primary School based on distance to school criteria. It would also remove uncertainty in timing of places at school being confirmed to parents in the area.
- 7.2.3 The distribution of pupils across the area will reduce the accommodation pressures in Carnegie Primary School, thus ensuring that the school accommodation supports teachers to deliver the broad range of experiences and outcomes of Curriculum for Excellence in the most appropriate flexible learning environments that enhance learners' experiences and support high quality teaching. The opportunity to utilise space flexibly in Touch Primary School is already an option and would continue to be the case if the school roll increases.
- 7.2.4 The learning environment in Carnegie Primary School was initially designed to accommodate 17 classes of pupils (14 mainstream and 3 ASC) with additional multi-purpose spaces throughout the building supporting the diverse range of pupils needs. In addition to the core classroom space, the well-planned routes into the building are designed to allow swift access to a range of features such as coat pegs, packed lunch bag storage, hand washing sinks supporting a speedy transition at the start and end of the day as well as break and lunchtime. As a result, limited teaching time is lost each day. When core accommodation is exceeded, alternative accommodation that is designed for transient use is less likely to support daily operational matters.
- 7.2.5 Access to the diverse range of multi-purpose spaces in both Carnegie and Touch Primary Schools will have a positive impact on the teachers' flexibility to deliver the breadth of the curriculum in different learning spaces. It also allows additional teaching and non-teaching staff working in both schools the opportunity to utilise space to meet children's diverse range of needs and foster individual interests, such as musical tuition.

- 7.2.6 This proposal would reduce the constant accommodation pressures within Carnegie Primary School of managing an over-subscribed school and would reduce the pressure of managing all the curricular activities within the core classroom space. This will ensure that the accommodation within both school buildings supports the delivery of a comprehensive curriculum.
- 7.2.7 Attending the same school as peers living in close geographical proximity helps provide continuity and security for children, with the fostering of peer relationships both in and out of school.
- 7.2.8 Realigning the catchment areas of both Carnegie and Touch Primary Schools ensures that all catchment pupils can enjoy the benefits of daily exercise walking to school.

### 7.3 **Benefits for other users of the schools' facilities**

- 7.3.1 At Carnegie Primary School almost all spaces are utilised as core classrooms, due to sustained over occupancy. This has inhibited the space being used by any other users previously. However, if the proposal is approved, multi-purpose spaces will return to flexible use and can be utilised for a wide range of activities, both during the school day and beyond. This would support the opportunity for community users to play a more active role in the school life.
- 7.3.2 In Touch Primary School, a larger sustained school roll enhances the future stability of the school community. Flexibility of the use of school facilities will continue to be available.

### 7.4 **Benefits for children who would (in the future but for implementation) be likely to become pupils of the school**

- 7.4.1 Almost all of the pupils who are currently zoned to attend Touch Primary School will continue to do so. The exception being that the partial housing contained to the east of South Larch Road (The Heathers Wynd, South Larch Way, South Larch Lane) will be zoned to Carnegie Primary School, to allow pupils to attend school with their immediate neighbours. Housing from odd numbers 3 to 23 of South Larch Road will be zoned to Touch Primary School, along with existing housing, even 2 to 20 South Larch Road. This will remove the boundary of the catchment directly across houses and ensure the boundary retains housing developments together.
- 7.4.2 From the area of houses that is being proposed to be rezoned from Carnegie Primary School to Touch Primary School, there are already pupils from the Carnegie Primary School catchment area who choose to attend Touch Primary School and nursery. This would provide certainty for parents who would otherwise have to continue to make a placing request to attend Touch Primary School.
- 7.4.3 The postcodes identified in the proposal will ensure that the houses furthest away from Carnegie (Shearwater Crescent/Osprey Crescent) are zoned to the closer in proximity Touch Primary School. For those pupils being rezoned from Carnegie to Touch Primary School, this will alleviate any future uncertainty of a catchment primary school place for their child at Carnegie Primary School. As the properties in this area are furthest away from the existing Carnegie

Primary School catchment area, any allocation of places, where there is an oversubscription of pupils, would mean that pupils from this area would be unlikely to be allocated a place in Carnegie Primary School.

**7.5 Benefits for other pupils in the authority area**

7.5.1 The rezoning of both Carnegie and Touch Primary Schools would reduce inefficient operating expenditure, thus allowing the redirection of resources to support pupils across Fife. The more efficient use of resources will result in a more balanced 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.

**7.6 Any other likely effects of the proposal and how the authority intends to minimise or avoid any adverse effects that may arise from the proposal (if implemented)**

7.6.1 A situation may arise that a sibling of a child currently attending Carnegie Primary School no longer has an automatic entitlement to attend the same primary school as their older sibling if the rezoning proposal is approved. However, the Education Service will continue to adhere to the priority criteria within the Admissions Policy where a child living at the same household address as their sibling is given a higher priority (following pupils with ASN), than if the non-catchment school is closer to the home address than the catchment school and childcare/parent’s working arrangements.

**7.7 Benefits which the authority believes will result from implementation of the proposal (and reasons for the belief)**

7.7.1 For parents of pupils living within the Carnegie Primary School catchment area there will be greater certainty that their children will be able to be accommodated within their catchment primary school with the rest of their peer group from their community.

7.7.2 This proposal will ensure better alignment of communities and catchment areas to reduce the oversubscription of pupils for places within one primary school catchment area.

7.7.3 Carnegie Primary School will no longer be over occupied and there will be a better opportunity for staff to deliver curriculum for excellence within a variety of teaching spaces which will enhance the learning experience for all pupils.

7.7.4 This proposal will utilise the capacity currently available within Touch Primary School and support the school roll of current catchment pupils to grow, helping to meet the school estate principle of over 60% occupancy. There will also be a better opportunity for a wider staff group to deliver curriculum for excellence within the variety of teaching spaces there, which will enhance the learning experience for all pupils.

7.7.5 This proposal will provide a best value approach to the management of the school estate, as capacity exists across the area to manage the influx of pupils from new developments.

7.7.6 This proposal will ensure that all pupils could walk to their catchment school, building relationships, resilience, and independence for our young people.

## **8. Available Walking Routes to School – Transport Arrangements**

8.1 Touch Primary School is located 1.1 miles from Carnegie Primary School. This proposal will ensure that pupils from both proposed catchment areas are afforded the opportunity to walk to their catchment schools. A map showing the one mile walking route from Touch Primary School to the proposed area to be rezoned is included at Appendix 9. A map showing the one mile walking route from Carnegie Primary School is shown at Appendix 10.

8.2 As part of the detailed planning application for any new housing developments, footpaths and infrastructure design would be included in a planning application, thus giving an opportunity for pupils to walk to school and increasing their independence.

8.3 Any pupil living more than one mile away from their catchment primary school would be provided with free transport, in accordance with current Fife Council transport policy.

## **9. Nursery Provision**

9.1 There is no impact on the nursery provision or operating models on offer as a result of this proposal to rezone the primary school catchment areas.

9.2 Nursery provision is managed using local nursery areas, with a family nurture centre in each of the 7 committee areas across Fife. These local nursery areas are not necessarily the same as primary school catchment areas. The nurseries (operated by Fife Council) in the areas impacted by this proposal are:

**Carnegie Primary School pupils** – D2 nursery area – the nurseries associated with this primary school catchment area are: Carnegie (including Halbeath), Duloch, Lynburn, Halbeath and Pitreavie nurseries.

**Touch Primary School pupils** – D1 nursery area – the nurseries associated with this primary school catchment area are: Beanstalk, St Leonard's, St Margaret' and Touch nurseries.

9.3 A new purpose-built facility titled Halbeath Nursery and Community is located in the Halbeath area (Guttergates Road, Halbeath). The nursery provision and staff are managed by the Carnegie Primary School Headteacher. This nursery has provided an additional 96 places in the morning and afternoon, for the locality, in addition to the 80 places (term time) already delivered within Carnegie Primary School. This building benefits from Community Use availability for local groups or organisations to hire the facilities in the evening and weekends.

9.4 Parents/Carers are expected to apply in January for a nursery place based on the operating models in each nursery setting.

## **10. Secondary School Implications**

- 10.1 In terms of the School Admissions Policy for Primary and Secondary Schools in Fife, enrolment at a secondary school is based on the catchment area in which a pupil's home address is situated.
- 10.2 Carnegie and Touch Primary Schools are part of the Woodmill High School catchment area and there are no changes to secondary school catchment areas being proposed as part of this consultation.
- 10.3 The denominational schools associated within Carnegie and Touch Primary Schools are St Margaret's RC Primary School and St Columba's RC High School. There are no changes to these catchment areas being proposed as part of this consultation.
- 10.4 The policy also provides that standard enrolments for transfer from primary to secondary are organised annually between the secondary school and its associated primary schools.
- 10.5 Parents have the right to request that their child attend a school other than their designated catchment school (or to their designated catchment school if the child has not been offered a place there). Any such request is called a placing request and is governed by the Education (Scotland) Act 1980. In most circumstances placing requests will be granted where pupil places are available, but the pupil will not automatically be entitled to free or subsidised school transport. However, there is discretion within the existing transport policy and cases will be looked at on an individual basis. Further information on placing requests and the procedure involved can be found in the School Admissions Policy for Primary and Secondary Schools in Fife which can be found at [Apply for a school place | Fife Council](#).

