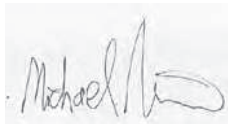
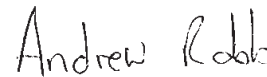


School Travel Assessment: Cove / Kincorth / Torry





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Executive Summary

Commission

AECOM has been commissioned by Aberdeen City Council Leisure and Learning Service to carry out an objective and independent assessment of travel to school for pupils affected by the proposed closures of Torry and Kincorth Academies, and the construction of a new Academy on the Bobby Calder Park site, Redmoss Road.

This school travel assessment has been prepared to contribute to the Committee Report and the findings from the statutory consultation to be reported to the Education Committee in September 2013.

Our Approach

In preparing this school travel assessment, a review of relevant travel to school policy and guidance at a national and local level has been conducted. Pupil consultations with both affected Academies and their associated feeder primaries were undertaken. In light of comments from the pupil consultations, possible routes to school from the three catchment communities of Cove, Kincorth and Torry were identified and assessed via site visits on foot, during school travel times. Identified routes have been assessed for their suitability as school travel routes and “required” and “desirable” interventions have been recommended alongside cost estimates. Local bus operators, First Aberdeen and Stagecoach Bluebird, have been consulted in order to understand the options for bus service provision to and from the proposed Academy site.

Specific regard has been paid to Aberdeen City Council's School Transport Policy (informed by the Education Scotland Act) which states that free transport will be provided by the Education Authority in the following instances:

- *“Where a child is enrolled in his / her zoned secondary school, and lives three or more miles from that school.*
- *Where a child lives less than the prescribed distance from his/her zoned school but cannot reach that school either by an available transport service or by an available safe walking route, accompanied if necessary by an adult.*
- *Where a child lives less than the prescribed distance from his/her zoned school, does not have access to a transport service, and is unable to walk the prescribed safe route due to his / her own medical condition or to the medical condition of the adult who would normally accompany him/her on the walking route to school.”*

School Gate Access Arrangements

The assessment has revealed the possibility of two access routes to the proposed Academy site; Redmoss Road and Wellington Circle. The provision of two accesses is recommended. An access on Redmoss Road will require careful design consideration to restrict vehicular / bus access and to offer priority to pedestrians and cyclists due to carriageway constraints. Wellington Circle is recognised as the best access for buses and vehicular access to the Academy site in addition to segregated provision for pedestrians and cyclists.

It should be recognised that the edge of catchment location of the new Academy will likely result in increased traffic movements from parental drop-offs and pick-ups, along the surrounding roads. Although efforts should be made to decrease the number of pupils travelling to the site by car, the risk of increased traffic is high.

Cove

Cove is an area currently undergoing development with several housing developments underway. In addition, an application for planning permission for the OP77 Loirston development site, to the south of the Academy site, was submitted in June 2013 and awaits a decision. This development site has the potential for 1500 new houses to be developed in phases over the next 10 years. As a result, the situation for pupils travelling from Cove the catchment is a dynamic one in which new paths and routes may be created in line with new development.

Safe walking routes to school of less than 3.0 miles have been identified for all pupils from Cove, assuming an access to the school site is made available via Wellington Circle. There is a requirement for improvements to crossing facilities at Souterhead roundabout. Currently, ACC provide support to First Group in order for 3 articulated buses to be provided from Cove to Kincorth Academy, although pupils using this service are required to pay. It is anticipated that the requirement for ACC to continue to

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support the provision of a bus service linking Cove and Kincorth Academy will diminish as a result of a shorter distance to school, the provision of a safe walking route to the school, and anticipated changes to the commercial bus network facilitated by new housing development. The current cost to ACC for supporting the existing bus arrangements is £34,515.00 per annum, with the cost per pupil being £321 (£486 for over 16s) per school year (2013 prices).

Kincorth

From Kincorth, the majority of pupils are expected to travel to the proposed site via Abbotswell Crescent and Redmoss Road. Subject to some upgrades to Redmoss Road, this route is of a suitable standard for walking to school and all pupils are within the 3.0 mile statutory walking distance. From Kincorth, there is the future possibility of improving an existing path from Boyd Orr Avenue to the Academy site, subject to carriageway and footpath improvements to the southern part of Redmoss Road. However, if this route was used in its current condition it would be considered unsafe.

