



Parent Council Response to the Proposal to Close Glashieburn Primary and Middleton Park Primary Schools



**Glashieburn
Parent
Council**
10th October 2013

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Executive Summary

We understand that the Council must do something to solve their Grandhome problem and that Officers believe that doing nothing is not an option. We would suggest that what is being proposed however is not the best solution for the education of our children. This is a proposal to facilitate longer term housing plans, ease the burden of existing zoning boundaries and reduce costs to the long term educational detriment of affected children, both now and in the future.

We have faith that HMIE and EC&S members will recognise that this proposal is being put forward as **JUST ONE POSSIBLE SOLUTION** to solve the education problem of the Council's new Grandhome development and as a way to save money across the wider Aberdeen City school estate. We suggest that there are better options available and that this proposal should be rejected.

We wish to reiterate that we are not averse to change; we are averse to the wrong changes being enforced to the long term educational detriment of up to 560 children. Education underpins the future of our economy and society – we have a duty to ensure we deliver a level of education which supports this.

We firmly believe that the report to be composed by HMIE under the terms of the Schools (Consultation) (Scotland) Act 2010 will support our assertions that this proposal, contains no concrete, specific or relevant educational benefits for any affected child. We do not believe that Officers will be able to report conclusions which address the hundreds and hundreds of concerns raised and nor will they prove, beyond any doubt, that this is in the best educational interests of our children. However, we will be unable to confirm these beliefs until just one week before the EC&S Committee meeting on 30th January 2014 when this crucial decision will be made.

The Educational Benefits statement and the impact of the proposal on the children has been virtually lost in the huge amount of other pages, given over to try to justify a poor proposal and resolve a planning problem.

The only claim of educational benefit for the children that we might support to an extent would be that they may “benefit” from a broader staff expertise and range of learning and increased access to CPD.

The proposal as it stands does not provide any details whatsoever on so many areas of concern to include:

- What additional extra-curricular activities would be available and even necessary
- How will 2 hours of high-quality physical education be provided given the conflicting demands of the gym halls – lunch arrangements for example having to “probably” go to a more complex 3 sitting system, further reducing access to the gym halls
- What provision there will be for ensuring that sibling groups from out of zone families remain together, particularly in situations where the out of zone placement is without choice (ASN siblings)
- What is being proposed to replace lost afterschool care provision for Middleton Park, currently sited at Oldmachar Community Centre next to Forehill School in light of the confirmed fact that the breakfast and afterschool club provision for Glashieburn children is already full
- How road safety in the local area will be addressed; and further, how fire and safety requirements internally will be provided for, given that corridors will have to be used as teaching areas and no accessibility studies have been completed
- How nursery and existing primary children will be supported and inducted given the short time frames – in fact, there is no mention of nursery provision at all

- How the Officers plan to manage the additional extra responsibility of the enhanced transition that will be required for our children with additional support needs in keeping with the Education (Additional Support for Learning) (Scotland) Act 2004
- How the Officers propose to manage the pending increase in provision of nursery hours available to children in August 2014 should the proposal proceed as it stands.

Officers have provided no concrete, costed plans for timely reconfiguration which alleviate any concern of the Parent Forum in relation to the suitability of the proposed learning environment, including the use of communal, “flexible” learning areas and the minimal outside space, for the massive, almost capacity, unsubstantiated roll at the “new” school within the context of Curriculum for Excellence.

Clarifications

Roll and Capacity Numbers:

Given that there are so many conflicting numbers given within the Proposal, we wish to clarify what numbers we have used and why. We believe that the current CAPACITY of Glashieburn School, as determined in 2010 by the EC&S Committee, is 420 plus 60 children across the two pre-school nursery years – a total maximum capacity of 480.

The apparent new capacity, derived without evidence or any type of formal re-evaluation, has been increased to 460 plus 100 children across the two pre-school years – a TOTAL maximum capacity of 560. As no plans have been agreed, we cannot see how we can rely on a guesswork figure of 460 given that internal reconfiguration has not been finalised or agreed for assessment purposes.

For the purpose of continuance of reference and application, we will use the figure of 560 when referring to capacity, even though there has been no explanation or justification for this sudden increase.

Grandhome Expectation – Email excerpts / clarification from Turnberry Planning Limited:

As per the below excerpts from emails from the Estate Manager for Grandhome (received within the last few days), the AGREED 0.25 formula means that the new school will be in place once 140 children from Phase 1 have been temporarily “placed” at Danestone.

- *“...have double checked my assumptions with the City, and can confirm that the changes currently proposed are more concerned with tidying up existing catchment areas. Next summer, the City Council will consult on interim measures to deal with forthcoming homes in Phase 1 and the associated primary children. As I mention below, we are expecting that consultation to direct all Phase 1 Grandhome children to Danestone. After Phase 1, a primary school will be constructed in Grandhome and will mark the beginning of self-sufficiency for the site in terms of primary education. No children will be sent to Brimmond.”*
- *“...key piece of data is that we will expect to have a Primary School built and open in advance of occupation of the 560th unit.”*

The 560th house is not expected to be built by the developers until 2020 at the earliest.

- *“I can confirm that we are applying the formula of 0.25 per dwelling in accordance with our discussions with the City.”*

Compilation / Methodology of this Submission:

Please excuse changes in writing styles and any minor repetition of what we feel are salient issues – this submission has been compiled by volunteers within the Parent Council in their spare time and often very late at night after other family and work commitments and needs have been fulfilled or re-scheduled.

As detailed to follow, the Glashieburn Parent Council has chosen to focus on the 11 pages of the Educational Benefit statement; the other 65 pages of “justification” will be briefly addressed by us in conjunction with the submissions from our partners at Middleton Park Parent Council as well as our joint group, “Education or Burst”.

All three formal submissions, along with all other petitions, emails and written submissions from our wider parent forum and community, therefore must be read together to provide a **complete** picture of our concerns.

Section 7 - Education Benefits Statement Analysis

7.1 Background

Officers state that the implementation of this proposal to close two schools and establish one merged school in the existing 1979 building at Glashieburn will “improve the educational experiences of learners” and this is “likely” to have positive outcomes on the life chances for young people. What exactly does this mean and where is the evidence for this broad sweeping, non-specific statement?

Officers state that they will deliver a high quality, wide and relevant curriculum in **appropriate facilities**. However, we would suggest that the facilities, being the existing school building and grounds with “minor” modifications, if used for up to the amended new maximum capacity of 560 children, will actually impede the delivery of the curriculum and that this proposal will actually be detrimental to the education of the pupils.

We would suggest that this is the crux of the issue with the entire proposal – the Officers’ proposal to merge these two schools into the existing Glashieburn building is the critical issue. Any benefits to be gained (or otherwise) must therefore only be considered in this context.

We are forced to consider the entire educational benefits statement in the context of the provision of education in the existing facilities, building and campus. It CANNOT be considered as a standalone issue as its provision is hampered by the constraints of the facilities it will be delivered within, regardless of the claims that only minor internal reconfiguration is required. No extension can be considered viable as this will eat into the already limited exterior space available.

The educational benefit statement, meant to be the heart of this proposal, is just over 11 pages long. Unfortunately, this key part of the proposal also contains a number of points which are concerned with justification of the proposal and are non-educational issues. However, in keeping with the framework of the Officers’ proposal, we will address the claims being made of “detailed evidence to support the proposal” on a Quality Indicator by Quality Indicator basis.

7.2 Quality Indicator: Improvements in Performance

Both schools are similar with regard to their performance and achievements; in this, Officers are correct. However, both schools will not be improved by putting them together – one does not follow the other.

Our school has already achieved significant attainment levels in writing, literacy and maths and continues to develop pupils' abilities in all of these areas. Glashieburn School has a personal and inclusive approach to teaching and development and has experienced staff and a strong management team: any pupil not achieving as expected can therefore be easily identified by staff and support will be provided to assist in improvement in attainment. No evidence has been provided which supports an enhancement of this ability through amalgamation.



Focussing on Maths and Literacy

Staff already work collaboratively together – being in the same building will not necessarily enhance collaborative working. Staff within the ASG regularly meet and enjoy focussed development time – amalgamation will not necessarily enhance this.

The ethos of the schools is irrelevant in the event of the closure and amalgamation – the two schools ethos will be lost as one new school will require a new ethos and culture.

With regard to the stated increase in resources, we have seen no list of what this increase involves or what it relates to. Nor have we seen where these increased physical resources will be stored in a school at absolute bursting point where every available storage space has been converted into a “flexible” teaching area.

A larger pool of staff will not guarantee a wider range of experiences, especially as both sets of teachers are already teaching within the same area and to similar children. Nothing new is being brought to the school to educationally benefit the children. As part of effective school and staff management, current Head Teachers are already aware of the abilities of their staff and can identify shortfalls within their professional performance reviews and address accordingly – merging will not improve this.

The section contains no factual evidence to support the claim of enhanced educational benefit and is therefore irrelevant.

7.3 Quality Indicator: Learner's Experience

The Curriculum for Excellence does indeed allow for a wide choice of learning experiences for pupils. We are not aware of our children receiving only a narrow range of choices to enhance their learning and meet delivery of the Curriculum. If this is the case, please advise as this is a matter of immediate concern.

Space Layout Options

We are very concerned about the statements:

- “more widespread and flexible learning spaces of the combined school”
- “greater range of more flexible areas”
- “more flexible learning spaces”
- “more opportunities for active learning”
- “open plan learning”
- “enhanced facilities which will be available”
- “learners and teachers will have more opportunities for challenge and inspiration, this being made possible through the existence of more flexible and non-standard spaces of different dimensions and configuration.”

These statements suggest that there will be more and/or greater and/or enhanced facilities within the Glashieburn site; however this is not evident in the information received to date from the Officers or within the proposal itself.

Only after repeated requests, and after over half of the consultation period had passed, were the parent forum and Parent Council finally provided with two possible “new” interior layouts. These layouts are shown within Appendix A and B. We have used Appendix B to illustrate a possible layout which includes desk/chair space required in capacity classes and demonstrates thoroughfares in Appendix C.

The provisional layouts in Appendices A and B have:

- removed the three valuable external courtyards and converted them into internal “activity areas”
- highlighted the increased number of classes from 10 to 16 to be housed within the school due to the increased roll
- highlighted the number of identified teaching spaces as 16 for 16 classes, in comparison to the teaching spaces identified in the schedule of accommodations prepared in 2009 for 11 classes. This 2009 schedule was drafted to calculate the schools subsequently agreed capacity of 420.

Does the conversion of the 3 external courtyards measuring approx. 60m² each, actually convert into 5 additional teaching spaces AND justify the increase in the school capacity from 420 to 460?

- disregarded the assumption within the 2009 schedule of accommodation that “realistically 14 teaching spaces are required for 11 classes using an average of 30 per class”. This schedule, and the related survey of the school in 2009, recognised that the identified teaching spaces were in fact not fit for purpose for the Curriculum for Excellence and that additional areas would be required for its effective delivery.

So where are the additional 3 areas for every 11 classes coming from? The enclosed courtyard space of 3 x 60m² is now covering 5 (16 – 11(per 2009)) additional classes PLUS 1-2 **extra** activity spaces for these extra 5 classes (based on 14:11 ratio per 2009).

THAT'S 6-7 TEACHING/ACTIVITY AREAS BEING HOUSED IN 180M² – SURELY NOT ENOUGH SPACE FOR 21ST CENTURY EDUCATION?

The provisional layouts have also:-

- relocated the school office into an existing DHT and janitor's office leaving them without a space, as well as reduced available cloakroom space. The original office is reallocated to become part of the flexible space – *a small space gained for the additional 6-7 teaching / activity areas required for the increased school roll?*
- eliminated the library and ICT suite (more below on this area)
- reduced the ASN area by at least one teaching space and eliminated their sensory garden which was previously housed in one of the external courtyards. One of the possible layouts actually relocates the ASN unit next to the current nursery space which has a potential for even greater disruption to this vulnerable group of children.

Are Officers now stating that the ASN children have too much space at Glashieburn (we have asked the officers for comparable space information for other ASG ASN units within Aberdeen City but we have not received this information) *or is this just another way of fitting in the additional 6-7 teaching / activity areas required for the increased school roll?*

- reduced the current nursery area by two teaching spaces, removed their cloakroom and kitchen areas as well as the external courtyard space currently used for outdoor learning.

Are Officers now stating that the existing 60 nursery children **and** a further 2 x 20 nursery places from Middleton Park will have too much space at Glashieburn *or is this just another way of fitting in the additional 6-7 teaching / activity areas required for the increased school roll?*



Fabulous nursery provision – kitchen, snack area, cloakroom and play areas

- not identified the space required to house the nursery toilets, janitor and of course the DHTs and the necessary cloakroom space. *What facilities or teaching space will be removed to accommodate this?*
- not identified space for corridors, walkways or for use by any current or potential wheelchair users.

Are Officers stating that teaching/activities spaces are viable when they are situated at or near busy corridors despite Appendix 2 to the E, S & C capacities revision report of 2010 which contradicts this? Are there viable spaces at the main entrance to the school, at the entry points to school halls used throughout the day for gym and dining and at the nursery entrance, *OR is this just another way of fitting in the additional 6-7 teaching / activity areas required for the increased school roll?*

At the last public meeting, we were presented with two empty shell pictures where it was suggested that “anything” was possible. However, the FACT remains that the internal footprint of the school is set unless a second storey is to be built. We do not believe that there is sufficient external space within the current school grounds to extend the school further.

Space Per Pupil

Another FACT that has been consistently publically disputed by Officers (until very recently) is that the internal space per pupil for Glashieburn will be the **lowest** within Aberdeen City when comparing actual school rolls and the gross internal floor area. This is a fact now acknowledged by Officers and the relevant section from the Consultation website is shown below:

School	Gross Internal Floor Area (m ²)	2013 Roll	m ² per pupil
Glashieburn Primary	2,892	255	11.3m²
Amalgamated School	2,892	435	6.6m²

As can be seen above, the proposed combined pupil body of 435 pupils would have the lowest gross internal floor area per pupil in the entire Aberdeen schools estate at just 6.6m². Glashieburn pupils will each see their gross internal floor area reduce from 11.3m² to just 6.6m² – a massive reduction in space of 42% per pupil.

How can Officers justify creating a “new” school under such space constraints, especially given that the school houses a double ASN unit and that the Curriculum for Excellence demands space for activity based learning (as can be evidenced when reading through any Curriculum for Excellence literature).

This is firmly backed up by “Building Better Schools : Investing in Scotland’s future 2009” which provides the background, principles and framework for the school estates strategy which was developed jointly by local and Scottish Governments.

On introducing these guiding principles and actions to improve the whole of Scotland’s school estate, the Cabinet Secretary for Education and Life Long Learning declared, “Today’s announcement is the latest step towards going even further and demonstrates our continued commitment to providing every pupil with the same high quality experience for their school building. Working in partnership with COSLA and local authorities, we can deliver better school accommodation the length and breadth of Scotland and ensure our school estate is fit for the delivery of Curriculum for Excellence. The strategy published today sets out the guiding principles that will help us make the most of our buildings and spaces, grounds, fixtures and facilities.”

We cannot understand how this strategy fits with the proposal for Glashieburn. Our children’s learning environment, including the buildings, spaces, fixtures and facilities, are being driven backwards into 1970s style and sized classrooms which simply cannot fit a class of 33 children, never mind encourage the effective delivery of the activity based Curriculum for Excellence. The space constraints predicated at Glashieburn CANNOT ENHANCE THE EDUCATIONAL EXPERIENCE FOR OUR CHILDREN.

Space and School Capacity, Condition and Suitability

In tandem with the Building Better Schools report, throughout 2009 Aberdeen City Council set about to review its’ own schools estate, which included reviewing each school’s existing capacity with a view to “revising capacities to take account of the delivery of an evolving modern Curriculum”, ie Curriculum for Excellence.

The ACC revision of school capacities report dated January 2010 documents, “that Curriculum for Excellence...requires more flexibility ...more pupil movement and different pupil groupings”.

This was the driving reason for Glashieburn’s capacity being reduced from **523** to 420 in 2010.

Why is it now acceptable for Officers to propose that our school capacity is now increased to 460 when their proposal states that the building requires “relatively minor reconfiguration to the internal layout”?

Is this justification for adding another 40 onto the school capacity when no additional space is being provided or added, and can this be implemented without committee involvement? Or has the school capacity been increased to ensure that the combined school roll of the proposed merged schools can legally fit into the building?

This review in 2009/2010 also included building condition and suitability data for each school in conjunction with the revised guidance on suitability as detailed in the Building Better Schools strategy report detailed above. We have serious concerns over the last minute revision of Glashieburn’s suitability from a C to a B when the previous report was dated in Aug/Sept 2012 and no significant works have been carried out at the school since this time. We are also concerned that the guidelines for assessing suitability – “The Suitability Core Fact – Scotland’s School Estate” suggests that assessments should heavily involve the school stakeholders, to include parents, teachers and children. To our knowledge none of these stakeholders have been involved in the revision to a B suitability rating.

Can Officers clarify who was involved in this assessment process and provide evidence?

One Open Plan Space?

We are also very concerned that what is being proposed is simply one huge, open-plan expanse, not conducive to teaching and learning. Every single area is being forced into use to simply try and accommodate the increased roll being considered for this building.

Many of the “spaces” are right next to one another and are all on already very busy thoroughfares to gyms, dining halls and toilets. To reach these “spaces”, pupils will have to walk through other teaching areas which will be very disruptive to children. These are not widespread and flexible spaces – this is simply one space.

It would appear that the need for flexible spaces is coming at the expense of cramping out the rest of the school. How can this be an improvement? We would suggest that Officers and ACC should be creating some of the flexible spaces without increasing pupil numbers if they truly want to “improve the experience for all pupils”?

We are confused as to how this proposal will “provide more opportunities and a variety of approaches to learning” without disrupting the classes and others using flexible areas nearby. Please explain?

Cost / Benefit on Merger and Space Adaptation Requirements

We have been advised that costs involved in the “possible” layouts per Appendix A and B would be presented to EC&S in January 2014 and would be met from existing budgets.

The proposal contends that its main driver is NOT financial; however, financials take up 2 full pages of Section 6. The proposal summarises relatively minor cost savings (which equate to under £8 per pupil per week)

should the proposal go ahead. It also highlights that £3.7million would be required to be spent on Glashieburn and Middleton Park to bring these facilities up to 3R standard.

However, in Glashieburn's case, Officers have confirmed that ACC do not intend to bring the building condition up to an A standard (ie 3R standard) but only to spend approx. £90K to bring all elements of the building condition to a B standard (B being satisfactory).

What is the relevance of including the £2.5 million spend "required" on Glashieburn other than a diversion from the reality that there is no educational benefit?

We feel that the costings for any proposed internal layouts are important factors in the overall scheme of the proposal since we are obviously trying to prove a cost v benefit for our schools in order to give a balanced view. ACC obviously need to improve the sustainability of their school estate but the only driver to change is the proof of educational benefit.

Lost Space and Lost Facilities

The 6 "activity areas" identified on the "possible" interior layouts per Appendices A and B will be shared between 16 classes, the double ASN, 3 morning nursery classes and 2 afternoon nursery classes. Given the large demand from these groups, timetabling of who can use these areas and when will become compulsory and their co-called flexibility will be lost.

There appears to be no provision of a sensory room or specific quiet areas (or noisy areas) within the school which is not supportive of the curriculum. In such an open plan environment, the provision of adequate quiet or noisy areas will be unmanageable.

The proposed plans remove the three valuable courtyards: one of these is currently used for a wildlife area as per Grampian in Bloom's recommendations; another is a dedicated sensory garden for our ASN children to use for growing vegetables, watching birds, etc; and the third is an exclusive outside play area for our nursery children, developed as part of a community project to create an additional outdoor learning area. The nursery children have been involved in creating flower and vegetable beds which they all benefited from.

What is proposed to replace these important areas for these groups of children? **Nothing. How can this possibly be an improvement to learning?** How can it be an improvement for the ASN pupils if they are going to lose their outside sensory space?

Please advise on what other co-called "enhancements" to the facilities are being proposed as we have not seen or heard anything specific. We appear to be losing the library, ICT, 2 cloakrooms, toilets and nursery kitchen facilities as well as the janitor's room, a deputy Head Teacher's room and an expanse of office space. We are unsure how these losses can be considered to be educational enhancements especially given the proposed significantly increased pupil roll.

We are very concerned about the provision of IT skills within the proposed amalgamated school – we absolutely believe that IT is critical to the educational development of the children and whilst we do agree that this need not necessarily be provided in a dedicated ICT suite, we have seen nothing to suggest that the IT infrastructure of the existing Glashieburn site could support wireless internet provision, fast connection speeds and more users.

We have seen nothing to suggest that improved IT hardware would be made available to facilitate the use of IT based systems outwith the ICT suite and the current small number of class based PCs.

At the last public meeting, Officers suggested that an ICT suite environment was outdated and that IT should be integrated into the classroom space. Whilst this would be an ideal scenario, the existing IT hardware is not portable (handheld devices or laptops) and would require a permanent presence in each classroom, ie desk space.



Existing ICT Suite



Class based desktop PCs

The sizes of the 16 teaching areas proposed and the fact that most classes will be at capacity from day one demands the question; where can desktop computers fit? The “possible” space layouts presented by Officers and our illustration per Appendix C highlights that there is no space for trays, cupboards, etc let alone workstations housing the PCs.

The library is another huge area of concern – at Glashieburn, we have a large, well-stocked library, run by parent helpers and all children enjoy library time. How will merging these schools and squeezing up to 460 pupils into an insufficiently adequate building improve our library facilities?

Improvement in literacy is a huge goal for our school and for the current Director of Education – we have seen nothing in this proposal which suggests that literacy goals will be supported by a library crammed into an “activity area” or corridor.

There are also serious concerns on the demands on the halls and this will be expanded upon later.

Consultation on Space

As noted earlier, the wider parent body have been given little opportunity to review and be consulted on the possible internal reconfiguration plans – these were only made available less than two weeks before the consultation period closed. Without timely disclosure of the possibilities, people cannot form an educated opinion and raise questions or concerns - this makes a mockery of the term “consultation”.

We understand that it is normal practice for Officers not to produce plans for the “consultation” – we wonder therefore what we are being consulted about.

Nothing we have seen or heard in this entire section will improve or enhance the children’s learning experience; in light of the “possible” layouts per Appendix A and B, there are many losses identified which will impede and reduce opportunities for flexible, exciting and experiential learning. There are no specific or evidenced benefits.

Physical Activity Opportunities at School

As can be seen in the prototype of the Glashieburn Vision Statement (Appendix D), one of the key aims at Glashieburn is to develop skills for lifelong learning - the Curriculum for Excellence supports this through its aim of bringing real life into the classroom.

Health and Wellbeing is one of the six experiences highlighted within the Curriculum for Excellence which is deemed to promote confidence, independent thinking and positive attitudes. This area of focus seeks to ensure that pupils develop skills and attributes which they need for mental, social and physical wellbeing, now and in the future.