## **11. Siblings**

- 11.1 The Council's position in relation to siblings outlined above does not include those families who have made a placing request to attend Carnegie or Touch Primary Schools. These parents would need to submit a placing request for their younger child(ren) and depending on which secondary school catchment area their household address is within, may need to submit a placing request for entry to S1. The allocation of placing requests is in terms of the Education (Scotland) Act 1980 and in line with the existing School Admissions Policy which can be found online at [www.fife.gov.uk](http://www.fife.gov.uk) by searching for School Admissions Policy or accessing the following link [Schools-Admission-Policy-April-2018.docx \(live.com\)](#).
- 11.2 A situation may arise that a sibling of a child currently attending Carnegie Primary School no longer has an automatic entitlement to attend the same primary school as their older sibling if the rezoning proposal is approved. In those circumstances, a placing request would be required for the child to attend Carnegie Primary School where their sibling is already in attendance. Where the number of placing requests exceeds the number of available places at the school, the priority criteria within the Admissions Policy applies including that a child living at the same household address as their sibling is given a higher priority (following pupils with ASN), than if the non-catchment school is

closer to the home address than the catchment school and childcare/parent's working arrangements.

## **12. Cost per Pupil**

- 12.1 The cost per pupil calculation for schools is computed in July of each year. The calculation is intended to bring together all comparable costs for each school and benchmark these at individual school level through the production of a cost per pupil figure. This figure is arrived at by dividing this number by the number of pupils on the school roll.
- 12.2 The cost per pupil is the total expenditure for all running costs associated with a primary or secondary school divided by the number of pupils at the school.
- 12.3 The cost per pupil for the schools included in this proposal are:
- Carnegie Primary School - £3,280
  - Touch Primary School - £4,526

## **13. Community Impact**

- 13.1 In preparing this proposal, the Council has considered a number of ways the community may be impacted by the proposed rezoning of the primary school catchment areas. Both schools will remain part of the same secondary school community, as there are no changes planned to the secondary school catchment areas. This proposal will not impact on a parent's desire to be involved in their children's education as both schools have an active parent council for those parents who wish to be engaged in these forums. Each of the schools will offer, at different points of the year, active school clubs or after school activities for parents to participate within. Each of the schools has a nursery on site, ensuring that parents with older siblings can apply for their younger sibling to attend the nursery setting.
- 13.2 Although Touch Primary School, at present, does not operate an onsite childcare provision, this can be provided by a partner provision at the Vine Conference Centre, which is also in the heart of the Touch Primary School catchment area, located less than a 5 minute walk.
- 13.3 This proposal provides families an opportunity for wider engagement across the geographical area.
- 13.4 In summary, if the proposal is implemented, the Council does not consider that there will be any adverse effect on the local community, whether defined as the school community, housing developments or the wider eastern expansion area.

## **14. Summary of Proposal**

- 14.1 The proposal is to rezone the Carnegie Primary School catchment area and the Touch Primary School Catchment area, from 30 June 2023. This will reduce the overall number of residential properties within the Carnegie Primary School catchment area and ensure both schools have sufficient housing to sustain the school rolls at an optimum level. This will increase the

number of residential properties within the catchment area of Touch Primary School and subsequently increase occupancy. This proposal will ensure that pupils from the revised Carnegie Primary School catchment area can attend their catchment school in future, without a significant risk of over-subscription of pupils.

## 15. Proposed Date for Implementation

15.1 It is intended that the proposal, if approved by the Cabinet Committee of Fife Council on 9 March 2023 (or a subsequent Cabinet Committee), would be implemented on 30 June 2023. Nursery aged pupils transferring to Primary 1 in August 2023 would enrol in their existing catchment primary school in January 2023. The new primary catchment areas will take effect from 30 June 2023 for all subsequent enrolments including placing requests.

## 16. Statutory Consultation Process – Timeline

22 September 2022	Consultation proposal considered by Fife Council's Cabinet Committee
4 October 2022	Parents and other statutory consultees issued with Consultation Notice informing them of relevant dates and information about the statutory consultation
5 October – 1 December 2022	Consultation live (period of 31 school days)
10 – 21 October 2022	School holidays
	<p><b>Public meeting held on:</b></p> <ul style="list-style-type: none"> <li>• Carnegie Primary School on Wednesday 26 October from 6.00-7.00 pm</li> <li>• Touch Primary School on Tuesday 1 November 2022 from 6.00-7.00 pm</li> </ul> <p><b>Drop in sessions at:</b></p> <ul style="list-style-type: none"> <li>• Carnegie Primary School on Tuesday 25 October 2022 from 8.45-9.30 am</li> <li>• Carnegie Primary School on Wednesday 26 October from 5.00-6.00 pm</li> <li>• Carnegie Primary School on Tuesday 1 November from 2.30-3.30 pm</li> <li>• Touch Primary School on Tuesday 25 October at 2.30-3.30 pm</li> <li>• Touch Primary School on Wednesday 26 October 2022 from 8.45-9.30 am</li> <li>• Touch Primary School on Tuesday 1 November from 5.00-6.00 pm</li> </ul>
1 December 2022	Consultation Close
9 December 2022	Report on consultation process is submitted to Education Scotland
12 December – 13 January 2023	Education Scotland 3 week review
16 January 2023	Education Service receive report from Education Scotland

13 February 2023	Consultation Report published 3 weeks before the Cabinet Committee
9 March 2023	Report submitted to the Cabinet Committee



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

এ নথিতে যেসব তথ্য আছে তা 03451555599 এ নাম্বারে ফোন করে অনুরোধ করলে বড় ছাপা, ব্রেইল, ওডিও সিডি/ট্যেপ ও ব্রিটিশ সাইন ল্যাংগুয়েজ ইত্যাদি মাধ্যমে পাওয়া যাবে।  
কলের জন্য ইউকে ল্যান্ডলাইন থেকে খরচ হবে প্রতি মিনিটে ৩পি থেকে ৭পি, মোবাইলের খরচ ভিন্ন হতে পারে।

عند الطلب، يمكن توفير المعلومات الواردة في هذا المستند في صورة مستندات مطبوعة بأحرف كبيرة ومستندات بطريقة برايل وعلى أشرطة/أقراص مضغوطة صوتية مع الترجمة بلغة الإشارة البريطانية من خلال الاتصال بالرقم 03451 55 55 77  
تتراوح تكلفة المكالمات بين 3 إلى 7 بنسات في الدقيقة من أي خط أرضي في المملكة المتحدة، وقد تختلف أسعار المكالمات بالهاتف المحمول.

如果你需要以大字體印刷、盲人點字、光碟/錄音帶格式或英國手語傳譯說明這份文件的內容，請致電 03451 55 55 88 提出要求。

用英國電訊固定座機撥打上述電話號碼收費每分鐘 3 至 7 便士，以手機撥打收費各異。

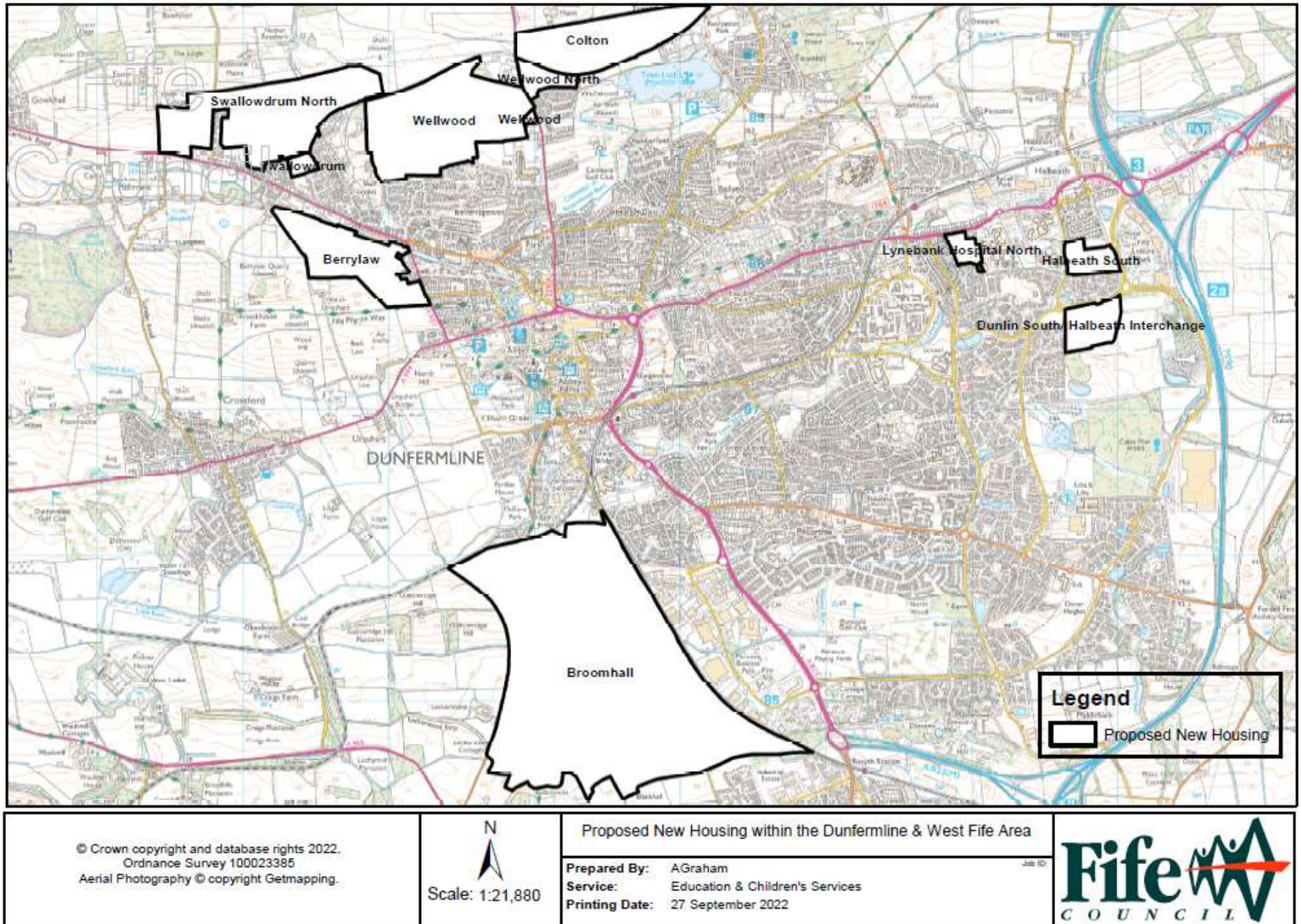
Informacje zawarte w tym dokumencie mogą zostać udostępnione w wersji drukowanej dużą czcionką, w alfabecie Braille'a, w wersji dźwiękowej na płycie CD/taśmie lub w tłumaczeniu na brytyjski język migowy – prosimy o kontakt pod numerem 03451 55 55 44.

