

**CONSULTATION REPORT ON THE
PROPOSAL TO REZONE THE PRIMARY
CATCHMENT AREAS OF CARNEGIE
PRIMARY SCHOOL AND TOUCH
PRIMARY SCHOOL**

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1.0 Background to the Proposal

- 1.1 The Education Service undertakes regular reviews of the school estate. Included within these reviews are assessments of changes within the school rolls, to ensure that the number of pupil places required are available within each of our existing schools. To review all information, the Education Service must take account of any 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.
- 1.2 Dunfermline has seen a significant increase in house building as a result of the expansion to the east of the city, which commenced around 1996. In addition to this, housing construction is underway now within the city centre, in the north west of the city (at the Wellwood area) and new strategic development sites in Halbeath and Broomhall are also planned in due course.
- 1.3 As a result, the pupil roll of Carnegie Primary School has continually increased since the building was opened in August 2011.
- 1.4 The development of housing on the former Shepherd Offshore site resulted in an initial 200 units, with a further 200 expected, leading to the completion of a 4-class extension at Carnegie Primary School.
- 1.5 The pupil roll for Carnegie Primary School was 651 pupils at Census 2021. The maximum capacity of Carnegie Primary School is 651 pupils, if pupils are equally dispersed across each primary age and stage. The current pupil roll is 642 pupils.
- 1.6 As outlined in the proposal paper, the information from the census 2021 highlighted that there were 784 primary age pupils living in the Carnegie Primary School catchment area. If all had chosen Carnegie Primary School, it would have been oversubscribed by 133 pupils. From the information within the census 2022 data, there are 764 pupils living within the catchment area. If all wished to attend Carnegie Primary School, the school would be oversubscribed by 113 pupils.
- 1.7 This is prior to the impact of the further house building planned within the current catchment area.

2.0 Summary of the Proposal

- 2.1 The statutory consultation process was undertaken in respect of the following proposal, 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 A copy of the full consultation proposal is contained in Appendix A.

3.0 The Consultation Process

- 3.1 The consultation process was undertaken in terms of the Schools (Consultation) (Scotland) Act 2010. A proposal paper was published which included an educational benefits statement. The relevant consultees included: the

parents/carers of pupils attending the following primary schools; parents of pupils expected to attend these schools within 2 years; pupils of these schools and staff members; the parent council of any affected school; trade union representatives; Community Councils and Community Planning Partnerships. Although not a statutory consultee, the constituency MP, MSPs and elected members were also advised of the consultation:

- Carnegie Primary School
- Touch Primary School

3.2 The relevant consultees were notified of the proposal by letter on Tuesday 4 October 2022 and by advertisement in the local newspapers, week commencing 3 October 2022. The statutory period of consultation included the minimum requirement of 30 school days and was to run from Wednesday 5 October 2022 until close of business on Thursday 1 December 2022.

3.3 Following the issue of the statutory Notice of Consultation on Tuesday 4 October 2022 and publication of the proposal, the Education Service identified inaccuracies within the titles of the maps contained in Appendix 9 and Appendix 10 of the proposal document. The inaccuracies were:

Page 34/35 - Appendix 9 and Appendix 10 of the Proposal Document

The maps on page 34 were identified as detailing one mile walking routes from various points from Touch Primary School. This was incorrect. The maps on page 34 showed one mile walking routes from Carnegie Primary School. The maps on page 35 were identified as detailing one mile walking routes from various points from Carnegie Primary School. This was incorrect. The maps on page 34 showed one mile walking routes from Touch Primary School.

3.4 The Education Authority determined that these inaccuracies did not relate to material considerations relevant to the Council's decision as to implementation of the proposal. These determinations were made in accordance with Section 5 of the Act. Considering that, the Education Authority decided to proceed in accordance with Section 5 (1) (b) of the Act: to issue a Notice of Correction of Inaccuracies (included in Appendix B) to Education Scotland and all statutory consultees advising of the inaccuracies and correcting them. A Notice of Corrections and Inaccuracies was issued to all stakeholders on Wednesday 2 November 2022, which included in the letter the maps titled correctly.

3.5 The above actions were taken early in the statutory consultation period to ensure parents/carers and interested parties were aware of the errors and the steps implemented by the Education Authority.

3.6 During the consultation period, there was a one-day strike whereby all schools in Fife were closed to pupils, on Thursday 26 November 2022. Although the consultation period amounted to 31 school days, all comments received by parents/carers on Friday 2nd December 2022 have been included in this report.

3.7 Section 7 of the 2010 Act requires, as part of statutory consultations on school organisation matters e.g. closures, establishments of new schools, changes to admission arrangements and catchment areas, that education authorities hold a

public meeting.

- 3.8 The Education Service held two public meetings, one in each of the primary schools, to allow parents/carers and interested parties an opportunity to attend and hear more about the proposal. The public meetings were held on:
- Wednesday 26 October 2022 at 6-7.00 pm at Carnegie Primary School
 - Tuesday 1 November 2022 at 6-7.00 pm at Touch Primary School.
- 3.9 The Education Service was also able to offer a number of drop-in sessions which were advertised in the local newspapers, shared through school bag mail and within the proposal document and posters displayed in each of the primary schools. At these drop-in sessions there were a number of officers available to discuss the content of the proposal document within an informal setting. The dates of these meetings were:
- 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 from 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
- 3.10 Consultation with a number of P4-P7 pupils in both schools was undertaken in individual school settings on the following days:
- Carnegie Primary School on Tuesday 1 November 2022
 - Touch Primary School on Thursday 3 November 2022
- 3.11 These sessions were facilitated by a Quality Improvement Officer and Team Manager from Education Service for each of the sessions with pupils.
- 3.12 The proposal paper was sent to Education Scotland on Monday 17 October 2022. At the end of the statutory consultation period, Fife Council provided documents to Education Scotland, on Thursday 8 December 2022, including a summary of the written and oral representations received by Fife Council during the consultation, for the purpose of Education Scotland preparing a report on the proposal. The proposal document, Notice of Consultation, Notice of Correction of Inaccuracies, Blank Consultation Response Form and the PowerPoint presentation from the public meetings were also included in the documents issued to Education Scotland on Thursday 8 December 2022. Education Scotland provided a draft report to Fife Council on Tuesday 20 December 2022 and the final report on Thursday 22 December 2022.
- 3.13 Fife Council has reviewed the proposal having regard to the written and oral representations received, the Education Scotland report and all other responses received before preparing this Consultation Report. The report will be published in electronic and printed form. Notification of the publication of this Consultation Report will be given to all relevant consultees and the publication of this Consultation Report will be advertised. Opportunities will then be available for consultees and other interested parties to make representations to the elected members of Fife Council who will make the decision on whether to implement the

proposal or not. The Cabinet Committee on 9 March 2023 will consider the Consultation Report and be invited to make a decision on it. The decision of that committee may be subject to internal governance procedures before it becomes final and, if necessary, will be considered by the Full Council of Fife Council.

4.0 Total Number of and Summary of Written Representations Received

4.1 In total, 56 written representations were received. These comprised 42 completed Consultation Response Forms (some with detailed comments) and 14 other written representations, all received by email.

4.2 The Consultation Response Form was available online at [Rezone the catchment area of Carnegie Primary School and Touch Primary School | Fife Council](#), as well as in paper format at the 2 primary schools affected by the proposal and those addresses detailed on Page 2 of the proposal document. A copy is reprinted at Appendix 12 of Appendix A to this report. No paper copies were received.

4.3 The majority of respondents were not in favour of the proposal to rezone the catchment areas of Carnegie Primary School and Touch Primary School.

4.4 A summary of the online responses is given below, and a further breakdown is provided within Appendix C:

Summary of responses to online consultation	Number of respondents	No of Yes responses	%	No of No responses	%	No of Don't know responses	%
Parents/carers	38	2		34		2	
Pupils	0	0		0		0	
Staff	0	0		0		0	
Other interested parties	4	1		3		0	
Total	42	3	7%	37	88%	2	5%

- **8** Parent/Carers identified themselves in the Consultation Form as a Parent/Carer and a Pupil. For the purpose of recording their views, given the comments they shared, we have included their response as a Parent.
- **3** Parent/Carers identified themselves in the Consultation Form as a Parent/Carer, Member of Staff and a Pupil. For the purpose of recording their views, given the comments they shared, we have included their response as a Parent.
- **3** Parent/Carers identified themselves in the Consultation Form as a parent / carer, but their comments indicate they are a Grandparent of a Pupil attending Carnegie Primary School. For the purpose of recording their views we have included their responses as a Parent.
- **1** respondent did not identify which category their child comes into. However, their comments indicate they are a parent of a pre-school child. For the purpose of recording their views we have included their response as Other Interested Party.

4.5 Summary of comments from the Consultation Response Forms

4.5.1 Those who indicated they did not support the proposal were asked at Section 3(a) – If NO, what are your reasons? There were 36 responses to this by parent/carers, which are repeated in full in Appendix D.

4.5.2 All respondents were asked at Section 3(b) for any other comments on the proposal they would like to make. There were 28 responses to this, which are repeated in full in Appendix D.

4.5.3 The 42 responses from Parents/Carers and Interested Parties who completed the online Consultation Response Form, raised several issues. The issues raised within sections (3a) and (3b) of the Consultation Response Form are summarised as follows:

- Concern regarding younger siblings not being able to attend the same school as older siblings. A number of respondents suggested any children who already have older siblings at Carnegie Primary School should be guaranteed a place at their current catchment school.
- Concern over pick up times if siblings are in two different schools and additional expenditure for families who require to make additional childcare plans. Impact on childcare arrangements for parents/grandparents to potentially drop off and collect children from 2 different schools.
- A number of respondents suggested they bought their house in the Carnegie catchment area for the purpose of their child being able to attend Carnegie Primary School and they would be outwith the catchment of Carnegie should the proposal be approved.
- Concern over the safety of the walking route to Touch Primary School and the distance to Touch Primary School from the area to be rezoned.
- Concern amongst parents who would be out with the catchment area (based on this proposal) regarding being unable to secure a place at Carnegie Primary School through a placing request application.
- Parent's decision to defer their child's entry to primary school from August 2023 to August 2024.
- Perceived impact by parents of rezoning part of the eastern expansion to another part of Dunfermline.
- Concern for parents who feel that existing built houses, already in a catchment area, should not be rezoned to another school to allow new housing estates and the feeling that the Council are prioritising children who are not currently living in the area.

- Impact for nursery aged pupils who are attending Carnegie Nursery, who will no longer be able to attend Carnegie Primary School.
- Concern whether their child's education would be affected by attending a school in a less affluent area.
- Concern over loss of relationships with school staff which have been built up and may be impacted upon if younger sibling has to attend a different school.
- Concern over increased traffic around Kellock Avenue and increase in air pollution through additional car journeys.

4.5.4 As indicated at Para 4.1, 14 other written representations were received, which are included in Appendix F. The issues raised in these written representations are summarised as follows:

- Concern over existing pupils enrolled in the school and seeking clarification in relation to staying at their existing school for the remainder of their primary education.
- Seeking clarification if places would be honoured for future pupils who had older siblings already enrolled in Carnegie Primary School.
- Seeking clarification on how many nursery pupils are affected by the proposed change of catchment, for example, those who have started at a nursery and will no longer be able to attend the school associated with the nursery. Concern that a child has settled into nursery, made friends, but child would not be able to attend the same school, unless placing request is approved.
- Impact on younger siblings who are not expected to start school until 2024 or 2025 and the decision for parents who wish to defer their primary one application, which may result in the child no longer being in Carnegie catchment area and not guaranteed a place with older sibling.
- Feeling that the council are taking away the right to defer a primary one application if house is impacted by the rezoning proposal. Seeking assurance that the particular issue in relation to deferrals will be examined and consideration given to the suggestion by parents, that places should be guaranteed for pupils of this age category for their existing school catchment area, for those parents exercising their right to defer.
- Concern over busier road networks to Touch Primary School, which may lead to increased traffic around Touch Primary School. Impact on increased traffic, walk route and distance to Touch Primary School
- Concern that parents may have to use childcare facilities, as grandparents may not be able to collect from Touch Primary School
- Potential impact on friendship groups - both in nursery and in the community, and children may have friends who may not be in the same catchment area should the proposal go ahead.

- Feeling that new housing should not impact on families that have lived in the area of Carnegie for years.
- Pupils already enrolled in nursery should be given a guarantee of attending the catchment school currently associated with their address.
- Concern over impact on education for enrolled pupils where parents move them to the new catchment school from their current settled environment.

4.6 In terms of requests for additional information, some respondents asked for information on specific matters relevant to them. Where requests asked for more up to date or detailed information on matters contained within the consultation proposal document, these are responded to within this report. There were no requests received under the Freedom of Information (Scotland) Act 2002.

5.0 Summary of Oral Representations

5.1 There were fewer than 20 parents/carers or interested parties who attended the public meeting at Carnegie Primary School. No parents/carers or interested parties attended the public meeting at Touch Primary School. A record of each public meeting is contained in Appendix G. The key issues raised at the public meetings are summarised as follows:

5.2 Siblings

- 5.2.1 Parents would not be able to manage children at different schools at pick up times and the impact on the siblings being separated.
- 5.2.2 Negative impact on child changing school in the middle of their primary education, where the child is settled.
- 5.2.3 Proposal could mean siblings at 2 different schools – can you tell us how many siblings are affected.

5.3 Walk Routes

- 5.3.1 How will you ensure safeguarding is in place?
- 5.3.2 Concern regarding traffic in Kellock Avenue, which the Headteacher is already aware of.
- 5.3.3 Has a walk route assessment been completed to Touch Primary School?
- 5.3.4 There needs to be a School Crossing Patrol.

5.4 Woodmill High School

- 5.4.1 Is there sufficient capacity at Woodmill High School?

5.5. House Purchases Based on Catchment Areas

- 5.5.1 Property was purchased based on the catchment area – why does it have to change to accommodate new housing?

5.6 Deferrals

- 5.6.1 The council is taking away the option of deferring, as if I enrol in January 2024 the catchment will have changed.
- 5.6.2 I think there should be a different arrangement for families who are thinking of deferment, as these are the people who are most affected.

5.7 Nursery applications

- 5.7.1 When does the nursery application close, as I may want to move my child to the nursery that may become our catchment area?

5.8 School Roll Projections

- 5.8.1 Is it possible to provide roll projections to see how the projections stack up against capacity?
- 5.8.2 What will happen 5 years down the line?
- 5.8.3 Would any placing requests be able to be accepted?

5.9 New Primary Schools

- 5.9.1 It would be useful to know about the 3 new primary schools and would Carnegie Primary School catchment area be impacted upon.

5.10 Childcare

- 5.10.1 What plans would you put in place for parents trying to collect their children from 2 schools?

5.11 Alternatives

- 5.11.1 Can the new housing not be zoned to another school?

6.0 Pupil Consultation

- 6.1 The pupil consultation was carried out in accordance with Education Scotland best practice and in accordance with 'Participants, Not Pawns - Guidance on Consulting with Children and Young People', Scotland's Commissioner for Children and Young People.
- 6.2 A groupcall message was issued by the schools to all parents with a child in P4-P7, to advise that their child may be selected to take part in one of these sessions. Parents who did not want their child to attend were asked to contact the school. These pupil consultations were carried out on Tuesday 1 November 2022 at Carnegie Primary School and Thursday 3 November 2022 at Touch Primary School.
- 6.3 A total of 96 P4 – P7 pupils took part in the consultation sessions from the 2 primary schools: 63 pupils from Carnegie Primary School and 33 from Touch Primary School.
- 6.4 The questions and information provided by pupil groups is detailed in Appendix E. A summary of responses to the questions is listed below.

6.4.1 Are you aware of a consultation proposal to look at changing the catchment areas of your school? Has this been discussed at home or in school?

From the total number of 63 Carnegie Primary School pupils, there were very few pupils who had heard about the consultation. The pupils who had heard about the consultation had either heard about it at home or at school from other pupils. Of the 33 Touch Primary School pupils, only half of the pupils had heard about the consultation, as they had heard about it at school or from their parents.

6.4.2 Are you aware of what changing the catchment area may mean for your school?

The majority of Carnegie Primary School pupils did not feel that this consultation would change anything for them but were aware that this could affect other pupils who had younger siblings at nursery. Pupils were also aware of neighbours who may not be in the same school going forward if things were to change.

Pupils understood that it would be difficult for parents to drive to 2 different schools to drop off and collect their children, which also has an impact on air pollution and increased traffic around schools. Almost all of the pupils feel that it is important that siblings attend the same schools.

The pupils at Touch Primary School commented that the change in catchment area may mean more pupils attend their school, which would make their catchment bigger. However, they thought that more pupils would allow an opportunity to make new friends and there would be an increase in teaching staff.

6.4.3 Do you think this will make any difference to your time in school (P4/5/6/7) or educational experience at Carnegie?

Pupils in both Carnegie and Touch Primary Schools were concerned there would be more pupils in classes, however, officers advised the pupils that there are restrictions on class sizes, depending on the primary stage. Pupils in Touch Primary School would be happy to have more pupils but hoped that it would not impact on the nurture space or library.

6.4.4 What do you think would happen if more/less pupils attended your school?

Almost all of the pupils from the groups felt that the shared areas within Carnegie Primary School would not be able to take any more pupils, for example, corridors, dining halls, playground areas. Pupils feel the playground areas would be busy and more chance that pupils would bump into each other. Carnegie Primary School pupils were also concerned there would not be enough resources to go around the school, or their opportunities for leadership roles and to sign up for activities in the school would be impacted upon, with more pupils.

The pupils from Touch Primary School expressed some concern that classes may be noisier with more pupils, that they would lose some of their available space and their shared areas of dining, playground and toilets may be busier.

6.4.5 What's important to you about your school?

All of the pupils highlighted positive experiences within the learning environment, such as polite and supportive staff, opportunities to participate in activities and take

on leadership rolls. Pupils felt that their learning experience was important to them, to make sure they gain an education to get a good job, learning in a way that is suitable for them and ensuring pupils and staff are healthy. It was evident from all the group discussions that the pupils from both schools felt it is important to have good friendships within schools.

6.4.6 Any other comments or concerns about the proposal you want to share?

A couple of pupils gave suggestions of how their playground areas could be enhanced, such as new equipment and a gate to separate the infant and upper classes. The majority of pupils were happy with their current school facilities.

7.0 Fife Council's Response to the Written and Oral Representations made and to the Pupil Consultation

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

(a) Implementation and Current Pre-school (N5) pupils

A small number of parents requested some clarity regarding the nursery aged pupils who were due to start Primary One in August 2023 and which school they would enrol at.

If the proposal is approved, the changes to the catchment area would be implemented from 30 June 2023. Nursery aged pupils transferring to Primary One in August 2023 would enrol in their existing catchment primary school in January 2023. Consequently, primary one enrolments for August 2023 are not affected by this proposal. For all subsequent catchment enrolments after the 30 June 2023, pupils will be enrolled in their new catchment school.

(b) Placement of Siblings

A strong feeling was expressed by a number of parents regarding the impact on younger siblings who were not due to start Primary One until 2024 or 2025. In such a situation, where a family would want all children to attend the same school, this will be possible within the catchment school to which they are rezoned, in accordance with the Fife Council School Admissions Policy. These concerns have been fully considered during the consultation process. Fife Council notes the concerns of parents in relation to the potential impact of changing the catchment areas for families who have a child or children attending a school for whom the catchment area changes to a different school.

As outlined in the proposal document in section 11, 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 (after catchment pupils have been enrolled) the number of placing requests exceeds the number of available places at the school, the priority criteria within the School Admissions Policy apply. These include that a child living at the same

household address as their sibling is given a higher priority (following pupils with ASN) than a pupil where their non-catchment school is closer to the home address and a pupil where the parent or carers' place of employment or domestic arrangements would result in the pupil being in before or after school care closer to the school than to the catchment area school. . This would also be the same for any family who are no longer in the Touch Primary School catchment area

Alternatively, if parents/carers want both/all siblings to attend the same school, they could move their older child/ren to the new catchment school, which does not require a placing request (unless the catchment school is oversubscribed).

If the proposal is approved, the Education Service will work with parents and carers and review the nursery information to determine whether siblings can be accommodated in terms of placing requests or by enrolment at their new catchment school if desired.

If the proposal is not approved, and the catchment areas are not changed, it is unlikely that all children living in the current catchment area of Carnegie Primary School and who wish to attend the school will be able to be accommodated. In that event, places at Carnegie Primary School will be allocated in accordance with the terms of the School Admissions Policy and those children who are not allocated a place at Carnegie Primary School will be offered a place at the nearest available school to their home address.

Therefore, while there can be no guarantee that placing requests can be accommodated, this proposed change is, in part, designed to reinstate this type of flexibility for enrolment for Carnegie Primary School.

The nursery information has been analysed for those pupils attending Fife Council nurseries or funded providers, to understand how many younger siblings would be affected by this proposal. The details of this analysis are as follows:

August 2023 Primary One enrolments

There are 47 pupils living in the existing Carnegie Primary School catchment area who are affected by the proposal and who are attending Carnegie nursery or another Fife Council or funded provider provision. Twenty-six of these nursery pupils must enrol in primary one for August 2023, based on their dates of birth. Therefore, there are 21 pupils for whom parents can defer Primary One entry, as the pupil's 5th birthday is after 16 August 2023 and before 1 March 2024. These pupils would be impacted by this proposal, if parents chose to defer entry to primary school, as their current household address would be rezoned to a different catchment area if the proposal is approved. Of the 21 pupils, 14 have a date of birth between 17th August and December 2023 and 7 have a date of birth in January or February 2024. Of these 21 pupils who are eligible to start primary one, but may choose to defer entry, 8 have older siblings already enrolled in Carnegie Primary School.

August 2024 Primary One enrolments

There are 20 pupils living in the existing Carnegie Primary School catchment area who are affected by the proposal and who are attending Carnegie

nursery or another Fife Council or funded provider provision. Twelve of these nursery pupils must enrol in primary one for August 2024, based on their dates of birth, and 7 pupils have older siblings already enrolled within Carnegie Primary School.

New nursery places for academic session 2023/24, for start dates in August 2023, January 2024 or April 2024 have not been allocated, as the admission process has not been concluded. Therefore, no further analysis can be carried out on nursery and older siblings at this time. It should be noted that not all parents take up a 3-year-old place within a Fife Council or funded provider nursery, therefore the known numbers for primary one pupils for an August 2024 start are lower than those anticipated for August 2023.

Although no guarantee can be given, based on these known numbers, in 2024 it is anticipated that we could receive 15 placing request applications, from those impacted, where there are siblings currently attending Carnegie Primary School. The Education Service will apply the Schools Admissions Policy and it is probable that siblings will be able to be accommodated, through parental placing requests, without this significantly impacting on the future occupancy of Carnegie Primary School.

From previous history, the Education Service has always worked with parents/carers who would have siblings separated following a catchment rezoning proposal across Fife, to manage enrolment effectively in the same school as their older sibling.

(c) Primary One Deferral

For a number of parents, the option to defer their children with birthdays after the start of the school academic session in August 2023 is an important one and not a decision taken lightly by them. Fife Council understands that parents will wish time to consider their options. In terms of the Schools Admissions Policy, Fife Council is unable to guarantee places for nursery aged pupils at their current catchment school for August 2024, should they wish to defer their primary one enrolment in August 2023. For the purpose of enrolment, a child who defers entry to primary one, is placed in the same position as all other children due to enrol the following year.

However, the School Admissions Policy includes having an older sibling at the school in the priority order for determination of placing requests. Those pupils with an older sibling, who defer their primary one enrolment and make a subsequent placing request to the non-catchment school where their sibling attends, will be considered along with placing requests from other children who have older siblings in attendance at the school.

(d) Available Walking Routes

Fife Council acknowledges that, for a small number of families in the area proposed to be rezoned from Carnegie Primary School to Touch Primary School, it may be a slightly longer walk route for pupils to and from school. This may also mean they are crossing different roads to those they are currently familiar with. Some parents perceive these to be busier than their current route.

Fife Council currently exceeds the statutory requirement in respect of the provision of free transport for primary aged children and provides all primary pupils living more than one mile from their catchment school with free transport. For those who walk to school, the safety of our pupils en route is important for the Education Service, therefore walked route assessments have been carried out for 2 different routes from this proposed rezoned area, to ensure that the routes would be available in accordance with the Walked Routes to School Assessment Policy. There are specific criteria to be considered by officers undertaking these assessments. Additionally, in accordance with legislation and the Fife Council policy, it is assumed that a pupil will be accompanied by an adult when walking to school until parents decide that their child is able to walk on their own or with a group of friends.