Some of the key areas of focus for development of Health and Wellbeing are to:

- experience positive aspects of healthy living and activity
- establish a pattern of health and wellbeing sustainable into adult life and that of the next generation (an area of great importance given the fact that we are facing an obesity epidemic in Scotland)

A major part in achieving these key areas is the encouragement of physical activities within the school environment in a variety of different forms.

CURRENT POSITION AT GLASHIEBURN

In order to actively promote health and wellbeing amongst pupils, Glashieburn encourages an active lifestyle/routine throughout the school day by not only providing the **statutory 2 hours per week PE** but encouraging and providing access to different forms of physical activities as follows:

LUNCHTIME ACTIVITIES

P7 pupils are appointed by the DHT as Glashieburn Playground Leaders (GPLs) and they are responsible for organising daily activities for all school pupils.

Playground activities include football, hockey, hoppers and music to name but a few, and provide pupils with an opportunity to get active, develop key skills such as teamwork and allow pupils to mix across year groups. The GPLs also learn vital leadership skills.

These activities allow children to mix socially with their peers and across all school groups in a structured way which further enhances their social, relationship and citizenship skills, vital in their development.

BREAK TIME ACTIVITIES

Physical activities are also provided at break time and are available to pupils on a rota basis only – this is due to space and time constraints during break time. Rotas are posted in school to inform pupils of activities available to their class each day.

OUT OF HOURS ACTIVITIES

The majority of out of school hours activities are provided via Active Schools, and the school has a football team run by parents. The school also hosts an annual sports day, encouraging both individual and “house” achievements. This event is always well supported by parents and extended families and is a major event in the school calendar. Sports Day also encourages peer and cross-school support, as well as teamwork, by encouraging achievements for individuals and “houses”.



Enjoying Annual Sports Day

POSITION AFTER INTRODUCTION OF MIDDLETON PARK SCHOOL ROLL

Statutory PE can just about be scheduled into the two gyms halls but what about other requirements on the use of these gym halls?

The number of classes within the school would increase from 10 to 16 (as stated by Officers during the consultation) which would result in **LITTLE AVAILABILITY** within the existing gym halls for anything other than PE. The current weekly team time and assembly time could be lost as would pupil involvement in drama/singing, etc. We feel that these activities are crucial for a child’s overall broad development and are also key parts of the Curriculum for Excellence.

The 3 morning and 2 afternoon nursery classes would also require space for physical play/exercise since the space previously used would now be taken up for 2 additional teaching areas for the mainstream primary children. The availability and use of the existing two gym halls **PER WEEK** can be summarized as follows and demonstrate there is no availability:

AVAILABILITY	P.E.USE	OTHER USE
2 Halls x 3 ½ hours per day x 5 days = 35 HOURS	16 Classes x 2 hours MINIMUM P.E. plus no account for changeover times = 32 HOURS	Team-time and Assembly using both halls = 4 HOURS (but questionable whether this is sufficient)
Excluding ½ hour set up and ½ hour take down for lunches and 1 ½ hours for split lunch sittings		Nursery use of halls plus ad-hoc use for concert practice, drama, etc
= NO AVAILABILITY		

From our review of the “proposed” internal layout, updated for desks and seating, as per Appendix C, there are no spaces within the “activity” areas which could host drama lessons, concert and competition practices, etc, especially given these activities are likely to cause a lot of noise and would distract pupils in surrounding teaching areas.



Reaping the Rewards of having a music room and multi-purpose hall to practice in

There is also a lack of general purpose rooms within the building which could host any of these activities, apart from the music room which is used frequently for music tuition.

In line with the recommendations within the Curriculum for Excellence, outdoor learning should be embedded into the curriculum, with pupils exposed to a wealth of outdoor activities, including PE.

However, due to the inclement Scottish weather and associated health and safety issues of PE on wet surfaces, the requirement for year-round indoor facilities is the everyday reality.

OUTDOOR ACTIVITIES IN THE PLAYGROUND

The proposed merger of Glashieburn and Middleton Park, with the resultant school roll being at, or over, capacity, will put a great deal of pressure on the space outdoors and the availability of activities.

Break time and lunchtime activities will be shared by a larger number of pupils and will become unmanageable for the GPLs to control. The pupils will lose out on these important team building activities and the opportunity to build social skills.

We also have serious concerns about the potential number of accidents in the playground because of the sheer volume of children in such a small area. As no risk assessment has been conducted for this proposed merger, this safety issue has not been considered within the proposal.

There would be no improvement to the Active Schools provision for the merged school because of restrictions on space, both internally and externally. For example, the school playing fields/grass field cannot host a 7-a-side football match due to size and condition of the grass area and the largest gym hall is too small for the football team to do winter training.

What does this say about the prospective quality of PE delivered in these halls to a merged school or other sports for the pupils? The annual sports day would most likely require restructuring due to the sheer volume of children and this could impact on the overall outcome of the event.

Another point regarding the external space for Glashieburn is in relation to the legislation regarding the size of sites (School Premises Regulations Act 1967) which specifically requires primary schools to have available, or be in close proximity to, playing fields as follows:

SCHOOL ROLL	PLAYING FIELD AREA
Up to 450 pupils	1 acre
451 or over	1 ½ acres
GLASHIEBURN “playable” GRASS AREA	2/3 acre

Unless Officers are proposing that pupils of the newly merged school are required to travel to the nearest appropriately sized playing fields at Oldmachar Academy, how can the existing Glashieburn playing fields comply with these regulations?

Further, these size constraints date from the 1960s when there was no Curriculum for Excellence and little emphasis on extending the classroom outdoors in order to effectively deliver an activity based learning curriculum. There are now more demands than ever on outdoor space. How can these constraints enhance our children’s education, part of which is encouraging a passion for the outdoors and a healthy lifestyle?

Physical Activity Opportunities at School Summary

The demands on the hall and on the small outside space will lead to restrictions on physical activities and a reduction in the existing planned lunchtime/break time activities. This will have a direct knock-on effect on the health/wellbeing of our children physically and socially. Where is the benefit to our children?

We are also not clear on how the play strategy publication by the Scottish Government (www.scotland.gov.uk/Publications/2013/06/5675/8) will be fulfilled. It will be extremely hard to meet the expectation and vision of this strategy for free play given the limited amount of space both internally and externally within the amalgamated school.

Dining at Glashieburn Primary

CURRENT POSITION AT GLASHIEBURN

There are currently two multi-purpose halls which are also used as dining halls. Dinner-time currently starts at the 12.25pm first bell, followed by a second bell at 12.30pm in order to stagger waiting times. However, on talking to the children, the queuing at 12.30pm results in a 10-15 minute wait for school dinners, sometimes resulting in a lack of choice of food. There is also a push for children to eat their lunch quickly in order to free up space for others.

Both queuing and rushing whilst eating discourages children from opting into school lunches. The current uptake of school meals is slightly less than half of pupils.

The Hungry for Success programme and the Schools (Health Promotion and Nutrition (Scotland) Act 2007), which builds on this programme, highlights that a nutritionally balanced lunch aids concentration and develops social skills. We need to be providing the facilities and time to encourage pupils to take up the option of school meals, not discourage them.

The packed lunch dinner hall is also very busy, with pupils sometimes having to wait for table space followed by pressure to eat and go in order to make space for other pupils.

POSITION AFTER INTRODUCTION OF MIDDLETON PARK SCHOOL ROLL

There will be an additional 170 children to accommodate within the school dinner hall and the packed lunch hall. Based on the uptake of school meals at Glashieburn, we would predict a further 80 school meals per day, resulting in approximately 200 school meals to be served and 200 pupils to seat daily.

This level of catering of 200 hot meals is undertaken once a year for the annual set menu for Christmas lunch. The choice is therefore more restricted than that offered on a daily basis when catering is more complex. Seating arrangements are so constricted with this volume of diners that teaching staff are drafted in to cope with the volume and the re-arranged seating. The massively increased volume also does not lend itself to pupils being able to move freely with their dinner trays to clear up after themselves. This situation is highly likely to be unmanageable on a daily basis.

The key areas of concern highlighted above regarding queuing and children being rushed to eat will be further compounded.

We understand that it will be the Head Teacher's responsibility to structure the timing of school lunches; however, based on the experiences in other large ACC schools, there will have to be further staggering of lunches. This further staggering of lunch breaks will lead to increased traffic flow of children to and from the dining halls at varying times - in a school which is open plan and which has the dining halls at the heart of the building, there will inevitably be more noise disruption in the surrounding teaching areas and for longer periods. (See Appendix C which shows the traffic flows and how open plan the whole school is).

Dining at Glashieburn Primary Summary

Can we realistically fit additional tables into the existing dinner halls to accommodate the extra pupils and is there sufficient storage space for those extra tables? The current halls have a capacity for 72 seats in the front hall and 88 seats in the back hall (fewer seats in front hall due to slightly less pupils choosing hot lunches and taking into consideration pupils have to manoeuvre trays of hot food rather than packed lunch boxes).

Realistically how long should children have to wait for their lunch? How much attention will children give to eating if it compromises their opportunity to use the playground? Can we stagger lunch times further without interruption to the school teaching day, especially given that there will be numerous open plan teaching areas on the very edges of the entrances to the dining halls?

The positioning of the dining halls in the heart of the school and the vast open plan areas being suggested will make noise pollution very difficult to control and will cause massive distractions to those trying to teach and learn. Can the catering staff/kitchens cope with increased number of meals required every day or will additional space be required, which will further impinge into class space available?

7.4 Quality Indicator: The Curriculum

The children already have access to excellent offerings of the curriculum in their existing schools and fully embrace the opportunities that the curriculum offers– there is absolutely no evidence to suggest that this will be enhanced in one merged school. Again, this entire section appears to be jargon-led statements.

From the nine aspirations of a modern curriculum, we would suggest that points 1, 2, 3, 4, 5, 6 and 7 are simply general statements (see pages 56 and 57 of Proposal) not specific to our children and this current proposal or situation. They simply **describe** the curriculum and do not support any reasoning for closing and merging Glashieburn with Middleton Park. They should therefore be disregarded absolutely.

Point 8 claims a larger and more diverse range of staff available in the merged school will offer more flexible support. However, we would suggest that just because there is a larger number of staff, there will not necessarily be more support as there will also be a larger number of children. The ratio remains the same and staff will continue to support the children in a timely, effective and engaging manner. The schools do not need to merge in order to facilitate this.

Point 9 makes no sense in light of the fact that the staff within our ASG already work as partners and do not need to be based within the same school building to facilitate this (as we have previously noted above). Both schools work very hard to make and retain close links with various business partners and this will not be enhanced through amalgamation. The reality is that experience will actually be lost from within the existing staff given that the Head Teachers, and potentially not all the Deputy Head Teachers, will actually make the transition to the proposed school.

With regard to the learning, teaching and play resources from the two schools being combined, we have had no explanation of how this is an improvement? There has been no explanation of where these resources will be kept, given the space constraints and limitations for internal and external areas of the school.

We would refute the point that personalisation and choice would be more possible in a larger school as a smaller roll is shown to provide more opportunities for personalisation - children are often “lost” within a big school situation. As we have been advised that the new school would require only 16 classes at most, it is inevitable that every one of these classes will have to be configured for maximum allowable numbers to meet staff to child ratios and the number of teaching areas. It can be much harder for staff to focus and know individual children in a large class situation – the children from both Glashieburn and Middleton Park will inevitably find this very difficult and unsettling.

Our existing school roll of 255 plus nursery is not “small” – however, a combined roll of 435, plus nursery children of up to 100, could be considered extremely large.

We already work collaboratively with outside partners such as Aberdeen College, who are developing the school’s website in conjunction with their HND students; we have excellent business links with The Double Tree Hilton; we work closely with our local churches whose ministry teams visit regularly and we maintain close links with various organisations, such as the Rotary Club. The claim of increased collaboration therefore is not a valid argument for amalgamation as it is already happening every day in both schools.

We also reject the claim that larger schools provide more opportunity for collaborative working; indeed, we would suggest the opposite to be true.

The children in our school already have opportunities to work together in team-time and school councils; indeed, they work as **one unit** in the whole school, the Christmas production being a good example. This will not be the case in an amalgamated school as they will not all fit into the gym halls or local church hall and a valuable opportunity for total school cohesiveness will be lost.



Eco-Council focussing on Fair Trade



A packed, whole school performance of "The Stars are Coming Out for Christmas"

We are totally confused about how our children's motivation is going to be increased by any of the claims in this point. As our attendance levels are already better than the city average and do not require further motivation towards improvement, we fail to see this claim as being valid.

Once again, this section contains no factual evidence to support the claim of enhanced educational benefit and is therefore irrelevant.

7.5 Quality Indicator: Meeting Learning Needs

We would respectfully suggest that the assertion in this section is a repeat of a previous invalid argument. To recap, more staff does not necessarily equate to more experience, greater sharing or personalisation.

The teachers are already well placed to understand their children's needs and we are sure they would find it offensive that it is being claimed otherwise. Teachers get to know their children and understand how to best support their individual needs as a matter of course and as part of their jobs as teachers. As we have previously stated, having more teachers does not necessarily enhance this.

The children and staff plan their learning collaboratively already; they have the opportunity to lead their own learning by being involved in discussion, planning and target setting. In all classes, pupils are already given the opportunity to set their own targets through PLPs.

These very individual and personal plans are discussed and agreed with the management of the school alongside the Deputy Heads and Head Teacher. More feeds into this structure may in fact make managing personalised learning needs more difficult to manage and make response to, or the identification of, issues slower.

The pace of learning is driven by the child, not the teacher and the child's learning journey is already planned together at a pace most appropriate to that child. The statement of greater teacher experience facilitating pupils working at a brisk and challenging pace is a separate issue which does not support this claim. Our pupils already move through the appropriate steps of learning in a manner and timeframe appropriate to each individual child using a variety of approaches.

The learning needs of our ASN children are currently developed in close harmony with staff, external agencies, the pupils themselves and their parents – amalgamation will not ENHANCE this practice.

CPD opportunities are already managed by schools in collaboration with the council and there would be no greater opportunities available following amalgamation. Teachers, in conjunction with the management team, external specialists and their colleagues within the ASG, already plan and deliver work collaboratively and innovatively.

Amalgamating two of the six schools within the ASG is not a benefit and would not provide additional CPD opportunities. Staff do not necessarily need to work in the same building to benefit from CPD opportunities such as Autism Outreach, Dyslexia Training, Active Literacy, Science, Glow, e1 and Numeracy – they would attend these events anyway. Even taking into account the HMIE guidance "Learning Together" on in-house CPD, which promotes the cost efficiencies which can be gained where self-directed CPD can be conducted in-house, this involves the use of ICT and space – we do not believe that the amalgamated building will have enough of either commodity. The claim of greater CPD opportunities is therefore irrelevant and not a concrete reason or benefit – it is not an educational benefit for the children.

Officers have noted that the children come from the same area and similar backgrounds yet it is now claimed that amalgamation will bring together a more diverse range of children – this is confusing and contradictory and clarity on this statement and how this will provide our children with a "richer cultural and learning experience" is welcomed.

Finally, we have serious concerns about the claim of a broader range of experiences being available particularly in respect to Health and Wellbeing. As previously discussed, providing quality physical education will be virtually impossible for this volume of children as both school halls are also used for example for dining, drama and meetings. The exterior space, when available in good weather, will be seriously compromised by the sheer volume of children wishing to use it.

7.6 Quality Indicator: Improvement through Self Evaluation

Thank you for recognising the fantastic reputation that Glashieburn and Middleton Park have in both their immediate community and also the larger Aberdeen community – also evidenced, we would suggest, by the large number of out of zone applications received and the current attractiveness of the area for families with primary school aged children.

Our children, both past and present, are proud of being Glashieburn pupils and we are regularly praised for the good example our children set when on school trips or visits to other schools.

We evaluate our performance regularly and strive for improvement and development, just as any organisation or business would. We strive for best practice and seek to challenge ourselves and our pupils.

Staff are already encouraged to develop their professional abilities and seek opportunities via the CPD Pathways scheme.

Parents and children are regularly surveyed and are asked to complete questionnaires to establish their views of the school and areas for improvement or development.

Therefore, we absolutely cannot see how the amalgamation of these two schools will enhance or facilitate this development and improvement process. Being larger does not necessarily mean being better.

There is absolutely no evidence being shown to underpin these broad sweeping statements and no evidence to link this with an educational improvement for our children.

Again therefore, this Quality Indicator, being non-specific and not directly attributable to our school, does not support the claim of enhanced educational benefit and is therefore irrelevant.

7.7 Leadership of Improvement and Change

If this were a “new” school, ie – a new building fit for purpose, designed with the absolute best educational opportunities in mind, forged by the desire to exceed and excel and lead the children’s education forward, there would be a huge benefit in the approach to create a new image, brand and ethos.

However, this proposal is for no new building and therefore, no new school – it is no more than the creation of a group of 560 children and more staff crushed together in an old 1979 facility with little exterior space. We therefore do not believe that there is:

1. Any need for a new school ethos
2. Any requirement to change the focus of the school which already aspires to improvement and the best educational outcomes for our children
3. Any concrete basis for the claim of “improvement”
4. Any benefit to a “new” school identity and the loss of the long established, well respected Glashieburn identity.

There is absolutely no evidence to substantiate the claim that the “amalgamated school can effectively start afresh” and that the “best elements of the existing schools will be carried through to the amalgamated school”.

In the 2006 UK publication, “Staying on track: Securing the performance of schools after merger and amalgamation,” it is noted that:

“Over half of the school mergers studied resulted in a sustained decline in standards of performance for students. 55% of school mergers achieved lower attainment rates than the separate schools for the three years before. The figure varies when we consider primary and secondary schools separately. **50% of primary schools saw a sustained decline in performance** compared to a 68% drop in performance in secondary schools. Analysis indicated that there are three distinct groups developing among merged schools: 28% of schools experienced a one- or two-year dip and then recovered; and 21% of schools immediately exceeded their pre-merger performance and continued to improve; but 51% of schools dipped, and did not recover to their pre-merger levels during the period studied.”

It may be that this amalgamation of two excellent schools can do it better and be one of the “lucky” 21%, but we have seen no evidence of this. Indeed, these success figures do not refer to schools that have the additional challenge of implementing the still new Curriculum for Excellence in combination with amalgamation. If the Officers have clear evidence that they are 100% sure that not only will there be no decline, but rather an improvement in performance, please provide it. Otherwise, this is gambling with the education of our children and is unacceptable.

We would ask therefore that you please provide specific actual evidence of a successful and smooth amalgamation of two long standing, well established, high performing schools into one existing old building, which immediately creates a school of maximum capacity, whilst inflicting an enormous loss of personal space and resources per child and staff member and eliminating the existing leadership of the current schools by removal of the Head Teacher and potentially a DHT. Please provide performance and attainment level figures for the “successfully” amalgamated schools after merger for a period of 5 years.

We do not believe that there is any evidence to suggest that this is true and indeed are concerned that the enormous impact that this will have on the children will create an opportunity for unrest, bullying and distress throughout all years and areas of the school.

You are absolutely correct to state that it will be “important” that staff, pupils and parents are “prepared”. However, we would suggest that this is an enormous understatement and totally fails to acknowledge the huge cultural and educational impact that this will have.

There will be little opportunity for pupils to prepare given the large scale enabling building works that will be required as soon as the schools break for Summer. You cannot induct children to a new environment that does not yet exist! There will be no time to consult with parents on any possible plans, given the short timeframe between a decision being taken, possibly as late as 13th March 2014, and the commencement of building works as soon as schools break up. Parents are meant to be consulted – this will simply not be possible.

As per the document “Staying on Track”, we are concerned re the following : “It is essential that the future Head Teacher, and preferably the majority of the senior leadership team, is identified and confirmed long before the formal merger takes place so that they have the space to form as a team, develop their vision and begin communicating it.” Given that a final decision may not be made until mid-March 2014 and that we will be faced with fairly large-scale reconfiguration works which the Head Teacher will need to input into, how does this fit in with Officer’ planned timeline?

You cannot assist in the transition of nursery and private nursery children into their school when the school cannot accommodate them due to size and health and safety restrictions. At present, all children, be they from Glashieburn pre-school classes or external providers, enjoy a clear programme of events designed to ensure successful transition – it has been widely recognised that this gives the children invaluable experience of the school structure and assists in the integration process.



Nursery Children Induction, Play and Learning Activities

Transitions are vital in the successful integration and wellbeing of any group, but particularly children. Amalgamating in this way will not achieve successful transition.

There is no enhanced educational benefit and no evidence of this amalgamation being an improvement to the schools we already have in place – again therefore, this point is irrelevant.

7.8 Ethos

As stated above, if this were a “new” school, we absolutely agree that it would be an exciting opportunity to create something truly special.

It is correct that aspiration and vision are critically important factors in ensuring a high quality learning experience for pupils. Parents, teachers and children have spent a great deal of time and effort creating the Glashieburn School Vision (see Appendix D for prototype).

However, what is being proposed is NOT a new school as we have repeatedly said– it is the crushing together of almost 560 children and many more staff into an old existing building with the sole intention of ensuring every class is at maximum capacity and every space is occupied to maximum potential.

This proposal does not develop a “new” school – it provides a solution to the Council’s difficulty of educating children in the Grandhome Estate. This would appear to be of greater concern than the education of almost 560 existing children already in the area and of greater importance than the motivation of the existing staff across two well performing schools, currently able to work collaboratively and in support of each other and the wider community.

It would defy even the most entrepreneurial, innovative and visionary manager to create a positive ethos in this circumstance and that is without taking into account that there are 560 small children involved.

The children and staff need to be proud of their “new” school in order to take ownership of it – it would take a miracle for children and staff to take ownership in the proposed situation of moving the Middleton Park children and staff into the existing Glashieburn building whilst they lose their Head Teachers.

The 2000 Scottish CRE document, “Multidisciplinary Teamworking Beyond the Barriers? A Review of the Issues” clearly outlines the barriers to multidisciplinary teamworking and lack of appropriate accommodation and resources is amongst them.

In addition, in our situation, one team of teachers will be forced upon another, both teams will have lost their identity and ethos, and a new “leader” will be appointed, perhaps at the expense of the other.

With these points in mind, how does this proposal provide good conditions for staff to be “more likely to collaboratively prepare and deliver lessons and activities which are well organised and set in meaningful contexts with challenging outcomes” as Officers claim it will?

It would be fair to suggest that the existing Glashieburn children may well resent the intrusion into “their” space, “their” playground and “their” building and that this would create an atmosphere of disenchantment and distress rather than an ethos of aspiration, esteem and pride. We have seen no evidence in this proposal to support the claim that this has been successfully achieved in other schools in Aberdeen and would suggest that evidence, rather than reassurance, would be more appropriate.

As can be seen in the Glashieburn School Standards and Quality Report for Session 2011/12, the children in our school already have opportunities for developing leadership capacity and responsibility through the establishment of our ten school councils, the four houses and the “Castle” system which is used for skills based Team Time when children work in different year groups alongside different teachers.

These opportunities also underpin the four capabilities of Curriculum for Excellence.

In a school of our size, it is highly valued that the entire school can be involved in these activities and that these activities encourage and nurture relationships across the entire school and across all years.