Torry

From Torry, three possible routes were assessed and two of these are considered unsuitable for walking to school:

- a) via Wellington Road and;
- b) via Greenbank Road / Loirston Country Park.

The third route, via Abbotswell Road and Abbotswell Crescent has been assessed as meeting the standards required of a safe walking to school route as defined by Aberdeen City Council School Transport Policy (2013) and following guidance from Aberdeen City Council Guide to School Travel Plans (2012). Based on currently available information, all pupils within the Torry community are understood to be within the statutory 3.0 mile walk distance to the new Academy via this route.

Despite a safe walking route to the proposed Academy site existing, it may be unreasonable to expect the estimated 390 pupils travelling from Torry to the new Academy to have no option other than to walk, which may take up to an hour each way. Pupils residing in Cove and attending Kincorth Academy currently benefit from the provision of a bus service for which the pupils pay to use, despite being within the 3.0 mile statutory walk to school distance. Similarly, the walk route from Cove to Kincorth also requires a route alongside Wellington Road.

Using the same rationale, it is suggested that pupils from Torry should also benefit from the option of being able to use a bus service to the new Academy site, albeit one for which pupils are required to pay fares. Talks with local transport operators confirmed this would be a possibility with securing bus service provision for all pupils in Torry costing ACC an estimated £46,020.00 per annum, with the cost per pupil being £321 per school year (£486 for over 16s) at current (2013) prices.

Table A illustrates this public transport option but provides alternative costs, should ACC decide to offer all / some pupils travelling from Torry free public transport. To provide all pupils from Torry with free school bus travel would cost ACC an estimated £156,000.00 per annum. However, this would expose ACC to claims from parents of pupils from other Academy catchments living less than 3 miles for free school transport.

Required and Desirable Route Improvements

For the assessed routes, initial indicative pricings for required and desirable interventions to increase the safety and suitability of routes are summarised in Tables B and C below. Required interventions are estimated to cost £1,161,000.00 (initial budgetary cost estimate) and desirable interventions an additional £349,000. It is anticipated that the Transport Assessment required for the new school will develop these proposals to more detail, and it is also considered that there may be opportunities for some elements of new infrastructure to be associated with surrounding housing development sites (eg Boyd Orr Avenue to Redmoss Road).

Next Steps

This Report provides an overview on appropriate walking routes to the new academy, areas which would require upgrading to meet walk to school standards, and options for public transport provision. This document sets out an estimation of required work and its value to support the new Academy, if it is progressed.

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Proposals for the new Academy will be subject to a planning application and will require a supportive formal Transport Assessment to be submitted. The final scope of works required would be agreed with the local authority following post submission discussions of the Transport Assessment. A Travel Plan for the school would typically be a condition of planning approval.

Table A – Torry Public Transport Options and Costs

	Tendered School Bus	De Minimis Arrangement with Bus Company	Estimated Cost to Council Per Annum (2013 prices)	Cost Per Pupil Per Annum (2013 prices)
1. Council Arranges Bus Service All Torry pupils pay fares for this service, similar to current Cove arrangement	None	1 x articulated bus + 3 x double decker buses	£46,020.00	390 pupils pay either £321 pa (under 16s) or £486 pa (over 16s)
2. Free School transport for Torry pupils living beyond 2.5 miles (est 80 pupils) + bus service arranged for all other Torry Pupils	1 x double decker bus	2 x articulated buses + 1 double decker bus	£73,515.00	80 pupils travel free 310 pupils pay either £321 pa (under 16s) or £486 pa (over 16s)
3. Free School Transport for Torry Pupils living beyond 2 miles (est 330 pupils) + bus service arranged for all other Torry Pupils	2 x articulated buses + 1 double decker bus	1 x double decker bus	£128,505.00	330 pupils free 60 pupils pay either £321 pa (under 16s) or £486 pa (over 16s)
4. Free School Transport for All Torry Pupils	1 x articulated bus + 3 x double decker buses	None	£156,000.00	None

1. Assumed capacity of 125 for articulated bus, 90 for double decker bus.
2. Budgetary estimate of £200 per bus per day assumed for a tendered arrangement.
3. Current estimate of 390 pupils living in Torry to go to new Academy.
4. If ACC pursue options 2, 3 or 4 above, there are likely to be additional costs arising from claims for free school transport from other school catchments within Aberdeen.