For most houses in the proposed area to be rezoned, the distance to Touch Primary School would be within one mile. Fife Council Transportation Service has identified the walking routes to Touch Primary School. The first walked route to school assessment was carried out from Trondheim Parkway to Touch Primary School. This assessment followed Linburn Road, Woodmill Road, Garvock Bank and through footpath near Gilfillan Road. There is a pedestrian crossing on Woodmill Road and another on Linburn Road. The second walk route was from Swift Street to Touch Primary School. Officers walked to Linburn Road, however there was also the option to walk along Redwing Wynd/Serf Avenue which also has an opening at Linburn Road. Officers walked along the Linburn Grove/Linburn Corridor which leads to the woodland area, then across the bridge to Touch Primary School and crossing to the entrance area of the school.

Further detail about these walk routes is contained in Appendix H of this report. Included in the assessments are details of speed restrictions on roads in and around the area affected. These routes were walked by different officers in the morning and afternoon. All routes were assessed as available walking routes as per the Walked Routes to School Policy.

(e) Nursery Attendance

The Education Service understands the concerns of those parents who may have a child enrolled in Carnegie Nursery from August 2022, where the catchment primary school may change as a result of the proposal.

There is no catchment system for nursery admissions based on household postcode. The nursery admissions process is based on 22 local areas where each local area has more than one nursery associated with each household postcode. This allows parents/carers an opportunity to apply for a nursery depending on the hours offered within each setting. As outlined at the public meeting, a parent can apply to move a nursery child at any point of the session, if a space is available in the nursery of their choice. The application process each year for nursery is available online, with a closing date of 31st January. Parents are notified by 31st March on their allocated setting. If the proposal is approved, any parent could still apply to change the nursery setting for their child and this will be granted if there are places within

the setting.

(f) House Purchases based on catchment areas

The majority of catchment areas for primary schools in Fife were formed over 50 years ago, with the exception of the catchment areas for our new schools, Carnegie, Duloch and Masterton Primary Schools. The Education Service is required to review the Local Development Plan, schools rolls and demographics to ensure that it has a sufficient number of spaces available for all pupils in their catchment school. The Education Service does not want to make changes to catchment areas unnecessarily, however, will consider changes to respond to emerging needs. Fife Council acknowledges that some parents have chosen to purchase a house in a specific catchment area to ensure their child is enrolled within a school, however, we are unable to give guarantees that any catchment area will remain the same indefinitely. Whilst the Education Service understands the concerns of parents who consider that existing housing should be considered before new housing and new pupils for enrolment in a school, the authority has an obligation to support new housing. New pupils from new house building are included in school roll projections and it is important there are sufficient spaces in our schools for both existing catchment pupils and new pupils.

(g) Childcare arrangements

A number of families have advised that childcare will be a problem if their catchment area is rezoned to Touch Primary School. This may mean, for a number of families, that grandparents and parents could not pick up children from 2 different schools.

As outlined in (a) above, should a parent wish to move their children to their new catchment school this can be accommodated. There is after school childcare available at the Vine Centre, for families attending Touch Primary School and for families moving from Touch Primary School to Carnegie Primary School there are childcare facilities within Carnegie Primary School.

(h) Community Impact

A number of families raised concerns that their neighbours would be attending a different school if the rezoning proposals were approved.

Currently, in the area at South Larch, where new housing has been constructed, there are a number of houses where the catchment line extends through a property, which means a house may have 2 different catchment schools. This situation cannot continue and for families in this area, they may also be attending a different school to their neighbours. The proposal tries to ensure that, in future, the school is in the heart of the community and the catchment boundary for both schools takes an area of housing together within its catchment. It should be noted, a number of neighbours and streets will have pupils that attend both non-denominational and denominational schools, but the children interact with each other in the evening and weekends or attend community activities together. The younger children being referred to within the comments have been assumed as pupils who

have not yet enrolled in school.

If the proposal is approved, pupils currently in attendance at Carnegie or Touch Primary Schools will not be required to change school during their primary years, unless they wished to do so.

(i) Impact on Secondary Education

There is no impact on secondary education, as the secondary catchment area is not being amended. Both Carnegie Primary School and Touch Primary School will remain part of the Woodmill High School cluster, along with Lynburn and Duloch Primary Schools. A replacement Woodmill High School is currently under construction, as part of the Dunfermline Learning Campus, and is due to be completed and opened in August 2024. This will be able to accommodate all catchment pupils.

(j) Communication within the Community

A small number of respondents raised their concern that the consultation was not reported to all residents in the area.

As part of the statutory requirements, parents/carers, pupils, community councils and local elected members were advised of the consultation process. This was also advertised in the local press and on social media. The proposal only affects the parents/carers of pupils who are currently enrolled within both schools and for those parents of nursery aged children, in accordance with the Schools (Consultation) (Scotland) Act 2010. Fife Council believes it has fulfilled the requirements of the Act in ensuring all relevant statutory consultees, as outlined in page one of Appendix A, have been consulted. The list of consultees recognises that this proposal could impact on any future enrolments too, therefore the circulation of the proposal paper covers as wide an audience as possible, through the many channels utilised.

(k) Nursery pupils affected by the rezoning proposals

A small number of families raised concerns that the proposal has been consulted upon after 3-year-old nursery pupils started their nursery in August 2022 and that they may have considered a different nursery had they known about the proposal being consulted upon in October.

The timing of any proposal which may impact on nursery or primary pupils is difficult to manage, as there is always someone impacted. However, support will be given for any pupil at primary or nursery who wishes to move to a different primary or nursery provision, to ensure that they settle into a new environment. Transition arrangements for any pupil moving between schools is well managed by the schools involved.

(l) Impact on Carnegie with the 3 new primary schools

There are 3 new primary schools to be delivered within the Dunfermline area as part of the local development plan. These new schools will serve new communities in the Wellwood area, Halbeath area and Broomhall area. The housing within the Halbeath area is currently, in part, located within the

catchment areas of Townhill Primary School and Carnegie Primary School. The other 2 schools will not have a direct impact on the catchment area of Carnegie Primary School. This new housing, for 1400 units, is scheduled to start in 2024 and pupils from this development will be accommodated within temporary accommodation on the grounds of Townhill Primary School until such time as a new school is constructed.

A new catchment area will require to be formed for the 3 individual schools and statutory consultation undertaken by the Education Service. Whilst reviewing the boundary of each strategic development site, at the time of forming a catchment area for Halbeath, a review of the Carnegie Primary School catchment area will have to be considered. A new school is not expected until 2028/29. Transition space for new pupils from this development are unable to be accommodated within Carnegie Primary School and the site is unable to accommodate temporary accommodation until a new school is constructed. The following table shows the number of new pupils and classes required for the Halbeath development:

Year	2024	2025	2026	2027	2028	2029	2030	2031	2032
Halbeath	7	22	42	83	164	225	279	328	370
Classes	1	1	2	4	7	9	11	12	13

(m) Future School Roll Projections

The analysis of school roll projections, to take into account the pupils already born into the 2 areas to be rezoned, has now been included in school roll projections. Up to date information has been received from NHS to enable more accurate school roll projections.

School Roll Projections – before rezoning – Carnegie Primary School

Year	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Roll	642	667	644	645	651	654	635	624	610	619	614
Capacity	651	651	651	651	651	651	651	651	651	651	651
Classes required	22	23	22	23	23	23	22	22	22	22	21

School Roll Projections – after rezoning – Carnegie Primary School

Year	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Roll	642	633	593	575	560	562	540	525	534	551	561
Capacity	651	651	651	651	651	651	651	651	651	651	651
Classes required	22	22	21	20	20	19	19	19	19	19	20

School Roll Projections – before rezoning – Touch Primary School

Year	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Roll	252	249	242	228	242	263	262	268	274	277	274
Capacity	434	434	434	434	434	434	434	434	434	434	434
Classes required	10	10	9	9	9	10	10	10	10	11	10

School Roll Projections – after rezoning – Touch Primary School

Year	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Roll	252	281	290	295	329	350	352	363	347	341	325

Capacity	434	434	434	434	434	434	434	434	434	434	434
Classes required	10	11	11	11	12	13	13	13	13	13	12

(n) Managing Greater numbers of pupils in dining/external play areas

A number of pupils from both schools raised concerns about how the school will manage a greater number of pupils within the dining areas and external play areas.

The Education Service is confident that an increased school roll at Touch Primary School can be managed within the dining area and large external play areas within the school grounds. The projected school roll, after rezoning, is expected to increase the occupancy of Touch Primary School to 13 classes, which can be managed within the existing accommodation. The majority of primary schools across Fife are unable to accommodate all pupils in one sitting and headteachers manage this, on a school by school basis, through timetabling.

8.0 Reports from Education Scotland

8.1 The report from Education Scotland is reproduced on the following pages.



Schools (Consultation) (Scotland) Act 2010

Report by Education Scotland addressing educational aspects of the proposal by Fife Council to rezone the primary catchment areas of Carnegie Primary School and Touch Primary School.

December 2022

1. Introduction

1.1 This report from Education Scotland has been prepared by His Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of Fife Council's proposal to rezone the primary catchment areas of Carnegie Primary School and Touch Primary School. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

1.2 HM Inspectors considered:

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

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

- attendance at the public meetings held on 26 October 2022 and 1 November 2022 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the site of Carnegie Primary School and Touch Primary School, including discussion with relevant consultees.

2. Consultation process

2.1 Fife Council undertook the consultation on its proposal(s) with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).

2.2 The formal consultation ran from 5 October 2022 until 1 December 2022. The council published the proposal document on the council website. Information about the proposal was made available to stakeholders including children, young people, parents and carers of the schools affected by the proposal. There were 17 attendances across the two public meetings at Carnegie Primary School and Touch Primary School. The council also organised three drop-in sessions at Carnegie and Touch Primary Schools. Children from both primary schools have also been consulted on the proposal. Fife Council received 46 responses to their online consultation. Most were not in favour, a few were in agreement with the proposal, and a few did not know. Fourteen submissions were received by email or letter. Of these, eight were not in favour. The remaining six were seeking clarification on aspects of the proposal and no specific view was

expressed. Almost all submissions received were from parents/carers of children who are currently in the catchment area of Carnegie Primary School.

2.3 All children from Carnegie or Touch Primary Schools who met with council staff, understood the benefits of the proposal. Children at Carnegie Primary School felt it was important that they had access to all the areas in their school for learning activities. They did not want to feel too crowded in the playground. They also thought that they would not get as many opportunities for leadership roles if there were more children. Children at Touch Primary School would be happy to have more children at their school. However, they like the flexible learning spaces they have and would not want to lose all of these to create more classrooms.

2.4 Of the objections received, the majority are concerned that siblings not in the catchment area of Carnegie Primary School would have to attend different schools. The council plans to address this issue through the current guidelines for placing requests. Priority is currently given to children with a sibling already at the chosen school. However, the council points out that this does not guarantee a place. Parents also raised concerns, at the public meeting and through online submissions, for children due to start at Carnegie Primary School in August 2023. Those who will no longer be in the catchment area can attend Carnegie Primary School in August 2023 but if they choose to defer their start, they would then be offered a place at Touch Primary School. Parents have expressed anxiety about having to make this choice.

3. Educational aspects of proposal

3.1 The council outlines the main educational benefit from the proposal as being of assistance in managing capacity pressures at Carnegie Primary School and making better use of the underused capacity at Touch Primary School. The school capacity at Carnegie Primary School is 651. Taking account of a future housing development projections for the school roll show that numbers of children in the current school catchment area will increasingly exceed available places. Rising from 665 in 2022 to 711 by 2025. Carnegie Primary School cannot be extended further to meet increased demand. Pressure on the space at Carnegie Primary School restricts staff's ability to deliver a broad range of experiences to support high quality learning. It also creates uncertainty for parents/carers whose children may not be able to access a place within the catchment area. This could also create a situation where siblings are not offered a place at the same school. Touch Primary School currently has an occupancy of 62%. HM Inspectors agree with the potential educational benefits set out by the council in its proposal.

3.2 The proposal includes consideration of walking routes to both schools, which in most cases are under one mile. Where the distance is more than a mile, transport will be provided by the council. The opportunity to walk to school supports children's daily activity and has health benefits. The proposed re-zone creates clearer school boundaries than those currently in place. The current catchment boundary splits at least one street, meaning that children living there are zoned to different primary schools. The council believes that the proposal will ensure that more children from the same communities can attend school together. This could support peer group relationships and children's socialisation within their communities.

3.3 HM Inspectors met with staff and children at Touch Primary School and a group of children from Carnegie Primary School. No parents chose to meet with HM Inspectors. Almost all staff and children at Touch Primary School who met with HM Inspectors are positive about the proposal. If the proposal were to be accepted, and resulted in the projected increase in school roll, staff and children believe that this would benefit the whole school. If the proposal is implemented, an increased school roll could enable children at Touch Primary School to develop peer relationships with a greater number of children. A few staff would like reassurance that any increase in the

school roll will result in appropriate resources, particularly for those children with additional support needs.

3.4 Children from Carnegie Primary School who met with HM Inspectors, agree with the proposal. They recognise that their school is large and busy. They would like to see the school roll reduced to make better use of the space and have more time with staff. Children from both schools also recognise the health benefits of walking to school and attending school with children from their own communities. They feel that they have more time with their friends when they go to the same school. This helps them to build social skills at school and at home. All the children and staff HM Inspectors spoke to, think that siblings should be able to go to the same school as each other. They think this is important for family life and supporting parents and carers and that it helps school staff to build relationships with the whole family.

3.5 During the consultation period the council identified an error in the proposal, relating to the maps appended to the proposal document. Two maps had been mis-labelled. The council determined that the error did not make a material difference to their final decision on the proposal. Steps were taken by the council to highlight the error and a Notice of Corrections was issued to Education Scotland and all statutory consultees. The council will need to ensure that it takes the necessary steps to include the correction in its final consultation report. The council will need to set out the actions it has taken to address any alleged inaccuracies and omissions notified to it.

4. Summary

HM Inspectors agree that there are educational benefits from the proposal. If approved, this has potential to support a more even distribution of children and young people in the affected schools in the future. The proposed catchment changes will provide clarity to parents on the catchment schools for their area. However, the council should consider the arrangements for children due to start at Carnegie Primary School in August 2023, where deferment means they are no longer in the catchment area. In preparing the final report the council should also consider the potential impact on siblings placed at different schools as a result of the proposed changes. In its final consultation report, the council will need to set out the actions it has taken to address the inaccuracy identified in the proposal appendices.

**HM Inspectors
December 2022**

9.0 Statement of Fife Council's Response to the Report from Education Scotland

9.1 Fife Council is pleased to note that the independent and impartial report from Education Scotland confirms that Fife Council has set out a clear case in support of the proposal and that the proposal is of clear educational benefit. Although the majority of respondents were not in favour of the proposal, the school staff and pupils who met with HM Inspectors were supportive of the proposal. The outcome of the pupil consultation sessions highlighted that pupils from both schools were positive and supportive of the proposal. Pupils from Carnegie Primary School recognise that their school is large and busy. Pupils from Touch Primary School would welcome new pupils but do not want all their spare classes used to teach pupils.

9.2 As referred to the paragraph 2.4 of Education Scotland's report, in respect of pupil's due to start Carnegie Primary School in August 2023 where implementation of the proposal would mean they are no longer in the Carnegie Primary School catchment area, the Council can respond as follows:

As outlined in the proposal document in section 11, 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 (after catchment pupils have been enrolled) the number of placing requests exceeds the number of available places at the school, the priority criteria within the School Admissions Policy apply. These include that a child living at the same household address as their sibling is given a higher priority (following pupils with ASN) than a pupil where their non-catchment school is closer to the home address and a pupil where the parent or carers' place of employment or domestic arrangements would result in the pupil being in before or after school care closer to the school than to the catchment area school. . This would also be the same for any family who are no longer in the Touch Primary School catchment area.

Alternatively, if parents/carers want both/all siblings to attend the same school, they could move their older child/ren to the new catchment school, which does not require a placing request (unless the catchment school is oversubscribed).

The Schools Admissions Policy does not provide for priority to be given to pupils who have deferred enrolment at primary school. However, where such a child has a sibling already in attendance at the school, their placing request will fall within the priority order, along with non-deferred children with a sibling already in attendance.

9.3 As referred to in the paragraph 2.4 of Education Scotland's report, in respect of the potential impact on siblings placed at different schools as a result of the proposed catchment changes, Fife Council is unable to guarantee places for children with siblings already in attendance at Carnegie Primary School or guarantee places for children who have deferred enrolment into primary school. To provide such guarantees would be contrary to Fife Council's established policy and priority order for the admission to schools. The application of the established policy will ensure fairness for all pupils with a sibling already in attendance at Carnegie Primary

School.

- 9.4 The inaccuracy identified during the consultation period is dealt with in section 10 of this report below.

10.0 Inaccuracies, Omissions and Additional Information

- 10.1 Following the issue of the statutory Notice of Consultation on Tuesday 4 October 2022 and publication of the proposal, the Education Service identified inaccuracies within the titles of the maps contained in Appendix 9 and Appendix 10 of the proposal document. The inaccuracies were:

Page 34/35 - Appendix 9 and Appendix 10 of the Proposal Document

The maps on page 34 were identified as detailing one mile walking routes from various points from Touch Primary School. This was incorrect. The maps on page 34 showed one mile walking routes from Carnegie Primary School. The maps on page 35 were identified as detailing one mile walking routes from various points from Carnegie Primary School. This was incorrect. The maps on page 34 showed one mile walking routes from Touch Primary School.

- 10.2 The Education Authority determined that these inaccuracies did not relate to material considerations relevant to the Council's decision as to implementation of the proposal. These determinations were made in accordance with Section 5 of the Act. Considering that, the Education Authority decided to proceed in accordance with Section 5 (1) (b) of the Act: to issue a Notice of Correction of Inaccuracies (included in Appendix B) to Education Scotland and all statutory consultees advising of the inaccuracies and correcting them. A Notice of Corrections and Inaccuracies was issued to all stakeholders on Wednesday 2 November 2022, which included in the letter the maps titled correctly.
- 10.3 The above actions were taken early in the statutory consultation period to ensure parents/carers and interested parties were aware of the errors and the steps implemented by the Education Authority.
- 10.4 An equality impact assessment has been completed. The assessment included the consultation process and could not have been made available during the consultation process. It is additional information which is relevant and forms Appendix H to this report.

11.0 Review of the Proposal by Fife Council

- 11.1 Following receipt of the report from Education Scotland, Fife Council has reviewed the proposal, having regard (in particular) to the written and oral representations made and to Education Scotland's report.
- 11.2 Analysis of the consultation responses and representations received in writing and orally, and the report from Education Scotland, indicates from the majority of respondents that they are not in support of the proposal. Most of the parents who are not in favour of this catchment rezoning proposal are from the existing Carnegie Primary School catchment area. A few who did not support the proposal were other interested parties. A few parents from the Carnegie Primary School catchment area supported the proposal whilst a few of the Carnegie Primary School catchment did not know if they supported the rezoning proposal.

- 11.3 The report from Education Scotland and the information from pupils, from the pupil consultation sessions, note that pupils were positive about the proposal. A number of pupils from Touch Primary School felt that an increase in their school roll would benefit the school and Education Scotland felt an increased school roll would enable Touch Primary School pupils to develop peer relationships with a greater number of children. Children in Touch Primary School would be happy to have more children in the school but stated that they would not want to lose all the flexible spaces. If the rezoning proposal is approved, Touch Primary School is not expected to reach maximum capacity and flexible areas will still be available for pupils, and this is demonstrated within roll projections following rezoning within section 7.1 (m).
- 11.4 Pupils at Carnegie Primary School did not want to feel too crowded in their playground and felt they would not get as many opportunities for leadership roles with more children in the school. However, the pupils who met HM Inspectors agreed with the proposal. They felt their school is large and busy and would like to see the school roll reduced to make better use of the space. The school roll projections shown in section 7.1 (m) show that following the rezoning proposal the housing will be distributed to Touch Primary School and this will allow the school roll to decline to enable multi-use areas to be used for a variety of different curricular experiences.
- 11.5 Due regard will be taken of the concerns raised by parents relating the issue of younger siblings who may wish to defer their Primary One place from August 2023 to August 2024 and siblings who are no longer in the primary catchment area from 30 June 2023. Although no guarantee can be given to parents, as this is outwith the Schools Admissions Policy, the Education Service will endeavour to work with parents to try and secure places, where possible, within available accommodation. If the proposal is approved, it will come into effect from 30 June 2023, therefore parents are still able to apply for a Primary one place from January 2023 and will know the outcome of the proposal before they need to accept or decline the place. Deferrals are an individual choice and should be what is best for each individual child. If a parent makes a decision to defer their child, Fife Council would do everything they can to support individual families. From previous rezoning proposals, such as the rezoning proposal involving Masterton, Canmore and Pitreavie Primary Schools, the Education Service managed at that time to enable younger siblings to be accommodated within their previous catchment school. The Education Service worked really hard to get to the point that they could accommodate siblings and there is no history of siblings being forced to attend different schools following a catchment rezoning proposal.
- 11.6 In view of the above, it is recommended that approval be given to the proposal to rezone the primary catchment areas of Carnegie Primary School and Touch Primary School from 30 June 2023.

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 sustainablechoolestate.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, 4th Floor, Fife House North Street,

Glenrothes, KY7 5LT or by email to: 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). 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 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
- Carnegie/Touch Catchment Review, Education & Children's Services Directorate, Fife Council, 4th 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

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- Appendix 2 Map of existing Carnegie Primary School Catchment area
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- 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
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- 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
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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 22nd 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:

Year	School Roll / Occupancy	Year	School Roll / Occupancy
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.

Year	2022	2023	2024	2025	2026	2027	2028	2029	2030
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 catchments 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 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>Public meeting held on:</p> <ul style="list-style-type: none"> • Carnegie Primary School on Wednesday 26 October from 6.00-7.00 pm • Touch Primary School on Tuesday 1 November 2022 from 6.00-7.00 pm <p>Drop in sessions at:</p> <ul style="list-style-type: none"> • Carnegie Primary School on Tuesday 25 October 2022 from 8.45-9.30 am • Carnegie Primary School on Wednesday 26 October from 5.00-6.00 pm • Carnegie Primary School on Tuesday 1 November from 2.30-3.30 pm • Touch Primary School on Tuesday 25 October 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 from 5.00-6.00 pm
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/টেইপ ও ব্রিটিশ সাইন ল্যাংগুয়েজ ইত্যাদি মাধ্যমে পাওয়া যাবে।
কালের 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.