Koszt połączenia wynosi 3-7p za minutę z brytyjskich telefonów stacjonarnych, koszty połączeń z telefonów komórkowych mogą być różne.

ਇਸ ਦਸਤਾਵੇਜ਼ ਵਿਚਲੀ ਜਾਣਕਾਰੀ ਟੈਲੀਫੋਨ ਨੰਬਰ 03451 55 55 66 ਰਾਹੀਂ ਮੰਗ ਕਰਨ ਉੱਤੇ ਵੱਡੇ ਅੱਖਰਾਂ, ਬ੍ਰੇਅਲ, ਆਡੀਓ ਸੀ.ਡੀ./ਟੇਪ ਅਤੇ ਬ੍ਰਿਟਿਸ਼ ਸਾਈਨ ਲੈਂਗੂਏਜ ਦੇ ਅਨੁਵਾਦ ਵਿਚ ਮੁਹੱਈਆ ਕਰਾਈ ਜਾ ਸਕਦੀ ਹੈ।

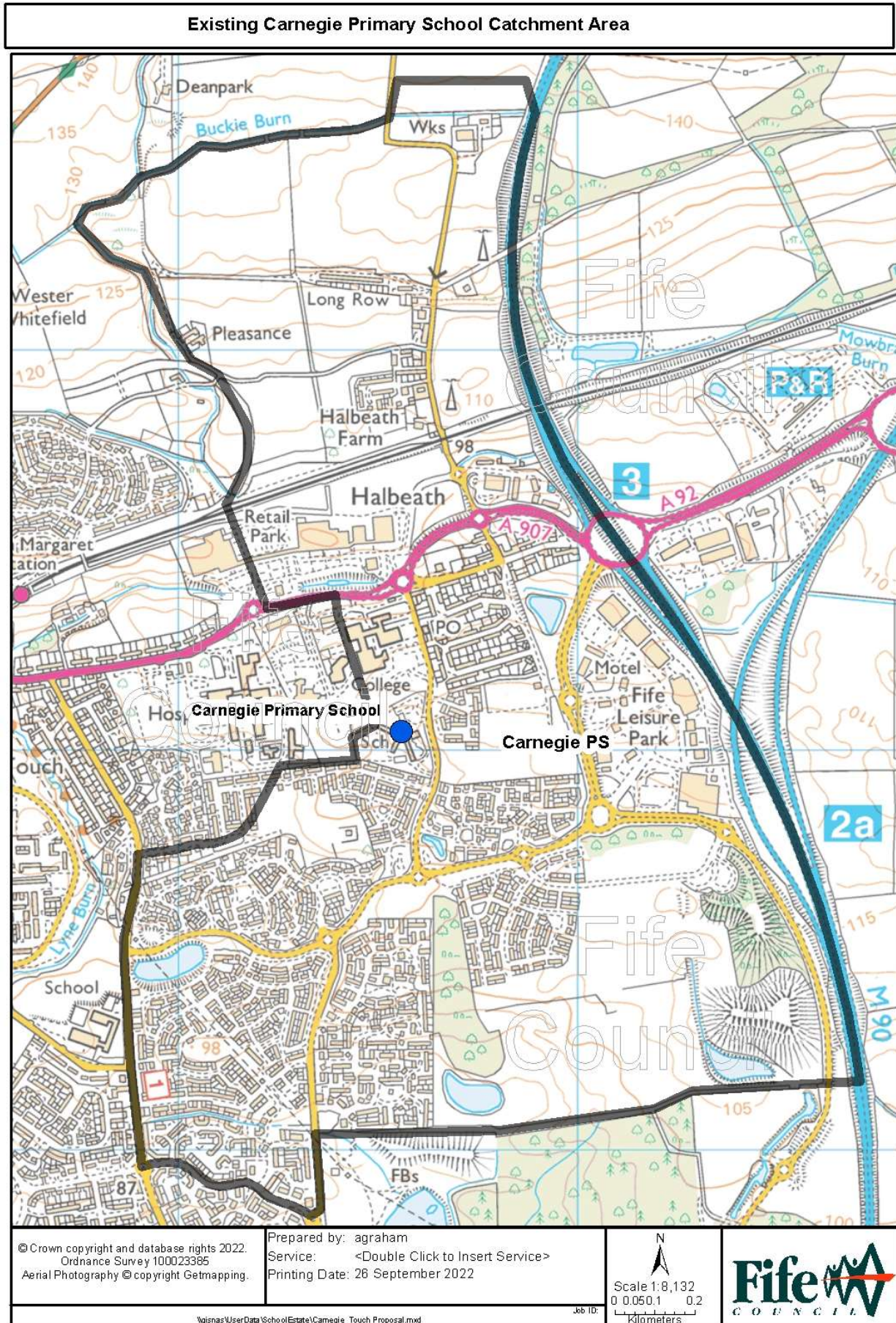
ਯੂ.ਕੇ. ਲੈਂਡਲਾਈਨ ਰਾਹੀਂ ਕਾਲ ਕਰਨ ਦਾ ਖਰਚਾ 3 ਤੋਂ 7 ਪੈਨੀਆਂ ਪ੍ਰਤੀ ਮਿੰਟ ਹੋਵੇਗਾ, ਮੋਬਾਈਲਾਂ ਦੇ ਰੇਟ ਵੱਖਰੇ ਵੱਖਰੇ ਹੋ ਸਕਦੇ ਹਨ।

03451 55 55 66 پر درخواست کرنے سے اس تحریر میں دی گئی معلومات بڑے پرنٹ، بریل، آڈیو سی ڈی/ٹیپ اور ترجمانی والی برطانیوی اشاراتی زبان (برٹش سائن لینگویج) میں مہیا کی جاسکتی ہیں۔  
کسی برطانیوی لینڈ لائن سے فون کے نرخ 3 تا 7 پنس فی منٹ ہیں، موبائل کے نرخ مختلف ہوسکتے ہیں۔