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Table B – Required Route Interventions Costs Summary

Route	No.	Work	Cost Estimate
Site Access			
001A Redmoss Road	1	Carriageway widening Redmoss Road for 500m, including streetlighting	£442,000.00
	2	20mph speed limit and associated traffic management at school entrance	£25,000.00
	3	High quality & continuous footway from existing paths to school entrance, 3.0m wide over 500m length, with new lighting columns	£125,000.00
	4	Clear waymarking of recommended route	£5,000.00
001B Wellington Circle	1	Signal controlled crossings of Wellington Circle and Makro entrance	£30,000.00
	2	Speed limit reduced to 20mph and associated traffic management at school entrance	£25,000.00
From Cove			
002A Via Old Wellington Rd	1	New pedestrian and cycle path at Old Wellington Road, 3.0m over 150m	£26,000.00
	2	Signal controlled crossing of Souterhead Roundabout (Wellington Road South arm)	£30,000.00
002C Via Redmoss Ave	1	Improve Souterhead Road crossing e.g. pedestrian refuge	£5,000.00
	2	Additional lighting between Wellington Road and Redmoss Avenue	£7,500.00
From Kincorth			
003A Nigg Way	1	Path upgrades to improve surfacing and drainage on Nigg Way, 1600m length, with street-lighting	£200,000.00
003B From Boyd Orr Ave	1	Formalise link path from Boyd Orr Avenue (3.0m wide by 60m)	£10,000.00
	2	Resurfacing and drainage improvements to Core Path 82, 3.0m wide for 550m, with streetlighting	£75,000.00
	3	New path on Redmoss Road south of school site, 3.0m over 700m	£145,000.00
From Torry			
004A Via Abbotswell Rd	1	Pedestrian priority at premises on Abbotswell Road	£5,000.00
	2	Formalise path from West Tullos Road to Abbotswell Crescent, 3.0m over 30m, with dropped kerbs on Abbotswell Crescent	£5,500.00
Total			£1,161,000.00

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Table C - Desirable Route Interventions Costs Summary

Route	No.	Work	Cost Estimate
Site Access			
001A	5	Segregated cycling and pedestrian paths (cost additional to providing shared facility)	£125,000.00
From Cove			
002B	1	Widen paths on Langdykes Road, 1.5m widening over 170m	£15,000.00
002C	3	20mph speed limit on Redmoss Avenue	£10,000.00
From Kincorth			
003B	4	Fully segregated cycle route on Redmoss Road (cost additional to providing shared facility)	£145,000.00
003C	1	Upgraded crossing point at Arbroath Way	£10,000.00
	2	Widen footpath on Abbotswell Crescent, 1.0m widening with 1.0m carriageway widening to other side, over a 200m distance.	£44,000.00
Total			£349,000

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1 Introduction

1.1 Commission

Aberdeen City Council proposes to close the existing Torry and Kincorth Academies, to be replaced by a new Academy on the Bobby Calder Park site, as shown in Figure 1.1.

AECOM was commissioned to undertake an objective and independent assessment of travel to the new Academy site for pupils living within the proposed catchment area of Cove, Kincorth and Torry.

AECOM's brief is to:

“Make clear recommendations to the Council regarding the outcome of the assessment, whether or not anticipated future home to school travel options are suitable (or could be improved to make them suitable), and associated costs/feasibility issues.”

The assessment covers the following:

- Identification of possible routes to school;
- Assessment of their suitability and safety;
- Possible interventions to improve those routes, and
- Recommendations to improve school travel options.



Figure 1.1 - Approximate Academy Site

National and local guidelines exist for appropriate walking distances to school. These inform the study on the basis that ideally pupils should be able to walk (or cycle) to school, with travel by bus the next most desirable option.

Please note any references within this report to 'routes to school' should generally be taken to mean routes both to, and from, the proposed Academy site.