Increasing the size of the school to the levels being proposed would see the loss of this valued culture of inclusiveness and would be detrimental to the children and staff. We believe that it is very beneficial to

children that they all “know” each other regardless of what year they are in – mixing up the whole pupil body in Councils and Castles allows children to establish relationships across all year groups.

Our older children are proud to be Playground Leaders, Buddies, door monitors and House and Vice-Captains – amalgamating our two schools will not provide more opportunities; indeed, it could be argued that it would create more competition between the children for these positions and whilst competition is not unhealthy, it is false to suggest that a larger school creates more opportunities or greater ambition.

Children are already included in the development of school policies, aims and our vision as noted previously - their enthusiasm and motivation for this inclusive culture will not be enhanced or improved by the amalgamation of their school with another.



Team Time Board showing Castles and Activities Schedule

Given that whole school inclusiveness for activities such as Team Time will be so much more difficult to manage in such constrained space, it is difficult to comprehend how the ethos of the school will be enhanced through amalgamation.

Again therefore, this section contains no factual evidence to support the claim of enhanced educational benefit and the development of improved ethos in the “new” school and is therefore irrelevant.

7.9 Pupils with Particular Support Needs

The fourteen children identified as being Additional Support Needs children are an absolute integral part of our school and its culture just as much as our “mainstream” children, many of whom also benefit from, and need, additional support on occasion.

The space that the ASN unit has is sufficient, well thought out and designed around the needs of our children. The allocated space provides our ASN children with the internal area, courtyard space and environment that they require for their personal and educational well-being, whilst ensuring and encouraging integration throughout the school whenever possible and appropriate.

We have been repeatedly told by Officers that they consider this existing space is excessive and too large for the children as “they only use the ASN sometimes anyway and they are not all there all the time together”. This appears to be the justification for the ASN to be reduced, isolated and relocated.



Gentle integration of the ASN area into the wider school



Perfectly placed and perfectly sized ASN area

The Scottish Government document, “Planning to Improve Access to Education for Pupils with Disabilities Guidance on Preparing Accessibility Strategies (2002): Legislative Requirements of Education (Disability Strategies and Pupil Records) Act “clearly states:

*“9. The legislation requires that a responsible body’s accessibility strategy must cover **improving** access to education for pupils with a disability or disabilities. This includes ‘prospective’ pupils (i.e. pupils who may well in future attend the schools) and children who are receiving pre-school education from the local authority.*

10. The strategy must cover at least the following aspects of education for pupils with disabilities:

- increasing the extent to which pupils can participate in the curriculum*
- improving the physical environment of the school or schools to make it more accessible”*

We firmly believe that reducing, isolating and relocating this internal area, as well as removing the courtyard which will eradicate the sensory garden, will be devastating to these children and the larger school population in general.

We have seen no evidence of the “enhanced facilities and adaptations” being promised for our ASN children in this proposal. This proposal is definitely not “improving the experience of all pupils” when consideration is given to the losses potentially inflicted on the ASN children.

In “Building Excellence: Exploring the Curriculum for Excellence for School Buildings,” the Scottish Government states: *“The school within the community needs to be owned by the community for it to work*

effectively...Their starting point is a belief that community is strengthened by participants sharing aspirations, working together, agreeing priorities and making things happen. The aspiration is to extend Curriculum for Excellence beyond the school and into the community to provide a rich learning experience **for everyone.**"

According to Education Scotland's website, additional support needs include...

- Attention deficit disorder
- Autism spectrum disorders
- Deaf and hearing impaired
- Dyslexia
- English as an additional language
- Highly able children
- Looked after children
- Visual impairment

It is our belief that a busier, noisier school will be an issue for children with additional support needs – as Glashieburn has been chosen to host the unit that supports these children, there is a strong argument to suggest that these changes should not be happening within this school at all. Children with additional support needs often don't cope with change very well and as the proposal stands, there will be huge changes to the "new" school.

Our ASN children integrate into their mainstream classes for IDL activities, PE, Drama and Music – which are exactly those areas which are so threatened by the creation of such a large school and which are missing from the provisional plans provided by Officers.

Parents of children in the ASN have voiced serious concerns that the needs of their children are being sacrificed and disregarded in this amalgamation proposal – concerns have been raised about noise, inconsistency, increase in traffic and loss of quiet and sensory areas amongst many other issues.



OUR CLASS OF 2011-2012 – "What Our ASN Area Means to Us"

The solution proposed is therefore to isolate them in a "more suitable" separate area of the "new" building as noted above. This totally defeats the intention to include, learn how to cope with the traffic passing by, learn how to deal with the small amounts of disruption to their planned, timetabled day and integrate into the wider school population. Isolation into a separate area also has the potential to be a safety issue as staff would be isolated from colleagues in the event of their needing unexpected support.

Also as previously mentioned, children across the whole school population may occasionally require a quiet space, or an area in which to calm down, or access to a sensory area. It is clear that to fit this many children into the school in such an open plan environment, that there would be no opportunity for children to access these spaces – all available space would be required for teaching or “flexible learning.”

Our ASN parents have not been consulted at all and the children have not been assessed for the impact that this may have – we firmly believe that this vulnerable group will not benefit educationally from this proposal. If there is clear evidence to disprove this, please provide it.

From our review of the Human Rights Impact Assessment: Review of Practice & Guidance for Future Assessments” (Feb 2011), we believe that there has been a breach of guidelines as we have seen no evidence that the EHIRA guidelines have been followed for this assessment process to fully establish the impact of the Proposal and the changes it will bring on our children. Furthermore, we believe that our rights as parents to be consulted in a timely and appropriate manner have not been considered and certainly acted upon.

We have only been presented with a draft EHIRA – we believe that this should have been completed robustly and in advance for all children but it could be argued that it is inexcusable that it has not been conducted for our most vulnerable children in the ASN. Putting this proposal into place, then recognising after the fact that this did not get it right for every child, by which time it is too late, is morally wrong, not just educationally detrimental.

There is nothing within the draft to suggest that the impact for supporting parents with learning disabilities has been reviewed either in line with Scottish good practice. We are unsure if there are any parents or carers who require additional support from staff, for example where there are illiteracy or dyslexia issues. We are aware that there are parents with physical disabilities or long-term illnesses and they are well supported by our Head Teacher and staff as well as relevant family members and children who attend Glashieburn Primary. We feel that this has been completely overlooked in the draft EHIRA report.

In “Planning to Improve Access to Education for Pupils with Disabilities Guidance on Preparing Accessibility Strategies” (2002) it states:

“There are two key duties involved in ensuring that education providers do not discriminate against disabled pupils:

- *not to treat disabled pupils less favourably; and*
- *to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (this is known as the reasonable adjustments duty).”*

We are also concerned that this has not been taken into account for pupils, never mind parents.

We have not had access to the EHIRA assessment conducted in 2008, despite numerous requests, in order to review what was done previously. This was asked for because we wished to ensure that any issues highlighted are transparent and have now been addressed, given that no circumstances have changed within the Glashieburn School and ASG. This forty-six page 2008 document was available online until approximately 3 weeks ago but has been deleted – we hope that this has not been deliberately with-held.

Further guidance on how to conduct an inclusive consultation appropriately has not been followed as per guidance from Participants Not Pawns and we are extremely concerned with the manner in which the childrens’ meetings took place. This point will be discussed further in the later section “Consultation Process.”

In relation to Scottish Schools (Parental Involvement) Act 2006, both the Parent Council and the wider Parent Forum feel this guide has been completely ignored. All parties have established a good working relationship with staff members at the school. However, during the consultation it is largely felt that this good relationship has been restricted due to Officer’s instruction to staff that they should only express factual views.

The children and their environment should not be treated only as “facts” – we feel all parties should be allowed to communicate freely, openly and honestly.

In relation to the guide “Strategy for Aberdeen Children”, integrated services for the active participation of children/young people and their families outlines that a completely different approach should have been adopted, compared to the one we are currently experiencing as staff/parents/carers. In fact, the “consultation” process goes completely against the strategy for quality participation by children and young people as contained in the guide referenced.

In this entire proposal, just over half a page has been given to discussing the educational and learning support requirements of arguably the most vulnerable children in our school – no evidence has been provided to support the claim that this proposal is an educational benefit to these children. We cannot identify any future educational improvement for these children in our school from any statement or claim in this entire section. GIFREC conceptualises the need to get it right for every child, particularly those with additional needs and these who are more vulnerable.

Therefore again, this section contains no factual evidence to support the claim of enhanced educational benefit and is therefore irrelevant.

Finally, we would like to point out that there is not “resistance to the change from a VERY SMALL MINORITY of the community” as claimed on page 62 of the Officers’ Proposal.

There is **no support** for this proposal as it stands from the **ENTIRE COMMUNITY**. This includes the children, parent councils, wider parent forums, those local Councillors who will express a view, the local community, nearby residents, community councils, after school clubs, local playgroups and childminders, to name but a few.

The only supporters of this proposal are the Officers, despite the fact that almost the exact same proposal was summarised by Officers in their 2008 report to EC&S as below and we can identify NO DIFFERENCE to the issues:

“3.2.8 The running costs for the schools in the Oldmachar area are not exceptionally high. However, by reducing the number of schools, there would be a significant budget savings in terms of the running and maintaining of a school building. There is also a potential source of financial income should there be disposal of the vacated site.

5-14 attainment in this area is good with all schools above the City average. This would be expected to continue if the schools were merged or re-zoned. The Glashieburn building could accommodate the combined rolls of Middleton Park and Glashieburn with some internal refurbishment. However, there is a significant concern that there will be loss of designated areas including ICT, Additional Support Needs (ASN) Base and library as well as teaching areas being cramped for the delivery of a modern curriculum in a school fit for the 21st Century.

The management of other aspects of an enlarged school would also be affected such as dining arrangements, playground provision. Work would also be required outside the school in order to provide access for parents and staff. There may also be work required to provide sufficient accommodation for the nursery.”

Advantages	Disadvantages
<ul style="list-style-type: none"> <input type="checkbox"/> Creates a new school of near optimal size with potential educational advantages <input type="checkbox"/> All pupils could be accommodated on the Glashieburn site with some extension/refurbishment required <input type="checkbox"/> Reduces capacity by 252 places, to 1578 in Oldmachar area, with increase in occupancy from 60% to 70% <input type="checkbox"/> Reduces overall budget on school staff and buildings by approx £200,000 in full year <input type="checkbox"/> Generates potential income from disposal of vacated site. 	<ul style="list-style-type: none"> <input type="checkbox"/> Disruption for children and staff during change period <input type="checkbox"/> Possible impact on children's performance <input type="checkbox"/> Loss of individual school identity/ethos <input type="checkbox"/> Loss of specified, designated areas for ICT, SEN, library etc. <input type="checkbox"/> More complex management of larger school e.g. dining arrangements, school playground etc. <input type="checkbox"/> Travel difficulties for some pupils <input type="checkbox"/> Reduced overall capacity if there is population growth in the area in future.

3.3.3 Table

2,450 people have signed petitions against this proposal and there have been over **204 pages of written and email submissions** to the Council website at the time of finalising this submission (some of which can be seen in Appendix E). Each meeting attracted huge attendance (potentially would have been more but crèche and translators were not advertised) where brief opportunities were provided for some people to raise concerns and ask single questions.

Also at time of finalising this submission, **113 comment feedback forms** had been submitted to the ACC website - **not ONE individual has said that they are in favour** of this proposal to amalgamate these schools into the Glashieburn building.

Where is the evidence to support the claim that only a minority of the community are unhappy with this proposal? As has been stated previously, we are NOT averse to change. We would embrace a new, fit for purpose school at the appropriate time. However, we are resistant to change for the wrong reasons and which lead to the detriment of our children's wellbeing and education.

In summary, with regard to point 7.9, we would argue that the ASN children will be severely affected by the proposal – their needs and educational requirements appear to have been completely trivialised if not totally overlooked. This is NOT getting it right for EVERY child. GIRFEC asks whether children are safe, healthy, achieving, nurtured, active, respected, responsible and included – we cannot see how implementation of this proposal will make any of our children feel their wellbeing is being taken into account in these ways.

In addition, the entire community does not recognise an educational benefit and is against the amalgamation proposal as it stands.

Once again, this section contains no factual evidence to support the claim of enhanced educational benefit and is therefore irrelevant.

7.10 Extra Curricular Activities

As was noted at the final public meeting by a provider of the Active Sports Programme at Glashieburn School, it is already difficult to deliver the programme during school time due to the restrictions on the conflicting use requirements of the gyms – both gyms are also used for lunch sittings, drama, shows, assemblies, etc.

Amalgamation and the increase in pupil numbers will make this delivery even more difficult given that the gyms cannot be made larger in size and will have more children using them.

Just as teachers and staff have opportunities to work within the ASG for their development, children could also be encouraged, if necessary and with assistance of the respective Parent Councils and PTAs, to develop and create joint school teams – amalgamation is not necessary to facilitate this.

It is not difficult, as is claimed, to provide schools-based teams due to small cohort sizes. Difficulties can sometimes arise for attendance due to a high population of working parents plus poor facilities within the building and grounds and the restriction on "lets" access.

Given that children already attend groups and organisations such as cubs, scouts, beavers, rainbows, brownies and boys brigade; and that children have access to football, tennis, gym, swimming, golf, judo, karate, etc at other local venues from other local providers as well as Active Schools, what exactly are they missing out on that a combined school could provide? How exactly would it be possible for parents to fit even more extra-curricular activities into the week!

We find it difficult to reconcile the claim that staff and management will ensure that children will be able to attend activities and return home safely, particularly in light of the Council's claim that it is not their concern how children get to and from school. Where is the substantiation for this statement of access to extra-curricular activities and why is it in conflict with the provision of access to and from school for actual teaching?

The claim of enhancement from amalgamation again contains no factual evidence in support and is therefore irrelevant.

7.11 Staff

We do not wish to continue to repeat arguments regarding staff, CPD and transition. This section has already been covered elsewhere in the “Educational Benefits” statement.

We have already identified that staff within the ASG (five primaries and one academy) share curriculum development work and work collaboratively – amalgamation of two of the five primaries will not necessarily enhance this to the educational benefit of the children concerned. Putting the staff from both schools into one building will not necessarily enhance their external CPD opportunities.

We are actually extremely concerned for the motivation of affected staff who will be working in a maximum capacity environment with reduced facilities such as parking. We are sure that the staff of both schools will have their own views on this proposal. It would have been very useful to have been allowed to discuss the proposal with staff, especially given that parents are meant to be working as partners for the educational needs of children. However, disappointingly, we have not had this opportunity.

Further, we have already established that this is NOT a new school – this is the amalgamation to over-capacity (based on original figures of 420) of two well performing schools without the possibility of effective transition as the “new” school will have to be created in a period of 44 days during the Summer holidays. Nursery children will not have the opportunity for familiarisation in the “new” school, nor will our ASN children.

This section of the educational benefits statement is irrelevant, given that it is broad-sweeping and repeats earlier assertions.

7.12 The Learning Environment

The statements in this section seems irrelevant to the goal of enhanced educational benefit for every child and the pursuit of educational excellence.

To clarify, are Officers suggesting that because the Glashieburn school building is larger than the Middleton Park building and does not have two portakabins that it makes a suitable learning environment? Surely there is more to consider than this when reflecting on what a suitable, if not ideal, learning environment for up to 560 children is?

Where is the more “open environment” in Glashieburn? What are Officers referring to when they mention “open environment”? Are we considering the smaller outside space which will see space per pupil shrink massively? Are we looking at the larger Middleton Park playing field size and thinking it inferior to the small Glashieburn playing field size?

If we are looking internally, there are already plenty of opportunities for flexible learning and the delivery of the Curriculum for Excellence at Glashieburn. How exactly can the learning environment for a Glashieburn pupil be enhanced by reducing the space each child enjoys by 42%; from 11.3m² 6.6m²?

In respect of this proposal forming the basis of an educational improvement and benefit to the children, we fail to understand why it matters if there are similar features inside the school, particularly when you are proposing to either do “minor reconfigurations” or completely remove all interior walls and do “whatever we want” in the huge open space that would be available (as per final meeting). Either way, interior features are inconsequential to the argument for closure.

We have little faith in the claim that staff and pupils will be able discuss alternative reconfiguration ideas for the building in a timely and effective manner and that these will be appropriately communicated given that eight months after the announcement, and 5 weeks into the consultation period, we have seen little substantiated, specific, costed and realistic plans. Few of the Parent Council suggestions regarding the consultation period itself were implemented and we had little communication or discussion apart from our email suggestions.

Again, this section does not support the claims of educational benefit should the proposal be implemented.

7.13 Broader Re-zoning

As stated at the beginning of our submission, we believe that there are two main drivers for this proposal, neither of which support the desire to improve the educational opportunities or options for up to 560 children. If educational enhancement was the driver, these proposals would look very different.

The real drivers we have identified are:

1. cost savings across the school estate in general,
2. and crucially, the Council's need to meet with educational requirements of the children who will live in the new Grandhome development until the new primary school is built in the estate itself.

The first driver is currently denied regularly although was reason to proceed in 2008 when this proposal was last put forward. We also understand that if savings as proposed cannot be made by closing our schools that other schools in Aberdeen would probably be at threat of closure – cost is therefore very much at the forefront of Officers' minds.

Despite this, it is acknowledged (and confirmed on the Scottish Government website) that our unit cost per child of £3,763 is already lower than the Aberdeen average of £4,556, based on 2011/12 school roll figures. In addition, savings claims are contradictory in terms of building maintenance and requirement, are not evidenced with breakdown of savings and have not taken into account enabling works amongst other running and maintenance costs.

The second driver has been acknowledged by Officers at public meetings – they must “do something” to accommodate the Grandhome estate children – the only solution being proposed however is to close Middleton Park and Glashieburn Schools, reduce local and temporarily direct children from the Grandhome Estate to Danestone Primary until Grandhome gets its own primary school.

The combined current capacity of these two schools is 660 (assuming the original 420 capacity figure for Glashieburn is used) – combined total roll has been agreed as 435. This means that the two schools have “spare” capacity between them of 225 places. We believe that it is extremely important for the local area that capacity between the schools is retained and this issue was indeed alluded to by Officers in 2008. There will be very little capacity to cover for eventualities if Middleton Park is closed.

We believe that this poor proposal should not be the only one proposed for consideration.

Please explain why is it necessary to close Middleton Park and Glashieburn if children from Grandhome are to be temporarily directed to Danestone anyway? Surely it would be simpler to re-zone the Grandhome estate from Middleton Park to Danestone on a temporary basis if this is what is going to happen anyway?

“Zoning” could be left out of the Grandhome Estate equation on a temporary basis. New residents could be allowed to choose between Danestone, Middleton Park and Glashieburn – all schools perform well, all are nearby and all have capacity – this would provide a choice and great flexibility in the local area and an excellent selling point for the new estate itself as well as for existing residents and children.

We are assured that having local capacity cannot be used as an argument against building a primary school by the local developer in the timescales agreed to contractually – that being the case, this option would appear to offer flexibility for NO COST which negates the argument for driver one above.

The developers must still have their primary school in place at the appropriate time based on number of houses completed – 560 according to the figures received. In the meantime, two sets of children will not lose two good schools and be forced into one cramped, unfit for purpose building to their educational detriment.

Once the primary school is built, it would seem straight forward to rezone the Grandhome Estate back to the Grandhome community although again – we agree that this is a simple solution. However, we do not agree that this is a solution necessitating the closure of our schools.

It is absolutely not acceptable to state that further traffic analysis will be required – it has been 8 months since this proposal was first mooted which is more than sufficient time to have provided clear and detailed suggestions to ensure road safety.

With regard to the Glashieburn site, local residents, parents and the Parent Councils have already raised serious concerns regarding road safety and local congestion given that there will be more children and traffic in the Glashieburn area. There are no proposals to address this problem and we would suggest that the possible provision of a lay-by or drop-off point will not be sufficient for purpose.

Zoning only to Danestone will require children to cross the A90 trunk road, the scene of many high speed accidents – traffic is unlikely to reduce or slow down until the provision of the AWPR. The proposal as it stands will endanger more children in more areas along Jesmond Drive and the Parkway.

Both Glashieburn and Middleton Park are already performing well with their existing roll sizes – there is nothing to suggest that keeping both schools open will adversely impact this.

It is claimed that Middleton Park will potentially exceed stated capacity in 2018 – although there is much to dispute in the accuracy of roll forecasts and it also depends if you work with the AGREED formula of 0.25 or the Officers' figure of 0.35. However, if Grandhome is not zoned to Middleton Park, there is no issue with over-capacity.

Forgive us, but this seems to be the most sensible, cost effective, appropriate solution which has the least potential for educational detriment to up to 560 children.

7.14 Potential Impact on Other Schools in the Area

Also as noted earlier, removal of 225 places across these two schools, leaving only 25 spare places in the Glashieburn site (if the unconfirmed 460 capacity figure is used), will inevitably have an impact on the right to exercise parental choice of location for education in the Bridge of Don area.

Having two schools with capacity provides options across year groups and for new families in the area where there may otherwise be a situation of having to split families and send children to different schools.

It has been noted that Danestone, Braehead, Forehill and Greenbrae (once extended) all currently have capacity. It is absolutely not possible to fully assess the impact on these schools as first of all, parental choice of school cannot be predicted and secondly, the outcome of the consultation process of later re-zoning decisions cannot surely be pre-determined.

Having access to a choice of excellent local schools is absolutely a key part of the decision to live in one area rather than another. Whilst we absolutely appreciate that parents do not have the legal right to specify which school their child should attend as an integral aspect of their property purchase decision, it must be acknowledged and recognised that choice of local school is a key decision in choosing to live in one area or another.

As the impact of potential local school placing requests cannot be assessed with any degree of certainty, this part of the argument for closure of the school does not have any place in its consideration.

7.15 Research

If there is little research to support the optimum size of a primary school or to link the size of that school to performance and outcomes for learners, and if Middleton Park is therefore not closed and not zoned for Grandhome and therefore retains its small school size, there is no educational reason to close it.

The stated educational benefits mentioned are objectives for all schools regardless of size – they are not specific or applicable to the closure of Glashieburn and Middleton Park.

The only conclusion we can draw therefore is that this is primarily a cost cutting exercise and a means of “solving the Grandhome” problem and not one taken for the educational benefit of the children.

7.16 Educational Benefit Statement Conclusion

We do not agree with the conclusions of the Educational Benefit statement for the reasons highlighted and examined throughout this Parent Council submission. Again, the conclusion contains little other than generic, broad-sweeping, non-specific or evidenced claims and fails to take into account the facts:

Fact 1: There is no “new” school; this is two schools being crushed into one old building to maximum bursting point creating cramped, poor facilities, not fit for the purpose of the delivery of Curriculum for Excellence for up to 560 children. This Proposal is NOT driven by a burning desire to improve educational opportunities and enhance the education of any of the affected children.

Fact 2: Officers have admitted they have put forward this proposal as their only suggested means of educating the first 140 children at the yet to be started Grandhome Estate, despite the fact that Middleton Park and Glashieburn could easily accommodate those children. This is the principal driver.

Fact 3: Officers have also admitted that the second driver for this proposal is financial and derived from a requirement to reduce costs and manage the schools estate across the wider city to the detriment of the pupil population of these two unfairly targeted schools, regardless of the claim being made at 6.2, namely, “The main driver for this proposal is not financial.”