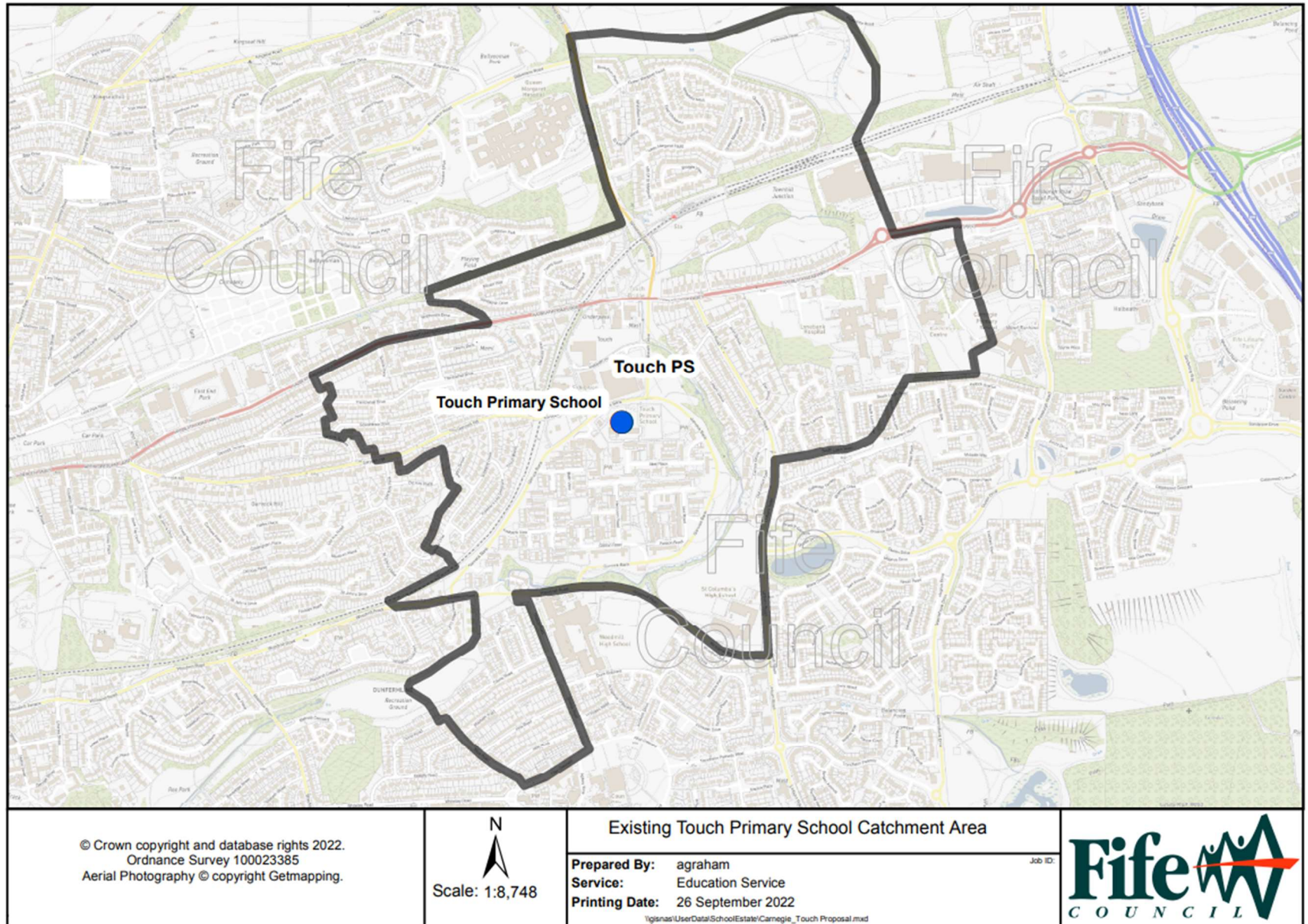
Appendix 2

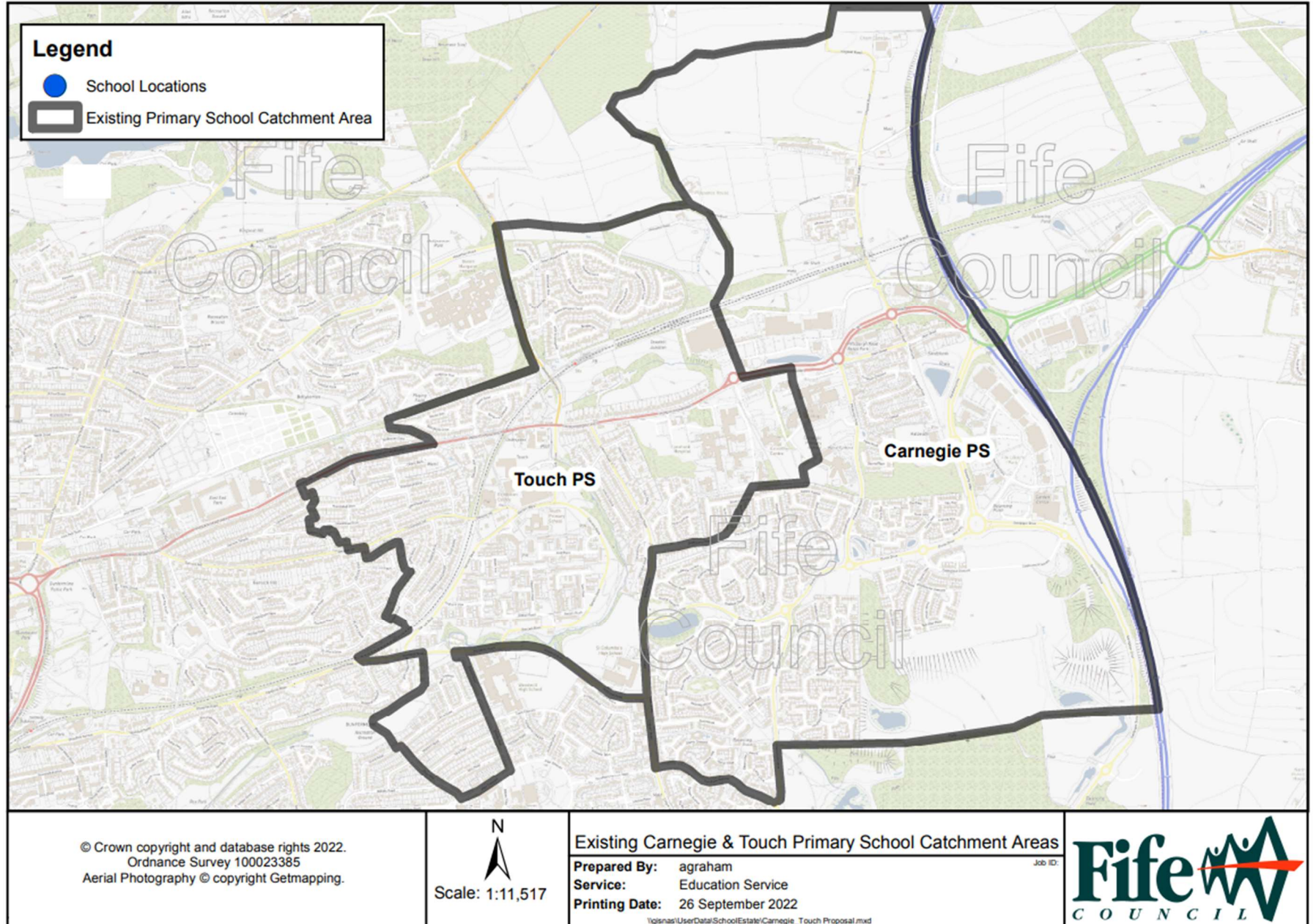
Map of the Existing Carnegie Primary School Catchment Area