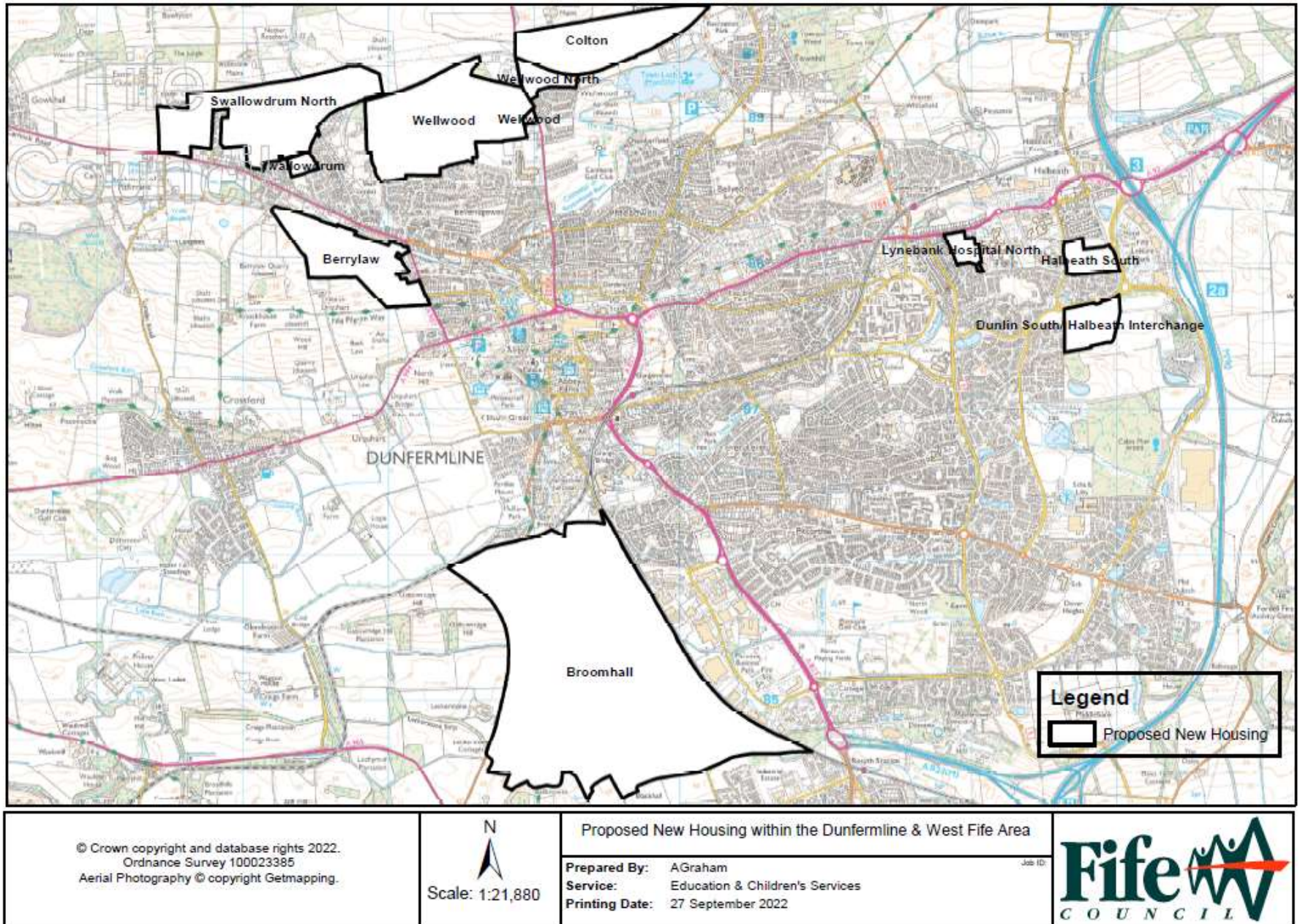
Koszt połączenia wynosi 3-7p za minutę z brytyjskich telefonów stacjonarnych, koszty połączeń z telefonów komórkowych mogą być różne.

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।

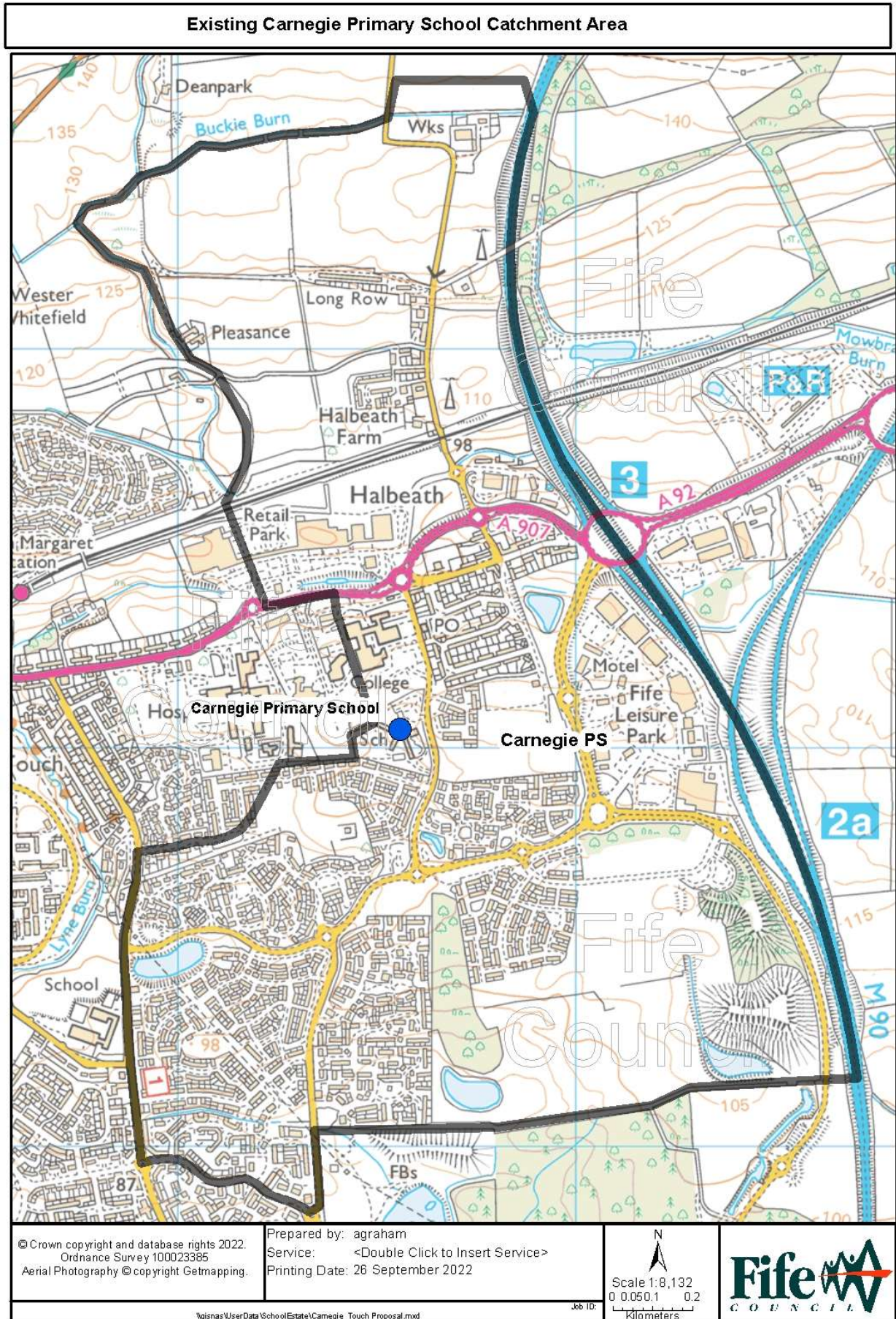
03451 55 55 66 پر درخواست کرنے سے اس تحریر میں دی گئی معلومات بڑے پرنٹ، بریل، آڈیو سی ڈی/ٹیپ پر اور ترجمانی والی برطانوی اشاراتی زبان (برٹس سائن لینگویج) میں مہیا کی جاسکتی ہیں۔

کسی برطانوی لینڈ لائن سے فون کے نرخ 3 تا 7 پینس فی منٹ ہیں، موبائل کے نرخ مختلف ہو سکتے ہیں۔



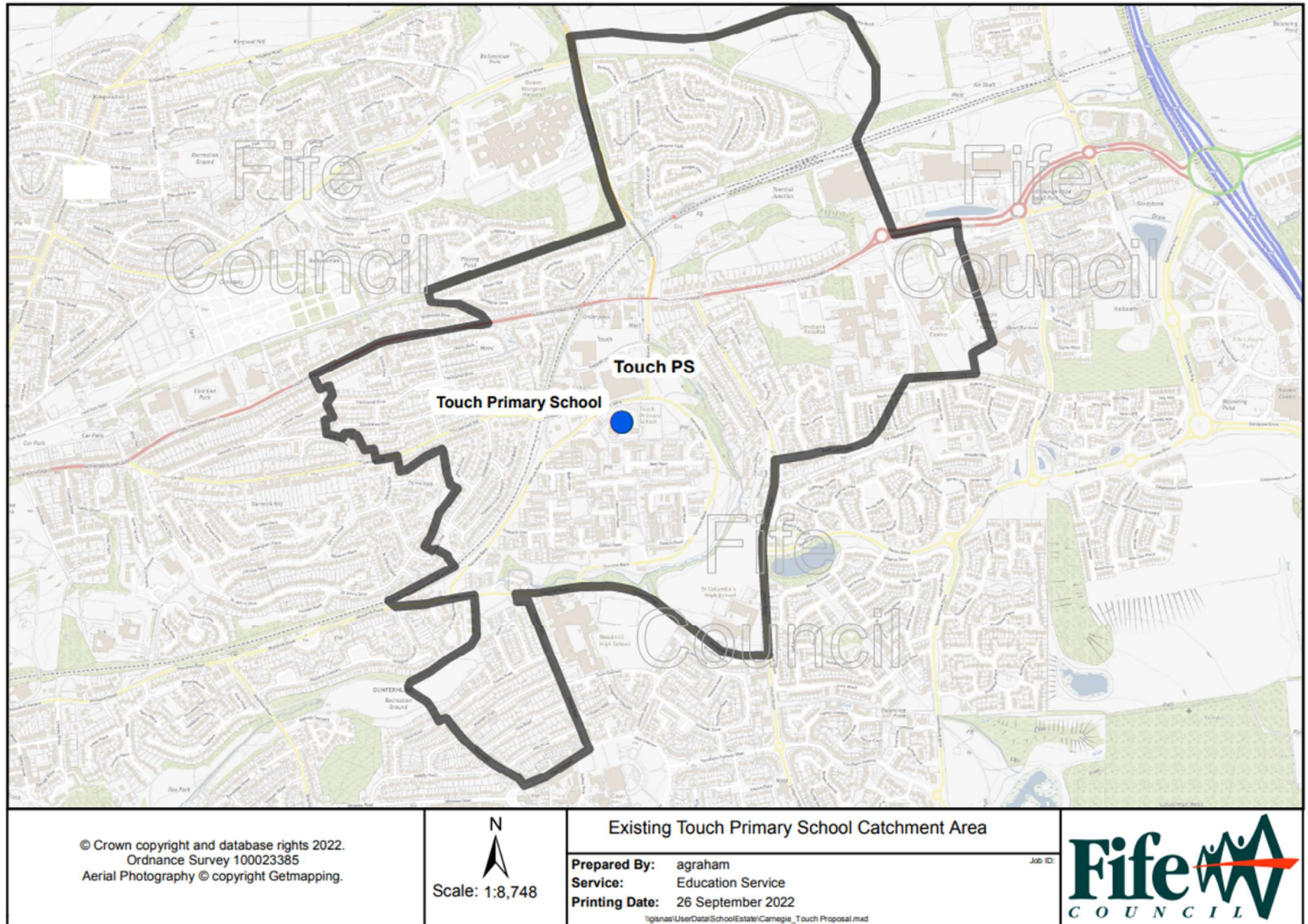
Appendix 2

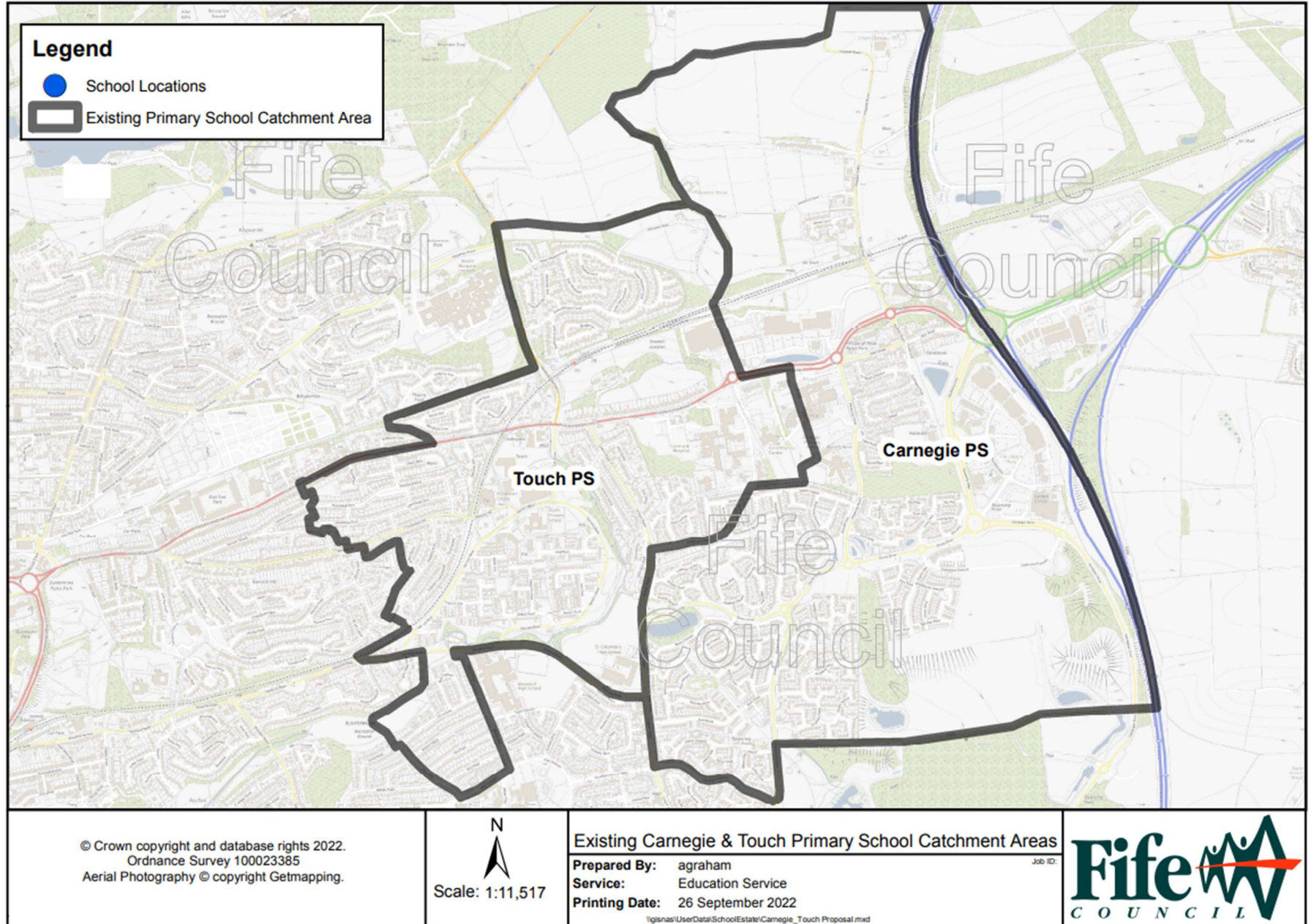
Map of the Existing Carnegie Primary School Catchment Area