This entire proposal is simply about trying to create a justification for Facts 2 and 3 above.

GENERIC, BROAD SWEEPING CLAIM MADE	REALISTIC RESPONSE – EDUCATIONAL BENEFIT?
There are educational benefits for current and future pupils within the catchments of Glashieburn and Middleton Park Schools being educated in a single, amalgamated school.	If that single, amalgamated school was housed in a new, 3R, fit for purpose, well equipped, spacious, well situated, modern, well thought out building with excellent IT capabilities, possibly!
An opportunity will be available to build upon established links which already exist between the two schools.	There is no need to crush all teachers and staff into one building to maximum capacity to build upon any links between the schools within the ASG or between already strong partner links.
The amalgamated school will provide a better learning environment for pupils and working environment for staff.	It will force pupils and staff into the most cramped facility in the whole of Aberdeen, reducing personal space and facilities – not a better environment.
There will be significantly enhanced curricular opportunities in the amalgamated school, giving pupils a wider range of learning experiences.	No specifics of this statement have been given – the Curriculum for Excellence has simply been described in this justification.
The amalgamated school will provide more flexible learning spaces which can be used to deliver a more diverse range of approaches to learning and teaching.	We do not believe there will be the opportunity for this one, large open-plan space to offer any degree of flexibility as the sheer numbers and need to timetable will remove the concept of flexibility.
There will be the potential for changes in ethos within an amalgamated school and enhanced leadership opportunities for pupils.	No change in ethos is required, and certainly does not require to be enforced by merger in this manner. Leadership opportunities may actually be reduced due to size and sheer number of children.
A wider range of extra-curricular opportunities will be available to more pupils.	Realistically, no more are required – Active Schools and other local activities are already sufficient.
Staff motivation is likely to be increased and teachers will have much more opportunity to deliver innovative and interesting programmes of work which again is likely to result in improved outcomes for learners.	Staff motivation is likely to decrease as staff work in more cramped conditions with reduced facilities and space.
The educational benefits outlined within this document for current and future pupils within the combined school would provide an improved educational experience and enhance the life chances of learners.	Again, this is jargon led, unsubstantiated and not directly applicable to the claims being made.

Brief Review of the Consultation Process

As per the Schools (Consultation) (Scotland) Act 2010 Statutory Guidance, we should be reassured that the consultation and decision making process and procedures are fully, fairly and rigorously carried out. The consultation process should be robust, open, transparent and fair, and seen to be so. Educational benefits also should be at the very heart of any proposal. We do not believe that this is the case.

The wording used throughout the Educational Benefit statement is very vague, generalised and contains broad-sweeping statements – there is little factual evidence or specific examples. The statements are not followed up with methodology or specifics.

We were concerned to find out that only 4 children were “consulted” having been picked by their classmates and asked for their views of the merger by an independent appointed person. How can their views be reflective of the entire pupil body of the school? Apart from more friends, which all children obviously view as a positive, how can these views be taken into account and used in balancing a decision?

In fact it has been very misleading to call this a “new” school at all and this has created a great deal of misunderstanding in the local community. Confusion has also been reported in the understanding of the Grandhome estate, given the similarity of name to another pending, but much smaller, housing plan.

We have seen no evidence that Officers have consulted with the wider users or assessed the impact of this proposal on others such as:

- The other users of the school’s facilities
- Children who will likely become pupils of the school
- The pupils of the other schools in the authority’s area – not all schools in our ASG have been consulted or involved apart from just having a copy of the proposal on their premises – this has not, to our knowledge, been highlighted to these stakeholders.

We do not have all the information that is required for consultation – there are no concrete plans or options for people to discuss and be consulted upon.

“Consultation” was much less than we would have liked – the period of consultation has not been long enough to ask all questions, receive answers and clarify points.

There has been little advertising, no letters home apart from open letters in trays, one advert in the press, a refusal to assist in advertising and the distribution of letters, ignored Parent Council recommendations, no publicity of crèche and no provision of translators – both facts that may well have reduced the number of attendees at public meetings.

Even at the four public meetings held, many people did not have the opportunity to ask their questions and those that did were limited to just one. Whilst we understand that the provision of 4 meetings exceeded bare minimum requirements, given the overwhelming public interest in this proposal and the huge number of unasked and unanswered questions, it could be argued that more meetings were needed.

Despite the special meeting of EC&S taking place on 7th February 2013, the proposal itself was not made available until 1 week before the start of the consultation period, severely limiting opportunity for consideration and reflection of content. We are concerned that the same short timeframe is again only available before the EC&S meeting in January 2014.

The Proposal is absolutely full of errors, misleading statements and graphs / charts as well as large chunks of generic and generalised statements which are not supported with facts.

The Council website did not provide the proposal until 26th August 2013; the website has been slow to be updated and has, for some misleading reason, a picture of the lovely 3R Braehead School as its banner for the Middleton Park and Glashieburn schools estate!

We have been unable to receive full support of all of our local Councillors as two are directly involved in making the final decision – this appears to be a direct conflict of interest.

The terminology used assumes that all stakeholders understand what is meant by CfE and educational excellence; there is no actual description in black and white of this statement, which could be confusing, misleading and lead to incorrect assumptions being made.

Parent Council Conclusion

At the special meeting of EC&S on 7th February 2013, the Convener said, “The decisions taken by the committee today enable us to move forward with our commitment to do everything we can to provide the **best possible education** for this and future generations. We want to assure parents, guardians, school staff and indeed pupils that we will work together in a robust and transparent manner so that we can continue to do our **very best for the educational needs of all children** in the city”.

In addition, the Vice-Convener added that “... any decision *has to be* absolutely **right for each and every child** in Aberdeen.”

Other Councillors and EC&S members have stated that they will only vote for this if “educational benefit can be **PROVEN** for **each and every child**.”

This proposal needs to GET IT RIGHT FOR **EVERY** CHILD. We firmly believe that an amalgamation into the existing Glashieburn building is NOT the right place for the right number of children at the right time.

We firmly believe that the amalgamated school will NOT provide the pupils, both now and in the future, with a 21st century education utilising, as it is proposed, a 1979 building with inadequate infrastructure, IT resources and space. Indeed, amalgamating the schools will, we believe, be educationally disadvantageous to the pupils and we urge the Council to reconsider.

When we consider the lack of educational benefit to the children, and identify that this proposal actually adversely affects these children, we can draw only one conclusion: **that the EC&S Committee Members must reject the proposal in its current form**. Officers must consider alternative, less educationally damaging and distressing proposals in order to resolve their problem of the Grandhome development and the zoning of these new children in the interim period until the Grandhome Primary is built. An alternative proposal needs to be considered.

Along with a desire to cut costs, we firmly believe that the Grandhome estate is the Council’s main driver to this entire proposal. We understand from Officers that “something must be done” about the Grandhome estate. Until a school is built on the new Grandhome estate, the children that these new houses will bring need to be educated locally.

The only proposed solution put forward by the Officers is to close Middleton Park, move all of these children to Glashieburn and educate the Grandhome children in Danestone Primary. In doing this however, we firmly believe that the education of the children of Middleton Park and Glashieburn will suffer and options for local education of children will be severely restricted, both immediately and in the future.

2,450 petitioners, 204 pages of written and email submissions and 113 comment feedback forms are against this proposal.

We ask that it is rejected and re-visited when the Grandhome impact can be properly assessed.

References: Legislation, Papers, Documents and Website Sources

Legislation

Building Better Schools: Investing in Scotland's future 2009

Education (Additional Support for Learning) (Scotland) Act 2004

Education (Disability Strategies and Pupil Records) Act

Schools (Consultation) (Scotland) Act 2010

Schools (Health Promotion and Nutrition (Scotland) Act 2007

School Premises Regulations Act 1967

Scottish Schools (Parental Involvement) Act 2006

Papers and Documents

Building Excellence: Exploring the Curriculum for Excellence for School Buildings

Hungry for Success programme

Multidisciplinary Teamworking Beyond the Barriers? A Review of the Issues, Valerie Wilson & Anne Pirrie (2000)

Human Rights Impact Assessment: Review of Practice & Guidance for Future Assessments" (2011)

Planning to Improve Access to Education for Pupils with Disabilities Guidance on Preparing Accessibility Strategies 2002 (www.scotland.gov.uk/Publications/2002/09/15494/11274)

"Staying on track: Securing the performance of schools after merger and amalgamation" 2006 (www.haygroup.com/downloads/uk/Staying_on_Track_final_doc.pdf)

The Suitability Core Fact – Scotland's School Estate

Websites

www.aberdeengettingright.org.uk

www.aberdeency.gov.uk/education_learning/schools/scc_teaching_in_aberdeen.asp.

www.childreninscotland.org.uk/docs/Participantsnotpawnsguidance20100315_000.pdf

www.educationscotland.gov.uk/lcfe_tcm4-712914.pdf (Learning Together)

www.educationscotland.gov.uk/supportinglearners/additionalsupportneeds/index.asp

www.keap.org.uk/documents/eyfs_eff_prac_parent_partner.pdf

www.parentzonescotland.gov.uk

www.scl.org.uk/library-publications/scottish-good-practice-guidelines-supporting-parents-with-learning-disabilities

www.scottishhumanrights.com/publications/reports/article/HRIAresearchreport

Appendices

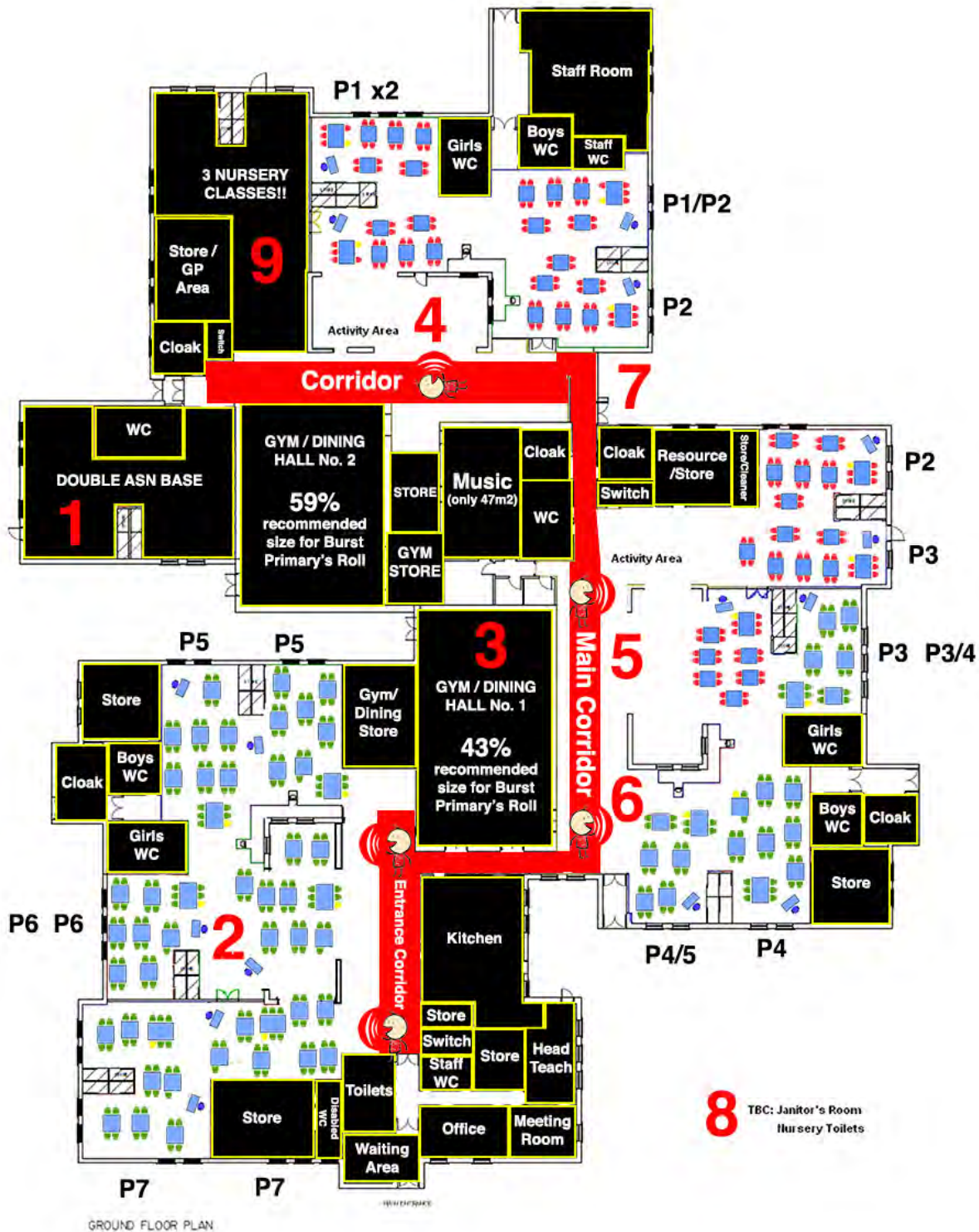
Appendix A – Interior Layout Possibility 1



Appendix B – Interior Layout Possibility 2



Appendix C – Interior Layout including Pupil Desks and Chairs



Appendix D – Glashieburn Vision

VISION STATEMENT

At Glashieburn School the development of the individual pupil is central to our philosophy. We have established an ethos of inclusion and equality, where, through encouragement and support, we aim to nourish and grow each child's abilities and interests, helping develop skills for lifelong learning. This will enable our pupils to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. At Glashieburn School, we aim to:



Appendix E – Unanswered and Partly Answered Questions and Emails

From: [REDACTED]
Sent: 25 September 2013 12:59
To: 'SchoolEstate'
Cc: Gayle Gorman; Irene Garioch; Charlie Penman; [REDACTED]
Subject: RE: Glashieburn and Middleton Park Proposal

Thanks for your response.

However I'm a tad disheartened that these answers do not provide me with any additional new information or any comfort that this proposal is any way near acceptable for my children's future education.

If the capacity of the school is now 460 should there not be a revised schedule of accommodations to back up this figure? – per your comment below the last one is dated 2009 (the same date that the whole ACC school estate was reviewed) and this was the back up to the revised capacities figure for all schools then and this was agreed by the Education, Sport & Culture committee in 2010?

Your statement re the figure of 460 is in excess of the forecast pupils – this revised capacity hasn't been agreed at committee and therefore the agreed capacity is surely 420 so you are proposing house pupils in a school that is over agreed capacity? The forecasts are also a matter of debate.

Also your statement re our children will be provided with 6.3 sq metres of space – what does this prove? - only that if you look at sq metre per pupil for actual rolls in ACC schools – we have the smallest space per pupil – a disgrace I would say?? From the many articles I have reviewed and from Scottish Government articles on Building Excellence and Building Better Schools – the emphasis is on providing children with quality space to be educated– where is the space for our children?

RE school condition and enhancements – you are now saying that the spend to get Glashieburn up to scratch is only £90K?

From: SchoolEstate [mailto:SchoolEstate@aberdeencity.gov.uk]
Sent: 25 September 2013 12:29
To: [REDACTED]
Cc: Gayle Gorman; Irene Garioch; Charlie Penman; [REDACTED]
Subject: RE: Glashieburn and Middleton Park Proposal

Please see inserted replies in green below.

From: [REDACTED]
Sent: 08 September 2013 22:09
To: Gayle Gorman; SchoolEstate
Cc: [REDACTED]
Subject: Glashieburn and Middleton Park closure

Dear Ms Gorman,

My good friend has just shared the content of her email with me and I would like to express similar views regarding my anxiety over the space & internal constraints over this proposal.

I too asked a question to the panel on Thursday night - the Educational benefit statement part 7.3 repeatedly referred to "more", "variety", "space" and "enhanced". However no-where in your report is there any evidence of where "more", "variety" or "space" is coming from

- the children are to be "housed" in the SAME building with the SAME M² AND there will be over 200 MORE children than at the moment AND you propose increasing the schools capacity to 460.

Can you tell me where exactly this extra space is coming from?

The current capacity of Glashieburn, as described in the consultation document, was evaluated as 420 taking account of the current classroom configuration and layout.

The capacity of 460 for the proposed amalgamated school would be as a result of changes to the internal configuration which would more efficient use of the available space.

The figure of 460 is in excess of the forecast of pupils numbers.

This would provide an average of 6.3 square metres per pupil.

The other repeated term in 7.3 is "enhanced". However, the report states at 4.1 that "enabling works so far identifiedare likely to be relatively minor and could be completed over the summer holiday period in 2014". Please explain what works are planned? 6 weeks is such a short period of time and granted not much works can be completed within this timescale

- you already know how many children will be "housed" within the school given the existing school roll plus Middleton Park school roll or even use 460 and split year groups in the same ratio as per now (as an estimate).

- you also already know how much M²/ space at the school

The works are not yet planned as there are a large number of different permutations possible. We are currently working upon options and our architects have been asked to provide details, including the practicality of converting the courtyards into internal spaces. All this will be fed back to the community and will be included in the report to Committee in January. This is exactly the purpose of the consultation - to obtain people's views and then provide a response on how their concerns will be addressed.

Do the maths???? Use your ACC architects/space planners - you have had 7 months to look into this so why had this not been done? WHAT AND HOW EXACTLY will all these children fit in???? Surely this is crucial to any proposed plan to try and fit more than an agreed capacity of people into a space, never mind having to prove how this will benefit the people involved -this is what you have to do by law? ?

We have already expressed our view that the total number of children forecast to be in the amalgamated school can be accommodated. The details of the options on re-configuration of the school is what we are working on now.

The response to this question on Thursday was that it would be up to the HT to decide on where all the children went after the proposal - this is unacceptable. Given that it is an ACC officers proposal, including increasing the schools capacity, it is up to you to prove that this proposal works and is of Educational Benefit to the children. We need to know NOW. It is totally unacceptable to leave this headache for a new HT to deal with and take the rap for an ill thought out proposal.

The head teacher in every school has the responsibility for making the arrangements within their establishment for the suitable and efficient delivery of education. Where support is required, such as input from centrally deployed staff or specialists such as architects, this will be provided.

I would also direct you to the last schedule of accommodation for the school drafted in June 2009 - it suggests that for 11 classes there would be a requirement for 14 teaching spaces given Curriculum for Excellence. We have estimated that following the introduction of the Middleton Park roll there will be a requirement for at least 16 classes, computing to a required 20 teaching spaces. Derek Samson stated on Thursday that there were 24 teaching spaces in total in the school so this leaves 4 teaching spaces for 3 am nursery and 2 pm nursery classes and 14 ASN children - SURELY NOT???

That evaluation, now over four years old, suggested that the allocation of accommodation was generous in some places. The forecasts indicate a need for a maximum of 16 classes to be provided for. In addition, provision would be required for three nursery classes in the morning (two in the afternoon), ASN pupils and general purpose spaces. We believe this is possible within the available accommodation and have consistently indicated that some internal reconfiguration is likely to be beneficial. We are also looking at bringing the courtyards into more practical use.

The second part of my question queried the £2.5m expenditure required for the school to meet 3rs standard -Derek mentioned that the plan for expenditure was available for public view - I cannot see this and have emailed Derek for the details.

As stated on the website, the costs relating to elements assessed as A and B within the table do not need to be taken in to consideration as these elements are in satisfactory to good condition. Aberdeen City Council has finite budgets and would not normally carry out works to these elements. We focus on the C and D elements as these would be in poor or bad condition. When we assess the condition of the properties and rate each element of the building, the costs which are produced relate to replacement of that element.

The document states that the sums required to bring the condition of the elements up to an equivalent standard to the 3Rs schools at hand over (i.e. new) are

A £26,713 (INTERNAL DOORS)

B £2,356,233 (ROOF (STRUCTURE/COVERINGS), FLOORS AND STAIRS, INTERNAL WALLS, DECORATION, FIXTURES AND FITTINGS, EXTERNAL WALLS, EXTERNAL DOORS, WINDOWS, SANITARY SERVICES (Toilets), PATHS/PLAYGROUND/EQUIPMENT, WALLS/FENCES/GATES, SURFACE DRAIN/SHELTERS/LIGHTS, MECHANICAL (HEATING), MECHANICAL (WATER), ELECTRICAL (GENERAL)

C £92,975 (ROOF (DRAINAGE ETC), CEILINGS, ROADS AND CAR PARK)

D £0 (None)

In all schools, over time, elements may move from one condition category to another and therefore be more likely to be addressed if they were to move into a C or D category.

The web address for this information is

<http://www.aberdeencity.gov.uk/nmsruntime/saveasdialog.asp?lID=52958&sID=23570>

This is an area of great concern for all parents I have spoken to and welcome your comments and look forward to see your plans.

-----Original Message-----

From: [REDACTED]
Sent: 12 September 2013 10:33
To: DSamson@aberdeencity.gov.uk; Charlie Penman (CPenman@aberdeencity.gov.uk)
Subject: Glashieburn and Middleton Park Closures

Derek/Charlie,

I should have mentioned that my request below is made on behalf of Glashieburn PC - we feel that this information is necessary in order for us to evaluate the proposal during the consultation timeframe.

I would be grateful if you could let me know when this information will be available in order that we can plan ahead.

We would also be grateful if you could confirm that the space criteria in terms of size of school site, size of sites for playing fields and area for educational accommodation are in line with The Schools Premises Regulations 1967? If not can you clarify which piece of legislation applies to the space available within Glashieburn?

Thanks and look forward to hearing from you.

On behalf of Glashieburn PC From: [REDACTED]
Sent: 20 September 2013 18:05
To: SchoolEstate
Cc: Charlie Penman; Gayle Gorman; Merger Proposal Website
Subject: Re: Internal Floor Areas

Thanks for this information.

The bulk of this information was already in the public domain via www.Scotland.gov.uk/publications/2012/2355/0

Can I ask why you have chosen to compare internal space to capacity? What would be more useful is a comparison of actual m² per pupil actually in school at the moment, ie actual school roll. Thus showing the space per pupil actually in each school.

On 8 September I had requested :

"Do you have internal space information on all ACC primary schools excluding community space/non school space?"

However on your schedule you seem to have just categorised schools with nurseries, without nurseries and with community facilities. This doesn't provide a true comparison of all schools in Aberdeen due to the following:-

Schools have different sized nurseries and different nursery rolls so how can you compare internal floor space of Glashieburn with Middleton Park for example - when MP has 40 place nursery and GB has a 60 place nursery?

The nursery children are not included in the school roll or capacity figures when they occupy the school buildings too?

Some schools house the ASN unit, alike Glashieburn and others don't - this has a great impact on space requirements for schools - should there not be some space factored in for this too?

What space do the community facilities take up in the schools identified and how does this impact on space available to pupils? Does the school have full access to community facilities during school hours - if so this should be included on their space calculations?

I'm sure your comparison will be very different when you factor in the above - showing that Burst Primary (combined Glashieburn & Middleton Park) is firmly at the bottom of the internal space league.

You have all these facts at your fingertips and this information will enable a fair comparison of each school. Please review and reissue the information you have presented to ensure parity.

I also note from the email below that the proposal has increased Glashieburn capacity from 420 to 460 and you have stated that this is due to "changes to the internal configuration" - what are these changes - please expand in detail - where are the extra teaching areas coming from?