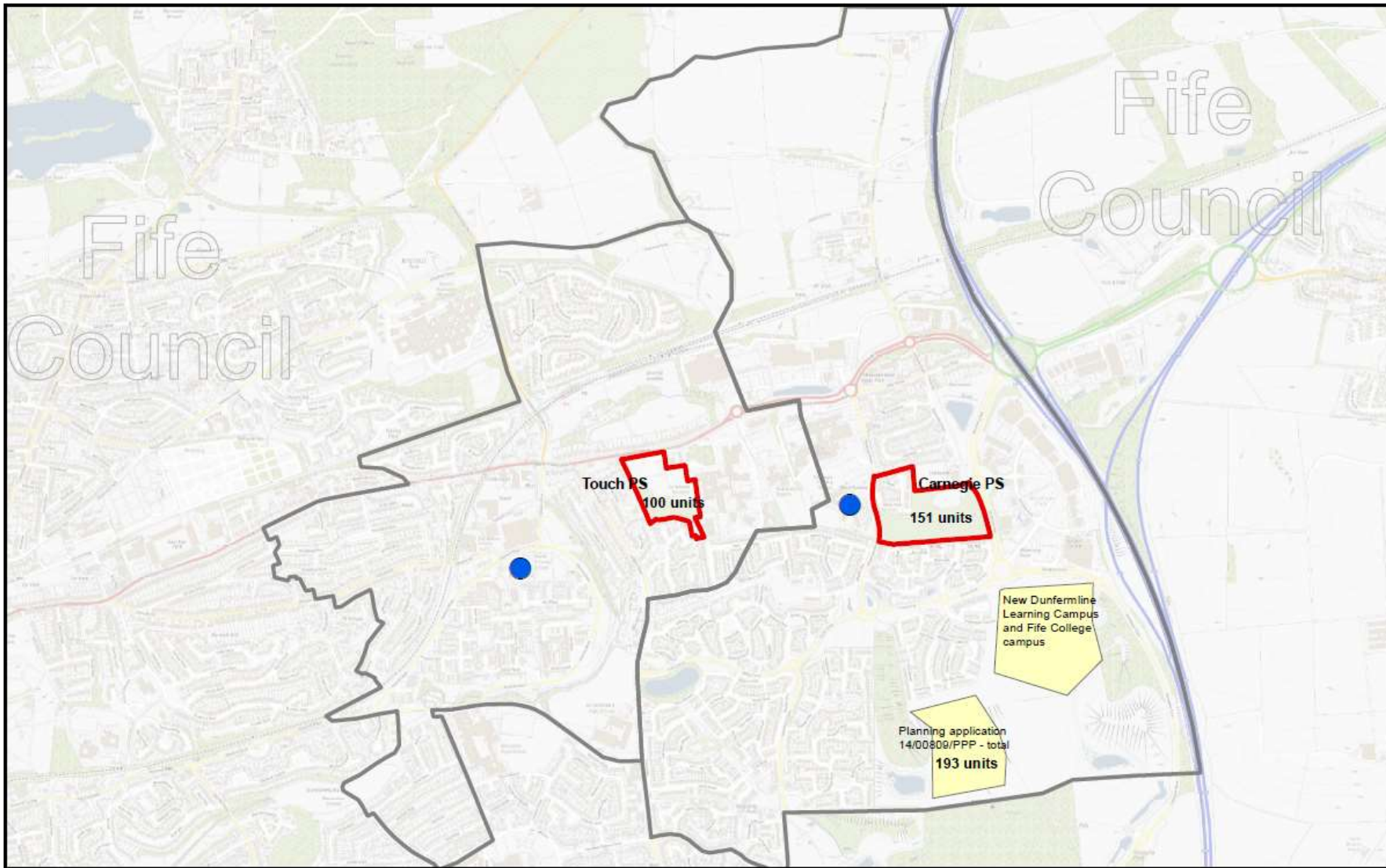
Appendix 3

Map of the Existing Touch Primary School Catchment Area

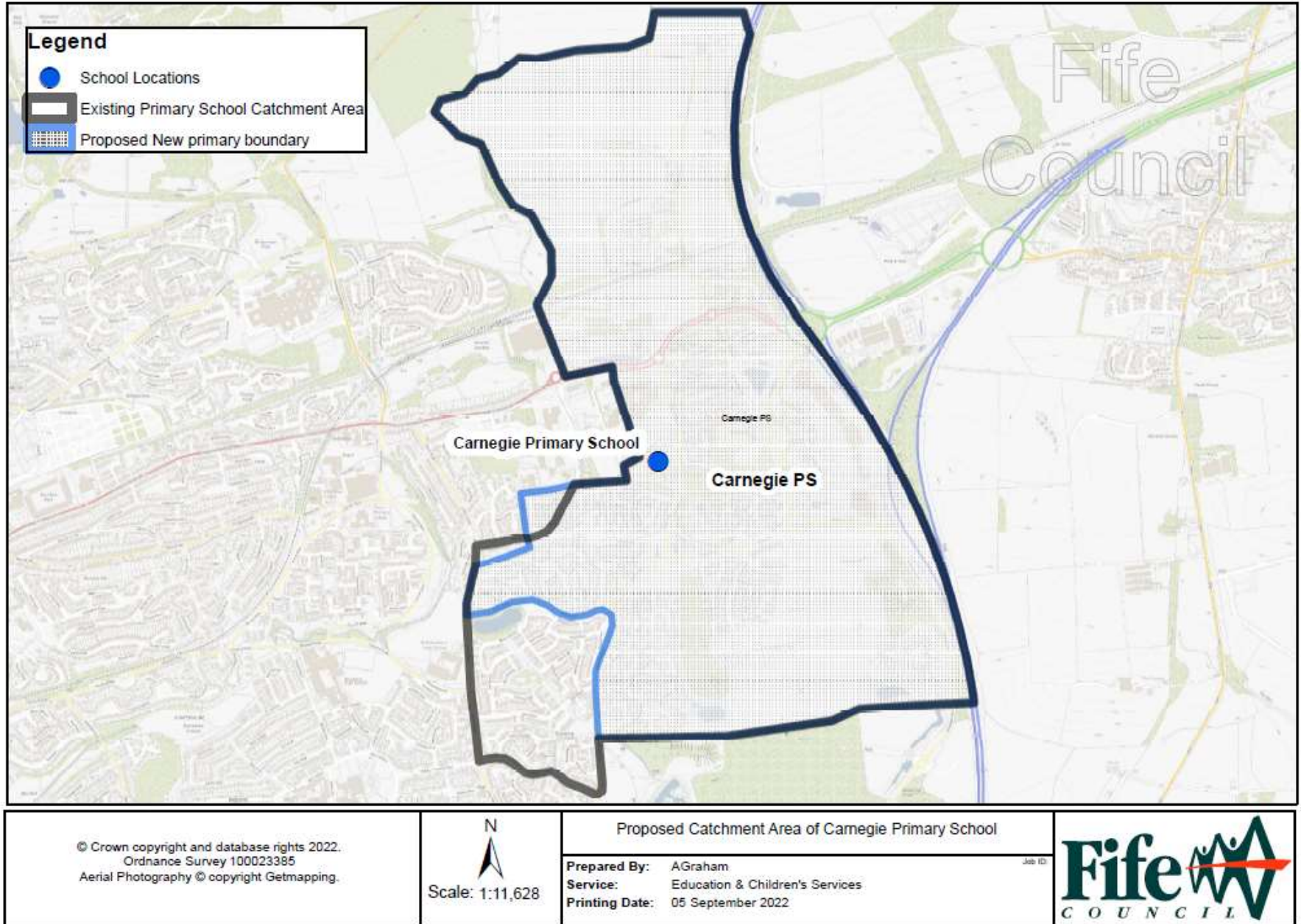


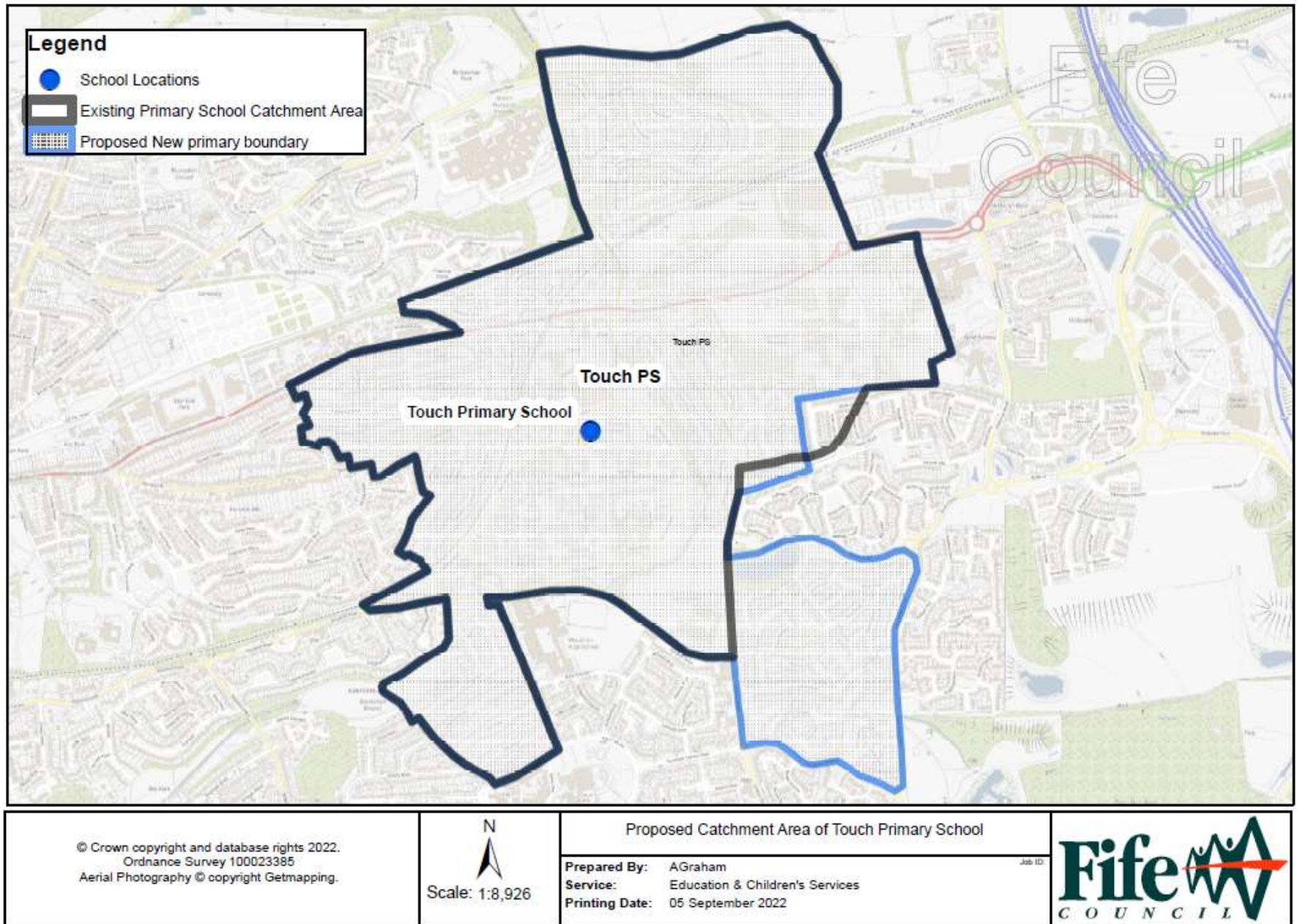


**Appendix 5 Map showing proposed housing developments within the Carnegie and Touch Primary School catchment areas**

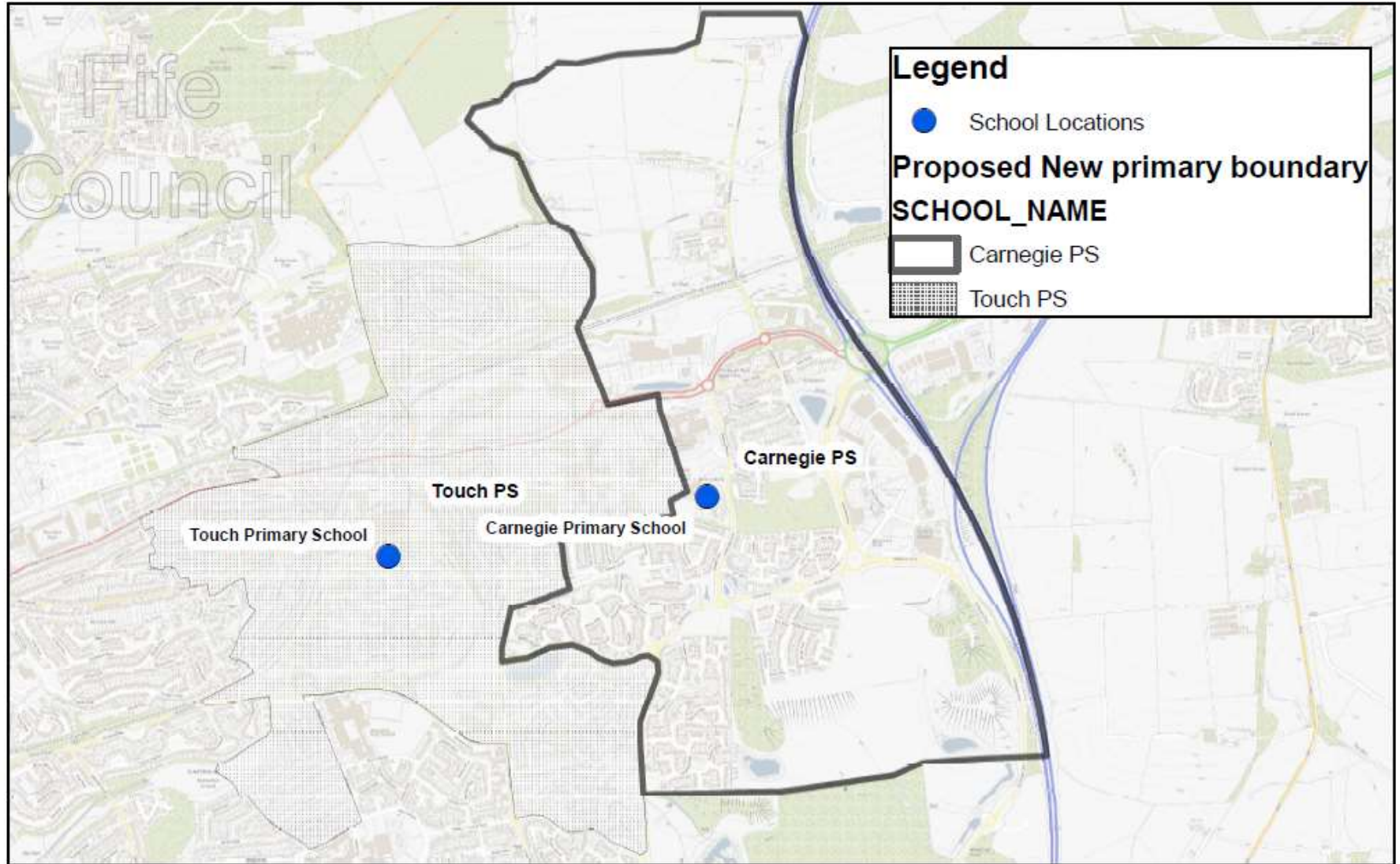