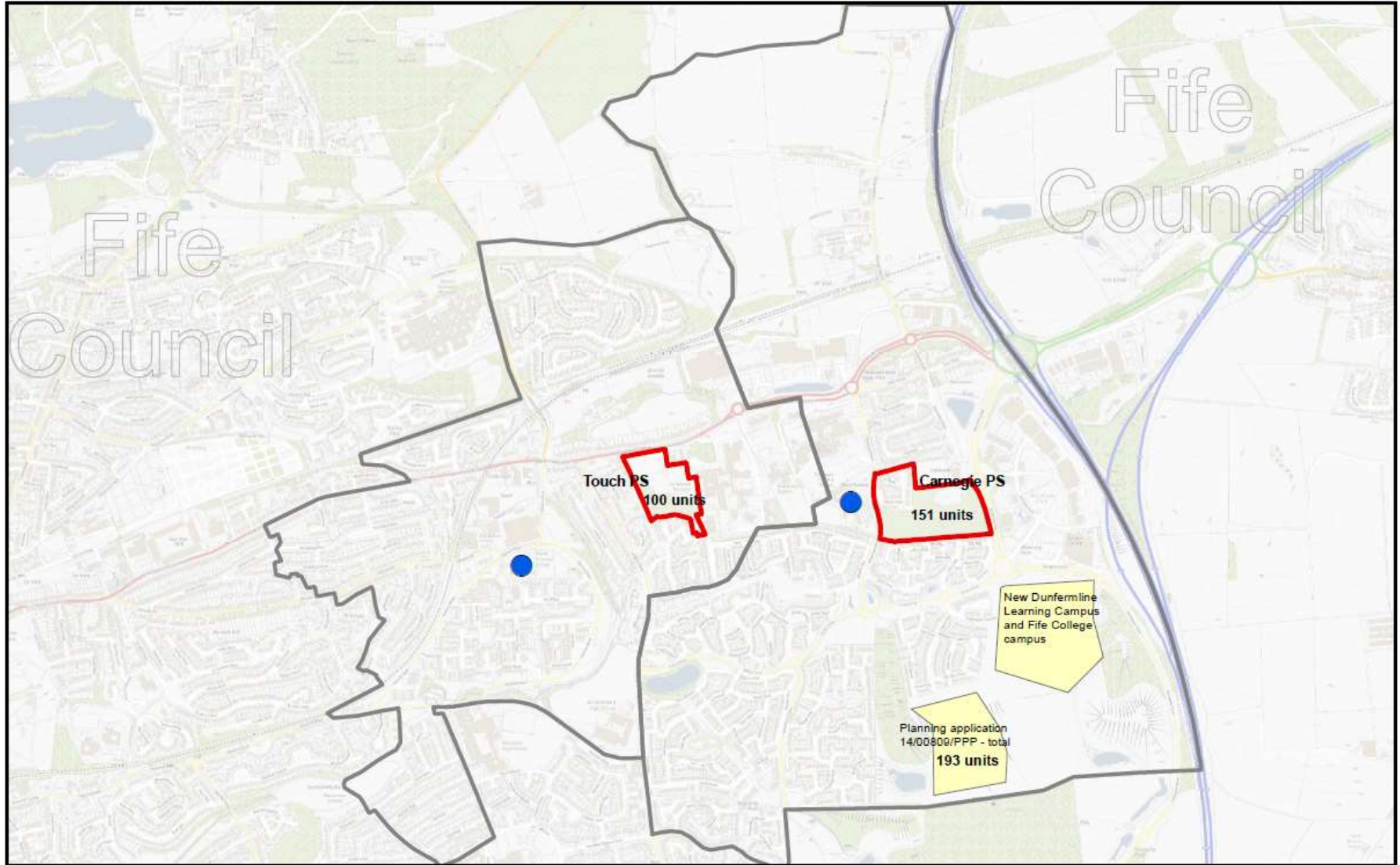
Appendix 3

Map of the Existing Touch Primary School Catchment Area

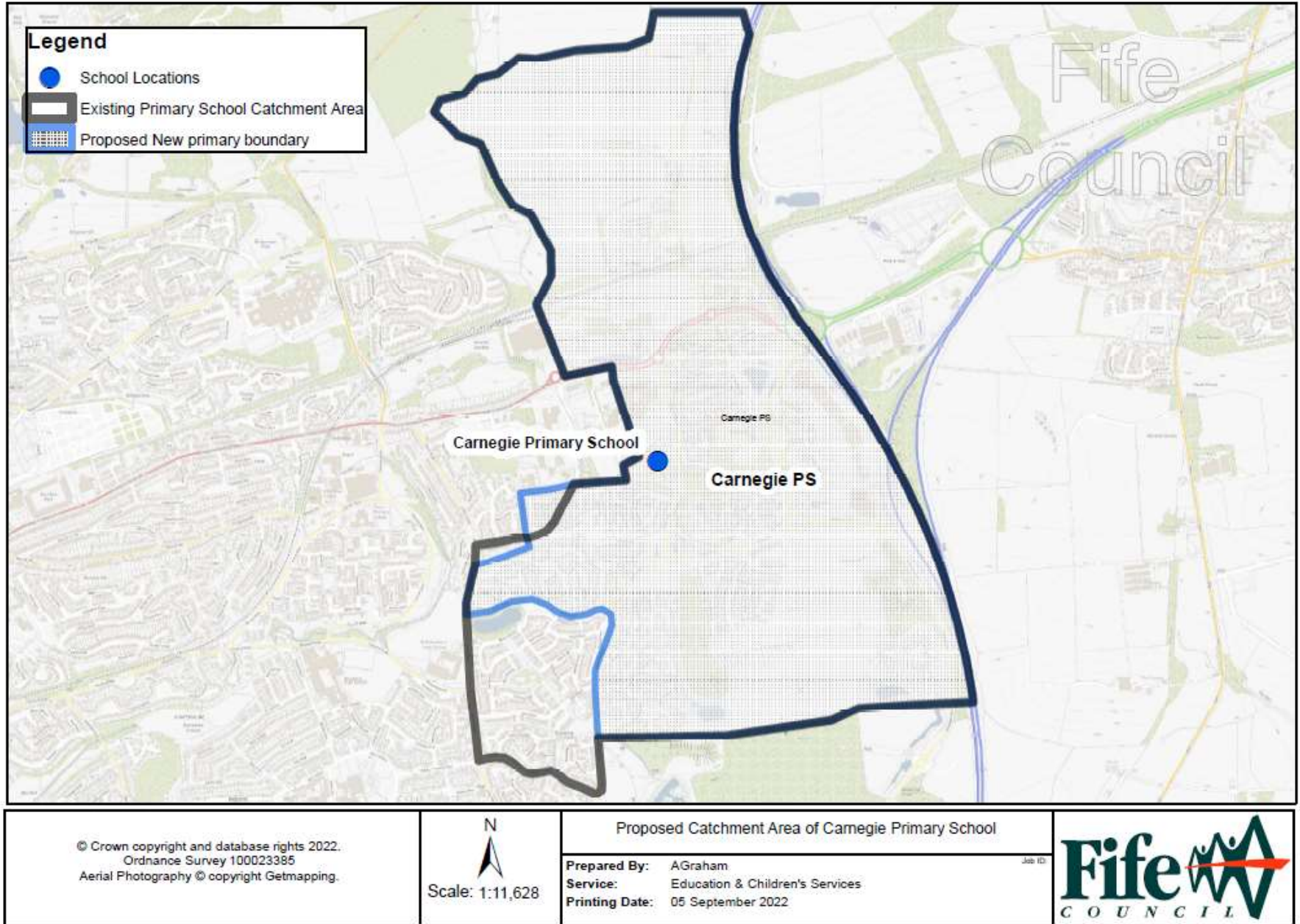


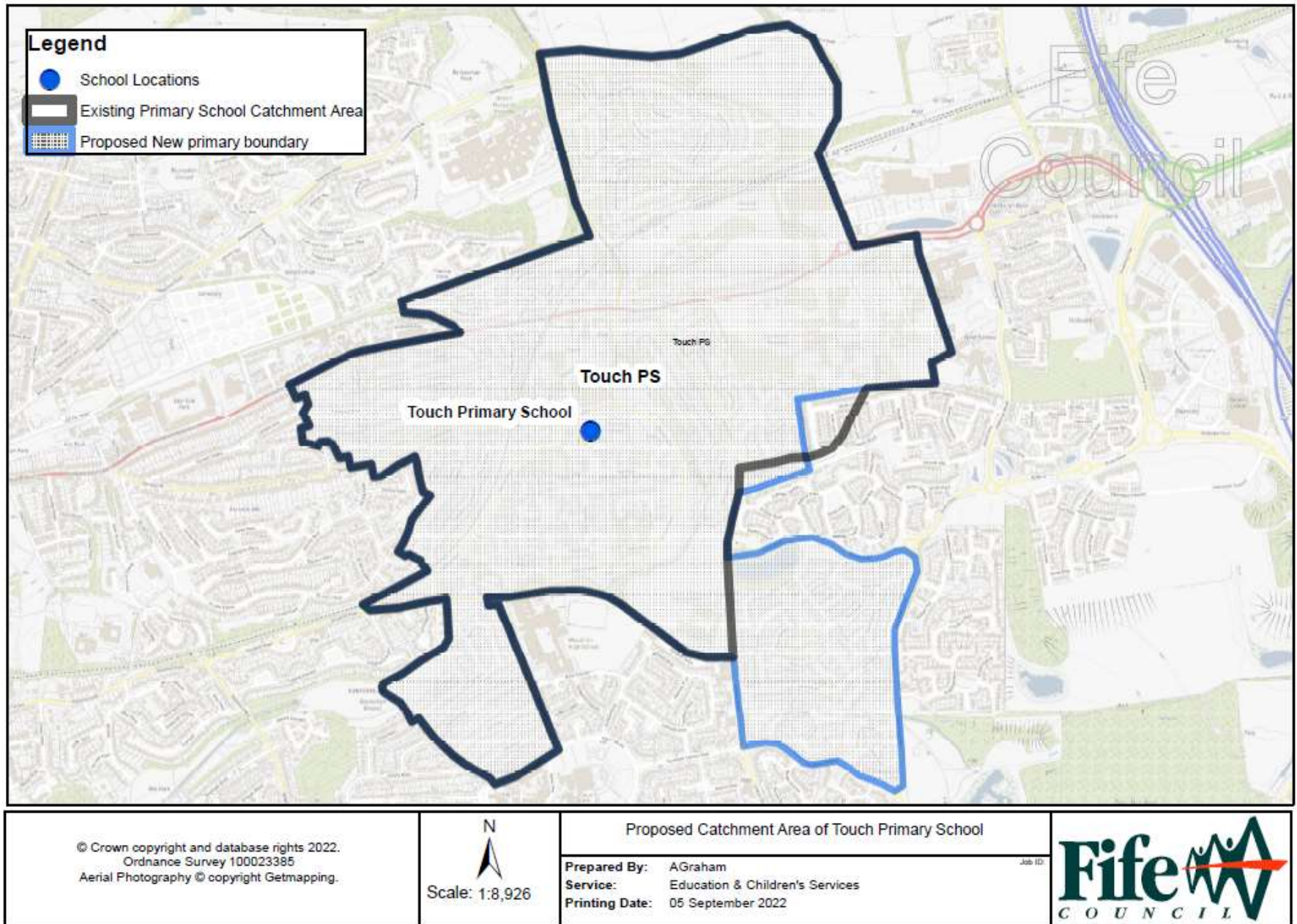


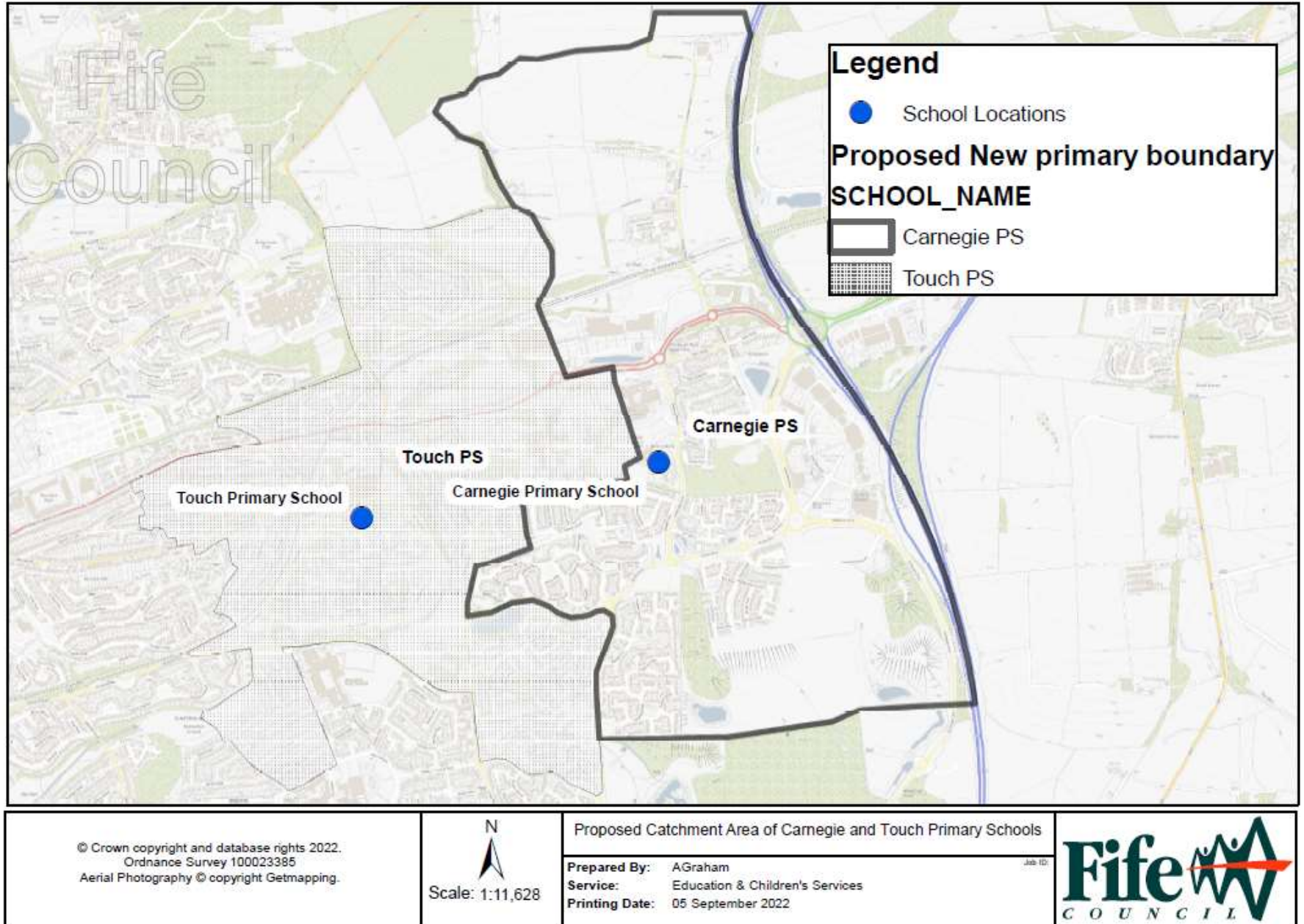
Appendix 5 Map showing proposed housing developments within the Carnegie and Touch Primary School catchment areas

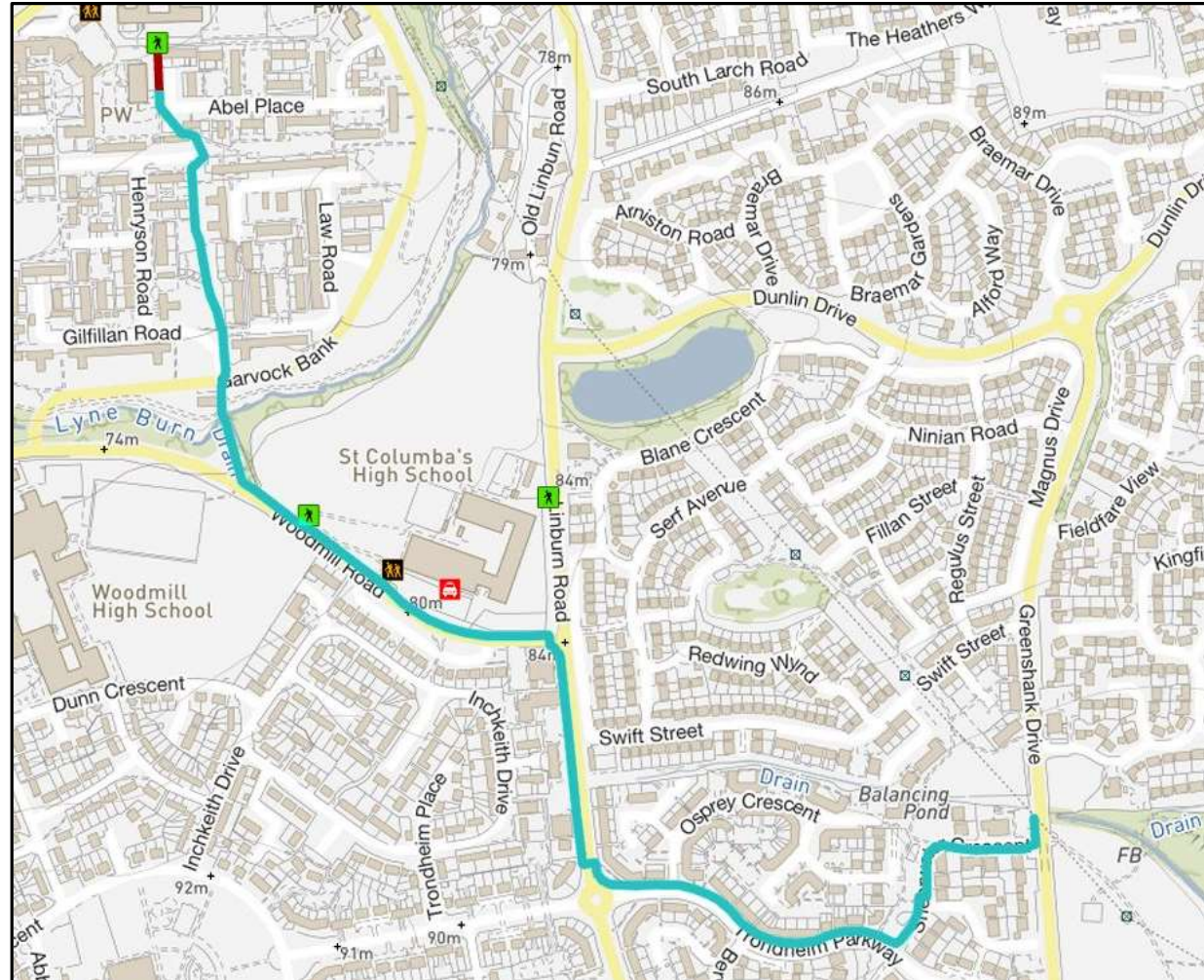
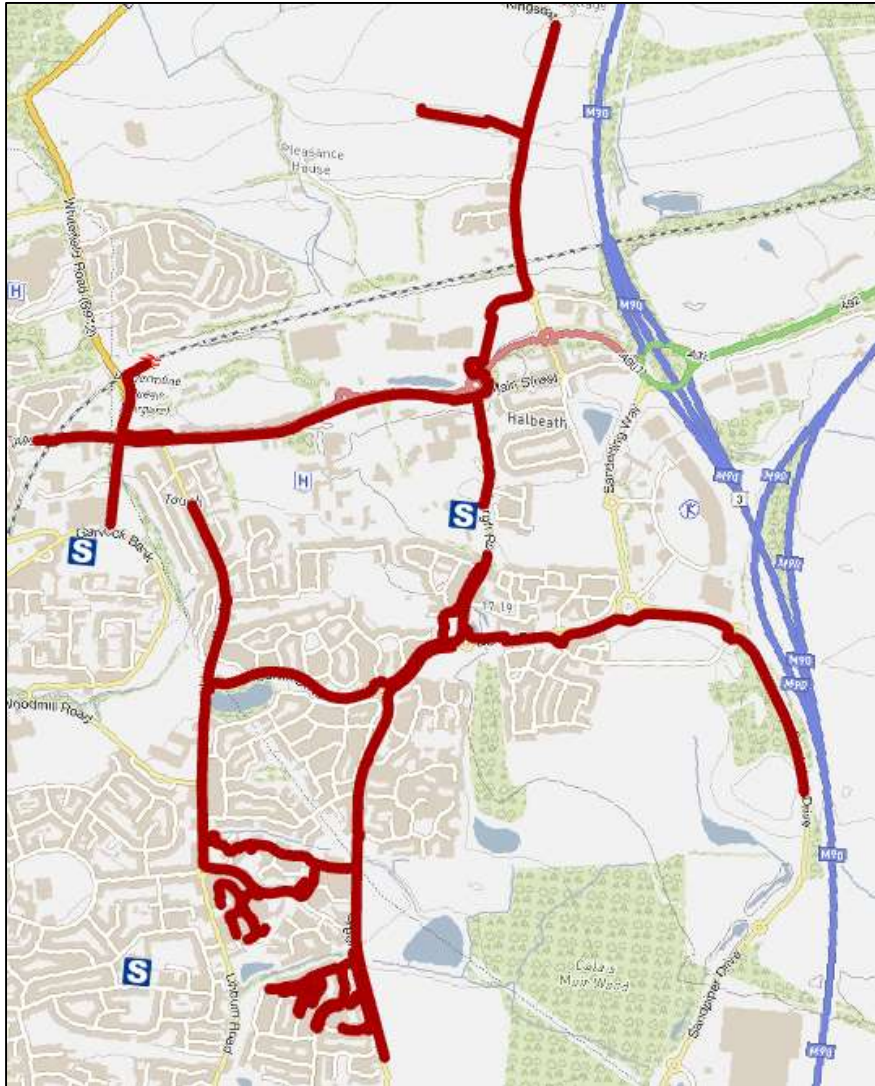


<p>© Crown copyright and database rights 2022. Ordnance Survey 100023385 Aerial Photography © copyright Getmapping.</p>	<p>N Scale: 1:11,270</p>	<p>Housing within the catchment areas of Carnegie & Touch Primary Schools</p> <p>Prepared By: agram Service: Education & Children's Services Printing Date: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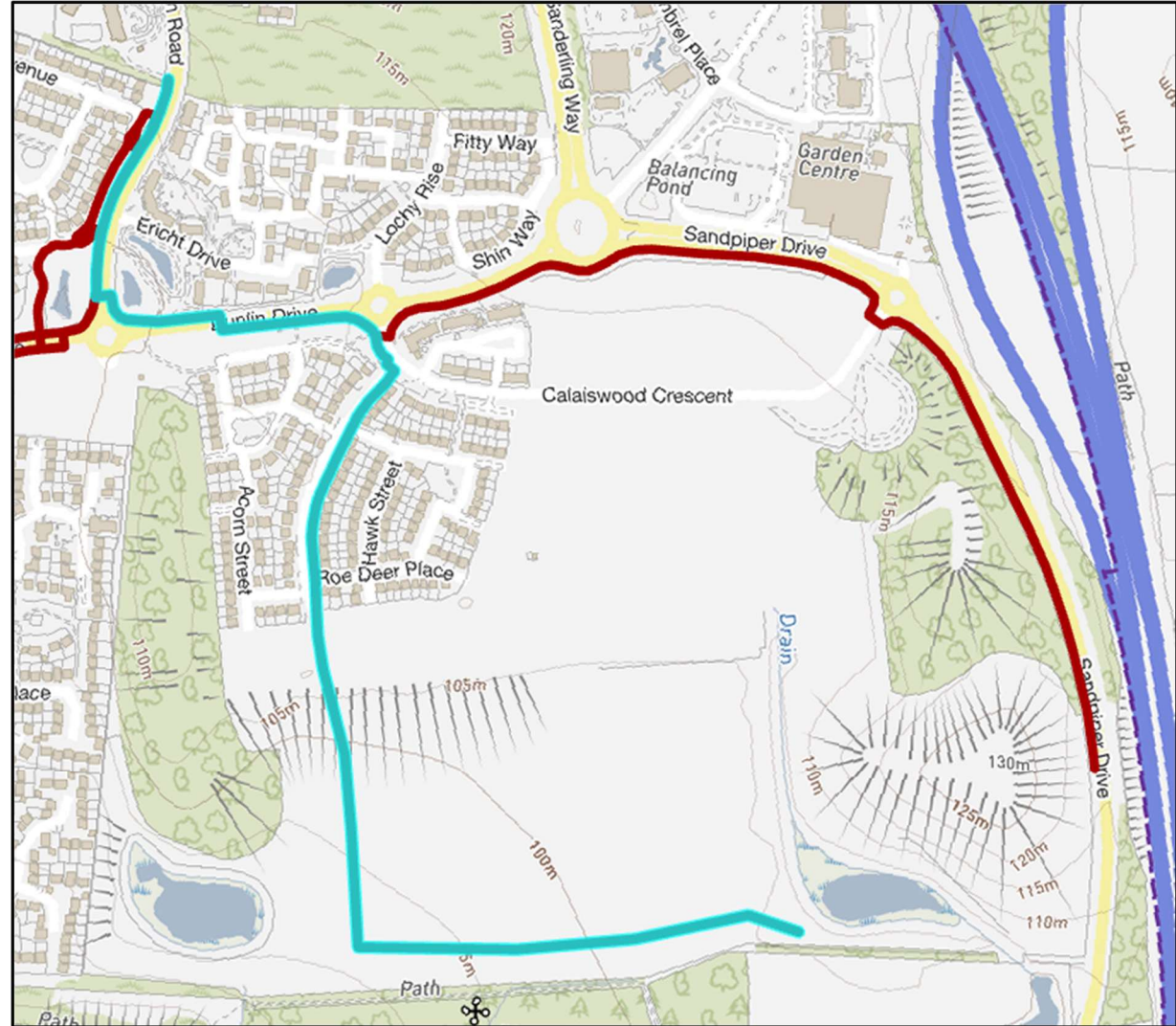








Appendix 10 Map showing one mile walking routes from Carnegie Primary School



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:

- (a) establish a baseline
- (b) inform targets
- (c) inform spending decisions
- (d) support monitoring and evaluation of progress over time
- (e) 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%20estates%3A%20core%20facts%20overview)

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

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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	
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Other White British	
Other White background	
Mixed or multiple ethnic background	

Asian, Asian Scottish, or other Asian British	
Caribbean or Black	
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

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, 4th floor (West), Fife House, North Street, Glenrothes, KY7 5LT **by close of business on Thursday 1 December 2022.**

Appendix B – Notice of Correction of Inaccuracies



For the attention of:

- 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
- School staff at the affected schools
- The trade unions representatives of the above staff
- The Community Councils (see proposal document)
- Community Planning Partnerships
- MSPs for the area
- The Constituency MP
- Elected members of the area

Education and Children's Services

Shelagh McLean

03451 555555 ext. 444229

Shelagh.mclean@fife.gov.uk

Your Ref:

Our Ref: SMcL/AG

Date: 2 November 2022

Dear Sir/Madam

Notice of Correction of Inaccuracies

Proposal to Rezone the Primary Catchment Areas of Carnegie Primary School and Touch Primary School Schools (Consultation) (Scotland) Act 2010

I refer to the Statutory Consultation Notice issued to you on 4 October 2022. As a statutory consultee, the notice provided you with information relevant to the commencement of the Consultation on the above proposal to rezone the primary catchment areas of Carnegie and Touch Primary Schools from 30th June 2023.

Since then, the Education Authority has identified two inaccuracies in the proposal document. The inaccuracies are as follows: -

- **Page 34 – Appendix 9**
The maps on page 34 are identified as showing one mile walking routes from Touch Primary School. This is inaccurate. The maps on page 34 show one mile walking routes from Carnegie Primary School. Appendix 9, with the correct information, is attached. These maps show the one-mile walking routes from Touch Primary School.
- **Page 35 - Appendix 10**
The maps on page 35 are identified as showing one mile walking routes from Carnegie Primary School. This is inaccurate. The maps on page 35 show one mile walking routes from Touch Primary School. Appendix 10, with the correct information, is attached. These map shows the one-mile walking routes from Carnegie Primary School.

The Education Authority has determined that the above inaccuracies do not relate to material considerations relevant to the decision as to implementation of the proposal. These determinations have been made in accordance with Section 5 of the Act. Considering this, the Education Authority has decided to proceed in accordance with Section 5 (1) (b) of the Act, to issue this Notice of Correction of Inaccuracies to HMIE and all statutory consultees advising of the inaccuracies and

correcting them.

The above actions have been taken early to ensure parents/carers and interested parties are aware of the inaccuracies and the steps implemented.

A full copy of the proposal, together with this notice and the Consultation Response Form, can be accessed at <http://www.fife.gov.uk/CarnegieTouchcatchmentreview>. A copy of the proposal is available for inspection at, and printed copies are available from:

- Fife Council, Main Reception, Fife House, North Street, Glenrothes KY7 5LT
- Fife Council, 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
- Online at <http://www.fife.gov.uk/CarnegieTouchcatchmentreview>
- Duloch Library, Nightingale Place, Dunfermline, KY11 8LW
- Or email sustainableschoolestate.enquiries@fife.gov.uk for a pdf copy to be emailed.

The proposal can also be made available in other languages and formats, free of charge, on request, by contacting Education Services on 03451 555555 ext. 444204

Public meetings were held in Carnegie Primary School on 26 October 2022 and Touch Primary School on 1 November 2022. Informal drop-in sessions have also taken place at both schools.

You are invited to have your say on the proposal by making written representations on it:


- by emailing a completed Consultation Response Form to: sustainableschoolestate.enquiries@fife.gov.uk
- to Carnegie/Touch Catchment Review, Education & Children's Services Directorate, Fife Council, 4th Floor (West), Fife House, North Street, Glenrothes, KY7 5LT
- by completing an online Consultation Response Form at <http://www.fife.gov.uk/CarnegieTouchcatchmentreview>

The statutory consultation period began on Wednesday 5 October 2022. In order to be considered as part of the consultation process, all views on the proposal in writing, by e-mail or by completion of the Consultation Response Form must arrive by close of business on Thursday 1 December 2022.

Following conclusion of the consultation period, the Council will review the proposal and prepare a Consultation Report for consideration by a future Cabinet Committee of Fife Council. Further detail on this process is contained in the proposal paper.

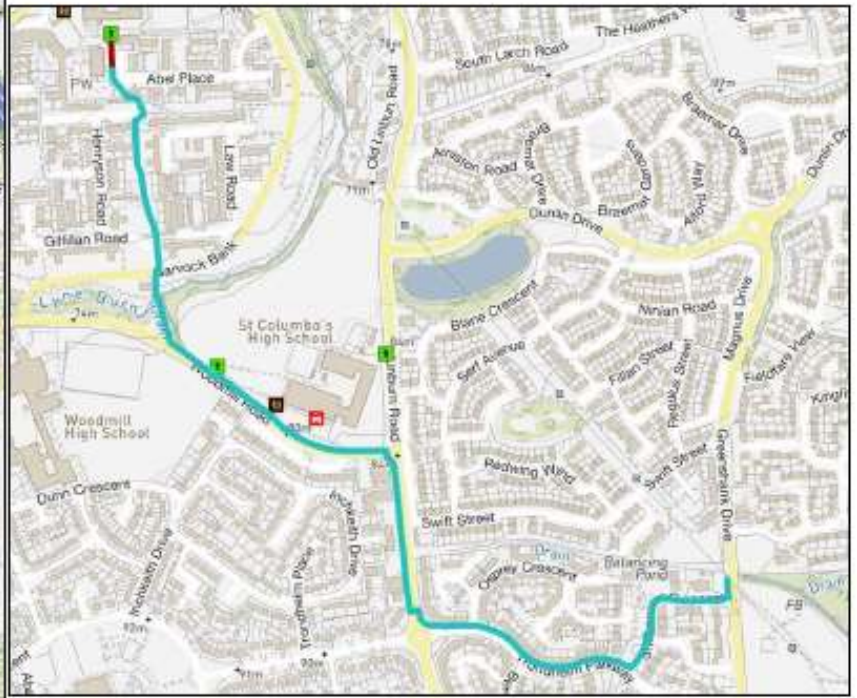
For further information on how we use your data please visit: www.fife.gov.uk/privacy/education.

Yours sincerely



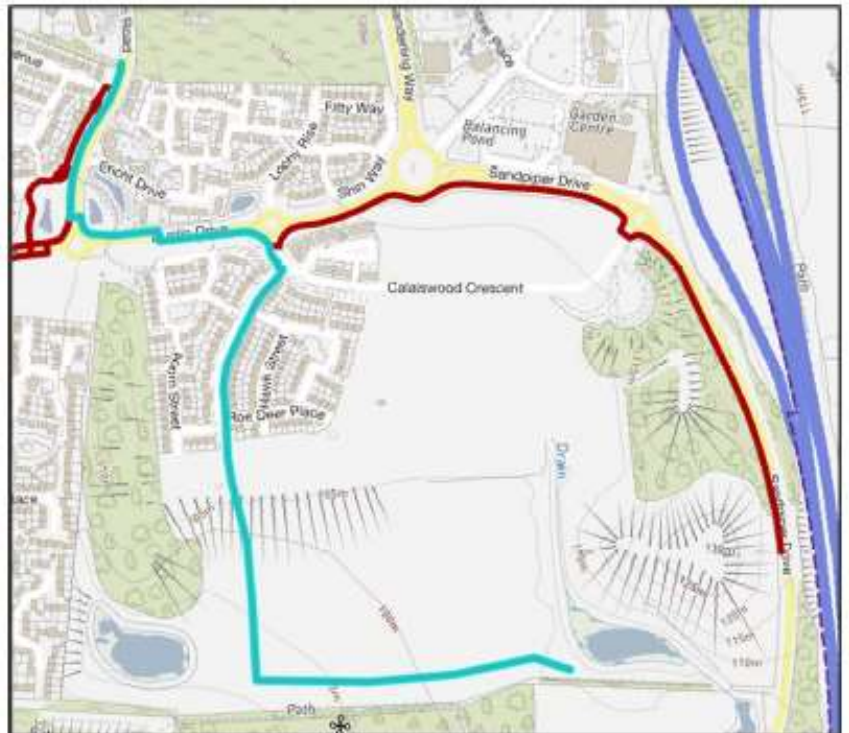
Shelagh McLean
Head of Education & Children's Services

Appendix 9 Map showing one mile walking routes from Touch Primary School (corrected copy)



4

Appendix 10 Map showing one mile walking routes from Carnegie Primary School (corrected copy)



5

Appendix C – Responses to the Consultation Response Form

During the consultation process a total of 42 responses to question 3 on the Consultation Response Form were received either in written form or online. The table below provides details of the responses.