We are also eagerly awaiting detailed plans on how 460 pupils plus a 100 place nursery plus 14 ASN children can all fit into the existing or reconfigured building. Can you let me know when this will be available?

I look forward to hearing from you on the above and the remainder of my emails of 8 September/12 September to Derek and Charlie and the email to Gayle Gorman of 8 September.

Thanks

On 20 Sep 2013, at 16:51, "SchoolEstate" <SchoolEstate@aberdeencity.gov.uk> wrote:

Colleagues

Please find attached information on the Gross Internal Floor Areas of schools in Aberdeen.

The current capacity of Glashieburn, as described in the consultation document, was evaluated as 420 taking account of the current classroom configuration and layout.

The capacity of 460 for the proposed amalgamated school would be as a result of changes to the internal configuration.

This figure is greater than the forecast pupil numbers and would provide an average of 6.3 square metres per pupil.

Schools Estate Team

<Copy of School GIFAs from condition survey 2012.xls>

-----Original Message-----

From: [REDACTED]
Sent: 24 September 2013 21:59
To: DSamson@aberdeencity.gov.uk
Cc: Merger Proposal Website
Subject: Glashieburn and Middleton park

Derek,

I would be grateful if you could provide me with a copy of the schedule of accommodation showing how the revised capacity of 460 was calculated for Glashieburn. This would be very useful in order that we can understand why the capacity has changed now.

I would also be grateful if you could let me know when you will be able to respond to my emails of 6 September addressed to you and Charlie and a subsequent email of 12 September and 20 September.

I also believe that my email addressed to Gayle Gorman of 8 September has also been forwarded to you and would also be grateful for a timeline on replies to these queries too?

Thanks and look forward to hearing from you

-----Original Message-----

From: [REDACTED]
Sent: 01 October 2013 23:40
To: DSamson@aberdeencity.gov.uk; Charlie Penman; Gayle Gorman; Merger Proposal Website
Subject: Glashieburn/Middleton park

Derek/Charlie,

I was pleased to hear that you had discussed dining arrangements with two larger ACC schools. I have good friends with children at both Cults and Kingswells and am aware that they have staggered lunch times however this too is not without problems at both schools - waiting times being a common issue.

Whilst I have no objection to staggered lunch hours in principal, the issue I have with this at Glashieburn is both Glashieburn halls are in a very central location within the building with proposed teaching spaces very near to the hall entrances and the main thoroughfares going to and from the halls. The staggering of lunchtimes only adds to length of time pupils will be toing/froing and queuing at the halls for lunch which adds to noise disruption of surrounding teaching areas. At Kingswells the dining hall is located at

the corner of the school so passing traffic and noise from the halls back to teaching areas is not a major issue. I don't have the plans if Cults to hand so cannot comment in this for Cults. This is educational detriment for my children not benefit.

There were two space options issued last week for Glashieburn which involved opening up or removing the courtyard walls so that the space was taken indoor rather than outdoor. This and removing the existing office space makes each of the three wings of the school even more open. Whilst this may lead to more flexibility it doesn't add more space. However, my point here is that how can such large open plan areas cope with additional pupil traffic without disruption caused by staggering lunches and shield kids from the noise of kids queuing for lunch? Detriment not benefit?

Staggering of lunch times will put an additional pressure on both halls on a daily basis, ie if school lunches were staggered at say 12, 12.15 and 12.30 and the pupils get their full hour thereafter, the hall availability will be reduced by 1/2 per day. So previously Derek had calculated that the halls would be available for 37.5 hours per week so this could reduce halls availability to 35 hours per week. The basic PE hours would be 32 hours per Derek so the halls will be available for 3 hours per week for ALL other activities for over 400 children. You must agree with me that this is not good enough given that there are no other spaces available in the building to undertake weekly assemblies, drama, singing, team time, concert practice, etc. All of these activities should be undertaken in a GP or studio room to avoid disruption to other teaching areas. When comparing this with Kingswells, there are also pressures on their hall availability and the school often makes use of the neighbouring community centre hall which is footsteps away from the school. At Glashieburn we do not have the luxury of having a neighbouring hall which our children can use when the school halls are not available so what is your proposal to our hall space predicament? How does this give my children educational benefit??

My children often complain of queuing and lack of choice at school meals however I firmly believe in the benefits of eating a well balanced hot meal at lunchtimes given the proven benefits to children's well being. This is why they persevere with school meals however it is a real worry for me that this can only get worse should there be an additional 170 kids to cater for. Glashieburn currently serves around 120 lunches per day so we would expect around 200 per day (1/2 of MP pupils taking school meals) if merged - can the kitchens cope with this? Please provide your views?

Since we are on the subject of halls, it must be said that our halls are very small in comparison with other city schools especially the new 3r schools and I have experienced school football training for 10 P5 boys in the larger front hall and must say that they struggled to get a good work out or game as the hall was do restrictive. The teams has since moved training to Oldmachar's all weather pitch or larger indoor hall since even in fair weather the Glashieburn grass area is not fit for purpose. I dread to think how this hall, never mind the smaller back hall, can cope with PE for 33 P7s (done are near adult size). Please comment and provide evidence that they P7s can actually get 2 hours of quality PE in this area?

I'm aware that outside can be used for PE but this never seems to be an option in our weather especially since outside is banned when surfaces are wet. My two boys love sports and do so much out of school hours sports because our family are committed to their health & well being. however not all children get these opportunities and this is where the school environment should step in to ensure opportunity for all and encourage this. My question is you need the facilities to do this and Glashieburn doesn't and won't have the space for over 400 children. What are your plans for the outdoor facilities given the above and also given that some of the internal plan options involve taking away the courtyards? Can you please comment on how you plan to overcome these issues?

Thanks again,

From: [REDACTED]

Sent: 02 October 2013 16:27

To: DSamson@aberdeencity.gov.uk; Charlie Penman; Gayle Gorman; Merger Proposal Website <schoolestate@aberdeencity.gov.uk

Subject: Fwd: Glashieburn/Middleton Park

Our public meeting ran out of time before myself and my son (P6 Glashieburn) got to ask some additional questions:

The proposal assumes that the capacity of Glashieburn will be increased from 420 to 460. Can you clarify whether ACC officers have the authority to make this decision or is this a matter for approval at the Education, Sports & Culture committee? I note that all ACC capacities were revised by committee in 2010 so why would the increase in GB capacity be at the sole discretion of the officers?

My son is a group playground leader at Glashieburn which affords him the responsibility, along with his partner, of organising and controlling one of three sports/activities for the whole school during lunch break. This is a great experience for him not to mention the learning opportunities involved in this task. He is very concerned that should a further 170 pupils join the existing roll that this will become unmanageable for the GPLs themselves due to vast numbers and that the playground area will be so crowded that the activities cannot be offered. Where us the benefit to these children to losing this great responsibility and to the bill of the pupils losing out on organised activities? Never mind the health and well being of physical activities and social side of interacting with peers and other year groups in a regular basis.

As some of the audience pointed out, we are nearing a obesity epidemic so why are we intent on reducing space per pupil outside to such an extent that my child is already worrying about space to play, space to keep him active and the future P7 won't get the opportunities of a GPL? What are the benefits of this?

My son also would like to know why all other new schools, which Glashieburn will be opened as a new school on August 2014, will have a 7 aside Astroturf/all weather surface - why is this not available to Glashieburn? This however would have a significant impact on the rest of the school playground given its size - but this is his concern for his wee brother.

I also concerned about the Roll forecast of MP given the apparent mix up of proportion of children per house. The forecast for MP has assumed 0.35 which bursts their capacity however some of your internal documents suggest the figure should be 0.25 which filters into MP having the capacity to cope with the Grandhome children until 2020? I understand that these are forecasts and it is difficult to forecast but why use 0.35 when there seemed to be agreement on 0.25. You must appreciate how this looks from our perspective - the 0.35 gives you the answer to try to justify MP closure when 0.25 doesn't?

There are numerous other questions and will email these later.

From: Derek Samson[mailto:DSamson@aberdeencity.gov.uk]
Sent: 07 October 2013 11:57
To: [REDACTED]
Cc: SchoolEstate
Subject: RE: Two possible re-configurations of proposed amalgamated school

Good afternoon [REDACTED]

Please see responses below.

From: [REDACTED]
Sent: 27 September 2013 22:06
To: Derek Samson
Cc: SchoolEstate
Subject: Fwd: Two possible re-configurations of proposed amalgamated school

Derek,

[REDACTED] passed on the 2 versions of the plans and thanks for that.

As you probably expected, I have a few questions on the plans but will concentrate firstly on the financials and planning/completing these works.....

Would you be able to gather estimated costing information for these proposed alterations to the Glashieburn building? This would obviously have a bearing on the cost benefit rationale of the proposed closures?

The architects are in the process of developing the first draft drawings which you have seen. As mentioned, these are very much indicative at this stage.

I also have serious concerns that this level of works could be turned around during the summer holiday period and be complete by school opening in August 2014. The final decision on the consultation is March 2014, thereafter I believe you have an obligation to consult with stakeholders prior to making any changes to the school. Obviously the plans will need to be drafted and approved officially, obtain contractors quotes, etc before even starting the work. The school holidays also start during the trades fortnight holiday period, etc AND let's not forget that the school will need to be emptied/ put back together along with MP items and this all takes time and planning too. What is the planned timetable for these works?

We are well experienced in planning works of the summer period and will work to ensure any disruption is kept to a minimum by planning works to take place during the holiday period. Our architects will, once proposed amendments are finalised, provide a programme of works.

Will the works be finished to high 3rs standard and not just a patched up job?

The proposed works would be to a high standard of quality and finish.

My experience of office moves & renovations and having a tradesman as my husband is that projects on this scale don't happen that quickly. We certainly couldn't have our kids in school when it is being renovated - there certainly isn't any space available to do that.

Any major works would not take place whilst children (or staff) are in the building. We take Health and Safety very seriously.

Would be great to have this type of information prior to our meeting in just over a weeks time to add value to our discussions?

Will revert back with any further concerns in due course.

Thanks

From: Derek Samson [mailto:DSamson@aberdeencity.gov.uk]
Sent: 26 September 2013 16:09
To: [REDACTED]
Cc: 'Chairperson'
Subject: Two possible re-configurations of proposed amalgamated school

Please find attached the first draft set of two possible re-configuration proposals.

These form part of the discussions with Parent Council members.

Regards

Derek

From: [REDACTED]
To: dsamson@aberdeencity.gov.uk; ggorman@aberdeencity.gov.uk; cpenman@aberdeencity.gov.uk
CC: schoolestate@aberdeencity.gov.uk
Subject: RE: Consultation information for Glashieburn and Middleton park primary schools
Date: Wed, 9 Oct 2013 22:46:50 +0000

Derek

Thank you for your email that is very helpful. You have not answered my question as to whether yourself or Ms Gorman have ever taught using the framework of curriculum for excellence ? to further question has anyone who has contributed to the production of the proposal worked with the current framework ?

Children no longer sit at desks all day to be taught as you or I were in schools. It implemented using a child led approach. Which means the children lead the way in what they learn. I am no expert on the curriculum for excellence my knowledge of this comes from attending curriculum evenings hosted by the school and what I have further read to enhance my knowledge as a parent so I can give the best contribution to my children's education. This is not a criticism of teaching staff it is only an observation that some older teaching staff are struggling with the change in framework as it has been huge and they have spent a long time using the previous framework.

When I asked my daughter of her P1 experiences, she is now is p6 and stated that my son who went into p1 this term is spoilt as he gets to move around and doesn't have to sit at a desk all day. I am fully aware that this is a child's perception but it speaks volumes about the change in the framework delivered then and what is now being used now, as it was not in place when she was in p1.

Like I have already said I am no expert I only try to broaden my knowledge so I can assist my children and make the best contribution to my children's education and I will be honest they are teaching me more than I them.

I am really struggling to see how the curriculum can be delivered with such space restrictions and given that the Scottish government is trying to reduce class sizes although I have not looked in to this in much depth I am pretty certain this is to deliver the curriculum better. In all the education Scotland information I have read it entirely relates to the curriculum there is very little about CPD and continually says we are striving for excellence in line with the title curriculum for excellence. There I feel this should be in the educational benefit statement as yes there may be benefits in collaborate teaching but what is gained will be of little use without evaluating all other elements too.

Kind Regards

[REDACTED]

> From: DSamson@aberdeencity.gov.uk
> To: [REDACTED] GGorman@aberdeencity.gov.uk
> CC: GGorman@aberdeencity.gov.uk
> Subject: RE: Consultation information for Glashieburn and Middleton park primary schools
> Date: Wed, 9 Oct 2013 20:32:25 +0000

>
> Thank you for your email, [REDACTED]
> The Educational Benefits Statement clearly relates to the current curriculum, Curriculum for Excellence, which is continues to be embedded and developed within our all schools under the direction of school and centrally deployed staff who have responsibility for curriculum development.
> Regards
> Derek

> From: [REDACTED]
> Sent: 09 October 2013 10:48
> To: Derek Samson; Gayle Gorman
> Cc: Charlie Penman
> Subject: Re: Consultation information for Glashieburn and Middleton park primary schools

>
> Derek

>
> Thank you for your reply it is very helpful.

>
> Could you perhaps clarify something else for me, I am of the understanding that yourself and Ms Gorman are both of a teaching back ground? Which is obviously valuable to your department. Can I assume that neither of you have taught children using the current framework - curriculum for excellence ?

>
> I can't see anywhere in the consultation document any evidence of how the framework fits in with this proposal ? Surely this should be top priority when evaluating the space and how this will be used ? Yet there is nothing at all I can see.

>
> I do not mean to come across in a patronising tone at all I just am looking for clarification/ justification for the evaluation in relation to this,

>
> Many thanks

From:Derek Samson (DSamson@aberdeencity.gov.uk)

Sent: 07 October 2013 10:56:13

To: [REDACTED] Gayle Gorman (GGorman@aberdeencity.gov.uk); Charlie Penman (CPenman@aberdeencity.gov.uk); SchoolEstate (SchoolEstate@aberdeencity.gov.uk)

Good afternoon [REDACTED]

460 would be the proposed capacity of the amalgamated school should the proposal be taken forward.

Clearly it would be formally re-evaluated on completion of internal re-configuration.

Regards

Derek

-----Original Message-----

From: [REDACTED]

Sent: 27 September 2013 16:44

To: Derek Samson; Gayle Gorman; Charlie Penman; SchoolEstate

Subject: Re: Consultation information for Glashieburn and Middleton park primary schools

Dear colleagues

One further request to add to my email below. Please also please also provide the details of the committee meeting/report that made the decision to change the roll number for the current Glashieburn school premises from 420 to 460. As I cannot find that either.

Kind Regards

From: [REDACTED]

Sent: 05 October 2013 15:36:27

To: schoolestate@aberdeencity.gov.uk (schoolestate@aberdeencity.gov.uk)

Please advise space per office in the town house and Marshall College and how many share these spaces for a comparable space per person to the space that is to be provided within the proposed new school in the existing Glashieburn site.

Many thanks

From: [REDACTED]

Sent: 02 October 2013 10:07:25

To: Sandy Stuart (SandyStuart@aberdeencity.gov.uk); rossthomson@aberdeencity.gov.uk; muriel jaffrey (mjaffrey@aberdeencity.gov.uk); John Reynolds (JREYNOLDS@aberdeencity.gov.uk)

Please see below my correspondence since the meeting last night.

I would welcome your comments and opinions.

Kind Regards
[REDACTED]

Willie

Thank you for your email. It is not about liking or disliking change it is about assessing the impact of change and how a strategy can be put in place for everyone one to work with so that there is clear vision for this to be done for the children and staff.

I would refute your statement that the educational director is competent please read the consultation act and the legislation and it is clear EHRIA should be done at the start if the consultation and be part of the educational benefit statement, if what has been produced by the officers is normal practice does not mean this is the correct it means legislation is being breached by ACC not only for this consultation but previous too. Which clearly needs to be addressed by ACC.

Don't take my word for it ask Brimmond or Walker Road primary schools who are now high and dry and not without problems as a result.

Kind regards
[REDACTED]

[REDACTED]
Thanks again for your e mail and I note the contents contained therein. This information will be feed into the consultation process and will help to shape the report that is coming to Council in January 2014.

Whilst I will not involve myself in the legislation can I say to you that this statutory consultation has been used by the authority in other consultations and is therefore a method that the authority is comfortable with as is Education Scotland. The proposed new school south of the city was based on this type of consultation and again the points you highlight were applicable to that consultation. We are waiting to see if the Scottish Government call in the decision of the authority however if they do not then it will be agreed we carried out the consultation to the letter of the law.

As I have said to you before I am no educationalist however we do have educationalists with us such as Gayle Gorman our Director and her staff. They are empowered by us to ensure we get all the information and I am confident they along with Education Scotland will examine all of your and others responses before giving us a recommendation.

It is completely unfair to suggest that our Director of Education does not understand the need to protect the most vulnerable group of school children. I agree people do not like change I agree all of us want the best for our children where I disagree with you is in the competency of our Director and others to understand the needs of our children we educate under the law because that is not true.

Once this consultation is over on the 11th October I would like to sit down with you and discuss all areas of concern and maybe even have a walk round the school with you so that I fully understand where your concerns are.

I hope that helps and if you give me a call on [REDACTED] after the 11th October we can arrange to meet and discuss some of the issues

Willie

From: [REDACTED]

Sent: 01 October 2013 23:45:44

To: ggorman@aberdeencity.gov.uk; cpenman@aberdeencity.gov.uk; Derek Samson (dsamson@aberdeencity.gov.uk); Willie Young (wyoung@aberdeencity.gov.uk); schoolestate@aberdeencity.gov.uk

Dear Colleagues

Here is the Scottish Government legislation that is not being adhered within the consultation.

<http://www.scotland.gov.uk/Resource/Doc/91982/0097130.doc> - Government legislation on what should be done and how for schools consultation in particular the Educational benefit statement. There is a whole paragraph on that and how it should apply to the children/asn and how they will benefit which must be evidenced within the statutory consultation. I would like to express my disappointment at the lack of answers at this evenings meeting. I am sure from tonight's meeting you can clearly see we have a very concerned wider parent forum and community.

- quote from above link

Finally, the authority is required to set out its assessment of the likely effects of the proposal – its potential implications and consequences – on some or all of the pupils in other schools across the authority's area.

It is clear no assessment has been sufficiently done in order to assess the impact to any of the children. The children are not numbers nor business propositions each individual is a working progress as all humans are in their own right at each stage of their own journey in life - in this case the one within the curriculum and the environment which is being proposed. Children spend a large proportion of that time in an educational environment and it is vital that every element is assessed to ensure it is fit for purpose for everyone within that equation.

within the EHRIA that has been produced there is nothing relating to how this will impact any of the children. Mr Samson made it clear at the meeting 01/10/2013 that there has been no involvement from professionals ie educational psychologists to evaluate each child and how this will have an impact. Which goes against the policy of GIREFC and the outline of curriculum for excellence. There is no evidence to support the proposal at all with regard to what I have outlined above and no personalisation to the children which should be applied given the 7 principles for the curriculum for excellence which are - challenge & enjoyment, breadth, progression, personalisation and choice, coherence, relevance. Please explain how this has been evidenced for implementation ?

The ASN children are the most vulnerable group within the school and this has been completely ignored by officers the impact this will have on the children by being moved to another part of the building. This would require the involvement of educational psychologist and more importantly the parents who know their own children inside and out. We are not allowed to even discuss this with staff which goes against everything we are striving for in relation to building good relations for children with staff and parents within the school. I personally find staff approachable and helpful but we are not being allowed to work together as we should which is normally encouraged and now the reverse being imposed by ACC and then taken away when it appears to suit the establishment. I cannot fathom why this is so, surely collaborative work with parents and staff is essential we all have something to bring to the table in terms of discussion as to what we feel is appropriate and forward thinking even if we choose to disagree at times? We all have valuable input for a constructive working relationship which ultimately leads to the children getting the best options – to be reviewed by everyone that has valuable input ?

My view is if the establishment cannot see this then we truly are still in the dark ages and cannot deliver an education that is fit for 21st century education not just for my children but the future of education in Scotland to deliver the best we have to give.

Is that not the primary ethics for this consultation it would appear NOT just now I am truly puzzled I thought this would be adult discussion for what was best for the children and the evidence would have been a way of us together working out a strategy. Instead there is no evidence of how this will impact thus creating more questions.

Again as I have said to Mr Young previously this is not what I expected and I am disappointed the clue is in the word consultation and its true meaning.

I hope this all makes sense as you will be aware it is getting late but I really just wanted to express my feelings as I only got to ask one question and I have lots more on top of the ones I have stated in this email.

Kind regards

[REDACTED]

From: [REDACTED]

Sent: 04 October 2013 13:48:46

To: Charlie Penman (CPenman@aberdeencity.gov.uk)

Cc: Derek Samson (DSamson@aberdeencity.gov.uk)

Good afternoon

Unfortunately no it is not the one I am referring to has David Leng's hand signature at the beginning of the report and it is specifically regarding Glashieburn and Middleton park schools.

Thank you for your assistance

[REDACTED]

To: [REDACTED]

Cc: Derek Samson

[REDACTED] Please see attached, can you advise if this is the EHIRA you are looking for. Regards Sarah Phimister Head of Educational Development, Policy and Performance Education, Culture and Sport Aberdeen

From: Charlie Penman (CPenman@aberdeencity.gov.uk).

Sent: 04 October 2013 13:37:21

To: [REDACTED]
Cc: Derek Samson (DSamson@aberdeencity.gov.uk)

Please see attached, can you advise if this is the EHRA you are looking for.

Regards
[REDACTED]

Sent: 04 October 2013 11:04:47

To: chiefexecutive@aberdeencity.gov.uk (chiefexecutive@aberdeencity.gov.uk)

Dear chief executive

I do apologise I perhaps I have not made it clear it is EHRIA that was conducted in 2008/2009 for the proposed merge of Glashieburn school and Middleton park primary schools. Which was conducted by Mr David Leng. I have made this clear in all my other correspondence.

From: [REDACTED]

Sent: 04 October 2013 10:56:46

To: chiefexecutive@aberdeencity.gov.uk (chiefexecutive@aberdeencity.gov.uk)

Good morning

Please see my correspondence below. I have emailed over the last 2 weeks the various departments as described in my email below trying to obtain a copy of the EHRIA report that was done in 2008/2009.

I should have copied you in on this when I sent it I do apologise for this but I was in a rush this morning and have been working since.

Please review and advise if you can. If you would like a copy of my previous correspondences I am happy to supply copies of the emails.

Kind Regards
[REDACTED]

From: [REDACTED] >

Date: 4 October 2013 08:27:46 BST

To: "ggorman@aberdeencity.gov.uk" <ggorman@aberdeencity.gov.uk>, "dsamson@aberdeencity.gov.uk" <dsamson@aberdeencity.gov.uk>, "cpenman@aberdeencity.gov.uk" <cpenman@aberdeencity.gov.uk>

Subject: EHRIA 2008

Good Morning

I have been trying to obtain the 2008/2009 EHRIA document now for 2 weeks. I have contacted yourselves, David Leng's secretary as he is the one who signed the report and also ACC equality and human rights department and still do not have a copy of this public document which was previously on the internet approx. 2 weeks ago and now is no longer accessible.