<p>© Crown copyright and database rights 2022. Ordnance Survey 100023385 Aerial Photography © copyright Getmapping.</p>	<p>N Scale: 1:11,270</p>	<p>Housing within the catchment areas of Carnegie &amp; Touch Primary Schools</p> <p>Prepared By: agram Service: Education &amp; Children's Services Printing Date: 06 July 2022</p> <p>Job ID:</p>	
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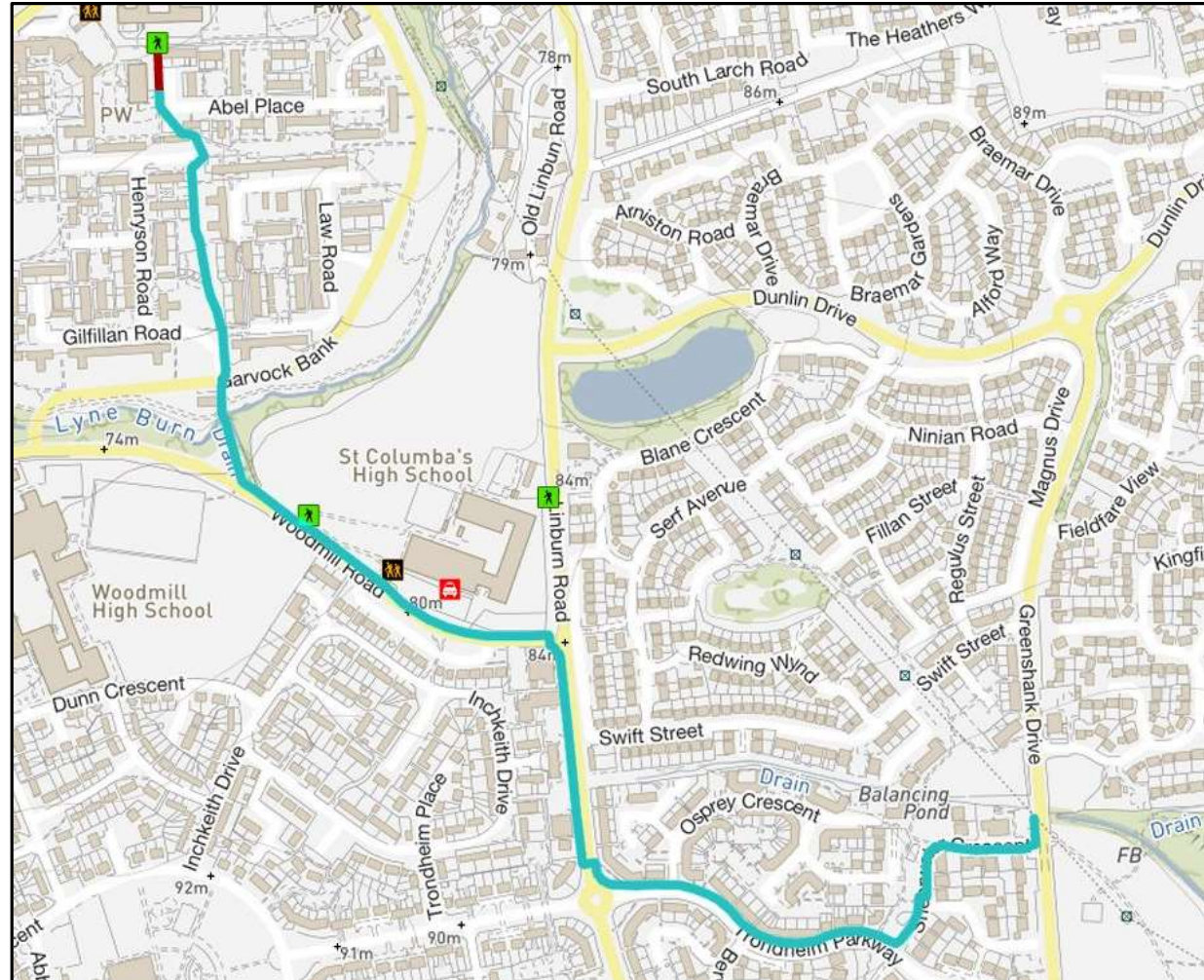
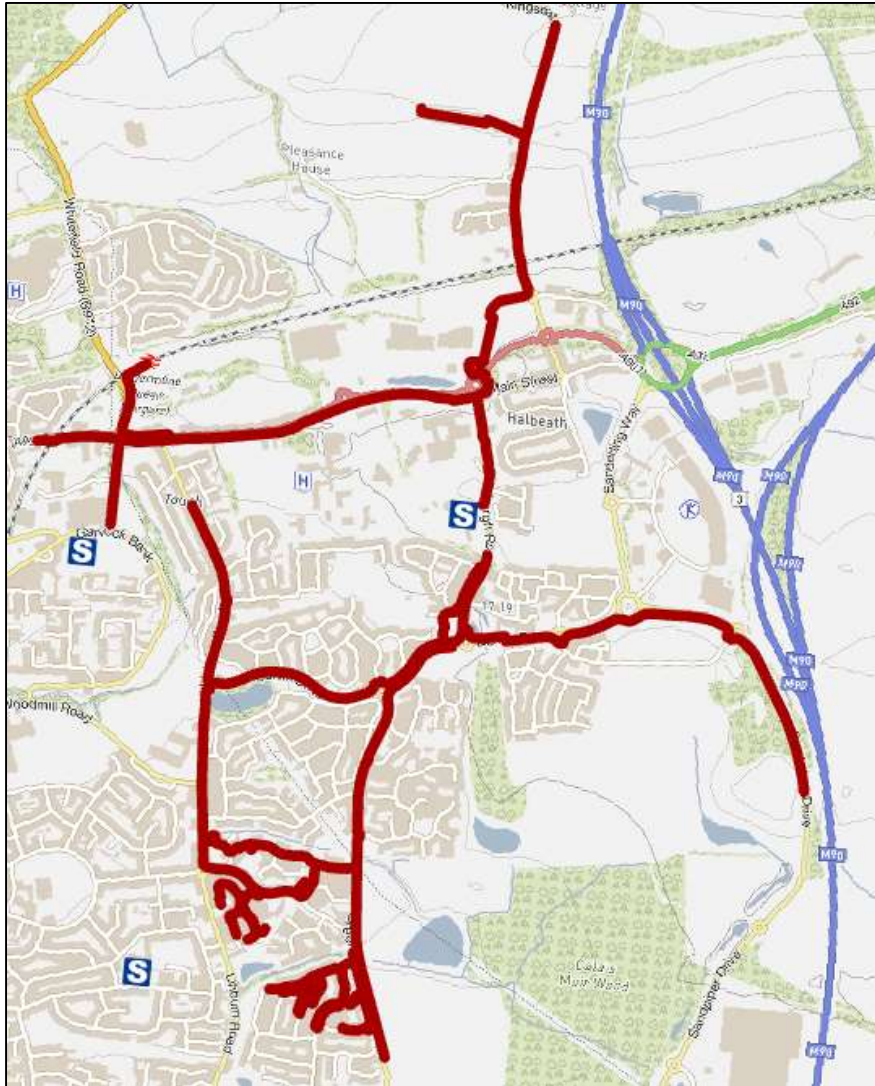