	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 ✓)					
Parent/Carer of a child living in the:	Consultees who responded Yes	%	Consultees who responded No	%	Consultees who responded Don't know	%
Carnegie PS catchment area	2		33		2	
Touch PS catchment area	0		1		0	
Total	2		34		2	
Parent /Carer of a child attending:	Consultees who responded Yes	%	Consultees who responded No	%	Consultees who responded Don't know	%
Carnegie PS	1		26		1	
Touch PS	0		0		0	
Another primary school in Dunfermline	0		0		0	
Any nursery in the Dunfermline area	1		8		1	
Total	2		34		2	
Pupil attending:	Consultees who responded Yes	%	Consultees who responded No	%	Consultees who responded Don't know	%
Carnegie PS	0		0		0	
Touch PS	0		0		0	
Another primary school in Dunfermline	0		0		0	
Any nursery in the Dunfermline area	0		0		0	
Total	0		0		0	
Member of staff at:	Consultees who responded Yes	%	Consultees who responded No	%	Consultees who responded Don't know	%
Carnegie PS	0		0		0	
Touch PS	0		0		0	
Another primary school in Dunfermline	0		0		0	
Any nursery in the Dunfermline area	0		0		0	
Total	0		0		0	
Other Interested Party	1		3		0	
Total	1		3		0	
OVERALL TOTALS	3	7	37	88	2	5

Appendix D – Comments returned on the Consultation Response Form

3.1 Comments made under 3(a) of the Consultation Response Form – if No, what are your reasons?

1	It is completely isolating a section of Duloch from the Duloch primary schools. Isolating children from their peers and providing unrest to parents who already have children at the school in its current area, meaning any other children will not be guaranteed a place at the same school making it impossible to pick up both children if no spaces are available. Being given priority to available spaces is not enough. Carnegie and Touch primary schools are a 20 minute walk away from each other with a difference of 5 minutes in finishing time.
2	I am concerned that my 2 younger children will end up at a different primary school from my oldest child. It would be impossible to collect children from 2 different places and i don't want to move my oldest who has settled really well in Carnegie school
3	The disruption it will cause especially when having bought a house in the specific catchment area for Carnegie school changes such as these should not be made with such little notice especially as children are already settled in the nursery attached to the school if changes such as this has to be implemented there should be a 2 year notice period so we have the option of sending our children to the appropriate nursery minimising disruption to them
4	It appears from your poor drawings of plans provided that our catchment would change to Touch catchment. I wholly object to this proposal. This housing estate has been in existence for at least 10 years. We have been in this house new for 6 years. We purchased this house partly due to catchment. This is a private housing estate and purchased on the proviso that the children would go to Carnegie. This proposal would mean that one of my children potentially must have a placing request to get into the same school as their sibling; which they may not get as per your figures outlining the true catchment of Carnegie. Again looking at the map, from what I can gather it appears the addition to the Carnegie boundary is the new housing estate at the back of Carnegie. Those in catchment should not have to be moved to accommodate these new estates. Planning for this should have been done and catchment schools outlined at the time, in the knowledge that Carnegie was nearing capacity. Poor planning decisions again by Fife Council.
5	My son currently goes to Carnegie primary in p3. His younger sister attends Carnegie nursery. Her birthday is in January, so under the new proposals she has a chance of attending Carnegie primary like her brother if we chose to send her to school next year. But she loses this chance if we decide she is not ready and we want to defer her start date for a year. This is a ridiculous situation. It will effectively force us to gamble with her future and education. We were planning to defer her start date as we feel she will not be ready by next summer.
6	Child already at Carnegie school and a child who will be attending Carnegie nursery then school in future will not be running between 2 different schools to drop kids off.
7	If approved will be stressful for parents to try and get a space at Carnegie when an older child already attends the school. It is unacceptable to think children will walk to touch school from the new proposed catchment area. Two busy main roads and into a wooded area. Not appropriate for children to walk this
8	Kids have to cross a busy road

9	We currently have a child in P1 at Carnegie. Her brother has a confirmed place at Carnegie nursery next year and we wish for him to attend the same primary school as his sister. This will provide support for him from his sister, continuity of attending school with nursery friends and finally the practicalities of dropping/collecting children from different schools at the same time.
10	I have a daughter in primary one at Carnegie, my son is due to start primary one in 2024 and I want them to be in the same school. If they were placed in different schools it would break down family/ teacher relationships and be detrimental to my childrens confidence and development. My son was born in 2020 and has suffered socially due to the pandemic. Separating him from his big sister will only hinder him further. Also logistically this is a nightmare for working parents. I am a full time Art and Design teacher at Queen Anne High School and having two children at different schools would be impossible for me to navigate.
11	My eldest child currently attends Carnegie P.S and is settled. My youngest is not due to start school until August 2024 which would now mean he would have to attend Touch P.S meaning 2 different drop offs for the school run in the opposite directions. Carnegie is also closer to us than Touch.
12	My granddaughter attends primary 1 and my grandson will be starting in 2025. My grandchildren live in the area being rezoned to touch primary meaning I will not be able to pick up both children from school. This will mean my daughter will have to pay for after school club which in a cost of living crisis is terrible when I can help. Separating siblings is well known to be damaging to their emotional development not to mention the stress this has put on my daughters family.
13	I have a child already at Carnegie primary school and another starting the nursery soon would be very difficult to be in two places at once for drop off and pick up! We have no child care. Road safety is another reason, it's not safe walking from our home to touch when it's congested already at that time of the morning!
14	FAR too far to expect a child to walk safely to Touch primary school. We walk or cycle to Carnegie every day.
15	Changing the catchment area means changing the distances distance children have to go to get to school
16	Collecting my grand children will be impossible from 2 schools
17	Under the proposed rules my grandson will not attend the school attached to his nursery, forcing him to a new school with all new people. As he was born during covid, he is already withdrawn socially and having his sister there as well as nursery classmates will be instrumental in his development.
18	Not possible to collect two children at two different schools at the same time
19	This would be a further journey to collect my niece.
20	We bought our house based on Carnegie Primary. I currently have one child enrolled at Carnegie but our youngest son is not due to start primary 1 until 2024, there is no way I can be in two places at the same time for pick up. Furthermore Carnegie is a modern eco friendly school with a great ethos where my children can cycle or walk to safely. Touch primary is across a busy road and in an area unsafe for my child to be walking or cycling by themselves. I appreciate there is a need to greater distribution of children however if it very unfair to have your children at different schools.
21	Negatively affects my child's current situation as he is in nursery at Carnegie. Will make childcare a lot more difficult due to grandparents living near Carnegie and unable to drive.
22	Based on information shared on both schools I want my son to attend Carnegie. All of his friends will be attending this school and are unaffected by the zone change.

	negative impact on house prices and the investment made by homeowners in the affected area.
28	We have a 2 year old child and chose our house because of the catchment area it was for our children. Touch P.S. is further, not our desired choice of school for our children, and I feel this change in catchment will lower our house price.
29	The rezone seems to be weighted significantly towards capturing more pupils in the Touch catchment area, despite homes being closer to Carnegie. This will likely result in my children being split primary and potentially secondary schools when we move house next year, despite not moving far.
30	No, we firmly disagree to the rezoning. This will directly affect our children. We already have 1 child in attendance at Carnegie and given the proposed change our 2nd child would not be at the same school. We also purchased our house with consideration of school catchments 6 years ago. We have built a relationships, friendships and trust with teacher/staff etc at Carnegie over the last 5 years and should not have to change/suffer due to issues out with our control
31	The increased traffic that will flow through Kellock Avenue which is already extremely dangerous at pick-up / drop-off time. Providing alternatives will not work - parents are already encouraged to park at the Fife College car park and many do not, obstructing roads and crossing points at Kellock and Fleet Street. This will only worsen when Fife College moves to its new location and that land is no longer available as a car park for the school. Then everything will be in Kellock / Fleet Street and extra traffic through Kellock Avenue will only add to the problem. I also do not feel that walking along the Lyne Burn is a safe route for primary children, and to avoid it they either need to walk through 2 high school areas or along the narrow pavements on the busy Halbeath Road. Both of these alternative routes would be over a mile from my house, and that is too far for a 4 or 5 year old to walk very morning. Therefore, this proposal is in contravention of the Scottish Government's policy of safer walking routes to schools and will add to traffic on the main roads and increased traffic / air pollution / climate change.
32	I have a child at Carnegie, his younger brother will go to Touch, it will be impossible to drop/collect both kids at the same time!
33	We have two children who be will attend Carnegie primary come August. As it stands our 3rd child would be enrolled at Touch. It would be next to impossible to drop kids at two different schools at the beginning of the school day.
34	The re-zoned catchment area directly affects my son who would attend Touch P.S. under the changes. Touch P.S. does not perform as well as Carnegie P.S. in recent assessments in writing, reading and numeracy.
35	When we purchased our house we did so on the basis that any children we went on to have would go to a good school, with Carnegie being the school which was our catchment area. The statistics from Touch primary especially regarding the number of pupils leaving with an adequate level of understanding of reading and writing are troubling at best. Carnegie also provides a much safer walking route and in terms of our carbon footprint we would be less likely to drive to the school. Our child's cousins currently attend Carnegie school and their parents have nothing but praise for the teachers and school in terms of its values. I would be more than comfortable sending my son to Carnegie where I know he will receive the best start in terms of his education, I'm not sure the same can be said for Touch primary.
36	When my Son starts school we will already have one child at Carnegie Primary and he will then not be guaranteed a space at the school his sister is at through no fault of our own or decision to move and change school catchments. I also don't think it is an

	acceptable to expect children to walk to Touch primary from my house when the route to walk to Carnegie Primary is much quicker and safer.
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3.2 Comments made under 3(b) of the Consultation Response Form - Are there any further comments on the proposal you would like to make?

1	From my address I have details for the 4 closest primary schools. Touch is not within the top 3, if any change was to be made the other two should be considered. From KY11 8JS Carnegie Primary School is - 18 minute walk; 4 minute (no traffic) driving; 0.8 miles distance. From KY11 8JS Duloch Primary School is - 13 minute walk; 3 minute (no traffic) driving; 0.7 miles distance. From KY11 8JS Lynburn Primary School is - 10 minute walk; 3 minute (no traffic) driving; 0.5 miles distance. From KY11 8JS Touch Primary School is - 21 minute walk; 5 minute (no traffic) driving; 1 miles distance. The area from Duloch being removed from catchment to Touch is completely segregated by a large main road with heavy traffic further isolating this small area of Duloch which is being removed from the Duloch community effectively by this proposed change. It is not promoting Fife Councils aims at safe travel to school and promoting active routes to school, further hindering the ability for children from this area to do this when they are already at the 3rd closest school by forcing them to go to their 4th closest school.
2	Build a new school in one of your new housing estates.
3	Yes there is a nursery newly built at Halbeath not attached to a school surely it would make more sense to rezone the children attending the Halbeath nursery as they are not familiar with Carnegie school or started building attachments and friendships that the Carnegie pupil's have
4	New estates that have been moved into catchment are Touch catchment rather than move those already in Carnegie catchment for many years!
5	Children who already attend Carnegie nursery or have siblings at the school should still have the opportunity to attend Carnegie primary
6	Siblings at the school already
7	While I understand the need to revise catchment areas given the eastern expansion of the town, I believe that it is important for children and parents siblings be allowed to attend the same school.
8	I am pleased South larch way and other adjacent streets are being added to Carnegie catchment. No main roads to cross for the walk to school and joining up with friends in the Upper aspect of the estate already in catchment and attending Carnegie.
9	A guarantee for younger children to be able to attend Carnegie p.s if their older sibling currently attends the school.
10	I don't mind what catchment school my street falls into but I want my 2 children to go to the same school to avoid one having to be dropped off and picked up early therefore missing school learning. My eldest is due to start Carnegie in Aug 2023, and my youngest if this consultation is agreed would go to Touch in 2024. Will the decision be made before school applications need to be submitted for the Aug. 2023 intake so I can make the best decision for my children and put in a placing request for my eldest for Touch?. Obviously I only want to do a placing request if this consultation is agreed so would appreciate a timescale on the agreement process
11	I would suggest that younger siblings are given guaranteed enrolment into the same school as their older sibling
12	We live in Duloch, not Touch. We moved to our new build Duloch house for the catchment of Carnegie!

13	This therefore decreases the safety of these children, especially the older children that will potentially want to walk to school. Increasing the distance will also increase traffic/pollution from said traffic due to potentially having to drive to drop the children off.
14	Siblings of children already at Carnegie should be allowed to attend the same school.
15	Siblings of those already attending Carnegie should be allowed to follow them into the same school. This will help their development, settling in and help working parents manage pick-up and drop off.
16	I think disruption to my nieces education and friendships she has made will not be beneficial.
17	It is not possible for the children who already have siblings at Carnegie to be given a place. Other children could commence at Touch Primary.
18	Extremely disgusted and disappointed that you let the new nursery term and intake happen then release this a few weeks after.
19	Are existing children who are at Carnegie already, but would now be in the Touch catchment, going to be allowed to keep their place at Carnegie?
20	Newer homes placed in Touch catchment as they are closer. New primary school needed at leisure complex new houses as a separate issue.
21	These types of motions should be physically communicated to residents in the affected area. Not passed secretly on the website.
22	We heard about this change from a neighbour. It was not shared via letter to the houses it affected or publicised enough/well and this is needed as it will affect many family and homes.
23	I feel very strongly that this proposal should go ahead. I had not appreciated prior to moving to my address that my direct neighbour's catchment area differs from my own and I do not understand the justification of a different catchment area for two neighbours living next door to each other in the same housing estate. Carnegie is also far closer to my address and I would be absolutely delighted for this proposal to be approved and my son, as a result to go to Carnegie when he comes of age.
24	Rezoning the proposed new houses to another school out with there catchment area, ask house builder/planning committees to look at how building houses can affect already built areas with settled families.
25	In addition to my objection to the re-zoning in general, I think consideration needs to be given to providing a guaranteed exemption to those children who have an elder sibling at Carnegie, especially those who may start in 2023 or defer to 2024. It is simply not practical to ask parents to be at both schools at 9 am and 3 pm. In that traffic there is easily a 30 min drive or walk from one to the other and wrap around care currently costs £91 per week per child at Carnegie Primary. These children are also part of the Carnegie community, they are used to the school, attend playgroups there, make friends at pick-up drop-off for elder siblings, they know the teaching staff and attend regular family events in the school. My child is being denied his right to an extra year of nursery as although I firmly believe in starting children as late as possible, I cannot take the risk of him not getting to Carnegie. I cannot have two children at two different schools, and cannot tell my youngest he will not be able to go to that school. It is not the same choice to start the same school one year later, or somewhere else entirely with the added financial burden on parents and daily stress of getting to both schools. Education in Scotland is supposed to be child centred and this proposal is purely administrative. It is certainly not Getting It Right For Every Child unless those exemptions are guaranteed.
26	We strongly feel those with siblings already at Carnegie should be given a space automatically

27	New houses planned should be moved into the new catchment (Touch P.S.) - existing houses should remain in their existing catchments. This is more transparent for current and future house owners in the area.
28	More primary schools are needed in the are to combat the massive overcrowding issues. Maybe once the high schools move to the new campus a proposal could be put forward for a new primary school and not more houses.

Proposal by Fife Council to rezone the primary catchment areas of Carnegie Primary School and Touch Primary School

A series of meetings were set up in both Carnegie Primary School and Touch Primary School for pupils within P4-P7 groups during the period from 1st November to 4th November to discuss with pupils the proposed plans to rezone the catchment area.

The Quality Improvement Officer (QIO) or Team Manager outlined the proposal and what that would mean for the catchment area and the reason for the visit and how Carnegie Primary School could not accommodate any more pupils. A number of questions, listed below, were posed to pupils to allow officers to gather information and feedback. A series of pictures were shown to pupils to ensure they understood the process and what a consultation would mean for them. A display board showing maps was also used to all the pupils to understand the catchment area and what the catchment area would look like, if the proposal was approved.

Primary Carnegie and Touch

Set the scene – What is a Statutory consultation? What is a catchment area? What does it mean to be oversubscribed?

There are more children living in the Carnegie PS catchment area than the school has space for.

- Carnegie PS has previously been extended but can't be extended further.
- Touch PS has been extended and has capacity to accommodate additional pupils.
- To help balance things out – Education and Children's Services is proposing to rezone the catchment areas to redistribute the number of pupils who attend Carnegie PS and Touch PS,
- As part of the Statutory Consultation, we want to come out and speak to pupils about the proposals that we are consulting on. The views of our pupils are really important to us.
- Advise that Education Scotland may come out to see the schools and will speak to a number of pupils, the Headteacher and parents.
- Advise pupils that all their comments are recorded, form part of a report, and a decision will be made in future by our elected members, explaining the role of elected members.
- We are proposing to rezone the primary catchment areas so we can address the overcapacity issue at Carnegie PS.
- Share the catchment areas on the map.
- Things that would change for some pupils in the future – which primary school children starting P1 in the future may attend.
- Things that would stay the same – Attend Dunfermline Learning Campus (if currently a primary catchment pupil), stay at your current school, still play with friends in the community.

Gather views and feelings about:

- Are you aware of a consultation proposal to look at changing the catchment areas of the school?
- Has this been discussed at home or in school?
- Are you aware of what changing the catchment area may mean for your school?
- Do you think this will make any difference to your time in school (P4/5/6/7)/ educational experience at Carnegie?
- What do you think would happen if more/ less pupils attended your school?
- How do you travel to school just now?
- What's important to you about your school?
- Any other comments or concerns about the proposal you want to share?

Touch

- Are you aware of a consultation proposal to look at changing the catchment areas of the school?
- Has this been discussed at home or in school?
- Do you think the change will make any difference to you while you are at Touch?
- What do they think of new pupils joining the school?
- Would they have any concerns for more / less pupils?
- How do you travel to school just now?
- What's important to you about your school?
- Any other comments or concerns about the proposal you want to share?

Carnegie Primary School – Tuesday 1 November 2022

63 pupils of Carnegie Primary School took part in the discussion.

The pupils focus groups were split into by their leadership roles within the school such as Pupil Council, Digital, Sports Ambassador, Playground Pals etc. The same questions were asked of each group. The pupils were positive in their views and eager to share information with the officers.

Junior Librarians

- The first group consisted of 7 pupils (1 x P4, 3 x P5 and 3 x P6).
- One pupil from the group had heard about the consultation as a family member had discussed the proposal at home.
- The majority of pupils from this group did not feel that the consultation would change anything for them.
- In terms of any impact on the school, if more pupils joined the school, it would make it very busy in areas of the school. The Primary One and Primary Two areas are already busy. Pupils reported that the school already feels busy at lunchtime and breaks.
- Although there may not be a change for these pupils, one of the pupils had neighbours who would have to go to another school. The pupils reported that it may be hard for nursery pupils to make new friends and it could split up friendships.
- Pupils were concerned that the classes would take more pupils, however, officers advised the pupils that the classes would only take the maximum number of pupils.
- Could be difficult to play certain games in the playground if there are more pupils as safety could be an issue.
- When changes happen – opportunity to make new friends.
- Travel to school – 3 pupils walk, 3 pupils walk/car, one pupil by scooter.

- Important things around Carnegie - The learning experience inside Carnegie is good and making friends is important to the pupils. It is important that pupils have a group of friends and there is collaboration (pupil's own words).

Digital Group

- 7 pupils took part in this group. Three of the 7 pupils knew about the consultation. Heard about it in class and were aware that younger siblings may not be able to attend the same school as older siblings. Parents at home had been talking about the letter from the HT and pupils felt it was lucky not to be them.
- One of the pupils stated that there could be positives and negatives from the proposed change.
- It may be difficult to drive to 2 schools and parents may not be able to work as long and they would not receive paid for less hours. A positive experience is that the Carnegie pupils would be able to learn in a less busy school. There may be an increase in air pollution if parents have to drive to 2 schools.
- There was one pupil who had a younger sibling in nursery who would be impacted upon and one of the pupils had a friend with a younger sibling in nursery.
- Pupils advised that there may be an impact in the playground with more pupils as it would be crowded and more accidents could happen by pupils bumping into each other. There may be more fights or arguments for adults to deal with. A good impact is that pupils would be able to make new friends. The lunch hall would also be crowded and the school may need more staff in the playgrounds.
- More pupils in school may mean there are not enough ICT resources for all of the classes.
- Pupils asked that we consider the use of the butterfly room as a classroom or other different spaces.
- The majority of pupils from this group walked to school 4 – walk, 2 car and one on scooter.

Sports Ambassador

- 12 pupils participated in this group (P4 x 4, P5 x 2, P6 x 5 and P7 x 1).
- Only one pupil had heard about the consultation from other pupils in class.
- If more pupils continued to attend Carnegie the outside streets would be busier walking to school.
- Shared areas of the school such as the playground and dining hall would be busier as well as the traffic in the area. If there is no space in Carnegie would need to find other school in other schools for new pupils.
- The pupils thought that it may have an impact on pupils who sign up for activities within the school or important roles within the school. It may not be possible to be as flexible if more pupils attend Carnegie.
- The majority of pupils from this group walked/cycled or scooted to school.
- Two of the pupils had younger nursery pupils and they hoped that they would be able to attend the school. If they attended another school, they wouldn't see them formally. One pupil wouldn't mind if their sibling went to another school as their sibling is annoying.
- Pupils from this group asked whether they would still go to Woodmill High School.
- Pupils advised that they were happy with everything in school and there were a lot of good areas and a number of team sports. One of the pupils asked for a gate to separate the P1 and P2 pupils from the P3 and P4 pupils.

Pupil Council

- 12 pupils participated in this group (P4 x 3, P5 x 2, P6 x 1 and P7 x 1).
- Only one pupil had heard about the consultation as their parent had been talking about it at home.
- The pupils felt that more pupils into the school would have impact as there may be less opportunities to do stuff such as the pupil council or house captain roles.
- Pupils felt there would not be enough room to store cycles.
- Pupils also thought that pupils joined the school because their friends went to Carnegie and they would be sad or upset if they could no longer join Carnegie.
- Spaces in the school would be busier such as the playground, lunch hall, library and during assemblies.
- None of the pupils had younger siblings, although a few had friends with younger siblings not at school.
- One of the pupils felt that it should be the same for younger siblings and it would be difficult to split them. One pupil already had a sibling at a different school. One of the pupils would like it if their sibling was at a different school.
- The majority of pupils from this group walked/scooted to school.
- Staff in the school are polite and supportive with pupil's learning. Children in Halbeath nursery should get an automatic space in school.
- Pupils felt more equipment should be provided in the playground i.e. Beat box for other year groups.

Playground Pals

- A total of 16 pupils took part in the discussion (7 x P6, 9 x P7).
- Only one pupil had heard about the consultation as their parent had been talking about it at home.
- Pupils stated that if more pupils continued to attend Carnegie, the entrance, corridor areas would be more crowded as well as assemblies. Pupils pointed out that the school would run out of classrooms and that the school would have to say no to pupil. One of the pupils thought that it would not be fair on people who lived closest to the school if they could not get a place.
- Other areas of concern – dinner hall, bathrooms, library, stairwells, playground and elevators.
- Pupils said that they would miss the quiet areas, the rainbow room for group work, the library, and the outdoor classroom as there would be less time for each class using it.
- None of the pupils had younger siblings but they did say that it would be hard for parents to go to 2 places and at times it may be lonely for one pupil.
- The majority of the 16 pupils walked to school with 5 pupils travelling by car and one by scooter.
- A few of the pupils said it was good to change the boundary whilst others didn't think it was a good idea. Some of the pupils wanted the school to be the same size and not get any bigger. One of the pupils stated that pupils may be overwhelmed by the number of the pupils and not sure how they could make it any bigger.
- One pupil was worried if the school was smaller, pupils from the new houses would not get in.
- One pupil stated that there were too many pupils in this school but there may be not enough pupils in other schools.
- One pupil asked that the new houses should go into a different catchment area if new pupils were expected.

Junior Road Safety Officers

- A total of 16 pupils took part in the discussion (P7 x 9 and P5 x 4, P6 x 1)
- Nobody had heard about the consultation.
- Pupils felt that if more pupils joined the school there would be less space. More classrooms would be required for more pupils or build another school.
- The impact on more pupils for existing pupils would impact crucially on the rights of children – and the right to rest and play due to overflow and oversubscription. And it may impact on learning if limited space is available.
- Dinner hall, pitches, MUGA, corridors/stairs and cloakrooms would be busier.
- The pupils felt their opportunities may be limited and may not be chosen to take on roles within the school. More pupils may also affect child morale and teachers would have to divide their attention which may impact on pupil performance.
- There would be less space to fit everyone in for assemblies.
- One pupil had a younger sibling in nursery and that they may have to go to another school. This could make the household more stressed by traveling to 2 places.
- The majority of pupils walked to school with only 1 in a car and 2 cycling to school.
- The new houses being built - what school would they go to?