Should I not be in receipt of this by 3pm this afternoon I feel I have no alternative but to contact the human rights care commission who will be able to assist me.

Kind Regards
[REDACTED]

To: chiefexecutive@aberdeencitycouncil.gov.uk

Good morning Please see my correspondence below. I have emailed over the last 2 weeks the various departments as described in my email below trying to obtain a copy of the EHRIA report that was done.

From: [REDACTED]

To: dsamson@aberdeencity.gov.uk; cpenman@aberdeencity.gov.uk; ggorman@aberdeencity.gov.uk

Subject: Information for the PC Meeting

Date: Thu, 3 Oct 2013 10:56:21 +0000

Good Morning

I have had no response from Mr Leng's secretary regarding the request I made for the EHRIA report that was done in 2008/2009. I have contacted the Equality and human rights department regarding this also but have not had any response from them at all.

I am unsure whom else I should contact to locate this document within Aberdeen City Council. Since your department conduct and submits these reports perhaps you can point me in the direction of the relevant department. Although I would like it for our meeting on Monday with yourselves and our Parent Council.

I would like the above if possible for Monday and also an answer to as many as possible questions I have already asked. My Idea in asking for this is that we can use our time as productively as possible as it will be limited.

I look forward to meeting with you all on Monday

Kind Regards

[REDACTED]

Derek

Thank you for your response it is very much appreciated.

Kind regards

[REDACTED]

From: Derek Samson (DSamson@aberdeencity.gov.uk)

Sent: 29 September 2013 17:39:42

To: [REDACTED]

Evening [REDACTED]

We have requested childcare facilities for the meeting and I will check tomorrow that this and other arrangements have been confirmed.

Derek

From: [REDACTED]
Sent: Sunday, September 29, 2013 06:34 PM GMT Standard Time
To: Derek Samson
Subject: Crèche information for meeting

Good evening Derek

Can you please confirm if there will be a crèche facility on Tuesday evening for the public meeting ?

Many thanks

[REDACTED]

On 29 Sep 2013, at 15:36, "Derek Samson" <DSamson@aberdeencity.gov.uk> wrote:

Thanks for your assistance, [REDACTED]

Unfortunately Mr Leng has now left the Council.

I have copied his secretary into this reply in the hope that she can help with locating this document.

Regards

Derek

To: Derek Samson
Cc: SchoolEstate
Subject: Re: EHRIA Information

Good Evening

Just a suggestion for trying to locate the documentation for the EHRIA that was conducted 2008/2009. Your colleague Mr David Leng may be able to further assist as it is his signature and name that is attached to the document.

I hope that is helpful.

Kind regards

On 25 Sep 2013, at 10:45, "[REDACTED]" wrote:

Good morning Derek

Many thanks for your email. Can I firstly point out it is clear in the draft of the EHRIA you sent out when it will be complete so I am aware of that part. What I asked for was the timetable / timeline / strategy plan for completing the EHRIA. What I am looking for is the breakdown of when certain tasks will be done and the involvement of other professional in order to complete what needs to be fulfilled.

I thank you for looking for the EHRIA report that was done previously.

I look forward to hearing from you.

Kind Regards

[REDACTED]

On 25 Sep 2013, at 10:27, "Derek Samson" <DSamson@aberdeencity.gov.uk> wrote:

Good morning, [REDACTED]

Re the draft EHRIA Form which was recently circulated, we would expect this to be finalised after the end of the statutory consultation period and in advance of the Committee Meeting in January. It is possible that the process of consultation will identify additional issues which will be included in the revised Form, including any resultant action which will be required to be taken by the Council. I am trying to establish if an EHRIA was completed at the time you refer to in your email and if so, where it might be now be located.

I'll let you know the outcome of that search.

Regards

Derek

From [REDACTED]

Sent: Tuesday, September 24, 2013 10:31 PM GMT Standard Time

To: Derek Samson; SchoolEstate

Subject: EHRIA Information

Good Evening Mr Samson

Could you please provide the timetable/timeline /strategy for conducting the EHRIA for the proposed merge of Glashieburn and Middleton park primary school.

I contacted the Equality and Human Right department to request the previous one that was done when this proposed in 2008. Perhaps you have it easier to hand as presumably you have referenced this to conduct the one you sent last week. I have read the 2008 EHRIA document and had saved the link which I found on the internet roughly a week ago. Although when I went back to compare, the link is no longer working and I cannot find this on the ACC site which displays published documents. If you could do me the courtesy of sending it to me via email as an attachment.

Kind Regards

[REDACTED]

Hi [REDACTED]

Many thanks for your email.

Sadly I'm not on Education so am unaware of any changes to the capacity figures. Usually, as a matter of courtesy, council officers keep local councillors abreast of any changes to schools etc. What I can say is that to my knowledge, Glashieburn never got to maximum capacity. It has to be said that subjects and space requirements have changed since the extension was added.

Best Wishes

John

From: [REDACTED]
Sent: 27 September 2013 17:18:07
To: Willie Young (WYoung@aberdeencity.gov.uk); Muriel Jaffrey (MJaffrey@aberdeencity.gov.uk); Sandy Stuart (SandyStuart@aberdeencity.gov.uk); John Reynolds (JReynolds@aberdeencity.gov.uk); Ross Thomson (RossThomson@aberdeencity.gov.uk); SchoolEstate (SchoolEstate@aberdeencity.gov.uk)
Cc: Willie

It is not for argument it really is just to establish as much facts as I can from what committee has decided.

I thank you for your reply and I look forward to hearing from you in due course.

Kind Regards

From: **Willie Young** (WYoung@aberdeencity.gov.uk)
Sent: 27 September 2013 17:11:13
To: [REDACTED] Muriel Jaffrey (MJaffrey@aberdeencity.gov.uk); Sandy Stuart (SandyStuart@aberdeencity.gov.uk); John Reynolds (JReynolds@aberdeencity.gov.uk); Ross Thomson (RossThomson@aberdeencity.gov.uk); SchoolEstate (SchoolEstate@aberdeencity.gov.uk)

thanks I am unsure if there was a committee decision however I will find out for you. Muriel Jaffrey who has lived in the Bridge of Don for a long long time will tell you as will officers that at one time there were over 500 pupils at Glashieburn Primary the school being exactly as it is now.

Whilst I appreciate this does not help you in your arguments it is only fair to point this out to you

Willie

Good Afternoon Councillors

Please see my emails below. I am aware that you all attend council meetings and that some of you are involved in this reviewing and decision making. Can anyone possibly advise if you have any knowledge of this, when this was at committee and the decisions that were made in relation to changing the Glashieburn site school capacity figure and the future plan for active schools for the Oldmachar ASG.

Many thanks in advance

From: [REDACTED]
Sent: 27 September 2013 15:43:32
To: Derek Samson (dsamson@aberdeencity.gov.uk); ggorman@aberdeencity.gov.uk (ggorman@aberdeencity.gov.uk); cpenman@aberdeencity.gov.uk (cpenman@aberdeencity.gov.uk); schoolestate@aberdeencity.gov.uk (schoolestate@aberdeencity.gov.uk)

Dear colleagues

One further request to add to my email below. Please also please also provide the details of the committee meeting/report that made the decision to change the roll number for the current Glashieburn school premises from 420 to 460. As I cannot find that either.

Kind Regards

From: [REDACTED]

Sent: 27 September 2013 15:11:56

To: Derek Samson (dsamson@aberdeencity.gov.uk); ggorman@aberdeencity.gov.uk; cpenman@aberdeencity.gov.uk; schoolestate@aberdeencity.gov.uk

Good Afternoon

Can you please advise of the strategy plan for improvement to be done for Active schools for the oldmachar ASG.

I have noted that it states in the consultation report that you will provide more opportunities for the children once merged.

However I can find no report that has gone to committee for this.

Please advise of the committee meeting that took place for this and provide the report along with the decisions that have been made for this to be done.

Kind Regards

[REDACTED]

Date: 24 September 2013 22:41:07 BST

To: schoolestate@aberdeencity.gov.uk

Subject: Further query

In response to your email, which I received, I would like to point out that it came across in a very patronising manor. As the parent of a child with ASD, I am more than aware of the current provision at Glashieburn for an ASN. I understand that the children are not all in the ASN base, all the time but I know that my son uses it 50% of the time and there are 13 other children who use it at different times to my son. There are also times when they do project work together and are all there. My question to you again is what does a standardised base look like? I feel you have not answered this question and by telling me that bases all over the city are different, just clarifies that you, yourselves don't know the answer to this question!

Having visited several ASN bases, from which we had to choose a 1st, 2nd and 3rd choice across the whole city provision, I am struggling to understand why you believe that Glashieburn has too much space when most have the same amount of space or more?!

An ASN is not just a quiet place for the children to do their work, it is where they are supported to work with others, where they get to do work with materials and resources that wouldn't be available to them in a mainstream classroom, I.e. A dark den. As they get older mainstream classrooms have less access to resources like sand trays and water trays which are very useful and calming to children with special needs. Is the new ASN base going to have sufficient space for a wet area?

I do not believe that this proposal is G.I.R.F.E.C and as was stated at the last consultation meeting this proposal is not EXCELLENT!

I would like you to tell me what amount of space the "new" ASN base will have within the amalgamated school and where it will be. This has surely already been designated, as it is such an important thing to get right for the children who use it. I understand that head teachers plan the layout of their schools but bases can't change location too much to avoid confusion and upset for the children who use them.

I very much look forward to your less patronising response!

From: **SchoolEstate** (SchoolEstate@aberdeencity.gov.uk) You moved this message to its current location.

Sent: 20 September 2013 15:31:24

To: [REDACTED] 'Chairperson (chairperson@middletonparkparentcouncil.co.uk)
(chairperson@middletonparkparentcouncil.co.uk)' (chairperson@middletonparkparentcouncil.co.uk);
'sentonbehalf@educationorburst.info' (sentonbehalf@educationorburst.info)

Cc: Gayle Gorman (GGorman@aberdeencity.gov.uk); Willie Young (WYoung@aberdeencity.gov.uk); Jennifer Laing (JeLaing@aberdeencity.gov.uk); Charlie Penman (CPenman@aberdeencity.gov.uk)

Colleagues

We have conducted an Equalities Human Rights Impact Assessment (EHRIA) on the Glashieburn and Middleton Park Proposal and a draft version of the Form is attached.

It may be necessary to update the draft EHRIA Form as a result of submissions received during the consultation process.

We will publish this draft version on the website as soon as possible.

Schools Estate Team

From: [REDACTED]

Sent: 23 September 2013 17:38:05

To: schoolestate@aberdeencity.gov.uk

Please advise the sizes of space across aberdeen city education faculties for ASN within primary schools ? It was said by Mr Charlie Penman that Glashieburn primary school has a large base facility. Please provide a display of the space that will be provided in the proposed amalgamated school comparable to the other schools in terms of space per child in order to display consistency for all children across the city within the frame of additional support needs provided by Aberdeen City Council.

Kind Regards

[REDACTED]

From: [REDACTED]

Sent: 22 September 2013 12:52:00

To: Willie Young (WYoung@aberdeencity.gov.uk)

Good afternoon Willie

Many thanks for reply it is very helpful and very much appreciated.

I am in the middle of collating information for the Glashieburn parent council submission for the consultation. Myself and other PC members hope to finish it once have had our meeting with officers and the last public meeting. Our aim for having this complete will be the last week of the consultation. I will also send you a copy hot off the press then.

Kind regards

[REDACTED]

From: **Willie Young** (WYoung@aberdeencity.gov.uk).

Sent: 22 September 2013 09:36:33

To: [REDACTED]

Looking firstly at your e mail of the 19th September 2013

1 yes ACC are running 2 current consultations on proposed mergers and this was agreed by the education culture and sport committee on 7th February 2013. We understand the concerns that is why we are providing more days and more consultation meetings than is currently required by statute to give parents and all other stakeholders an opportunity to engage in the process.

2 We agree the process took time because of capacity issues at Education Scotland and indeed with ourselves as we were running a consultation on Cove Kincorth and Torry closure and new school opening.

3 I cannot tell you how many parents are in the bridge of don although I can tell you there are around 10,000 voters on the electoral roll

4 We asked officers if they had the capacity to cope they said yes and we believe they have the capacity to cope. I believe Education or Burst are running a very effective campaign which has resulted in above normal requests for information.

I cannot agree with you on the consultation because under statute we are only required to give one consultation meeting we have given 4. We have given 33 days consultation we are required to give less. We are bending over backwards to ensure you have all the information required.

Finally on this point I want what is best for your kids and that is better attainment. Whilst both schools have good attainment why is it that children who go on to the academy do not do so well as they have done at primary school. We need to learn lessons and I am no educationalist that is why I will listen to our paid officers who are educationalists and parents and others in this consultation before making up my mind. I can assure you however I want what is best for our children.

In respect of your e mail 19th September 2013 the answers are as follows

Roles Officers received a clear instruction from the Education Culture and Sports Committee on 7th February 2013. Those instructions were varied but did include going out to statutory consultation in respect of your school. I do believe that officers and some parents have differing views on the size of classes etc. and this will be explored as part of the consultation and beyond as Education Scotland gets involved in the process.

Parents role is wide and varied but as you will be aware giving children a good education is only one thing. Providing love warmth and a sense of wellbeing is in my opinion equally important for a parent to show a child. My experience of the Children's Panel has taught me one thing parents can make a huge difference to children's welfare.

My responsibility is three fold to represent the area that I am elected for taking all views into consideration therefore whilst I am hearing you loud and clear there are others who are silent on this matter and are not impacted on this matter so I must also reflect on what they think. I must look to the greater good of the city because we cannot govern for our individual areas otherwise those that shout the loudest get everything and those that have no voice get nothing. Thirdly as convener of the Finance committee I have a responsibility to provide a balanced budget and provide enough money for education within the limits set by statute.

As I have said to you consistently the most important thing here is for you to put your views across our officers to listen and provide you with answers. These answers may not be answers you like or agree with but they are answers. We have the consultation we move it on to Education Scotland they will re-evaluate what has been said by you and others our answers and they will examine in detail the educational benefit statement to see if it stacks up and then they will pass it back to us. We then have a meeting in January next year where all information will be available to us including your submissions our answers Education Scotland evaluation of our education benefit and we then make a decision. If we decide to keep the schools as one that is the end of the matter for Middleton Park for 5 years. If we decide to merge it goes to the minister who has a right to call the school in and if he does the council can accept that our mount a legal challenge to his decision. So far it is my understanding the minister has lost 2 out of 2 in the courts.

I hope that helps however again I would encourage you to come along to the October meeting and ask the relevant questions

Willie

From: [REDACTED]
Sent: 20 September 2013 08:36:25
Willie Young (wyoung@aberdeencity.gov.uk); dsamson@aberdeencity.gov.uk (dsamson@aberdeencity.gov.uk); cpenman@aberdeencity.gov.uk (cpenman@aberdeencity.gov.uk); ggorman@aberdeencity.gov.uk (ggorman@aberdeencity.gov.uk); dleng@aberdeencity.gov.uk (dleng@aberdeencity.gov.uk); schoolestate@aberdeencity.gov.uk (schoolestate@aberdeencity.gov.uk); muriel jaffrey (mjaffrey@aberdeencity.gov.uk); John Reynolds (jreynolds@aberdeencity.gov.uk);
Cc: rossthomson@aberdeencity.gov.uk (rossthomson@aberdeencity.gov.uk); sandystuart@aberdeencity.gov.uk (sandystuart@aberdeencity.gov.uk)

Good Morning Willie

It has now been nearly 48 hours since I had a reply from you and while I realise you are a busy man I have noted you

have been accessing the internet. You have managed to be on twitter quite a lot over that period of time. 32 tweets to be exact mainly about next year's referendum. So forgive me for feeling you are not communicating with me your constituent when we are currently in the middle of Statutory Consultation reviewing the future of education for my children. I personally feel is a more pressing matter to be attending.

I would like you to review all my emails below and respond accordingly as you see fit within your role as my elected member. I would you to reply also with your official job descriptions for all the roles you currently hold professionally

- Councillor for bod

- finance governor

- Director of your own company

Please also identify what you see as the most important responsibilities within those roles and the order of importance.

Please forgive me my intention in asking for these is not to be smart this does little for my ego. All I am trying to establish at the moment is where your priorities are in attending these responsibilities.

I have already made it clear my responsibilities and drive when seeking answers but I really am confused about yours.

If you could please do so soon I would really appreciate.

Kind Regards

From: [REDACTED]

Sent: 19 September 2013 21:34:52

To: Willie Young (WYoung@aberdeencity.gov.uk); dsamson@aberdeencity.gov.uk (dsamson@aberdeencity.gov.uk); cpenman@aberdeencity.gov.uk (cpenman@aberdeencity.gov.uk); ggorman@aberdeencity.gov.uk (ggorman@aberdeencity.gov.uk); dleng@aberdeencity.gov.uk (dleng@aberdeencity.gov.uk); schoolestate@aberdeencity.gov.uk (schoolestate@aberdeencity.gov.uk); muriel jaffrey (mjaffrey@aberdeencity.gov.uk); John Reynolds (JREYNOLDS@aberdeencity.gov.uk); Cc: sstuart@aberdeencity.gov.uk (sstuart@aberdeencity.gov.uk); rossthomson@aberdeencity.gov.uk (rossthomson@aberdeencity.gov.uk)

Willie

Sorry me again. I will explain as quickly as possible what I understand of Roles and responsibilities of everyone involved in the statutory consultation at the moment, Where we are at in real terms. Excuse me at times if this is short and sharp if I had the luxury of time. I would make an appointment to come and see you but I truly mean this without being sarcastic I would have to book the morning or afternoon to discuss this. Unfortunately though I have to work.

Roles

Officers - are trying to review the whole of Aberdeen city schools estates. Within that equation are the children/education who should come first. What has been put first by the officers is space within schools/roll numbers/new developments which will be built/how it can be strategised for adequate provision for the city. There is practically nothing in the report that indicates otherwise. (Feel free to correct me at any time I am not easily offended and like to look at things from other sides too) although I am not political I am just a parent with a strong passion for her children's education and future.

Officers responsibility- to provide sufficient evidence by law that the proposal is good enough and consult with the public regarding options for the above to go to committee to make the final decision not only for the bricks and mortar but for future education for communities and most importantly a structure of education that is not only that is fit for purpose but for the 21st century for the children and future children.

Parents role - to ensure children are looked after at home/loved and cherished there are a millions different extensions to this saying they are the precious people to the parent and their number 1 priority. I would be here all night I said I would try to make it as short as possible.

Parent responsibility they are law bound that we send them to school to be educated and extend that to home which is a challenging but by the time they go to school Is almost a relief as their minds need stimulation and guiding from professionals within an educational environment. It also means we form more connections with Community and other parents/ Peers,

Alternatively they can home educate personally I don't have the patience.

Your role & responsibilities - BOD councillor - to fulfil what you promised at elections and be the voice for the constituents again that falls into many different topics & listen to your constituents and support their views when appropriate.

My view is at the moment as I said to you in my first email a few days ago I am just a parent fulfilling my role looking for justification and answers. I am frustrated by the lack of facts that apply to my children's education and what will affect their future from next year.

I think the priorities of the way the consultation has been presented are not only the wrong order but totally contradict when it said they want to provide education that is fit for purpose when the work hasn't been done yet to evidence such a statement, There are false claims that that the Glashieburn site can be worked on to bring it up to a 3r standard when it is impossible.

Again I could go on all night but sure many other people have been writing their views. I could guarantee I agree with a lot of what they are saying.

I understand the bigger picture but there must be more options to look at also is that not consultation means ?

Lastly we don't have enough time within the consultations to get answers. We are fighting time with 2 others schools/communities for the officers time and attention. Which if broken down between the 4 communities would realistically be broken down into minutes not hours. Officers are fire fighting basically.

I think I will finish up there for just now sorry if there are grammatical errors or typos but I have to continue researching how this is going to benefit my children that is my job. I have to get my answers somehow when really I would much rather be watching tv. Again sorry if I sound sarcastic but why am I doing work that should be at my fingertips within this consultation.

I welcome your comments and don't mind you disagreeing.

Kind regards

██████████

From: ██████████
Sent: 19 September 2013 06:51:13
Willie Young (WYoung@aberdeencity.gov.uk); dsamson@aberdeencity.gov.uk (dsamson@aberdeencity.gov.uk); cpenman@aberdeencity.gov.uk (cpenman@aberdeencity.gov.uk); ggorman@aberdeencity.gov.uk (ggorman@aberdeencity.gov.uk); dleng@aberdeencity.gov.uk (dleng@aberdeencity.gov.uk); schoolestate@aberdeencity.gov.uk (schoolestate@aberdeencity.gov.uk)
To: muriel jaffrey (mjaffrey@aberdeencity.gov.uk); John Reynolds (JREYNOLDS@aberdeencity.gov.uk); sstuart@aberdeencity.gov.uk (sstuart@aberdeencity.gov.uk); rossthomson@aberdeencity.gov.uk
Cc:

Willie

I apologise for my draft last night. I would like to point out further.

Let's look at the logistics of the 2 current consultations and in my mind why this too isn't working from a professional factual point of view.

1 ACC are running consultations for 4 schools in 33 days

2 All parents and communities have been waiting since February to engage and have been anxiously waiting since

3 how many parents and people are there in those communities?

4 has ACC made a realistic provision for staff to cope ?

My whole point is I don't know much about Bramble brae or Quarryhill. What I do know is Bridge of Don logistically even is a massive amount of householders. These are 4 big communities, How was it projected for how much participation there would be ?

I will reiterate again I am not against officers, it is their job to prove this proposal is justified and had weight in evidence. We were told numerous times by you. You believed in educational benefit and to save up our questions for the consultation. That was the time to do so and now there isn't enough time to attend us all.

I could go on but really I must go to work. This opens up many more points I am sure you will agree.