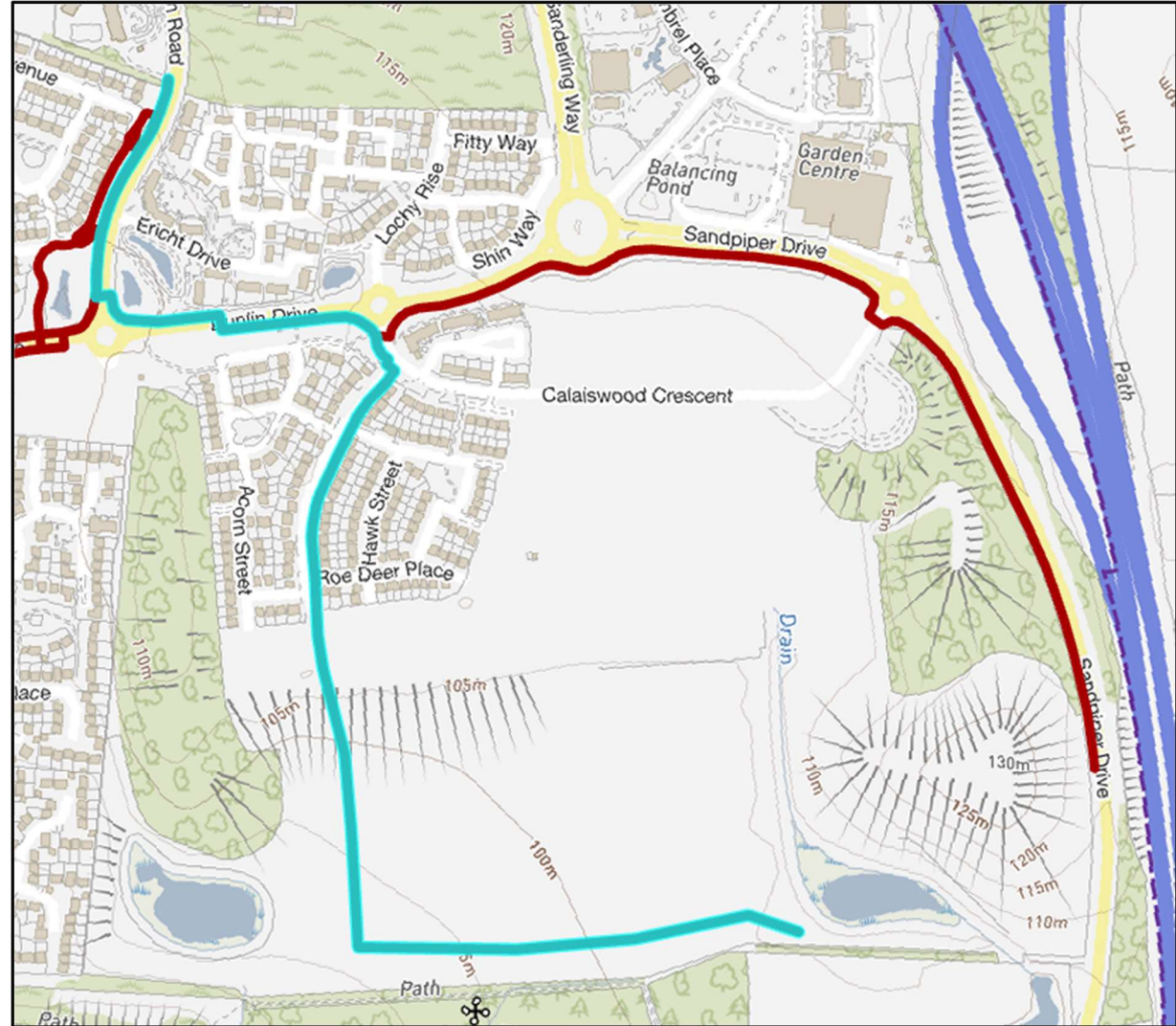




<p>© Crown copyright and database rights 2022. Ordnance Survey 100023385 Aerial Photography © copyright Getmapping.</p>	<p>N Scale: 1:11,628</p>	<p>Proposed Catchment Area of Carnegie and Touch Primary Schools</p> <p>Prepared By: AGraham Service: Education &amp; Children's Services Printing Date: 05 September 2022</p>	<p>Job ID: <b>Fife</b> COUNCIL</p>
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Appendix 10 Map showing one mile walking routes from Carnegie Primary School



### 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 estates: core facts overview - gov.scot \(www.gov.scot\)](http://www.gov.scot/school-estates-core-facts-overview)

### 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 Headteacher 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 2010. 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.

### 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.

As part of the Accessibility Strategy, there will be a number of accessible schools in each geographical area.

### **Strategic Land Allocations**

Strategic Land Allocations are housing developments sites within Fife identified through Fife Council's Structure Plan 2006-2026 (approved May 2009). The Structure Plan also includes infrastructure developments for business and employment, town centres, retailing, housing, affordable housing, transportation and waste management. A Strategic Land Allocation for residential units range from 300 units in a small town/village to 4200 units in a large town.

### **Local Development Plan**

Fife Council adopted FIFEplan (Fife's Local Development Plan) on 21 September 2017. This plan details the local development changes to infrastructure within settlements and include new plans with planning consent. The Council are currently inviting communities to create Local Place Plans, which will help shape the next Local Development Plan. More information is available at [Invitation to create Local Place Plans](#) page.

### **Housing Land Audit**

Enterprise, Planning & Protective Services undertakes an annual audit (known as the Housing Land Audit) of the Housing Land Supply in Fife, using 1st April as the base date. The Audit monitors housing completions and makes predictions about future house building in Fife.

Homes for Scotland (representing the national house builders) and local developers are consulted on the information to be included in the Housing Land Audit to discuss and agree the Audit as far as possible. The latest publication for 2021 is published at [Planning Information and Land Use Audits | Fife Council](#)

### **Public Private Partnership (PPP)**

There are 2 existing contracts in Fife (PPP1 and PPP2) where schools have been procured and constructed through this process. The schools are maintained for a period of 25 years by a contractor and after 25 years the building is handed to the Council for future repair and maintenance. An annual unitary charge includes design and construction, services delivery including building and grounds maintenance, finance costs, legal, insurances, management and risk.

### **Life Cycle Costs**

Costs for replacing assets at the end of their life span. These include building, fabric, services and furniture and equipment to ensure the asset is maintain is a substantial condition.

### **Efficiency Range 80-100%**

No local authority can effectively run at 100% occupied. The 80%-100% efficiency range allows a degree of flexibility within schools to support Curriculum for Excellence.

### **Cost per Pupil Calculation**

The cost per pupil calculation for schools is computed in July of each year. The calculation is intended to bring together all comparable costs for each school and benchmark these at individual school level through the production of a cost per pupil figure.

The calculation is currently based on the School Revenue Budget Statements that are issued to schools in April of each year. The calculation takes into account a number of factors particularly the school roll from the last census at September of the previous year. The calculation takes schools running costs including an allocation for janitorial staffing costs. It excludes the costs for school transport, depreciation and the financing costs of schools built under PFI contract arrangements (PPP schools).

Having identified the relevant running costs for each school and by dividing these costs by the school roll this produces a cost per pupil figure which is used for comparison purposes.

## **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 17D] (so far as applicable in relation to the proposal).

(2A) Where a proposal paper relates to a closure proposal, it must also contain information about the financial implications of 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.