Touch PS – Thursday 3 November 2022

The pupil group included 16 pupils from Primary 4 and Primary 5. The comments received were as follows:

- The majority of pupils (13) had heard about the plans to change the catchment areas of the school.
- The majority of pupils found out about the proposal from school and others discussing it with their parents at home.
- Pupils thought that changing the catchment area would mean:
 - more people
 - making the catchment bigger
- Children expressed some of the differences it would make to them while they were attending Touch PS:
 - more rooms being used
 - if there are more pupils there will be more teachers
 - bigger classes
 - busier playground
 - one pupil said there would be no difference to them as they are in P6
 - more people in the carpark
 - more mess for the janitor to clean up
 - some concerns there wouldn't be enough teachers
 - some concerned that they would lose their nurture space and library area
 - changes to classes
 - not enough money to keep teachers
 - more new people to make friends with
 - it would be a good thing to have more people
 - play with more people
 - classes would be louder
 - one child mentioned there would be more work

- nice to make new friends if more people came to the school
- share the same interests as new pupils and make friends with them
- Out of the 16 pupils, 8 of them travel to school by car, 7 walk and 1 travel by scooter.
- When pupils were asked what was important to them about their school, they responded with:
 - Nice teachers
 - Quiet
 - Playground space
 - Friends
 - Fire safety
 - Some pupils were unsure
 - Keeping everybody safe
 - Having rights in the school
- Pupils expressed the following concerns/thoughts about the proposal:
 - Some weren't sure what to answer to this question
 - One pupil mentioned it would be good if 2 new people were in each class
 - One pupil mentioned it would be good to see new people in class
 - Two other pupils said it would be good to find out more about new pupils and become friends with them.
 - One pupil asked how many people would be moving.
 - One pupil asked if they had to move school.
 - One pupil asked if another extension would be built.
 - A couple of children concerned about bullying
 - One pupil mentioned that it would be different with other children in the class that they do not know.

Touch Primary School – Thursday 3rd November 2022

The pupil group included pupils from primaries 6-7, a total of 17 pupils. The comments received were as follows:

- ❖ Almost all of pupils had not heard about the consultation, only one had discussed it at home due to a sibling potentially being affected
- ❖ The pupils thought that more children in the school would mean:
 - More opportunity to make new friends
 - More teachers due to an increase in pupils
- ❖ The pupils were concerned that there would be less space available at lunchtime and breaktimes, suggesting these would need to be staggered
- ❖ The pupils raised the layout of the building might need to be changed to accommodate more children and ensure appropriate use of all available space
- ❖ The pupils did not believe having additional pupils within the school would have an impact on their learning.
- ❖ The pupils raised the importance of having the space available to have time on their own if it was required.
- ❖ The pupils believed it is appropriate for you to go to the school for the area you live in.
- ❖ The main concerns for the pupils were around the impact of the additional pupils in relation to making the classroom noisier and all the current facilities including playground, lunch hall and toilets, being busier.
- ❖ The pupils believe the most important elements of Touch Primary School are:

- Being able to gain an education to enable them to get a good job
- Being able to learn in a way that is suitable for them
- Ensuring pupils and staff are healthy
- Being able to enjoy the wildlife garden
- Having a bike shelter
- ICT suite
- Having a big enough playground
- Some pupils expressed enthusiasm in welcoming new pupils to Touch Primary School. They suggested there would need to be more buddies in the playground to support.
- One pupil suggested more children meant more choice when picking football teams at lunch time.
- One pupil raised the impact of the costs associated with extensions
- One pupil asked if the proposed change would mean pupils would be asked to change school.
- One pupil asked if they would still have a music room
- One pupil asked if there will be additional cloakrooms as the ones in use are currently full
- A number of pupils suggested current shelter space is too small. They would like to have more shelter space to be able to stay dry when it is wet outside.

Summary

It is clear that the pupils of both Carnegie Primary School and Touch Primary School enjoy their learning experiences at school. They talked positively about the learning and social activities they undertake throughout the year.

The pupils at Carnegie Primary School felt it was important that other areas within the school were available to them to use when needed for learning activities. The pupils also did not want to be overcrowded in the playground, dining hall and stairwells. The pupils were concerned that they would not get as many opportunities for leadership roles if there were more pupils in the school.

The pupils at Touch Primary School would be happy for more pupils to join the school. However, the pupils enjoy the use of small flexible spaces around the school and would not want these to be used as classrooms. The pupils also raised concerns the size of their classes and that staff would have more work with more pupils. Officers reassured the pupils that there are maximum class sizes that would be adhered to.

**Appendix F - Other Written Representations Including
Requests for Information (whether Freedom
of Information or otherwise)**

The following representations were received from interested parties by email or by letter.

1	<p>With reference to the recent announcement for Rezone the catchment area of Carnegie Primary School and Touch Primary School. I would like to have some clarification about students current enrolled in these schools.</p> <p>I have already asked the school and was told I should seek more information through the source as the letters available only outline what is to be done with the intake of pupils progressing from nursery to primary 1 next year.</p> <p>My daughter is an attending pupil in Carnegie Primary and with the proposed rezoning might fall outside of the catchment area for the school.</p> <p>I am aware it will be a concern for a lot of parents with pupils already attending the school but I would like some clarification as to what it would mean for current pupils. Will these children be expected to relocate or will they be allowed to continue their education at the current school if the proposal is accepted?</p>
2	<p>I am a parent of a child at Touch Nursery who will be starting primary school next August. I have this morning received the proposal from the school re the change of catchment areas, however the maps attached (and the ones on the Fife council website) are illegible re street names.</p> <p>Could I please be sent a copy of the map with ability to zoom in and read the map. We live within the newly built Heathers estate (South Larch Road) and am aware our estate is heavily involved with the plan of changes.</p>
3	<p>I was wondering if you could send me a copy of the map of the new catchment area for Carnegie and Touch Primary Schools. New City House gave me your contact details. We were sent the information yesterday from Carnegie however I cannot see if our street is affected or not as the map does not show the street names clearly.</p>
4	<p>I live in one of the houses that is part of the proposed move from Carnegie to Touch catchment. I wanted to ask if spaces would be honoured for future pupils with siblings already at the school?</p> <p>If not I have some serious concerns as my daughter will be at the school and I will now have to put in a placing request for my son. This causes a lot of stress as I can not have my children at different school nor do I want to have to move my daughter where she is settled and happy unnecessarily.</p>
5	<p>I am a parent of a child currently attending Carnegie nursery who, if new proposals are to be confirmed, will not be in the catchment area for Carnegie Primary School. As I am sure you can understand, I would very much like to make my thoughts on the proposal clear so these can be taken into account during the consultation process. Unfortunately, i am finding the forms/process so far a bit inefficient/unhelpful. My partner attended the informal drop-in session in Touch today and wasn't able to have any of his questions answered by the member of staff he spoke to - perhaps it would be prudent to have members of staff who are able to actually answer the questions put to them at these events. Otherwise, it may appear that they are being held</p>

	<p>merely to "tick a box" as opposed to a genuine method of updating parents/families and getting their views.</p> <p>In addition, I have just tried to access the online consultation response form and have a few comments as the form is not very clear/user friendly. Again, I would suggest that a form such as this (especially given I assume you would like to have a good response rate to gather the views of those directly affected by these proposals) should be clear and easy to navigate/use. It appears that most of the questions are just trying to get at why you have an interest in the form - really clumsy way of asking those questions. It is also unclear whether the questions I would answer (i.e. q2) are referring to current position or future position under new proposal. The only two questions that actually mean anything (7 and 8) don't allow you to actually view your whole response while typing - again, very badly thought out.</p> <p>I have also been told via the school that we have the option to fill the form in and email it to this address - how would i go about exporting the form to fill in and email back? I can't see a way to do this.</p>
6	<p>As they were his questions I wouldn't be able to tell you exactly - I just know that the general takeaway was that the session was a bit pointless, no new info that we didn't already know and not much further clarity given when questioned (for example around timings for final decision to be made and how this would practically link with requests for nursery places for next year). I have since also heard similar sort of feedback from another couple who live in our area. General feeling from those I have discussed this with is that the sessions are being held to satisfy the statutory requirements as opposed to genuinely looking to meaningfully take feedback and answer queries/concerns. My email was only to draw attention to some of the areas of the current consultation exercise that the team involved may want to focus on moving forward to make sure everyone gets the most they can out of the process.</p> <p>I will be attending one or more of the more formal sessions so hopefully that will bring some clarity. One question I did have personally (and I don't think this was something my partner would have asked today) was around how many nursery children will be affected in the same way we will (i.e. how many children will have done their first nursery year/potentially both nursery years in touch/Carnegie nursery and will then fall out of catchment for the school and have to move)? In addition, at this stage what would actually stop this plan from going ahead? I note in some of the comms I have seen it is being discussed as a consultation on a proposal and that no decision has been made as yet. As mentioned above, it does however seem like a bit of a formality to put something through that has been in the works for a very long time (potentially years). I just wonder what would actually have to happen for the proposal not to go ahead (a certain number of people expressing concerns)? It would be good to get some reassurance on this.</p> <p>Grateful if you could also come back to me re. the form (i.e. It doesn't allow me enough characters to respond fully).</p>
7	<p>I have two children currently at Carnegie who, if the proposal is approved, would be in the Touch catchment. I'm assuming they will continue at Carnegie and the change in catchment is only for new pupils from 2023 onwards?</p>
8	<p>Looking at the revised maps sent for the boundary changes, a key new walking route is missing for Carnegie. There is now a route up through the Larches to Pittsburgh</p>

	<p>Road via the new houses. It's not a vehicle route, but perfect for walking/scooting/cycling.</p> <p>We're not affected by the boundary changes, but keen to help Dunfermline have active transport for the health & environmental benefits.</p> <p>Before this path opened, it was a longer route for some kids to Carnegie than to Touch.</p> <p>Please this pass on as relevant so hopefully more families have more options.</p>
9	<p>I attended the public meeting on 28th October 2022 at Carnegie Primary to ensure my voice was heard regarding my concerns around the rezoning of Carnegie and Touch school catchments.</p> <p>I live in ██████ Gardens, and we have two sons. ██████ is currently in Primary at Carnegie and ██████ will turn ██████ in January 2023. We will be completing a school application for ██████ in either January 2024 or January 2025, depending on when we feel ██████ is ready (we plan to make this decision closer to the time).</p> <p>When attending the meeting last week, I hoped to be given some kind of reassurance that siblings of children already at Carnegie would be offered a place at Carnegie. I was unfortunately not offered any reassurance of this. It is absurd to expect a family to have two children and two different schools (how do we manage to drop both of them off and pick them up and work????). For me and my family, it is not an option to remove my eldest son and change schools after he has already got to know the staff, fellow pupils and developed fantastic relationships.</p> <p>I completely understand the capacity issues at Carnegie and the catchment line needs to fall somewhere, however on reflection from the meeting I attended, why can't you guarantee siblings a place at Carnegie? If they already have a brother or sister going there? As you told us at the meeting, Carnegie is a large school with a capacity of 650+. There can not be that many families affected with the sibling issue surely. Why will you not guarantee this for us few families affected, and give us some peace of mind?</p> <p>I would ask you to please consider this request, to guarantee my youngest son a place at the same school as his brother. Your presentation on 28th October included a bullet point of the rezoning meaning you can "offer reassurance to parents moving to the catchment area" that their child will get a place at their catchment school. What you are doing to us is the complete opposite – you are causing concern and worry. Because you will not offer any sibling guarantee, I will now have to worry about this for the next two years.</p>



The Scottish Parliament
Pàrlamaid na h-Alba

Carrie Lindsay
Executive Director Education and Children's Services
Fife Council
Fife House
North Street
Glenrothes
Fife
KY7 5LT

Our Ref: SS7061

27 October 2022

Dear Carrie

As MSP for Dunfermline, I have been contacted by my constituent [REDACTED] resident at [REDACTED] regarding concerns he has over the catchment proposals for Carnegie and Touch Primary School in the 2023/24 intake.

[REDACTED] issue is around the impact that these proposed changes will have on his ability as a parent to make a decision regarding deferral of school start date for his youngest child.

My constituent has shared that he currently has a seven-year-old son who attends Carnegie Primary and a three-year-old daughter who attends Carnegie Nursery. His daughter was born in January and as such, as parents he and his partner have the option of his daughter starting school next year or start can be deferred to the following year if they do not feel she is ready to start school. With the proposals in place, if my constituent chooses to send his daughter to school next year, her catchment is Carnegie primary, but if deferment is selected, her catchment will be Touch primary.

[REDACTED] has expressed that while he appreciates the need for the change to the catchment areas, he believes that the situation he and his partner are being placed in with regards to a deferral decision is not fair. My constituent has shared with me the following :

"We feel that we are being forced to gamble on my daughter's education. We feel that she will not be ready for the 23/24 intake and this feeling is echoed by her nursery teachers. There is no way we can have both our children at different primary schools. Furthermore, I feel that fife council are effectively taking away our right to defer for my daughter.

This situation is exactly the same for at least 2 other families that live in our street.

Shirley-Anne Somerville MSP for Dunfermline
Unit 2, 15 Pitreavie Court, Dunfermline, KY11 8UU
Tel: 0131 348 5778, Email: shirley-anne.somerville.msp@parliament.scot

The situation for all other families who are affected by the changes are very clear, they will either be entitled to a place or not."

██████████ has shared that he feels that he is effectively being "penalised" for deferring his daughter's start date.

I appreciate that when catchment areas are altered, there will be individual cases for families which throw up issues around sibling placements. However, the issue of deferral is a valid concern here and I can appreciate the very difficult dilemma ██████████ and his partner have to consider as a result of these proposed changes.

As you will appreciate, my constituents would wish to have some discretion applied to the criteria around the placement process for deferrals of siblings who attend the same school, as opposed to the placement system which applies in other cases. I understand that ██████████ is not alone and that to his knowledge, at least another two families are in the same position.

I would seek your assurances that this particular issue in relation to deferrals will be examined and consideration given to the suggestion by my constituents that places could be guaranteed in the existing school catchment area for children whose parents exercise their right to defer.

I look forward to your response which I will share with my constituent.

Yours sincerely



Shirley-Anne Somerville MSP

11 Will this impact children due to start at the school in August 2023?

12 Myself and my family oppose the proposal to change the catchment areas of Carnegie and Touch Primary Schools for the following reasons:

- Road safety concerns for children making their way to and from school – there are more main/busier roads with more congestion on our walking route from our house to Touch Primary School than there is to Carnegie Primary School. I would have real concerns allowing my child to walk to school along this route and would therefore have to drive them there. Assuming that other parents will be the same, this will inevitably lead to increased traffic congestion in and around Touch Primary and increased risk of child safety while walking to school/crossing the roads. In addition, the walking route to Touch Primary would involve crossing a burn – this is something we do not have to consider on our walking route to Carnegie and would mean I would never be comfortable with my child walking to school due to safety concerns;
- Disruption for my child who is currently in the Carnegie system (attend the nursery) having to move to a different primary school. In the absence of this catchment change, I would have applied for my child to attend Carnegie Primary as their catchment Primary School – I have been well informed that my child would still have not been guaranteed a place (attending the nursery does not mean you will definitely attend the primary school) but it is clear that he would have had a very high likelihood of attending the same school as the nursery he attended. This position has now changed for us and we find ourselves in the situation where my son will attend a different nursery to the primary school he will be in catchment for. I feel that this will massively disadvantage my son who has now settled into nursery, making friends with

classmates and feeling comfortable around the teachers. It will make an already challenging transition even harder for him and I feel that he is being unfairly disadvantaged as one of only a handful (I am told less than 10) of pupils who will find themselves in a similar situation.

- Childcare support in getting to and from school – a lot of planning goes into pre and post school childcare for parents who work full time. We have had a childcare plan arranged with Grandparents for a long time (long before my son started nursery). We have help from Grandparents twice a week to drop our child to nursery (and, in time, school) and pick up afterwards. This allows both myself and my partner to continue to work full time. Due to Grandparents proximity to Carnegie (even closer than we are) and their health, they would not be able to walk to Touch to do the same for us (and don't drive). Therefore, this would leave us with 2 days of childcare that we would find unworkable and would have an inevitable financial impact on us which, in current climate, is unthinkable. We also regularly rely on support from neighbours to assist with nursery (and, in time, school) pick-ups on days we aren't able due to work commitments. These informal childcare arrangements would also have to end if the plans were to be put in place as our child will attend a different school from all (all the school/nursery age kids I am aware of) the kids in our street

- Disruption to child's friendships/community support - all the primary school age children in our street attend Carnegie Primary School (& nursery age children with siblings at the school attend the nursery). The children are all friends outside of school and nursery, have built very strong friendships and these have helped to transition our child (and others) into nursery and school. If the new proposal is agreed, it would mean that our child would be separated from these other kids who would either be guaranteed a place at Carnegie (already there) or highly likely to get one (siblings already there). It would be a really sad and unfortunate position for us to be in after having made a lot of effort to socialise our son with these kids and families. Having the community support in our street from other families who all attend the same nursery/school (currently) also means we can share drop offs/pickups as mentioned above.

In terms of suggestions for different ways to do things – I, personally, do not think it is up to parents and families to come up with the solutions. We have been put in this position due to exponential rates of house building in the area (which is continuing) and a lack of planning for schools/GPs/other services to go along with it. This needs to be something that the council work with house builders on and I feel very strongly that an ill-thought-out proposal for catchment schools in Duloch (when building the new houses at S Larch) should not affect children and families in areas that have been in the Carnegie catchment for years – especially not as unfairly as this proposal (affecting such a small number of families in such a large way).

That being said, the one proposal I would make which I think would really reduce the adverse effects of this proposal (if approved) would be to reconsider which children will be affected from the change. I strongly feel that children who are already in the Carnegie (or Touch) system (incl. nursery) (or those who already have siblings there) should still be viewed as “in catchment” should they wish to apply to the primary school as their first choice. This proposal would therefore only affect families who are applying this January for nursery, and it would at least mean that those families make a decision on their nursery choices in the knowledge that the catchment may well change from March 23. This wasn't something that myself or any other family who has been cut out of catchment were aware when applying for nursery/school in the past and I therefore think it is very

	<p>unfair for it to have such a massive detrimental impact on us and our children. I trust these comments will be considered during the ongoing consultation.</p>
13	<p>I write to express my deep dis-satisfaction with this consultation. Re establishing boundaries for this catchment will cause chaos. Touch primary location is not set up or suitable for the amount of extra traffic this will cause. Children in the area near Carnegie Primary School walk to and from School on the most part they would not be able or likely to do this if they attended Touch. As a result there will be increase cars and traffic for these pupils to attend school.</p> <p>I don't believe this has been well thought through and frankly a little concerning on the congestion and child road safety front.</p> <p>I sincerely hope Fife Council re consider this proposal until such time that the infrastructure is in place to adopt such approach</p>
14	<p>In line with the consultation process we write to register our feelings about this matter and the impact it will have on our family.</p> <p>We currently have a 5-year-old daughter in primary one at Carnegie Primary and her 2-year-old brother who is due to start nursery at Carnegie in April. Like most families, we hoped our children would attend the same primary school, building relationships and forming part of the community we choose to live in. While we appreciate that change has become necessary due to the size of the school roll at Carnegie, we believe the impact of this on our family will be severe and damaging for the following reasons:</p> <ul style="list-style-type: none"> • It is well known that separating siblings has a severe impact on their wellbeing and development. This issue is compounded by the fact that our son was born in 2020 during lockdown and already struggles socially – being in the same environment will be hugely beneficial for him. • We appreciate that we have the option to move our daughter from Carnegie to Touch however we believe this will be detrimental to her given that she has now settled in and established relationships with her classmates. • I work full time while my wife is a teacher at Queen Anne High School which would make dropping off children at two schools logistically impossible and would force us to use pre/after school clubs which we cannot afford in the current climate. • The proposed route from our home on Swift Street to Touch Primary is not suitable for primary aged children given its secluded sections and poor lighting. <p>In summary, we believe the proposed changes will severely impact on the wellbeing and development of both of our children and cause a great deal of stress to our family. As such we hope that they are rejected at the next stage of the process. If this is not the outcome, we would implore the council to allow younger children to follow their older siblings to the same school.</p>

Appendix G - Record of Public Meetings

As detailed in the Notice of Consultation, the proposal document and as advertised by other means, 2 public meetings were arranged. Six drop-in sessions were also arranged at different times of the day to suit working or childcare arrangements for parents/carers and other stakeholders. There were less than 20 people who attended the meeting at Carnegie Primary School and there were no attendees at the meeting held at Touch Primary School.

Although drop-in sessions were promoted in the Notice of Consultation and advertising as well as through Schools, there was little uptake by parents/carers or interested parties.

5.1 Wednesday 26 October 2022 – Carnegie Primary School

FIFE COUNCIL – EDUCATION AND CHILDREN’S SERVICES DIRECTORATE Public Consultation Meeting held at Carnegie Primary School Wednesday, 26 October 2022 at 6.00 pm

Attendees:

Shelagh McLean, Head of Education & Children's (SMcL)
Avril Graham, Team Manager (AG)
Karen Hamilton, Team Manager (KH)
Lyn Meeks, Quality Improvement Officer (LM)
Deborah Davidson, Education manager (DD)

Carole Scott, Note Taker
Sheila Hastie, Note Taker

Approximately 17 people attended the meeting.

Shelagh McLean (SMcL) opened the meeting by introducing Fife Council representatives.

This was the first of two formal public meetings and informal drop-in sessions scheduled in respect of the Schools Consultation Act (Scotland) (2010) following the decision by the Cabinet Committee of Fife Council who authorised the Education & Children’s Services Directorate on 22 September 2022 to consult with parents, pupils and the wider community of Dunfermline on the proposal to rezone the primary catchment areas of Carnegie Primary School and Touch Primary School.

The statutory consultation period is from Wednesday 5 October 2022 to Thursday 1 December 2022.

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

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

Question	Parent I have a child in P2 who would be impacted if Carnegie was rezoned to Touch. I think I speak for quite a few parents in the room. I would like to hear your thoughts on siblings as it's not practicable to have children at different schools. In your presentation you have said you are trying to alleviate worry but you are causing a huge amount of worry if there could be two or three children at different schools.
Response	SMcL I understand your concerns and the potential impact and I can't guarantee all siblings would get in. We hope to get to the situation where most people can go to their catchment schools. We apply the Admissions Policy and if a child already has a sibling in a school that child is higher up in the process. I cannot guarantee a sibling would get into Carnegie. We'd do everything we can to help, if at all possible. I am aware this is not alleviating your concerns but we are very much aware of your concerns and in most cases we can try to manage this sensitively and work with families.
Question	Parent Carnegie moving to Touch, there can't be that many siblings, obviously it is a worry. I can understand why you've chose this catchment but it's not good for families to have two children at different schools.
Response	SMcL We will try to accommodate children where we can, we want people to have an element of choice.
Question	Parent I have a child already in P2 in Carnegie and a child due to start Primary 1 in August 24. I feel Fife Council has not taken into consideration the potential impact this will have on having to have either two children in different schools or having to take a child out of a school where he has friends and is settled.
Response	SMcL We fully appreciate this will mean families may have to make difficult decisions, however, as per the Admissions Policy, a pupil with a sibling already in a school will be higher up the priority list if a placing request was made. Fife Council will do everything they can to support families but cannot guarantee that all placing requests will be successful.
Question	Parent You have said you don't think any child currently in the system will be disadvantaged by the changes. I spoke to your colleague about nursery catchments and was told these were adjustable. I don't think that's a fair comment to make.
Response	SMcL We don't have catchments for nurseries, parents choose the nursery they want their child to attend based on childcare, is best for them. We're required to make it equitable and required to ensure if you are within the catchment you get a space at your catchment school.
Question	Parent I have a child in P3 and a child in nursery who, due to being a January birthday, I may decide to defer. I feel you are taking the option of deferring away, as if I enrol in January 2024 my catchment will have moved to Touch, and I may not get a place in Carnegie.
Response	SMcL If the proposal is accepted, it will come into effect from 30 June 2023, therefore you will be able to apply for a P1 place in January 2023 and will know the outcome of the proposal before you need to accept or decline the place. Deferrals are an individual choice and should be what is best for each individual child. If you decided to defer, then the response to the previous question would apply and Fife Council would do everything they can to support all families.
Question	Parent The nursery cut off is January I was told. My son is in Carnegie N4, if next year he moves to Touch I need to do that in January. You have said the

	decision about this won't be made until March, how can we make a decision in January if we don't know until March?
Response	SMcL If you have a place at Carnegie that will be kept, you should apply for Touch and then decide what's best for you. We would not remove a Carnegie Nursery place until you tell us you don't want that space.
Question	Parent I am concerned about children walking the route which includes Kellock Avenue. Julie Journeaux (Carnegie HT) is aware of the traffic issues in the area – it's carnage at times.
Response	SMcL Walking routes have been assessed by Fife Council, but your comment will be taken into account and will be included in the feedback on the proposal and be considered.
Question	Parent My first point is that I have a P1 pupil and I'm in a similar situation as I have a two year old starting in a few years time who would have to go to Touch. I get that it is something that needs to happen but it's impractical for us to have children at two different schools. My daughter is settled here. To be able to make an informed decision is it possible to provide roll projections to see how the projections stack up regarding capacity. My second point is that it would be useful to know about the potential three new Primary Schools, would Carnegie catchment be impacted when they come on stream?
Response	SMcL Carnegie would be impacted by Halbeath at the moment as that's the current area.
Question	Parent I'm in a similar situation and could end up with siblings in different schools, it's mental. They could both be in Carnegie this year but the following year they could end up in different schools and I would have to move my older child. This means that any child currently in the system is disadvantaged by this proposal.
Response	SMcL I would refer you to my previous response. Fife Council will do everything we can to support placing requests.
Question	Parent What will happen say 5 years down the line?
Response	SMcL We have no timescale for this yet. We are working on Wellwood and still working with the developers, looking at what the new catchment would be. We had thought to consult on Halbeath at the same time as Carnegie but there is no one to consult with yet as the houses aren't built or occupied. Projecting numbers for Nursery is really difficult however, we can project accurately into P1 which indicates there is going to be a challenge for places at Carnegie while there is space in Touch.
Question	Parent If there is a cushion, would it be more likely that a placing request was accepted? If the roll was 671 and reduced to 650 it may be accepted.
Response	SMcL We expect the roll to come down over time but the timing on that depends.
Question	Parent What plans will be put in place to accommodate parents trying to collect children from two schools?
Response	SMcL We would look to provide support in the shape of wrap around care, i.e. After School Clubs, where parents would pay. We already have Breakfast Clubs which are free. There is also the option of formal child care where parents would pay. Schools look to build independence however, it would be parental choice when to allow a child to walk without adult supervision.
Question	Parent If there is going to be a particular peak in 2025, it would be useful to know the roll projections.