Kind regards

[REDACTED]

From: [REDACTED]
Sent: 18 September 2013 21:24:30
Willie Young (WYoung@aberdeencity.gov.uk); dsamson@aberdeencity.gov.uk (dsamson@aberdeencity.gov.uk);
To: cpenman@aberdeencity.gov.uk (cpenman@aberdeencity.gov.uk); ggorman@aberdeencity.gov.uk (ggorman@aberdeencity.gov.uk); dleng@aberdeencity.gov.uk (dleng@aberdeencity.gov.uk)
Cc: muriel jaffrey (mjaffrey@aberdeencity.gov.uk); rthomson@aberdeencity.gov.uk (rthomson@aberdeencity.gov.uk); John Reynolds (JREYNOLDS@aberdeencity.gov.uk); sstuart@aberdeencity.gov.uk (sstuart@aberdeencity.gov.uk)
Apologies below was a draft and sent in error too early before I proofed it. But sure you can get the drift.
Kind regards

[REDACTED]

From: [REDACTED]
Sent: 18 September 2013 21:14:52
Willie Young (WYoung@aberdeencity.gov.uk); dsamson@aberdeencity.gov.uk (dsamson@aberdeencity.gov.uk);
To: cpenman@aberdeencity.gov.uk (cpenman@aberdeencity.gov.uk); ggorman@aberdeencity.gov.uk (ggorman@aberdeencity.gov.uk); dleng@aberdeencity.gov.uk (dleng@aberdeencity.gov.uk); schoolestate@aberdeencity.gov.uk (schoolestate@aberdeencity.gov.uk)
Cc: muriel jaffrey (mjaffrey@aberdeencity.gov.uk); rthomson@aberdeencity.gov.uk (rthomson@aberdeencity.gov.uk); John Reynolds (JREYNOLDS@aberdeencity.gov.uk); sstuart@aberdeencity.gov.uk (sstuart@aberdeencity.gov.uk)

Another point I have never said I believe the opposite of what officers are saying 1 they are not sure what they are saying 2 without clear fact how can I be opposed 3 I clearly say I am not adverse to change I want evidence big difference 4 we were led to believe this document would have answers but instead has created more questions and anxiety 5 no one is giving answers even when they do reply it is all generic waffle 6 a description of robust isn't fitting

From: [REDACTED]
Sent: 18 September 2013 10:35
To: Willie Young; Derek Samson; Charlie Penman; dlang@aberdeencity.gov.uk; Gayle Gorman; SchoolEstate
Cc: Ross Thomson; John Reynolds; Muriel Jaffrey
Subject: RE: URGENT Information for consultation

Good Morning Willie

I am sorry but this is the dictionary definition of robust-
ro·bust (r<~WRD000.jpg>-b<~WRD000.jpg>st<~WRD000.jpg>,
r<~WRD000.jpg><~WRD000.jpg>b<~WRD000.jpg>st<~WRD000.jpg>)

adj.

- 1.Full of health and strength; vigorous.
- 2.Powerfully built; sturdy. See Synonyms at healthy.
- 3.Requiring or suited to physical strength or endurance: robust labour.
- 4.Rough or crude; boisterous: a robust tale.
- 5.Marked by richness and fullness; full-bodied: a robust wine.

!. Certainly has shown no health, strength, vigorous display ,

2. powerfully built- they have only just gotten architects in to look at the building so we don't even have a clear vision for the school what will be built.? No idea is the answer to that in relation to sturdy we didn't even have a class room layout never mind what will be done with the children when the consultation began

3. none of these apply again the majority of planning is an after thought.

4 Rough planning certainly not much planning been done , Crude I will take that out of the equation not appropriate in relation. Boisterous some would agree and is a robust tale but the worst I have ever heard.

5. marked with richness I suppose this part only applies to Aberdeen City Council as I yet have to see this being demonstrated as rich and fulfilling in Educational benefit for the children but all in all the last point certainly applies in this whole process must be requiring parents to drink robust wine.

If I cannot even get an answer within 9 days as to whether I can access a document which is for public domain as well as many other numerous questions, I was promised there would be answerers. I am sorry describing this as a robust consultation I feel is not how it should be described at all it is anything but robust. In fact it is the complete opposite.

I thank you for your time and will perhaps see you at the meeting on the 1st of October.

Many Thanks

[REDACTED]

From: WYoung@aberdeencity.gov.uk

To:

[REDACTED];DSamson@aberdeencity.gov.uk;CPenman@aberdeencity.gov.uk;dlang@aberdeencity.gov.uk;GGorman@aberdeencity.gov.uk;SchoolEstate@aberdeencity.gov.uk

CC: RossThomson@aberdeencity.gov.uk;JReynolds@aberdeencity.gov.uk;MJaffrey@aberdeencity.gov.uk

Subject: RE: URGENT Information for consultation

Date: Wed, 18 Sep 2013 08:30:09 +0000

[REDACTED]

thanks again but the process is robust you are asking questions and our officers will answer. The education committee does not meet until late January 2014 and our officers will respond to all queries but given the amount of queries it takes time to answer all the queries.

On the 1st October please come along to the final consultation meeting and ask these questions regarding equality impact assessment.

Willie

From: [REDACTED]

Sent: 17 September 2013 22:57

To: Willie Young; Derek Samson; Charlie Penman; dlang@aberdeencity.gov.uk; Gayle Gorman; SchoolEstate

Cc: Ross Thomson; John Reynolds; Muriel Jaffrey

Subject: RE: URGENT Information for consultation

Good Evening Willie

sorry but not really helpful. I can remember you stating that this would a robust consultation, we were also promised transparency and a working relationship with ACC officers. However today I find out 2 of them are on leave and entitled to this but in the middle of a consultation for 4 schools? seems a bit crazy this is their name to this who should I contact for answers? Apologies for being so direct but unsure how else to put it.

Also what happened to this information being shared with base parents with regard to equality impact assessment ? maybe you can clarify this as it would appear that is a violation of parental rights not knowing if their children are being assessed by an educational psychologists ? I know 2 parents of children in base and they know nothing. Sorry to bombard you but I can't ask Gayle these questions. This is honestly not what I saw coming with regard to this whole process. I thought it would be organised and full of the answers I had questions for the proposed merge.

Many thanks

[REDACTED]

From: WYoung@aberdeencity.gov.uk

To:

[REDACTED];DSamson@aberdeencity.gov.uk;CPenman@aberdeencity.gov.uk;dlang@aberdeencity.gov.uk;GGorman@aberdeencity.gov.uk

CC:

RossThomson@aberdeencity.gov.uk;SchoolEstate@aberdeencity.gov.uk;JReynolds@aberdeencity.gov.uk;MJaffrey@aberdeencity.gov.uk

Subject: RE: URGENT Information for consultation

Date: Tue, 17 Sep 2013 12:48:51 +0000

[REDACTED]

Thanks for your e mail it is my understanding that the equality impact assessment will form part of papers that will be presented to members of the Education Culture and Sports Committee in January. A copy of the assessment will be made available to the public in terms of Schedule 7 of the Local Government (Scotland) Act 1973 as amended and this is normal practice.

In respect of your other queries my understanding is that officers have received numerous submissions and are working their way through these and will get back to you as soon as they can

I hope this helps

Willie

From: [REDACTED]
Sent: 17 September 2013 13:14
To: Derek Samson; Charlie Penman; dlang@aberdeencity.gov.uk; Gayle Gorman
Cc: Willie Young; Ross Thomson; SchoolEstate; John Reynolds; Muriel Jaffrey
Subject: URGENT Information for consultation
Importance: High

Good Afternoon

Please see email below. I have now waited 8 days for a reply to my questions and within those I requested a copy of the equality impact assessment which should be available publicly and is NOT. While I realise things are "busy" this can be passes to anyone within the department who has internet access to simply send me the link to access this information.

I would like this now please.

Regards

[REDACTED]

On 17 Sep 2013, at 08:03, [REDACTED] wrote:

Good Morning Ms Gorman

It has now been more than one week and I have received no response to my correspondence. It is notable from a friend of mine you answered their email dated 11/09/2012. I note it was stated yesterday in the press you have completed the equality impact assessment therefore I am requesting as copy immediately this morning this should require no effort on your part other than sending me the link to what should be a public document that I can find nowhere and have done extensive searching on the internet.

Please also advise when you will respond to my other questions detailed below.

I am also requesting that all the below correspondence be copied to the Consultations views.

Kind Regards

[REDACTED]

From: [REDACTED]
To: wyoung@aberdeencity.gov.uk
Subject: FW: Information for consultation
Date: Fri, 13 Sep 2013 08:27:29 +0000

Willie

For your information only. This is just one example of why am I am frustrated. I do not expect a reply it is merely for you to read. As to me this information could have and should have been available within the consultation. Highlighting just one point that Ms Gorman will manage to gather information from professionals within the next 5 months to present to committee could have been done in the last 7 months and presented to parents/public now for them to be informed also. Load of other stuff there to contribute to this frustrating situation and displays how their educational needs have been put on the back burner making it clear it is not sufficiently evidenced is less than a half baked plan.

Kind Regards

[REDACTED]

From: [REDACTED]
To: ggorman@aberdeencity.gov.uk
CC: schoolestate@aberdeencity.gov.uk
Subject: RE: Information for consultation
Date: Sun, 8 Sep 2013 12:19:27 +0000

Good Afternoon Ms Gorman

Thank you for your reply. Can I firstly point out to my knowledge there was no meeting on Tuesday or can you clarify this ? Perhaps so given there was no attempt to inform the general public that any kind of child care provision was in place to accommodate them to attend the meetings. My son was in the crèche on the Monday but prior to that I thought he would have to come into the meeting with me on that day as I had already called the Jesmond centre prior to going and was told that nothing was organised. I asked staff in the crèche when I was giving my contact details when they had been told of this arrangement? They informed that they were contacted one hour previously at the Alex Collie centre and told to close the crèche there and make their up to the Jesmond centre where they were required to provide child care for the meeting. why had the public not been told before and since then surely it would have been recognised by yourself that this would have meant more people would have attended the meetings ? and still there after you did not advertise anywhere that child care would be available. I cannot make up my mind whether this is intentional or another display of incompetency. Perhaps both.

With reference to my statement at Wednesday's meeting- I feel that a lot of anxiety is being created as there was no strategy, configuration, plans for the school, classes or anything else the children would involve the children within school- P/E, breaks. I also said I was not adverse to change but I wanted to know what you would be doing with my children. Yourself, Ms Lang, Mr Laing, Mr Samson & Mr Penman were all unanimous in agreement that I had a valid point and options and stated this could be done and would be provided.

After the meeting I was approached by Mr Penman and he asked what I was referring to. I stated that I was looking for a plan of where the resources and classes could be. Also to configure classes with the current combined roll from both Glashieburn and Middleton park school so that there was an example of how this could work. He said he was about to go to a meeting with the head teacher at Glashieburn school. I then backed this up in an email to clarify exactly what I meant by this so it was clear. My request was to see a strategy for the school timetable and where classes would be using the current combined roll of Glashieburn and Middleton Park.

I requested within the email that if he could let me know the outcome of the meeting I would be grateful.

Mr Penman did approach me prior to the start of the meeting starting on Thursday evening and advised me that he was trying to arrange architects to look at the court yard areas within the school to look at further options. When I asked about the strategy and timetable configuration he did not reply.

I note that you say that you would not want to limit options regarding the configurations and wish to consult with as many professionals as possible, I am in full agreement that this is both appropriate and essential. I cannot understand why given you and your department have had 7 months to do this has not been done and why you do not view this as information as a priority that should be both shared with parents and be within the statutory consultation document prior to the start of the consultation ? An example of how could work could have been provided and could have been made clear to parents this was just an example of options.

In particular educational Psychologist should have been consulted for the children that are in the base in order to review how this would affect each individual going into a larger environment and what will be a huge change to them. Has this been done as this would be required to create the template for the equality impact assessment ? I cannot see a copy of this within the consultation document. Parents who have children in the base are not aware of any assessment being made and details of the assessment have certainly not been shared. I am of the understanding that this should have been done prior to the consultation. I feel the children are the last to be considered and at no point in any of the meeting have you made any reference to how they will be affected at all or where they will fit in, making it clear that only numbers have been looked at.

I had felt relieved on Wednesday when I thought that you and your team had listened to me which I fully appreciated. However now I have more fears than ever and it makes it more than evident that the children are the last to be considered. We were told that you were going to prove educational benefit for the children of both schools which has now proved to be just talk and no evidence to back up what has been presented.

While I am full agreement that CPD is important you have not worked out how this will benefit the children otherwise at all when looking at your master plan I understand stand all the other factors but to me as a parent this is my priority and cannot understand why it would not be to you and your staff also. I feel this is morally wrong the children are the last to be considered.

Therefore I am still requesting some kind of strategy. while I appreciate your points at the very least you could do is work out how PE/Lunches/Breaks and other activities will be worked out for the highest figure of 460 which will be the roll number surely cannot be difficult in order to see if it will work. This should not require any one specialist this is just to show that there is time within the school week to fit this in would be a satisfactory example.

Could also advise which schools have standard ASN provision.

I am grateful that there will at least one option to look at for the plans of classroom within the school but will express again my disappointment at this being an afterthought.

I look forward to hearing from you .

From: [REDACTED]

Sent: 18 September 2013 12:31:20

To: Willie Young (WYoung@aberdeencity.gov.uk); dsamson@aberdeencity.gov.uk (dsamson@aberdeencity.gov.uk); cpenman@aberdeencity.gov.uk (cpenman@aberdeencity.gov.uk); ggorman@aberdeencity.gov.uk (ggorman@aberdeencity.gov.uk); dleng@aberdeencity.gov.uk (dleng@aberdeencity.gov.uk); schoolestate@aberdeencity.gov.uk (schoolestate@aberdeencity.gov.uk)

Cc: muriel jaffrey (mjaffrey@aberdeencity.gov.uk); rthomson@aberdeencity.gov.uk (rthomson@aberdeencity.gov.uk); John Reynolds (JREYNOLDS@aberdeencity.gov.uk); sstuart@aberdeencity.gov.uk (sstuart@aberdeencity.gov.uk)

Willie

Thank you for your email.

The whole point of the consultation is for as many people to engage in the process and officers at the meetings have stated they welcome and encourage this. Even though in contrast there has been very little advertisement of this or the fact that child care has been available to enable more people to engage more at public meetings.

I was at the town house last night and the boards outside are pretty empty nothing about consultations which I personally find strange given that is the very place the decision making will take place.

Education or Burst and the parent councils are simply trying to encourage people to engage with the consultation. The large number of queries is a reflection of the fact that a large number of people are extremely concerned about this proposal and that the school communities feel there is a large number of questions unanswered.

Perhaps the consultation period should be extended to allow officers time to catch up, and to allow us time to respond to their answers during the consultation period? My understanding is this both an option and be a fair way for the consultation to proceed with maximum participation from parents and the public.

Think it is time for it to be given thought as to whether there is sufficient time between now and the 11th of October for this to be fulfilled for a fair consultation. As you clearly pointed out there has been more engagement than normal and I would stress again this needs to be looked at now before we run out of time which is ticking fast and clearly officers are not coping with this work load.

Kind Regards

From: Willie Young (WYoung@aberdeencity.gov.uk)

Sent: 18 September 2013 10:07:34

To: [REDACTED]

I agree it is not easy when you believe the exact opposite of what officers are saying.

We are in a statutory consultation and there are many hurdles to clear before this comes back to council.

Remember officers have received a far higher number of queries than is normal and to be fair this is because education or burst is well organised.

We will respond to all queries and education Scotland will look at the education benefit statement and give their independent opinion on its worth or otherwise,

This is before council determines its position

I look forward to seeing you on the 1st October

Willie

From: Willie Young (WYoung@aberdeencity.gov.uk).

Sent: 18 September 2013 08:30:13

To: [REDACTED] Derek Samson (DSamson@aberdeencity.gov.uk); Charlie Penman (CPenman@aberdeencity.gov.uk); dlang@aberdeencity.gov.uk (dlang@aberdeencity.gov.uk); Gayle Gorman (GGorman@aberdeencity.gov.uk); SchoolEstate (SchoolEstate@aberdeencity.gov.uk)
Cc: Ross Thomson (RossThomson@aberdeencity.gov.uk); John Reynolds (JReynolds@aberdeencity.gov.uk); Muriel Jaffrey (MJaffrey@aberdeencity.gov.uk)
[REDACTED]

thanks again but the process is robust you are asking questions and our officers will answer. The education committee does not meet until late January 2014 and our officers will respond to all queries but given the amount of queries it takes time to answer all the queries.

On the 1st October please come along to the final consultation meeting and ask these questions regarding equality impact assessment.

Willie

From: [REDACTED]

Sent: 21 September 2013 22:02:41

To: schoolestate@aberdeencity.gov.uk

Could you please advise where and when the informal consultation meeting last year was advertised to the general public ?

Many thanks

GGorman@aberdeencity.gov.uk

To: [REDACTED]

Subject: Information for consultation

Date: Fri, 6 Sep 2013 16:52:51 +0000

Good afternoon [REDACTED]

We note your concerns regarding delivery of PE in the proposed combined school.

Regarding the provision of an implementation plan for the proposed amalgamated school, as discussed at the meeting on Tuesday, we will provide existing floor plans of the Glashieburn building and the current use of the various spaces.

This information will be available at the next public meetings and on the website, as soon as that can be arranged.

There are many alternatives to using the available space and we would not at this stage wish to restrict ourselves to one particular plan on how best to re-configure these areas.

We would want to discuss the options with as many partners as possible in deciding upon the best approach, should this proposal proceed.

It may also be the case that, in future, because of the numbers of pupils in each age group, it would be desirable to make further alterations to the internal configuration, including location and number of particular teaching groups. This is frequently carried out in many schools as the make up and number of classes change on an annual basis.

We shall make draft plans and proposals available for the January ECS committee as discussed yesterday. If these are available in advance of this date, we shall publish these examples on the consultation website and notify the parent councils involved.

Gayle Gorman

----- Original message -----

From: [REDACTED] >
Date: 03/09/2013 15:44 (GMT+00:00)
To: Gayle Gorman <GGorman@aberdeencity.gov.uk>
Cc: SchoolEstate <SchoolEstate@aberdeencity.gov.uk>, Derek Samson <DSamson@aberdeencity.gov.uk>
Subject: RE: Information for consultation

Good Afternoon Ms Gorman

Many thanks for your response. I did not ask a question about the gym I stated this was one of my concerns. Should you read my email again I actually asked when a strategy plan would be available for parents for the proposed "new" school. By this I mean a clear plan of where classes, Library and IT will be within the building. Also the strategy of time for PE, Lunch, recreational time, assembly and any other activity included in the pupils weekly timetable within school time. You stated at yesterday at the meeting the strategy plan would be available later in the consultation. What I am asking is for you to be specific of the date this will be available to parents.

I feel it is important these fine details are worked out now given that Mr Penman stated that some children could do in Hall / outside or in class as an alternative it did not need to take place in the hall. This concerns me on a number of levels. Firstly there is no room and secondly how is this creating educational benefit for the children. Well really it is not is it how can doing gym in an open plan school to the disruption of other classes and has many health and safety issues surrounding this proposition too. If we cannot see this clearly and what you have planned how do you know this is going to work for the children.

If you can let me know at your earliest convenience the date which these plans as I describe above will be ready I would be extremely grateful.

I look forward to hearing from you.
Regards

[REDACTED]

From: GGorman@aberdeencity.gov.uk
To: [REDACTED]
Cc: SchoolEstate@aberdeencity.gov.uk; DSamson@aberdeencity.gov.uk
Subject: FW: Information for consultation
Date: Tue, 3 Sep 2013 14:24:36 +0000

Dear [REDACTED]

Thank you for your response following attendance at the consultation event this afternoon.

Your comments have been passed to the school estate email address so your comments are logged. You have raised a question regarding gym - I have asked Derek Samson (in copy of this email) to either answer the question (if he can) or pass this to the relevant officer to respond to you.

Thank you for taking the time to provide your comments.

Irene Garioch on behalf of Gayle Gorman

----- Original message -----

From: [REDACTED] >
Date: 02/09/2013 15:42 (GMT+00:00)
To: Gayle Gorman <GGorman@aberdeencity.gov.uk>, Charlie Penman <CPenman@aberdeencity.gov.uk>, Derek Samson <DSamson@aberdeencity.gov.uk>, dlang@aberdeencity.gov.uk, Jennifer Laing <JLaing@bonaccordcare.org>
Subject: Information for consultation

Dear all

I attended this afternoon the first consultation meeting for the statutory consultation of Glashieburn and Middleton park primary school.

I cannot understand why a strategy plan is not already in place for the "new school" being proposed and am enquiring for you to be more specific for a date when this information will be available for parents as surely this should be a priority to ensure this plan will even work for the children and staff.

I am particularly anxious about this given the answer to my question today regarding how gym will be structured for the children.

I know that you are all busy people but a response before the meeting on Wednesday would be very much appreciated.

Many thanks in advance

Dear [REDACTED]

Thank you for your recent emails and for sharing your points with me. I have found them extremely useful. Although I am not on the Education Culture and Sport Committee (and there for will not have a vote) I am confident that my group members who are, will take an informed view on the process and the consultation process. I notice that you have not included the schools estate email in your submission to us. Can I please ask that you email them toschoolestate@aberdeencitygov.uk so that your views are added to consultation process.

Regards

Jackie Dunbar

Councillor for the Northfield/Mastrick North Ward

Depute Leader of the SNP Group

Tel: Office 01224 522522

Mobile 07733 300570

From: [REDACTED]

Sent: 04 September 2013 14:15

To: Muriel Jaffrey; John Reynolds; Sandy Stuart; Willie Young

Cc: Lord Provost; Yvonne Allan; Kirsty Blackman; John Corall; Bill Cormie; Steven Delaney; Graham Dickson; Alan Donnelly; Jackie Dunbar; Andrew Finlayson; Fraser Forsyth; Gordon Graham; Ross Grant; Len Ironside; James Kiddie; Graeme Lawrence; Neil MacGregor; Aileen Malone; Andrew May; Ramsay Galloway Milne; Jean Morrison; Nathan Morrison; Ian Yuill

Subject: FW: Glashieburn and Middleton Park Statutory Consultation

Good Afternoon All

please see below my comments regarding today's meeting. I do apologise I know I stated in previous correspondence I would be in touch after all the meeting but I fear if I do not perhaps after the meetings you will end up with a book that you will never get through.

Below is my correspondence to the school estate today since the meeting this Morning. I would welcome your thoughts on this and how you perceive the meetings and enquiries that are being made. I do feel the meetings are beneficial but with very few solid answers to what parents are asking there is a lot of - there are options - which clearly means it has not been worked out. I also feel it is inappropriate of officers requested that the public highlight other errors in the report when parents pointed them out today. which I do not feel is our job it is theirs and the report is their work to sort out as that is what they are being paid for. On a positive note hopefully it will not take long for ACC give something solid to parents regarding information they are try to get for us in which they are making an attempt to provide the information below.

Kind Regards

From: [REDACTED]

Sent: 04 September 2013 14:15

To: Muriel Jaffrey; John Reynolds; Sandy Stuart; Willie Young

Cc: Lord Provost; Yvonne Allan; Kirsty Blackman; John Corall; Bill Cormie; Steven Delaney; Graham Dickson; Alan Donnelly; Jackie Dunbar; Andrew Finlayson; Fraser Forsyth; Gordon Graham; Ross Grant; Len Ironside; James Kiddie; Graeme Lawrence; Neil MacGregor; Aileen Malone; Andrew May; Ramsay Galloway Milne; Jean Morrison; Nathan Morrison; Ian Yuill

Subject: FW: Glashieburn and Middleton Park Statutory Consultation

Today I attended the second meeting for the Statutory consultation of Glashieburn Primary school and Middleton park primary schools - 04/09/2013 at the Jesmond centre Bridge of Don

I highlighted at the meeting the following

Referring to page 33 of the consultation report the first paragraph states –

The building surveyor indentified costs associated with repair, maintenance and replacement works which would be required to bring the school up to a standard of the 3R's school when handed over to the council for occupancy.