### **Rural School**

In terms of the Schools (Consultation) (Scotland) Act 2010 a rural school is a school designated as rural by Scottish Ministers. Section 14 provides:

#### **14 Designation of rural schools**

- (1) In this Act, a "rural school" is a school which is designated as such by its inclusion in the list of rural schools maintained by the Scottish Ministers for the purposes of this subsection.
- (2) In determining the question of rurality when considering whether a school falls to be included in or excluded from the list of rural schools, the Scottish Ministers are to have regard (in particular) to:
  - (a) the population of the community (or settlement) in which the school is located,
  - (b) the geographical circumstances of that community (or settlement) including its relative remoteness or inaccessibility.
- (3) The list of rural schools is to be accompanied by an explanation of how the Scottish Ministers devised the list:
  - (a) by reference to subsection (2), and
  - (b) if they consider it appropriate, by reference to any recognised criteria available from a reliable source.
- (4) The Scottish Ministers are to:
  - (a) monitor the list of rural schools (and update it as regularly as they consider necessary),
  - (b) publish it (including as updated) in such way as they consider appropriate.
- (5) An education authority must provide the Scottish Ministers with such information as they may reasonably require of it in connection with the list of rural schools.

### **Special Provision for Rural Schools**

#### **11A Presumption against rural school closure**

- (1) This section applies in relation to any closure proposal as respects a rural school.
- (2) The education authority may not decide to implement the proposal (wholly or partly) unless the authority—
  - (a) has complied with sections 12, 12A and 13, and

- (b) having so complied, is satisfied that such implementation of the proposal is the most appropriate response to the reasons for formulating the proposal identified by the authority under section 12A(2)(a).
- (3) The authority must publish on its website notice of—
  - (a) its decision as to implementation of the proposal, and
  - (b) where it decides to implement the proposal (wholly or partly), the reasons why it is satisfied that such implementation is the most appropriate response to the reasons for formulating the proposal identified by the authority under section 12A(2)(a).

## **12 Factors for rural closure proposals**

- (1) Subsection (2) applies in relation to any closure proposal as respects a rural school.
- (2) The education authority must have special regard to the factors mentioned in subsection
- (3) The factors are—
  - (a) [...] **1** (Repealed by Children and Young People (Scotland) Act 2014 asp 8 (Scottish Act) Pt 15 s.80(2)(a) (August 1, 2014: repeal has effect subject to transitional provision specified in SSI 2014/165art.5)
  - (b) the likely effect on the local community in consequence of the proposal (if implemented),
  - (c) the likely effect caused by any different travelling arrangements that may be required in consequence of the proposal (if implemented).
- (4) For the purpose of subsection (3)(b) [ and sections 12A(2)(c)(ii) and 13(5)(b)(ii)] **2**, the effect on the community is to be assessed by reference (in particular) to—
  - (a) the sustainability of the community,
  - (b) the availability of the school's premises and its other facilities for use by the community.
- (5) For the purpose of subsection (3)(c) and sections 12A(2)(c)(iii) and 13(5)(b)(iii) **3** —
  - (a) the effect caused by such travelling arrangements includes (in particular)—
    - (i) that on the school's pupils and staff and any other users of the school's facilities,
    - (ii) any environmental impact,
  - (b) the travelling arrangements are those to and from the school of (and for) the school's pupils and staff and any other users of the school's facilities.

## **12A Preliminary requirements in relation to rural school closure**

- (1) This section applies where an education authority is formulating a closure proposal as respects a rural school.
- (2) The authority must—
  - (a) identify its reasons for formulating the proposal,
  - (b) consider whether there are any reasonable alternatives to the proposal as a response to those reasons,
  - (c) assess, for the proposal and each of the alternatives to the proposal identified under paragraph (b) (if any)—
    - (i) the likely educational benefits in consequence of the implementation of the proposal, or as the case may be, alternative,
    - (ii) the likely effect on the local community (assessed in accordance with section 12(4)) in consequence of such implementation,
    - (iii) the likely effect that would be caused by any different travelling arrangements that may be required (assessed in accordance with section 12(5)) in consequence of such implementation.



- (3) For the purposes of this section and section 13, reasonable alternatives to the proposal include (but are not limited to) steps which would not result in the school or a stage of education in the school (within the meaning of paragraph 12 of schedule 1) being discontinued.
- (4) The authority may not publish a proposal paper in relation to the proposal unless, having complied with subsection (2), it considers that implementation of the closure proposal would be the most appropriate response to the reasons for the proposal.
- (5) In this section and section 13, the references to the reasons for the proposal are references to the reasons identified by the education authority under subsection (2)(a).

### **13 Additional consultation requirements**

- (1) This section applies in relation to any closure proposal as respects a rural school.
- (2) The proposal paper must additionally—
  - (a) explain the reasons for the proposal,
  - (b) describe what (if any) steps the authority took to address those reasons before formulating the proposal,
  - (c) if the authority did not take such steps, explain why it did not do so,
  - (d) set out any alternatives to the proposal identified by the authority under section 12A(2)(b),
  - (e) explain the authority's assessment under section 12A(2)(c),
  - (f) explain the reasons why the authority considers, in light of that assessment, that implementation of the closure proposal would be the most appropriate response to the reasons for the proposal.
- (3) The notice to be given to relevant consultees under section 6(1) must—
  - (a) give a summary of the alternatives to the proposal set out in the proposal paper,
  - (b) state that written representations may be made on those alternatives (as well as on the proposal), and
  - (c) state that written representations on the proposal may suggest other alternatives to the proposal.
- (4) In sections 8(4)(c), 9(4) and 10(2)(a), the references to written representations on the proposal include references to written representations on the alternatives to the proposal set out in the proposal paper.
- (5) When carrying out its review of the proposal under section 9(1), the education authority is to carry out—
  - (a) for the proposal and each of the alternatives to it set out in the proposal paper (if any), a further assessment of the matters mentioned in section 12A(2)(c)(i) to (iii), and
  - (b) an assessment, in relation to any other reasonable alternative to the proposal suggested in written representations on the proposal, of—
    - (i) the likely educational benefits in consequence of the implementation of the alternative,
    - (ii) the likely effect on the local community (assessed in accordance with section 12(4)) in consequence of such implementation,
    - (iii) the likely effect that would be caused by any different travelling arrangements that may be required (assessed in accordance with section 12(5)) in consequence of such implementation.
- (6) The consultation report must additionally explain—
  - (a) the education authority's assessment under subsection (5)(a),

- (b) how that assessment differs (if at all) from the authority's assessment under section 12A(2)(c),
- (c) the authority's assessment under subsection (5)(b),
- (d) whether and, if so, the reasons why the authority considers that implementation of the proposal (wholly or partly) would be the most appropriate response to the reasons for the proposal.

**FIFE COUNCIL – EDUCATION AND CHILDREN’S SERVICES DIRECTORATE  
CONSULTATION RESPONSE FORM**

Proposal to rezone the catchment area of Carnegie Primary School and the catchment area of Touch Primary School from 30 June 2023.

**Section 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).

Name	
Address	
Postcode	
Email address (if applicable)	

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

**I am a parent/carer of a child:**

Living in the Carnegie Primary School catchment area	
Living in the Touch Primary School catchment area	

**I am a parent/carer of a child attending:**

Carnegie Primary School	
Touch Primary School	
Another primary school in Dunfermline	
Any nursery in the Dunfermline local area	

**I am a pupil attending:**

Carnegie Primary School	
Touch Primary School	
Another primary school in Dunfermline	
Any nursery in the Dunfermline local area	

**I am a member of staff at:**

Carnegie Primary School	
Touch Primary School	
Another primary school in Dunfermline	
Any nursery in the Dunfermline local area	

Other interested party	
Please explain if you are responding on behalf of an organisation or for another reason	

### Section 3 - Your Views

#### Question 3.1

Do you support the proposal to rezone the catchment area of Carnegie Primary School and to rezone the catchment area of Touch Primary School from 30 June 2023?

(please choose one ✓)

YES		NO		DON'T KNOW	
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(a) If NO, what are your reasons?


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


### Section 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? Please choose one (✓).

18 or under		25-34		45-54		65-74	
19-24		35-44		55-64		75 and over	

2. What is your gender? Please choose one (✓).

Male		Female		Non-Binary		Prefer not to say	
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3. What is your ethnic background? Please choose one (✓).

White Scottish		African	
Other White British		Asian, Asian Scottish, or other Asian British	
Other White background		Caribbean or Black	
Mixed or multiple ethnic background		Other ethnic background	

4. Do you consider yourself as having a disability? Please choose one (✓).

Yes  No

**Thank you for taking part in this consultation.** For further information on how we use your data please visit: [www.fife.gov.uk/privacy/education](http://www.fife.gov.uk/privacy/education)

Please complete online at <http://www.fife.gov.uk/CarnegieTouchcatchmentreview> or return this form by post to: Carnegie & Touch Primary School Catchment Review Proposal, Education & Children's Services, Fife Council, 4<sup>th</sup> floor (West), Fife House, North Street, Glenrothes, KY7 5LT **by close of business on Thursday 1 December 2022.**