Response	SMcL We know about pupils in this nursery but we don't know the detail of pupils in other nurseries.
Question	Parent Where are the measurements taken from as some of the houses are closer to Duloch than Touch?
Response	SMcL We looked at the area as a whole to allow us to accommodate children in all schools as Duloch is still over capacity.
Question	Parent You mention new Primary Schools, will there be any more catchment changes in this area, for example, Duloch?
Response	SMcL We've taken that into consideration.
Comment	Comment - Parent While the meeting is meant to alleviate concerns with regard to the sibling issue, I would urge you to take on board that you are doing the opposite.
Question	Parent What about the walk route, have you seen the walk route to Touch?
Response	SMcL I've not done it, but my team has.
Question	Parent You might expect a P7 to walk that, but it would be dark and it's not nice.
Comment	Comment - Parent My kids would be taken in the car.
Comment	Comment - Parent There's not a chance they'd walk.
Response	SMcL We'll look into that.
Question	Parent We could end up with siblings in different schools. Is there a history of this happening, can you tell us if there are a lot or not as it would help to stop us worrying?
Response	SMcL In the last situation there was Masterton, Canmore, Pitreavie and the Dunfermline Learning Campus. The changes made allowed us to manage it effectively. We do work very hard to get to that point. There is no history of children going to different schools.
Question	Parent You mentioned the Woodmill Campus, will there be capacity issues there as well?
Response	SMcL No, this has been taken into consideration.
Question	Parent I have a P2 child and a baby. We bought our house as Carnegie was the catchment school. This is not fair. Could you change the catchment of those not built yet?
Response	SMcL We need to choose 'a' point in time to do this. We have to take new house building into account and make sure it's reasonable.
	Parent What about the new developments that are not built yet?
Response	SMcL Work has started, there are 193 homes at the former Shepherd Offshore site. We can't have pupils walking past one school to get to another. We also want these pupils to go to the same Secondary School.
Question	Parent Are the walking routes a proposal or a rule? I wouldn't allow children to walk by the stream. Older children would be in the river.
Response	SMcL We would work with the school and determine a reasonable walking route. However, while we ensure the route is reasonable, it is a parental decision as to when a parent determines their child is old enough to walk without an adult accompanying them.
Question	Parent We want our children at the same school, and I think that needs to be addressed.
Question	Parent What about road safety? If my child walks to Touch there's a need to cross three main roads, could there be a School Crossing Patrol? There's a

	stream and I've seen rats running up the stream. This is a massive concern for me. These are busy roads; someone is going to be killed.
Response	SMcL If we think we can make an adjustment to the road workings or a route we can do that. We can contact Janitorial about a School Crossing Patrol Officer.
Question	Parent Have you walked every single street?
Response	SMcL Yes Avril Graham and the team walk all streets summer and winter.
Question	Parent If you go up that road it's more than a mile, if you send them the other way it would take them over a mile.
Question	Parent If you take them away from the stream it's over a mile.
Response	SMcL We'll take that into consideration. All routes will be formally checked if we are moving forward with a proposal.
Statement	Statement - Parent I feel it should be different for deferments as that's the most people who are impacted.
Response	SMcL We have to apply the policy (Admission) in its entirety to protect and be equitable and fair in the allocation of parental placing requests.
Question	Parent You mentioned it was a parental decision to defer but you're taking that decision away from me. We work in Edinburgh and exceptions should be made for families who can't manage two children in two schools. You say Breakfast Clubs are free but they're not, there would be the added cost of £10 per day for people affected.
Response	SMcL We'll take that away and look at how we apply the policy. The timings will allow you to make an informed decision.

Shelagh McLean concluded the meeting by thanking people for their attendance and for all the points they have raised. Shelagh advised there will be another Public Meeting in Touch Primary School and further drop in sessions.

Shelagh further advised all points have been noted and will be responded to.

Parents were asked to note they had from now until close of day on 1 December 2022 to have their say regarding the consultation and were advised how they could do this.

Meeting closed at 7.15 pm.

5.2 Tuesday 1 November 2022 – Touch Primary School

FIFE COUNCIL – EDUCATION AND CHILDREN'S SERVICES DIRECTORATE
Public Consultation Meeting held at Touch Primary School
Tuesday, 1 November 2022 at 6.00 pm

Attendees:

Shelagh McLean, Head of Education & Children's (SMcL)

Avril Graham, Team Manager (AG)

Lyn Meeks, Quality Improvement Officer (LM)

Lesley Henderson, Education Manager (LH)

Carole Scott, Note taker

Sheila Hastie, Note taker

This meeting was attended by a representative from HMle. No members of the public attended this meeting.

Appendix H – Walked Routes to School Assessments



WALKED ROUTE ASSESSMENT FORM

School/Educational Establishment & Route details

School/Educational Establishment Name	Route – write a brief description only (start/end point and key roads). <i>Attach map at end of document</i>
Touch Primary School	Touch Primary School from Trondheim Parkway

Assessment Details

Date	Time
Wednesday 28 September 2022	08:15 am
Weather Conditions	Key Observations
Fair	Straight forward route

Assessors

Name	Designation	Organisation	Contact Details
	Team Manager	Education Service	
	Transportation Officer	Transportation Services – School Transport	
	Safer Communities Project Officer	Safer Communities Team	

Observers (including Councillors)

Name	Designation	Organisation	Contact Details

Key Notes for the Assessor

- The assessment should take place at a time when pupils would usually be walking to/from school

- It should be assumed pupils will be accompanied by a responsible adult, where appropriate.
- On all routes (rural or not) it is assumed that pupils behave reasonably, remain vigilant and act responsibly.
- Each route should be assessed independently, taking account of the specific features on the route. Continuous judgement of the assessor is required.
- 'Footway' includes surfaced or unsurfaced pavements, roadside strips, paths and verges which can be walked without hindrance from vegetation or other obstacles and are free from undulations.
- Weather is not considered in the assessment of walk route availability. However, the impact of weather on a route's availability may be taken into account e.g. regular flooding making a route impassable.
- Street lighting or its absence should be noted but does not make a route unavailable on its own.
- Routes through cemeteries, graveyards, crematoria and places of worship are not permitted.
- The presence or absence of a road gradient should be noted but does not make a route unavailable on its own. Check the list of road lengths $\geq 12\%$ (1 in 8) and $\geq 100\text{m}$ (provided by Roads & Transportation) held on file. Path, ramp and step gradients are not considered as part of an assessment.
- Pollution: check if an AQAP is in place and its recommendations.
- Fear of crime is not considered.
- If there is the need to cross a road, there must be sufficient gaps in the traffic or facilities to enable safe crossing. You must discuss the need for a traffic count and gap analysis, on return to the office, if you have any doubts.
- A conclusion should only be established when matters such as traffic counts and vegetation removal are completed. As a result, the outcome may not be finalised on the day the assessment takes place.

1. Is there a continuous adequate footway?

Footpath suitability /
condition / length

Tarmac and continuous and more than 1m in width throughout the route.

If length of footway is
less than 1m width:

Consider the combination of site-specific factors including the following to determine availability:

- length of footway less than 1m width
- ability to step off onto an adjacent verge
- any necessity to step off onto the road itself
- traffic flow and speed limit
- sightlines/visibility
- additional footway obstructions
- accident data.

Requirement/need to
cross a road

We crossed 2 main roads (Linburn Road and Woodmill Road) and a few side streets (Garvock Bank, Gilfillan Road)

Where it is appropriate to cross this road

We crossed at a Pelican crossing on Linburn Road which was situated at the local shops. We then crossed at the pedestrian crossing at Woodmill Road, directly across from St Columba's RC HS.

Waiting time was not long to cross Linburn Road or at the pedestrian crossing on Woodmill Road.

Visibility at the point of crossings

Sight lines and visibility were good throughout the walk.

CONCLUSION: continuous adequate footway? Yes No

If yes, at this stage the route is deemed to be a non-hazardous walking route, please go to question 4. If no, please go to question 2.

2. In the absence of a continuous adequate footway, are there step offs with adequate sight lines?

Suitability and nature of step offs

Visibility

Good throughout the route.

CONCLUSION: step offs with adequate sight lines? Yes No

If yes, at this stage the route is deemed to be a non-hazardous walking route, please go to question 4. If no, please go to question 3.

3. If there are no step offs, are there adequate sight lines?

Provide details

CONCLUSION: are there adequate sight lines? Yes No

If yes, at this stage the route is deemed to be a non-hazardous walking route, please go to question 4. If no, the route is an unsafe walking route, please go to question 5.

4. Are there any other considerations that will impact on the assessment outcome?

Visibility / sight lines for pedestrians*

Sight lines and visibility were good throughout the walk.

Traffic flow (observed) *

There is no requirement for a formal traffic count/gap analysis to be undertaken as we did not wait long to cross Linburn Road or Woodmill Road (30 mph).

List all crossings / patrols / islands & speed limits

We walked along Trondheim Parkway (20mph) and crossed Woodmill Road (30 mph) at the pedestrian crossing.

We used the footpath which crossed Lyne Burn at the Adamson Hall and crossed Garvock Bank (20 mph) on to the pavement at Gilfillan Road (20 mph). We took the steps up to a footpath just south of Henryson Road (20 mph) and then used the footpath up to Abel Place (20 mph) into the back entrance of the school.

Paths/ Wooded Areas/ Vegetation/ flooding (frequency over a year)

Consider the combination of site-specific factors including:

- continuous footpath, pavement and verge/road
- street lighting was available throughout the walk
- visibility and sightlines were good throughout the walk
- all footpaths were clear of vegetation

Availability of public transport

n/a

Exceptional features e.g. type of vehicles on route

n/a

Transport Scotland Input (if appropriate) for routes along A92 & A985

n/a

Accident Data (damage only, slight, serious & fatal covering the last 3 years)

n/a

CONCLUSION: Are there any other considerations that will impact on the assessment outcome?

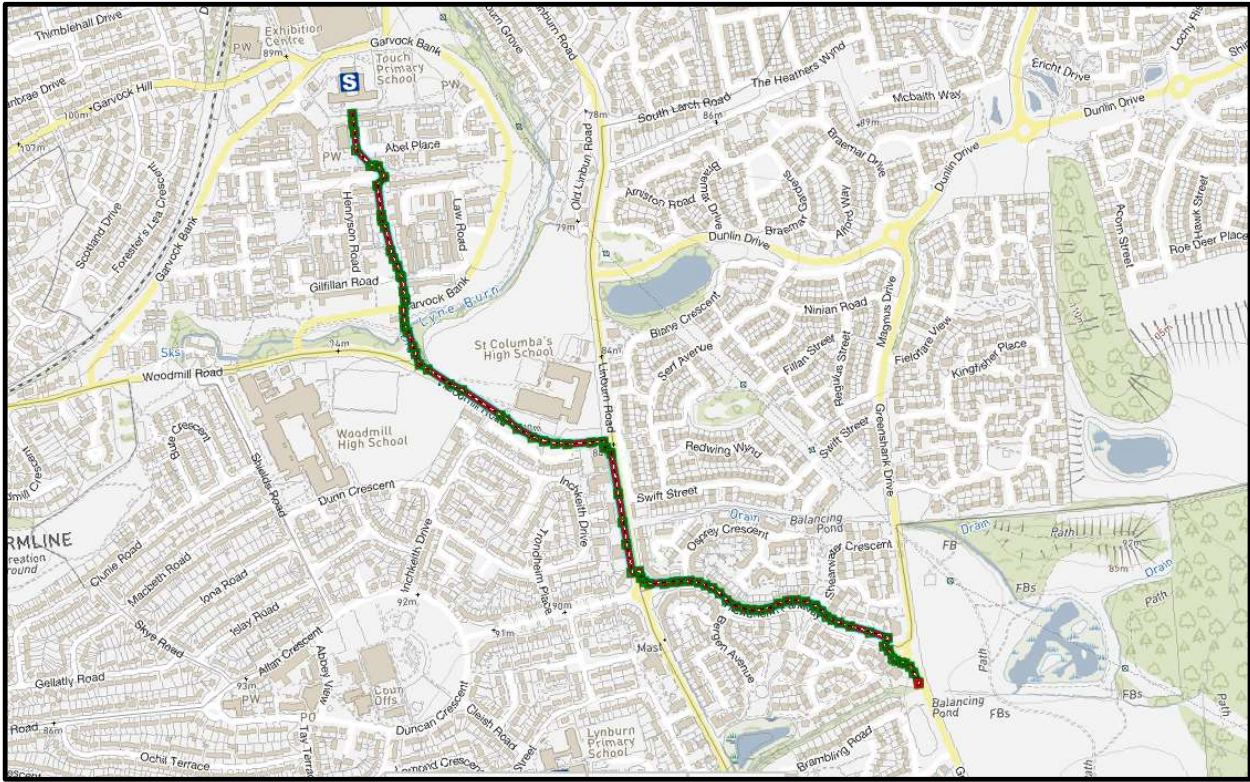
Yes No

**Where the traffic flow / sight line is considered, a record of any vehicle count / speed survey should be retained. Only relevant where a road is crossed without available traffic interrupters.*

5. CONCLUSION: is the route available?

Yes No

WALKED ROUTE ASSESSMENT FORM SUPPLEMENTARY INFORMATION



From Woodmill Road, to footpath that brings pedestrians out at Adamson Hall.



Lighting at Adamson Hall, and crossing area at Adamson Hall to join up with footpath at Giffillan Road.

WALKED ROUTE ASSESSMENT FORM

School/Educational Establishment & Route details

School/Educational Establishment Name	Route – write a brief description only (start/end point and key roads). <i>Attach map at end of document</i>
Touch Primary School	Touch Primary School to Trondheim Parkway Via Garvock Bank, Woodmill Road, Linburn Road.

Assessment Details

Date Wednesday 28 September 2022	Time 3.00pm
Weather Conditions Dry, light	Key Observations Straight forward route, no issues experienced. Route typical of a walk route within an urban area.

Assessors

Name	Designation	Organisation	Contact Details
	Compliance Officer	Education Service	
	Compliance Officer	Education Service	
	Safer Communities Project Officer	Safer Communities Team	
	Technician	Transportation Service	

Observers (including Councillors)

Name	Designation	Organisation	Contact Details

Key Notes for the Assessor

- The assessment should take place at a time when pupils would usually be walking to/from school
- It should be assumed pupils will be accompanied by a responsible adult, where appropriate.
- On all routes (rural or not) it is assumed that pupils behave reasonably, remain vigilant and act responsibly.

- Each route should be assessed independently, taking account of the specific features on the route. Continuous judgement of the assessor is required.
- 'Footway' includes surfaced or unsurfaced pavements, roadside strips, paths and verges which can be walked without hindrance from vegetation or other obstacles and are free from undulations.
- Weather is not considered in the assessment of walk route availability. However, the impact of weather on a route's availability may be taken into account e.g. regular flooding making a route impassable.
- Street lighting or its absence should be noted but does not make a route unavailable on its own.
- Routes through cemeteries, graveyards, crematoria and places of worship are not permitted.
- The presence or absence of a road gradient should be noted but does not make a route unavailable on its own. Check the list of road lengths $\geq 12\%$ (1 in 8) and $\geq 100\text{m}$ (provided by Roads & Transportation) held on file. Path, ramp and step gradients are not considered as part of an assessment.
- Pollution: check if an AQAP is in place and its recommendations.
- Fear of crime is not considered.
- If there is the need to cross a road, there must be sufficient gaps in the traffic or facilities to enable safe crossing. You must discuss the need for a traffic count and gap analysis, on return to the office, if you have any doubts.
- A conclusion should only be established when matters such as traffic counts and vegetation removal are completed. As a result, the outcome may not be finalised on the day the assessment takes place.

1. Is there a continuous adequate footway?

Footpath suitability / condition / length

Tarmac and continuous and more than 1m in width throughout the route. Some parts of the route have a cycle path.

If length of footway is less than 1m width:

Consider the combination of site-specific factors including the following to determine availability:

- length of footway less than 1m width
- ability to step off onto an adjacent verge
- any necessity to step off onto the road itself
- traffic flow and speed limit
- sightlines/visibility
- additional footway obstructions
- accident data.

Requirement/need to cross a road

Yes. Garvock Bank, Woodmill Road, Linburn Road. Number of side streets.

Where it is appropriate to cross this road

Garvock Bank – beside Scout Hall. No issues, no waiting time and visibility good in both directions.

Woodmill Road – used pedestrian crossing at St Columbas HS.

Linburn Road – used pelican crossing at the shops

Side streets in Trondheim parkway - were all crossed at the junctions where there are dipped kerbs. No issues with waiting time, little traffic and good sightlines. Also, a pedestrian crossing on Trondheim Parkway.

Visibility at the point of crossings

Sightlines and visibility were good throughout the walk.

CONCLUSION: continuous adequate footway?

Yes No

If yes, at this stage the route is deemed to be a non-hazardous walking route, please go to question 4. If no, please go to question 2.

2. In the absence of a continuous adequate footway, are there step offs with adequate sight lines?

Suitability and nature of step offs

Visibility

CONCLUSION: step offs with adequate sight lines?

Yes No

If yes, at this stage the route is deemed to be a non-hazardous walking route, please go to question 4. If no, please go to question 3.

3. If there are no step offs, are there adequate sight lines?

Provide details

CONCLUSION: are there adequate sight lines?

Yes No

If yes, at this stage the route is deemed to be a non-hazardous walking route, please go to question 4. If no, the route is an unsafe walking route, please go to question 5.

4. Are there any other considerations that will impact on the assessment outcome?

Visibility / sight lines for pedestrians*

Sight lines and visibility were good throughout the walk.

Traffic flow (observed) *	<p>Traffic flow was fairly light. The traffic flow is likely to be higher at the time Woodmill HS and St Columbas HS finish but our walk was completed by that time.</p> <p>There is no requirement for a formal traffic count/gap analysis to be undertaken as there was no waiting time to cross Garvock Bank or any of the side streets. As stated above, Woodmill Road and Linburn Road had crossings to stop the traffic and allow a safe crossing.</p>
List all crossings / patrols / islands & speed limits	<p>All road speed limits are 20mph/30mph. Pedestrian crossing used on Woodmill Road Pelican crossing used on Linburn Road</p>
Paths/ Wooded Areas/ Vegetation/ flooding (frequency over a year)	<p>Consider the combination of site-specific factors including:</p> <ul style="list-style-type: none"> • continuous footpath • street lighting was available throughout the walk • visibility and sightlines were good throughout the walk • all footpaths were clear of vegetation
Availability of public transport	n/a
Exceptional features e.g. type of vehicles on route	n/a
Transport Scotland Input (if appropriate) for routes along A92 & A985	n/a
Accident Data (damage only, slight, serious & fatal covering the last 3 years)	n/a

CONCLUSION: Are there any other considerations that will impact on the assessment outcome?

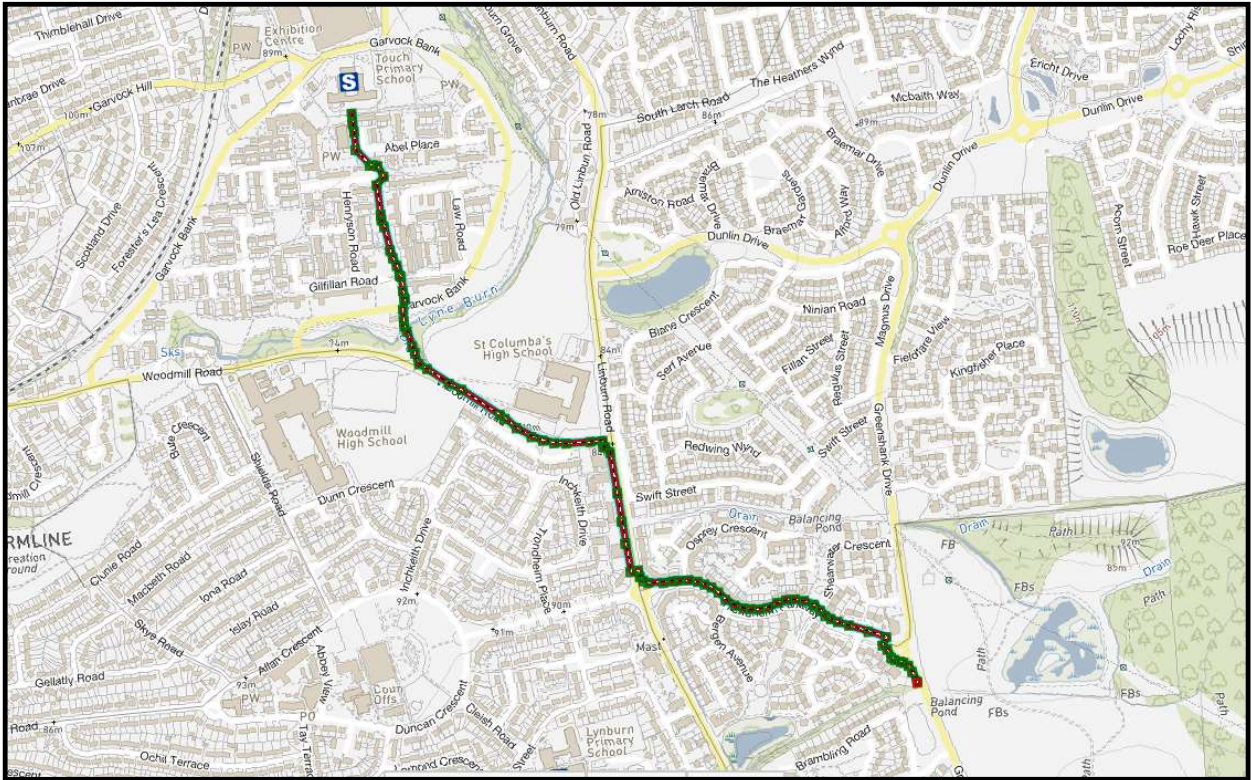
Yes No

**Where the traffic flow / sight line is considered, a record of any vehicle count / speed survey should be retained. Only relevant where a road is crossed without available traffic interrupters.*

5. CONCLUSION: is the route available?

Yes No

WALKED ROUTE ASSESSMENT FORM SUPPLEMENTARY INFORMATION





WALKED ROUTE ASSESSMENT FORM

School/Educational Establishment & Route details

School/Educational Establishment Name	Route – write a brief description only (start/end point and key roads). <i>Attach map at end of document</i>
Touch Primary School	Touch Primary School from Swift Street

Assessment Details

Date Tuesday, 29 November 2022	Time 08.40am
Weather Conditions Fair	Key Observations Straight forward route

Assessors

Name	Designation	Organisation	Contact Details
	Compliance Officer	Education Service	
	Transportation Officer	Transportation Services – School Transport	
	Safer Communities Project Officer	Safer Communities Team	

Observers (including Councillors)

Name	Designation	Organisation	Contact Details

Key Notes for the Assessor

- The assessment should take place at a time when pupils would usually be walking to/from school
- It should be assumed pupils will be accompanied by a responsible adult, where appropriate.