Yet in the next paragraph it states-

For Glashieburn school this equated to 2.5 million. Not all of this would be required imminently but over the period of time, this would require to be invested in the school. - what time frame is this in reference to does not stipulate here. Totally contradicts the previous paragraph which states it would be required when handing over for occupancy - which is it I am totally confused will this be done for occupancy or will it be done later?

This also implies that there is the space to upgrade to a 3r establishment when there is not.

Braehead 3R establishment has 70% more space internally and externally

Dedicated rooms for – Library, IT, Music and quiet rooms.

Large cloak room area's

Externally 2 football pitches, Huge play area's with modern equipment

Nursery has it's own large enclosed garden and playground along with external storage for outdoor equipment.

Within the report for suitability for the Glashieburn site - with reference to external social space section

States- spaces are concentrated in one area of the school tend to be crowded at break time.

How will it cope with 400 plus children if it is already crowded as it is with staggered breaks in place.

Also says Some areas are unsuitable for some of the functions/activities that are conducted within them on a regular basis.

I assume this makes reference to the grass area that is not accessible during the winter months and when wet which is not highlighted in the plans. Making the 2 small courtyard the only available area's to the children within the playground.- Mr Samson said the grass may be tarmacked as an option but again to plan for that is decided.

There are no measurements for the outside area's within the report and the plans make it look bigger as neither the fence nor the grass area are highlighted.- I requested this.

The overall rating for suitability for external social space is a C.

A break down is required as to how we will the existing Glashieburn site be upgraded to the standard as a 3r establishment with 2.5 million. when we have no room to extend really throws it out the window that PE can be conducted outside? and the playground will be further crowded. So no room there. Yet this was a suggestion at Monday meeting along with they do not have to do gym in the hall it could perhaps be done in class. - which would be to the disruption of adjacent classes as we are open plan and what type of PE could be conducted in a class ?

I Stated at the meeting - While I realise this is not accessible right at this moment at your finger tips measurements/plans should be provided of one of the 3r's establishments for a clear comparison of the difference in space. Which will display it is impossible for the existing Glashieburn site to be upgraded to a 3r standard. Also a breakdown of work required and how this equates to 2.5 million pounds? I stated would be helpful.

I also stated at the meeting that I thought the reason that parents seemed stressed and anxious was that there was no actual time plan/structure/configuration for the pupils and how this will work within the new school proposed. I stated that options were being spoken of but with no depth or definite plan in place to back this up to reassure parents that this will work for the school or children.

I spoke with Charlie penman after the meeting had finished. He asked what in particular I was referring to and would like clarified. I told him I had particular concerns around the gym halls for PE Lunches/ identify teaching areas and where they would be placed within the building, Car park/traffic safety, where ASN/Nursery,/library/ICT would be within the building and the timetable of how time would be strategized for children and staff for all other activities such as assembly, drama and anything else that would be required to fit in to the timetable. Mr Penman did express that there

will be time for gym and that would be no problem. There it should be no problem to display this information for parents to have a clear vision of what is planned for their children in order to alleviate the current stress and anxiety that is being caused by not having access to the actual plan of what Aberdeen City plan. I am certainly confused at this surely this proposal cannot be presented without clear plans in place. On a professional level this is utter madness if I my staff presented me with a report with no strategy/planning/clarity which was half baked I would not require them on my team.

I also asked that the plan they displayed today of the existing Glashieburn building be a hand out for Thursday evening meeting.

From: Angela Taylor (AngelaTaylor@aberdeencity.gov.uk)
Sent: 03 September 2013 13:50:54
To: [REDACTED]

Thank you for your email and comments, which are noted. I hope that you have also fed these in via the statutory consultation document.

Kind regards

Councillor Angela Taylor

From: Ross Thomson (RossThomson@aberdeencity.gov.uk).
Sent: 03 September 2013 13:15:28
To: [REDACTED]
Dear [REDACTED]

Thank you very much for taking the time to get in touch with me. I genuinely appreciate you doing so.

Thank you for sharing your very sincere worries and concerns regarding the proposed amalgamation of Middleton Park Primary and Glashieburn Primary. I want to assure you that I am listening very carefully to the views of parents, pupils, staff and the wider community during this consultation process. I will be listening very carefully and reviewing the proposals of education officers. I am considering all the points raised by parents and others which are all extremely valuable.

It is absolutely essential that the Council gets this right as we need to ensure that our school estate fit for purpose for the next 25 years. The Council needs to make the right long-term decisions to ensure maximum educational benefit of all pupils across the city, in this case it may mean merger or it may mean status quo. That is why the consultation is so important and the more people who participate in it and make their views known the better. I am giving full consideration to all the proposals recommended and all the concerns raised with me by parents who are so passionate about their school and their child's education.

I fully appreciate and understand your concerns fully and thank you for taking the time to share them with me. As I said it is important that the Council gets this absolutely right and that we do the right thing by the children who attend our schools. Therefore, I must look at this issue from a city wide perspective and do what is in the best interests of all city pupils and their education.

I am going through all the statistics, all the proposals, all the letters and emails of concern and I want to absolutely assure you that I am doing this objectively and diligently. The Consultation process will be thorough and it's important that as many people participate as possible so please do encourage your friends and neighbours to participate. There are many ways whether by email, letter or visiting the website:

http://www.aberdeencity.gov.uk/council_government/consultations/current_consultations/sc/Glashieburn_and_Middleton_Park/cst_GlashieburnMiddletonPark.asp

Thank you for your email. Please do not hesitate to get in touch with me at any time.

Kind Regards,

Ross

From: Sandy Stuart (SandyStuart@aberdeencity.gov.uk)
Sent: 03 September 2013 11:15:55
To: [REDACTED]

Hi [REDACTED],
Thank you for your email. Your concerns are that of all the Middleton Park and Glashieburn parents. Councillor Muriel Jaffrey and I have made our position on the subject quite clear. However the consultation process has started. I heard the

views of some of the anti amalgamation campaigners on radio Scotland this morning and they were nothing like positive. Councillor Jaffrey and I would urge you all to keep up the good work and wish you all the very best of luck.

Cllr. Sandy Stuart

From: John Reynolds (JReynolds@aberdeencity.gov.uk).

Sent: 02 September 2013 20:32:30

To: [REDACTED]
Hi

Many thanks for your email and your concerns re the above.

Please be advised having read the documents produced by officers and spoken to parents, I am not convinced that the proposed merger will be in the pupils best interest, therefore I will not be supporting the merger.

I trust this information is of assistance.

Best Wishes

John

From: Muriel Jaffrey (MJaffrey@aberdeencity.gov.uk).

Sent: 01 September 2013 16:31:01

To: [REDACTED]

Dear [REDACTED],

Thank you for your e-mails. I note all you write. I have been to all the meetings with the Middleton Park Parent Council members except the one last Wednesday as it clashed with another meeting I had to attend. I have also attended the joint meetings with Glashieburn Parent Council and Middleton Park Parent Council.

Council Sandy Stuart and I attended Middleton Park School last Monday morning at 8 am for a proposed March with the children but due to red tape this did not take place.

I have not read the latest document but will as soon as possible. I am told by parents and Councillors exactly the comments you have made.

Kind regards,

Muriel

Baillie Muriel Jaffrey

From: Gordon Scott Townson (GTownson@aberdeencity.gov.uk).

Sent: 01 September 2013 15:46:18

To: [REDACTED]

Hi [REDACTED] Many thanks for your e mail. I will bear in mind all the points you raise when I read the statutory consultation document. Regards Cllr Gordon Townson SNP Spokesperson Educ Culture and Sport

From: [REDACTED]

To: schoolestate@aberdeencity.gov.uk

Subject: Glashieburn and Middleton Park Consultation

Date: Sat, 31 Aug 2013 17:50:47 +0000

Dear All

I am writing to express my sincere concerns of the proposed closure of Glashieburn Primary and Middleton Park Primary school consultation.

The report is shocking to say the least. There are multiple errors and many parts make no sense at all and many of the supposed facts within the report do not add up.

Why do Aberdeen city council believe this is a fair proposal is beyond unreasonable. I cannot fathom why parents have

been left to wait for 6 months to be presented with what only can be described as complete shambles.

It is clear that many parts are cut and pasted from a proposal that received a new school and was an academy. I have spent the whole of the last week going over both the "preview" and now what we are told is the actual report. This is both time consuming and very confusing in many parts. Despite parents told we would be given the report before the start of the consultation. Yet it is still as clear as mud in both relation to the facts and the reasoning within these documents.

I fully intend to engage in all the meetings. I will revert back with my thoughts in writing after attendance as even with the intention of attending all the meetings as I would sincerely doubt I will scratch the surface within my 3 minute time slot at each to communicate my views on the most ludicrous plan that has been dreamt up by Aberdeen City Council to date.

Regards

[REDACTED]
Glashieburn Parent

From: Angela Taylor (AngelaTaylor@aberdeencity.gov.uk).
Sent: 03 September 2013 13:50:54
To: [REDACTED]

Thank you for your email and comments, which are noted. I hope that you have also fed these in via the statutory consultation document.

Kind regards

Councillor Angela Taylor

From: [REDACTED]
Sent: 03 September 2013 13:31:47
To: Ross Thomson (rossthomson@aberdeencity.gov.uk)
Good Afternoon Ross

Many thanks for your reply and your support is greatly appreciated. It was good to see you at the meeting on Monday showing you do take a genuine interest in what the parents were communicating. Which is exactly what we need I would be very interested to hear your views after the first series of meetings.

I will be in contact then.

Kind Regards

[REDACTED]
From: Ross Thomson (RossThomson@aberdeencity.gov.uk).
Sent: 03 September 2013 13:15:28
To: [REDACTED]

Dear [REDACTED]

Thank you very much for taking the time to get in touch with me. I genuinely appreciate you doing so.

Thank you for sharing your very sincere worries and concerns regarding the proposed amalgamation of Middleton Park Primary and Glashieburn Primary. I want to assure you that I am listening very carefully to the views of parents, pupils, staff and the wider community during this consultation process. I will be listening very carefully and reviewing the proposals of education officers. I am considering all the points raised by parents and others which are all extremely valuable.

It is absolutely essential that the Council gets this right as we need to ensure that our school estate fit for purpose for the next 25 years. The Council needs to make the right long-term decisions to ensure maximum educational benefit of all pupils across the city, in this case it may mean merger or it may mean status quo. That is why the consultation is so important and the more people who participate in it and make their views known the better. I am giving full consideration to all the proposals recommended and all the concerns raised with me by parents who are so passionate about their school and their child's education.

I fully appreciate and understand your concerns fully and thank you for taking the time to share them with me. As I said it is important that the Council gets this absolutely right and that we do the right thing by the children who attend our schools. Therefore, I must look at this issue from a city wide perspective and do what is in the best interests of all city pupils and their education.

I am going through all the statistics, all the proposals, all the letters and emails of concern and I want to absolutely assure you that I am doing this objectively and diligently. The Consultation process will be thorough and its important that as many people participate as possible so please do encourage your friends and neighbours to participate. There are many ways whether by email, letter or visiting the website:
http://www.aberdeencity.gov.uk/council_government/consultations/current_consultations/sc/Glashieburn_and_Middleton_Park/cst_GlashieburnMiddletonPark.asp

Thank you for your email. Please do not hesitate to get in touch with me at any time.

Kind Regards,

Ross

From: [REDACTED]
Sent: 02 September 2013 20:49:45
To: John Reynolds (JReynolds@aberdeencity.gov.uk)
Good evening
Many thanks for your response and glad of your support in this matter.

Kind regards

From: John Reynolds (JReynolds@aberdeencity.gov.uk).
Sent: 02 September 2013 20:32:30
To: [REDACTED]

Hi

Many thanks for your email and your concerns re the above.

Please be advised having read the documents produced by officers and spoken to parents, I am not convinced that the proposed merger will be in the pupils best interest, therefore I will not be supporting the merger.

I trust this information is of assistance.

Best Wishes

John

From: [REDACTED]
Sent: 01 September 2013 16:54:48
To: Muriel Jaffrey (MJaffrey@aberdeencity.gov.uk)
Muriel
Many thanks for your swift response it is very much appreciated.

Kind Regards

[REDACTED]

The below was sent to me by a parent for the Glashieburn PC to communicate

To: schoolestate@aberdeencity.gov.uk, [REDACTED]
From: [REDACTED]
Sent: 02 September 2013 18:28:34
To whom it may concern,

I have just returned from the first public consultation meeting and I have to say I was disappointed at the lack of floor plans that would help illustrate the councils proposal on how you plan to accommodate all these children within the existing Glashieburn site?

I would like to draw particular comparison to Braehead School which was generated following the merger of 2 Bridge of Don Schools. Braehead School exemplifies education in the 21st century. Braehead School was purpose built

encompassing the best aspects of Education, with specific emphasis on SPACE. Braehead School endorses SPACE within classrooms, with each class area having flexible room dividers to expand the room size, accommodating interactive and creative learning with the ability to enclose the class for quiet study. Furthermore the school has very LARGE corridors creating a great sense of space.

With this information in mind, I am trying to draw some sense out of the rationale for merging both Glashieburn and Middleton Park Schools on to the Glashieburn site. Therefore could you please provide me with either a copy of the school floor plan for Braehead School or provide me with the cubic meter space for each classroom or the cubic meter space per child in the class room so I can draw comparisons with what you are proposing at Glashieburn.

As Ewan Paterson stated at the meeting, recent school mergers have usually resulted in a new purpose built school being built or is in planning whereby parents can visualise the potential benefits of a modern school. Therefore what differs from the proposed Glashieburn and Middleton Park merger to the schools that were amalgamated and benefited from a purpose built school? Is it that the finances for the 3Rs Project has depleted leaving no more finances for our children's education or has this not been formally considered as hinted at today's meeting by one of the speakers.

In order for the merger to demonstrate educational benefit to our children you need to present us with benefits that are far superior to what the children already have in either school. However I feel you have failed to provide us with sufficient Educational benefits that the children do not currently receive at either Glashieburn or Middleton Park schools.

I have spent several hours reading and digesting what you have stated in the proposal regarding educational benefit. I would like to take this opportunity to respond to your rationale. Please see the attached file (all 3 pages of it!).

However it is worth stating that many of the benefits within the additional sub headings are repetitive of benefits stated in previous headings therefore PADDING the proposal document out

Regards

[REDACTED]

From: [REDACTED]
Sent: 02 September 2013 14:41:54
ggorman@aberdeencity.gov.uk; cpenman@aberdeencity.gov.uk (cpenman@aberdeencity.gov.uk);
To: dsamson@aberdeencity.gov.uk (dsamson@aberdeencity.gov.uk); dlang@aberdeencity.gov.uk
(dlang@aberdeencity.gov.uk); jlaing@aberdeencity.gov.uk
Dear all

I attended this afternoon the first consultation meeting for the statutory consultation of Glashieburn and Middleton park primary school.

I cannot understand why a strategy plan is not already in place for the "new school" being proposed and am enquiring for you to be more specific for a date when this information will be available for parents as surely this should be a priority to ensure this plan will even work for the children and staff.

I am particularly anxious about this given the answer to my question today regarding how gym will be structured for the children.

I know that you are all busy people but a response before the meeting on Wednesday would be very much appreciated.

Many thanks in advance

[REDACTED]

From: [REDACTED]
Sent: 23 August 2013 11:57:24
To: schoolestate@aberdeencity.gov.uk (schoolestate@aberdeencity.gov.uk)
Good Afternoon

I received a letter today regarding the above consultation from Glashieburn primary.

Please advise when the educational benefit statement will be available and how I can obtain a copy ?

Kind Regards

[REDACTED]
Glashieburn parent

From: [REDACTED].
Sent: 12 May 2013 21:04:18
To: [REDACTED]
Good morning

Many thanks for your email. I think I am mainly frustrated by the lack of facts being presented within the report and the generic answers given at the meetings and back tracking and lack of evidence to support the proposal. The children clearly have come last in consideration there is nothing that will apply to their day to day education.

I really only am a parent concerned looking for justifications and answers and thought you may have some for me. I am trying every available avenue to do so and yet still feel in the dark.

I completely take the points on you have made regarding opinions and facts and would ask you to think as to whether there has been change when making you final decision for your vote.

I do not give up easily and will continue on. I have engaged in every meeting and sent numerous emails. In the hope for some real answers that are relevant to the children as the educational benefit statement and many other areas are purely general generic ones. While I appreciate that is a professional way to present information it delivers no personalisation to the children at either school in relation to their individual education or the school itself. Which at the end of the day should be the most important elements of this consultation.

Many thanks again

[REDACTED]
From: Willie Young (WYoung@aberdeencity.gov.uk).
Sent: 12 September 2013 22:23:21
To: [REDACTED]

Thanks for your e mail. I apologise if you think I am saying feed into the process to get you off my back but the truth is we need everybody to send in their views and questions because it is only with all that information can we really get a true picture of where we are and if officers have got it right or not.

As this is a statutory process it is vital you and your fellow parents make their view known and make them known to our officials via the e mail address or in writing.

Please do not be disheartened by the process just keep asking relevant questions. Remember we deal in facts not opinions so please deal in facts because it is facts that will win any arguments with officials not opinions

Willie

From: [REDACTED]

Sent: 12 September 2013 17:22:11
To: wyoung@aberdeencity.gov.uk
Evening Willie

I am writing today to ask a genuine question and would prefer you didn't just come back with feed in to the process.

I know you were heavily involved in 2008 when it was first proposed to merge Glashieburn and Middleton park. What do you feel has changed since then to make this a viable proposition with everything you have viewed within the consultation document and have heard at the meetings and your experience.

The reason I ask is simply because I cannot work it out.

I look forward to hearing from you.

Kind Regards

[REDACTED]
Official complaint lodged at complaints at Aberdeen City Council I have had no response to date:

I am writing to lodge an official complaint about a letter that was issued at both Glashieburn & Middleton Park Primary schools on the 23/08/2013.

The content of the letter was to inform parents of the start of the Schools Statutory Consultation on the 26/08/2013 and also outline the process along with dates for public meetings being held in relation to this. This was issued to the children in their school trays for them to then put in their bags. I am utterly shocked and perplexed as to why the children would be literally handed this letter.

The children only have a limited understanding of the content in this letter, the only part in their understanding is the bold writing at the top which stated that their school is to be closed.

This has caused a considerable amount of anxiety amongst the children. This is an irresponsible way of informing the children that it is being proposed their school may close. When the children were given this letter there were only some offered any kind of explanation by staff as to what this would mean to them and their school. With it in mind that no decision will be made regarding this subject until February 2014. This is long period for adults never mind in the perception of a child. I certainly had no intention of informing my children until a decision had been made.

I wrote and expressed these thoughts on 25/08/2013 to Willie Young, Gayle Gorman, Derek Samson and Jenny Laing. I had quick yet brief response from Councillor Young. He stated he had not seen the letter I was referring to and would obtain a copy on the 26/08/2013 and would get back to me. I replied to Councillor and advised that a copy was obtainable on the Aberdeen City Council consultation website and have not heard from him since.

However I have received email correspondence from Mr Charlie Penman of Aberdeen City Council- 27/08/2013. Which offers no apology as I requested, in fact not even a mention of it. He stated that this is a long established method of putting letters in bags as a means of deliverance of letters to parents. He made no reference of any kind of empathy or remorse toward the children and how they may have been affected. Instead this appears to be brushed off by saying I need to work in "common" with the school to resolve and reassure the children.

Mr Penman at no point in his email takes any responsibility for the actions of Aberdeen City Council and the upset caused to the children or parents. He merely states this was not the intention.

I am seeking reassurance that more thought will go in to the letters that children are handed to read to prevent this kind of upset in the future. For the children's wellbeing as I am sure everyone one is aware that some children get particularly anxious regarding big changes in their environment. This would then be the job and responsibility of the parents to inform their child of sensitive information that may affect them when they felt it was appropriate to suit individual needs.

A future resolve to this issue would be the simple task of putting this type of correspondence in an envelope would suffice and still be cost effective. This procedure is followed for the issuing of school reports and any notification of medical appointments.

I am also requesting that parents receive a public apology for the way the above has been handled by Aberdeen City Council as this was not thought through and yet has affected many of the children.

To: 'esquerbeverley@hotmail.co.uk'

Cc: Jennifer Laing, Willie Young, Derek Samson, Gayle Gorman

To: [REDACTED]

Cc: Jennifer Laing (JeLaing@aberdeencity.gov.uk); Willie Young (WYoung@aberdeencity.gov.uk); Derek Samson (DSamson@aberdeencity.gov.uk); Gayle Gorman (GGorman@aberdeencity.gov.uk)

Dear [REDACTED]

Thank you for your email correspondence regarding consultation letters and communications. It was not our intention to cause any upset to the children. The use of school bags to deliver mail is well established and is our normal communication method between the Education Service and parents/carers.

I am sure that, in common with staff within the school, that you will be working to allay concerns that the children might have at this time.

Regards
Charlie Penman

Head of Educational Development, Policy and Performance

From: [REDACTED]

Sent: 25 August 2013 12:06:05

To: Willie Young (WYoung@aberdeencity.gov.uk)

Willie

Many thanks for your swift response there is a copy online published with the consultation document. It is called

Glashieburn park letter I think.
Regards

[REDACTED]

From: Willie Young (WYoung@aberdeencity.gov.uk) You moved this message to its current location.
Sent: 25 August 2013 12:00:07

[REDACTED]; Gayle Gorman
To: (GGorman@aberdeencity.gov.uk); Jennifer Laing (JLaing@bonaccordcare.org); Derek Samson
(DSamson@aberdeencity.gov.uk)

[REDACTED]

I have not seen the letter you refer to however I will request to see a copy on Monday and come back to you once I have seen it and read it.

Willie

From: [REDACTED]
Sent: 25 August 2013 11:04:01
ggorman@aberdeencity.gov.uk (ggorman@aberdeencity.gov.uk); jlaing@aberdeencity.gov.uk
To: (jlaing@aberdeencity.gov.uk); dsamson@aberdeencity.gov.uk (dsamson@aberdeencity.gov.uk);
wyoung@aberdeencity.gov.uk (wyoung@aberdeencity.gov.uk)

Dear all

I am utterly perplexed and shocked by the way you informed my children yesterday about the upcoming of the statutory consultation that is due to start.

Over a week ago Derek Samson emailed requesting that the education or burst banner be removed from view of pupils which we was adhered to and removed before the start of term. As it was fully agreed we should not upset the children.

Yet it seems Aberdeen City council deemed it appropriate to literally hand pupils a letter which they do not fully understand apart from the part where their school is closing. I feel this is an irresponsible way of the children being informed one week into a new term. My 10 year old came home from school asking why her school was closing upset and even after I had to explain this to her the seed is now planted when no decision has been made.

I am asking for parents to be given a public apology by Aberdeen City Council as this shows no consideration to the children's feeling and is a complete turnaround from Mr Derek Samson (his name is at the top of the letter) with it in mind it was he who requested the banners be removed has now totally contradicted his request.

I sincerely hope none of the children now have blockages to their studies which is psychological possibility. I had no intention of telling my children until a decision had been made as my son has just started primary 1 and did not want him upset as Mr Samson quite clearly put in his email this should be a happy time for children starting their new term.

I await you response.

Regards

[REDACTED]
Glashieburn parent