- On all routes (rural or not) it is assumed that pupils behave reasonably, remain vigilant and act responsibly.
- Each route should be assessed independently, taking account of the specific features on the route. Continuous judgement of the assessor is required.
- 'Footway' includes surfaced or unsurfaced pavements, roadside strips, paths and verges which can be walked without hindrance from vegetation or other obstacles and are free from undulations.
- Weather is not considered in the assessment of walk route availability. However, the impact of weather on a route's availability may be taken into account e.g. regular flooding making a route impassable.
- Street lighting or its absence should be noted but does not make a route unavailable on its own.
- Routes through cemeteries, graveyards, crematoria and places of worship are not permitted.
- The presence or absence of a road gradient should be noted but does not make a route unavailable on its own. Check the list of road lengths $\geq 12\%$ (1 in 8) and $\geq 100\text{m}$ (provided by Roads & Transportation) held on file. Path, ramp and step gradients are not considered as part of an assessment.
- Pollution: check if an AQAP is in place and its recommendations.
- Fear of crime is not considered.
- If there is the need to cross a road, there must be sufficient gaps in the traffic or facilities to enable safe crossing. You must discuss the need for a traffic count and gap analysis, on return to the office, if you have any doubts.
- A conclusion should only be established when matters such as traffic counts and vegetation removal are completed. As a result, the outcome may not be finalised on the day the assessment takes place.

1. Is there a continuous adequate footway?

Footpath suitability / condition / length

Tarmac and continuous.

If length of footway is less than 1m width:

Consider the combination of site-specific factors including the following to determine availability:

- length of footway less than 1m width
- ability to step off onto an adjacent verge
- any necessity to step off onto the road itself
- traffic flow and speed limit
- sightlines/visibility
- additional footway obstructions
- accident data.

Requirement/need to cross a road

We crossed one main road and a few side streets.

Where it is appropriate to cross this road

We crossed at a Pelican crossing on Linburn Road. This was a different crossing point to the map route however, both could be used. The map route showed a pedestrian island

which can be used to cross at Dunlin Drive. This would result in crossing Linburn Road at another point further along Linburn Road.

Waiting time was not long to cross Linburn Road.

Visibility at the point of crossings

Sight lines and visibility were good throughout the walk.

CONCLUSION: continuous adequate footway?

Yes No

If yes, at this stage the route is deemed to be a non-hazardous walking route, please go to question 4. If no, please go to question 2.

2. In the absence of a continuous adequate footway, are there step offs with adequate sight lines?

Suitability and nature of step offs

Step offs were available at Garvock Bank to cross to Touch PS.

Visibility

Good.

CONCLUSION: step offs with adequate sight lines?

Yes No

If yes, at this stage the route is deemed to be a non-hazardous walking route, please go to question 4. If no, please go to question 3.

3. If there are no step offs, are there adequate sight lines?

Provide details

CONCLUSION: are there adequate sight lines?

Yes No

If yes, at this stage the route is deemed to be a non-hazardous walking route, please go to question 4. If no, the route is an unsafe walking route, please go to question 5.

4. Are there any other considerations that will impact on the assessment outcome?

Visibility / sight lines for pedestrians*

Sight lines and visibility were good throughout the walk.

Traffic flow (observed) *

There is no requirement for a formal traffic count/gap analysis to be undertaken as we did not wait long to cross Linburn Road.

List all crossings / patrols / islands & speed limits

We walked along Swift Street (20mph) and crossed at Linburn Road (30mph). (There is also the option to walk Redwing Wynd/Serf Avenue which also lead to Linburn Road.) We carried along Linburn Road and turned into Linburn Grove/Linburn Corridor which is suitable for both pedestrians and cyclists. From there we took the path passed an open space and turned right. We then crossed a metal bridge and walked the path coming out onto Garvock Bank opposite Touch PS.

Paths/ Wooded Areas/ Vegetation/ flooding (frequency over a year)

Consider the combination of site-specific factors including:

- continuous footpath, pavement and verge/road
- street lighting was available throughout the walk
- visibility and sightlines were good throughout the walk
- all footpaths were clear of vegetation

Availability of public transport

Public transport is available in this area.

Exceptional features e.g. type of vehicles on route

N/A

Transport Scotland Input (if appropriate) for routes along A92 & A985

N/A

Accident Data (damage only, slight, serious & fatal covering the last 3 years)

N/A

CONCLUSION: Are there any other considerations that will impact on the assessment outcome?

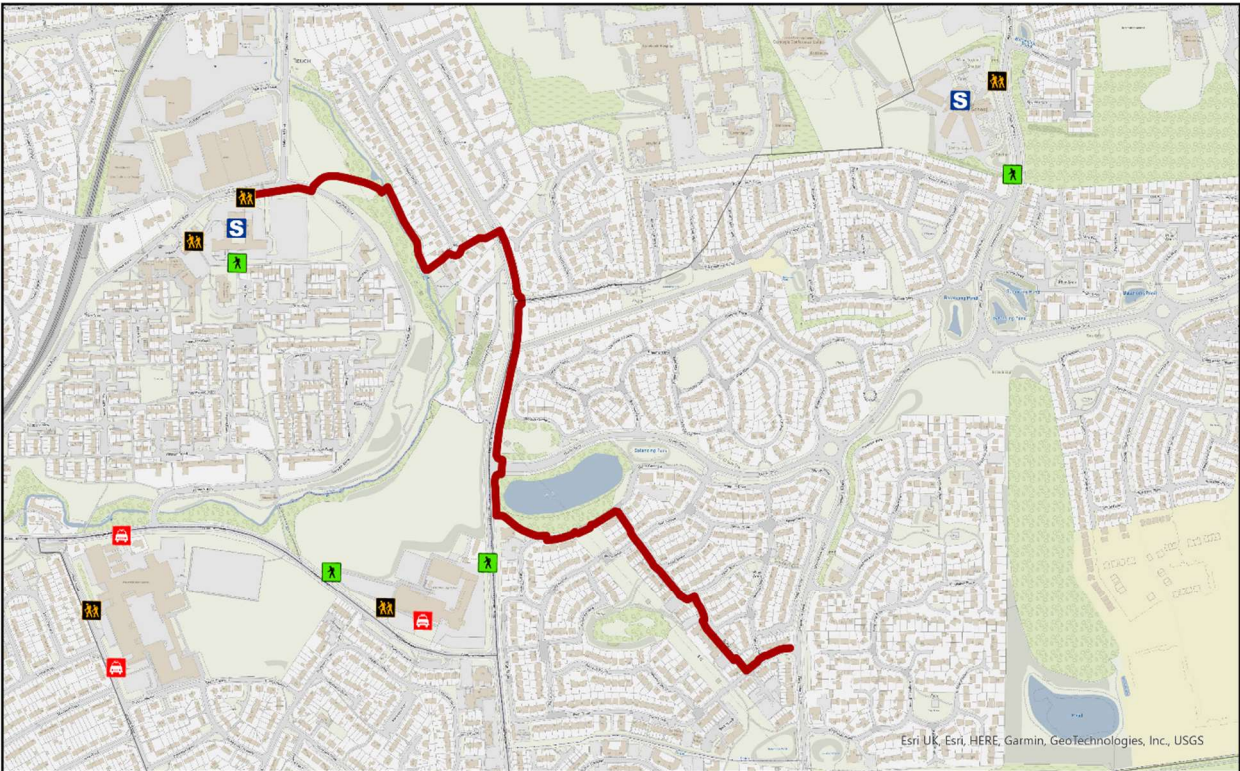
Yes No

**Where the traffic flow / sight line is considered, a record of any vehicle count / speed survey should be retained. Only relevant where a road is crossed without available traffic interrupters.*

5. CONCLUSION: is the route available?

Yes No

WALKED ROUTE ASSESSMENT FORM SUPPLEMENTARY INFORMATION



Touch route for Avril (LN 2506)

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Scale: 1:1,710

Prepared By: vdiamond-95
Service: Assets, Transportation & Environment
Printing Date: 03 November 2022



Redwing Wynd



Pelican Crossing, Linburn Road



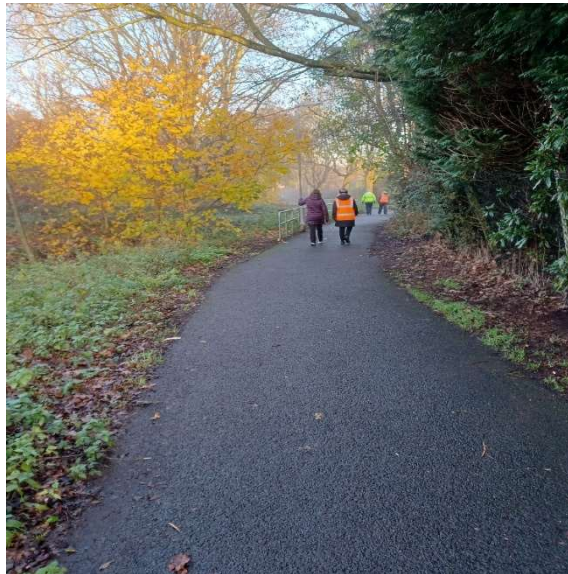
Pedestrian Island - Dunlin Drive



Linburn Grove



Linburn Corridor



Linburn Path



Bridge at Linburn Path heading towards Garvock Bank



Linburn Path toward Garvock Bank



Step Offs - Garvock Bank to Touch PS



WALKED ROUTE ASSESSMENT FORM

School/Educational Establishment & Route details

School/Educational Establishment Name	Route – write a brief description only (start/end point and key roads). <i>Attach map at end of document</i>
Touch Primary School	Touch Primary School to Swift Street

Assessment Details

Date Tuesday, 29 November 2022	Time 3.00pm – 3.20pm
Weather Conditions Fair	Key Observations Straight forward route, no issues

Assessors

Name	Designation	Organisation	Contact Details
	Compliance Officer	Education Service	
	Technician	Transportation Services – School Transport	
	Safer Communities Project Officer	Safer Communities Team	
	Compliance Officer	Education Service	

Observers (including Councillors)

Name	Designation	Organisation	Contact Details

Key Notes for the Assessor

- The assessment should take place at a time when pupils would usually be walking to/from school
- It should be assumed pupils will be accompanied by a responsible adult, where appropriate.
- On all routes (rural or not) it is assumed that pupils behave reasonably, remain vigilant and act responsibly.
- Each route should be assessed independently, taking account of the specific features on the route. Continuous judgement of the assessor is required.

- 'Footway' includes surfaced or unsurfaced pavements, roadside strips, paths and verges which can be walked without hindrance from vegetation or other obstacles and are free from undulations.
- Weather is not considered in the assessment of walk route availability. However, the impact of weather on a route's availability may be taken into account e.g. regular flooding making a route impassable.
- Street lighting or its absence should be noted but does not make a route unavailable on its own.
- Routes through cemeteries, graveyards, crematoria and places of worship are not permitted.
- The presence or absence of a road gradient should be noted but does not make a route unavailable on its own. Check the list of road lengths $\geq 12\%$ (1 in 8) and $\geq 100\text{m}$ (provided by Roads & Transportation) held on file. Path, ramp and step gradients are not considered as part of an assessment.
- Pollution: check if an AQAP is in place and its recommendations.
- Fear of crime is not considered.
- If there is the need to cross a road, there must be sufficient gaps in the traffic or facilities to enable safe crossing. You must discuss the need for a traffic count and gap analysis, on return to the office, if you have any doubts.
- A conclusion should only be established when matters such as traffic counts and vegetation removal are completed. As a result, the outcome may not be finalised on the day the assessment takes place.

1. Is there a continuous adequate footway?

Footpath suitability / condition / length	Tarmac footpath for all of the route, all reasonable condition, width.
If width of footway is less than 1m width:	N/A
Requirement/need to cross a road	We crossed one main road (Linburn Road) and a number of streets.
Where is it appropriate to cross this road	We crossed at a Pedestrian crossing on Linburn Road (just north of Old Linburn Road).
Visibility at the point of crossings	Sight lines and visibility were good throughout the walk including all crossing points.

CONCLUSION: continuous adequate footway?

Yes No

If yes, at this stage the route is deemed to be a non-hazardous walking route, please go to question 4. If no, please go to question 2.

2. In the absence of a continuous adequate footway, are there step offs with adequate sight lines?

Suitability and nature of step offs

Visibility

CONCLUSION: step offs with adequate sight lines? Yes No

If yes, at this stage the route is deemed to be a non-hazardous walking route, please go to question 4. If no, please go to question 3.

3. If there are no step offs, are there adequate sight lines?

Provide details

CONCLUSION: are there adequate sight lines? Yes No

If yes, at this stage the route is deemed to be a non-hazardous walking route, please go to question 4. If no, the route is an unsafe walking route, please go to question 5.

4. Are there any other considerations that will impact on the assessment outcome?

Visibility / sight lines for pedestrians*

Sight lines and visibility were good throughout the walk.

Traffic flow (observed) *

Traffic flow throughout the walk was fairly low. We had no or minimal waiting time at each crossing. Traffic on Linburn Road was slightly busier but there is a pedestrian crossing to stop the traffic. We used this.

List all crossings / patrols / islands & speed limits

Garvock Bank (beside Touch PS)
Linburn Road (used crossing)
South Larch Road
Dunlin Drive
Blane Crescent-Fillan Street-Duthac Court-Regulas Street-Swift Street
All 20mph or 30mph speed limit

Paths/ Wooded Areas/ Vegetation/ flooding (frequency over a year)

Linburn Path was used to get from Garvock Bank to Linburn Road. This path runs by a stream/burn, has a tarmac surface and the route was lit. No overhanging vegetation or areas of flooding. Number of pedestrians were using this path (dog walker etc).

Availability of public transport

Public transport is available in this area.

Exceptional features e.g. type of vehicles on route

N/A

Transport Scotland Input (if appropriate) for routes along A92 & A985

N/A

Accident Data (damage only, slight, serious & fatal covering the last 3 years)

N/A

CONCLUSION: Are there any other considerations that will impact on the assessment outcome?

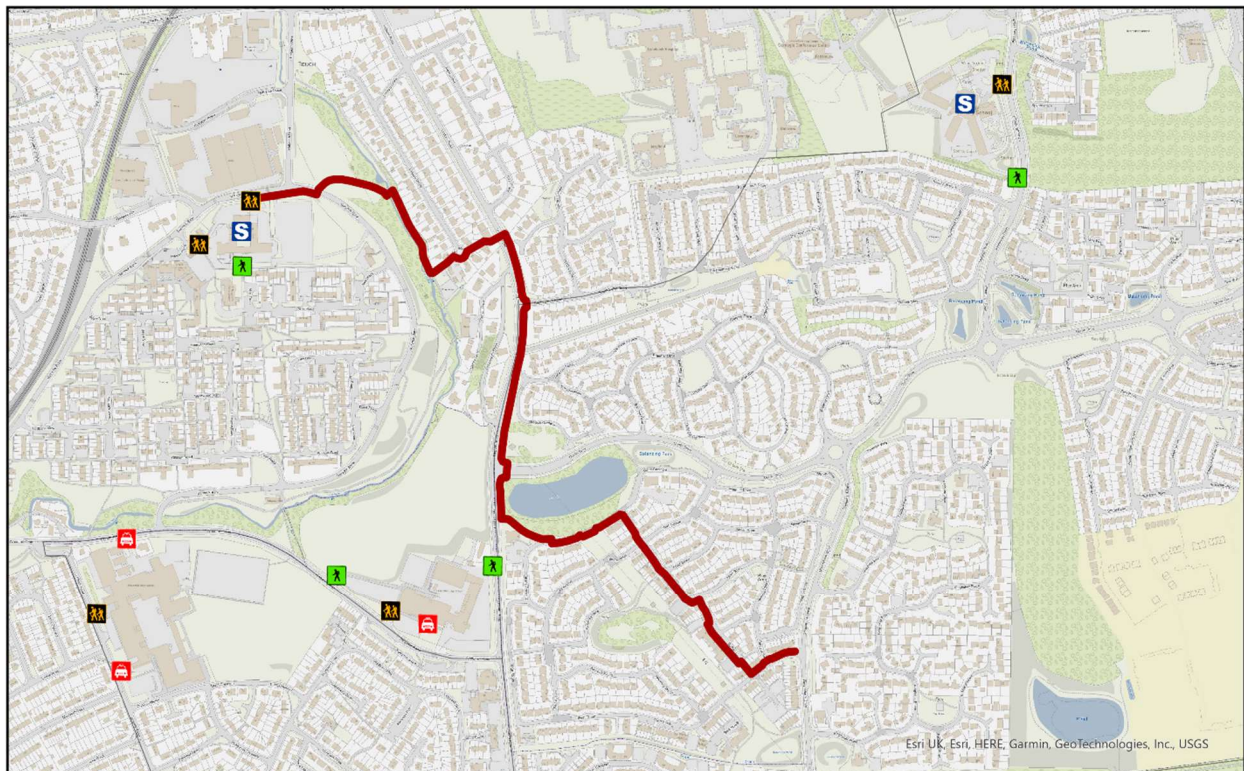
Yes No

**Where the traffic flow / sight line is considered, a record of any vehicle count / speed survey should be retained. Only relevant where a road is crossed without available traffic interrupters.*

5. CONCLUSION: is the route available?

Yes No

**WALKED ROUTE ASSESSMENT FORM
SUPPLEMENTARY INFORMATION**



Touch route for Avril (LN 2506)		 Fife COUNCIL <small>Assets, Transportation and Environment</small> Ken Gourlay Head of Service
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Appendix I – Equality Impact Assessment

Part 1: Background and information

Title of proposal	The rezoning of the catchment areas of Carnegie Primary School and Touch Primary School from 30 June 2023.
Brief description of proposal (including intended outcomes & purpose)	<p>This is a new proposal to rezone the catchment areas of Carnegie Primary School and Touch Primary School from 30 June 2023.</p> <p>Currently there are too many catchment pupils that can be accommodated within Carnegie Primary School and new housing sites in the catchment area require to be accommodated a school located in the community. The school has been extended and no further accommodation can be added to the site. Touch Primary School has spare capacity to accommodate new pupils following a 4-classroom extension to support house building in the area. The distribution of pupils across the area will ensure that both schools are within capacity and all new pupils can be accommodated.</p> <p>Failure to rezone the catchment area could result in an oversubscription of catchment pupils for Carnegie Primary School catchment area, where priority criteria would need to be applied for all catchment pupils to determine which pupils were allocated a place at Carnegie Primary School.</p> <p>The proposal has been consulted in accordance with the Schools (Consultation) (Scotland) Act 2010.</p> <p>The proposal will not impact on any pupil who is due to start Primary One in August 2023 as they will enrol for their existing primary school.</p> <p>If this proposal is approved by the Cabinet Committee on 9 March 2023 this will result in the realignment of catchment areas to ensure a balance redistribution of housing across the area, ensure that Carnegie Primary School has sufficient space to accommodate catchment pupils and deliver the full breadth of the curriculum within the existing accommodation.</p> <p>For Touch Primary School this will ensure an increased roll and occupancy if catchment pupils attend Touch Primary School.</p> <p>It is important to note that there will be no changes to the secondary catchment area of Woodmill High School as currently both Carnegie and Touch Primary Schools are associated with Woodmill High School. There are also no changes to the Roman Catholic catchment areas of St Margaret’s RC Primary School and St Columba’s RC High School.</p>
Lead Directorate / Service / Partnership	Shelagh McLean, Head of Service (Early Years and Directorate Support)

EqlA lead person	Avril Graham, Team Manager (Systems and Infrastructure) Education & Children's Services
EqlA contributors	All relevant consultees, as defined by the Schools (Consultation) (Scotland) Act 2010, were invited to participate in the formal consultation process. The Equality Impact Assessment was contributed to by a range of staff within Fife Council.
Date of EqlA	16 January 2023

How does the proposal meet one or more of the general duties under the Equality Act 2010? (Consider proportionality and relevance on p.12 and see p.13 for more information on what the general duties mean). If the decision is of a strategic nature, how does the proposal address socio-economic disadvantage or inequalities of outcome?)

General duties	Please Explain
Eliminating discrimination, harassment and victimisation	
Advancing equality of opportunity	<p>Both schools have sufficient accommodation to allow young people to socialise in a variety of areas both inside and out and this will include accessible areas to include any young people with additional support needs. Touch Primary School has a variety of multi-purpose areas which allow the full breadth of the curriculum to be experienced. Carnegie Primary School will enable this to happen with a reduction in school roll to be managed within 21 classes of the school.</p> <p>There may be some negative impact for pupils who currently walk to Carnegie Primary School. The distance to Touch Primary School may be slightly longer for some pupils. However, the majority of the area proposed to be rezoned is within one mile walking route. For any pupils who are over one mile, they will be entitled to free transport to school.</p> <p>There is also a positive impact for some pupils where their property is located in both catchment areas. This will give them clarity on their school catchment area.</p> <p>The Education Service has assessed available walking routes as per existing policy from two different directions for pupils affected by this rezoning proposal.</p>
Fostering good relations	
Socio-economic disadvantage	<p>Whilst we recognise the journey to school will further extended for some pupils living within close proximity of their existing high school, across all socio-economic groups, we would continue to promote a healthy lifestyle which includes exercise and activity both within and outwith school, promoting active travel would contribute to this healthy lifestyle choice.</p>

Inequalities of outcome	The Education Service are confident that the facilities and resources on offer within both primary schools will ensure that the wide range of the curriculum is delivered with plenty of pupil opportunities, extra-curricular activities and inclusive approaches supporting a focus on improved outcomes for all of the young people.
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Having considered the general duties above, if there is likely to be no impact on any of the equality groups, parts 2 and 3 of the impact assessment may not need to be completed. Please provide an explanation (based on evidence) if this is the case.

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Part 2: Evidence and Impact Assessment

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

Protected characteristic	Positive impact	Negative impact	No impact
Disabled people			No impact
Sexual orientation			No impact
Women			No impact
Men			No impact
Transgendered people			No impact
Race (includes gypsy travellers)			No impact
Age (including older people aged 60+)		May impact on grandparents who have a longer distance to travel to collect pupils from school.	
Children and young people	School buildings with multi-purpose space available to provide greater flexibility and enhanced opportunities for pupils.		
Religion or belief			No impact
Pregnancy & maternity			No impact
Marriage & civil partnership			No impact

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

	Positive impact	Negative impact	No impact
Looked after children and care leavers	Additional spaces to ensure the needs of care experienced pupils can be met e.g. multi-agency meetings can take place		

Privacy (e.g. information security & data protection)			No impact
Economy			No impact

1.0 Please record the evidence used to support the impact assessment. This could include officer knowledge and experience, research, customer surveys, service user engagement.

2.0 Any evidence gaps can also be highlighted below.

Evidence used	Source of evidence
1. Knowledge of existing school provision/ practice	Officer discussion/ consultation
2. School facilities and accommodation	School layout plans
3. Feedback received from relevant parties during the statutory consultation process	Consultation Response Forms, public meetings and pupil consultation, report from HMI Education Scotland
Evidence gaps	Planned action to address evidence gaps

Part 3: Recommendations and Sign Off

(Recommendations should be based on evidence available at the time and aim to mitigate negative impacts or enhance positive impacts on any or all of the protected characteristics).

Recommendation	Lead person	Timescale
1. Ensure any pupil from nursery or other pupils wishing to relocate to their new catchment school have an enhanced transition prior to relocating to the new school	Headteachers	August 2023 onwards
2. Ensure walked route assessments are completed and impact on school travel plans	Education/Transportation/ Community Safety	August 2023 onwards

Sign off

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

Date completed:	Date sent to Community Investment Team: Enquiry.equalities@fife.gov.uk
Senior Officer: Avril Graham	Designation: Team Manager (Systems & Infrastructure)

FOR COMMUNITY INVESTMENT TEAM ONLY

EqIA Ref No.	
Date checked and initials	