1.2 Methodology

The assessment has been undertaken through a number of stages.

1.2.1 Background Review

The background to the proposals has been studied along with information about existing school travel arrangements within the study area. This information is presented in **Chapter 2**.

1.2.2 Guidance and Policy Review

Legislation and guidance relating to school travel has been reviewed to inform the study. This includes consideration of the legal obligations for a local authority to provide school travel facilities, and guidance on ensuring safety of travel to school. This information is presented in **Chapter 2**.

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1.2.3 Site Review



Redmoss Road



Housing Development, Wellington Road, at Cove

The study area has been assessed through a series of visits on foot, along potential routes between the proposed Academy site and Cove, Kincorth and Torry. Site visits have been undertaken at different times of day including typical school travel periods.

Walking routes within each residential area, forming part of the current catchments for existing primary and secondary schools, are generally assumed to be appropriate and safe.

The findings of the site visits form part of the content of **Chapters 4, 5, 6 and 7**.

1.2.4 Pupil Consultations

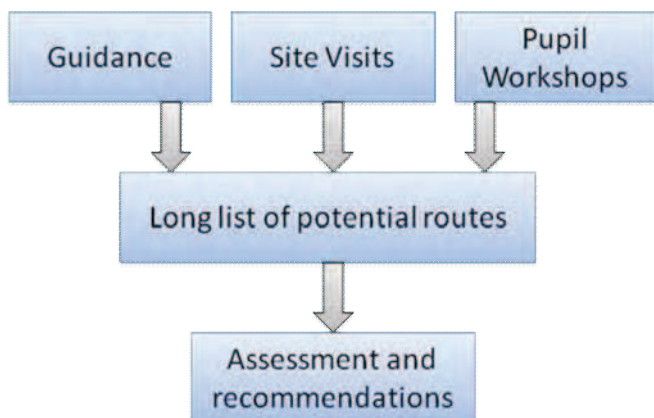
Aberdeen City Council has undertaken a statutory public consultation exercise on the overall principle of the proposed new Academy¹.

As a key part of this School Travel Assessment, specific additional consultations have been undertaken with pupils at Kincorth and Torry Academies and their feeder Primaries. These pupil workshops are described in **Chapter 3**.

1.2.5 Bus Operator Consultations

Existing travel arrangements for Kincorth Academy include bus services. As this may also be the case for the new Academy, bus operators have also been consulted. **Chapter 3** summarises the outcome of these discussions.

1.2.6 Assessment and Reporting



The information gathered through the above stages has been processed and analysed to produce an assessment of the existing and potential school travel routes. This information is largely presented in **Chapters 4, 5, 6 and 7**:

¹ http://www.aberdeencity.gov.uk/council_government/consultations/current_consultations/sc/kincorthandtorry.asp

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- **Chapter 4** describes the existing conditions at the proposed Academy site and immediate access routes;
- **Chapter 5** describes routes from Cove and potential improvements;
- **Chapter 6** describes routes from Kincorth and potential improvements;
- **Chapter 7** describes routes from Torry and potential improvements.

Chapter 8 details the required and desirable actions to establish appropriate travel to school arrangements.

A summary of the assessment is presented within **Chapter 9 “Key Findings”**.

Appendix A contains extracts from Proposal for a New Secondary School to Replace Torry and Kincorth Academies, Site Appraisals.

Appendix B presents tables detailing the results from the pupil consultations.

Appendix C contains a photo record of the assessed routes.

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2 Background, Guidance and Policy Review

2.1 Background Information

This Chapter presents the background to the School Travel Assessment including details of proposed changes to the school estate, and an outline of relevant policy and guidance documents.

2.1.1 Proposed New Academy

Aberdeen City Council is proposing to develop a new secondary school in the south of the city, which would replace both Kincorth Academy and Torry Academy.

The proposal is described in the “Statutory Consultation Document Kincorth Torry Proposal 2013”, published by the Council, as follows:

“The Proposal

To close Kincorth Academy and Torry Academy, to amalgamate the two schools and establish a new, purpose-built Secondary School on the Bobby Calder Park Site.

Detailed Proposals

The detailed proposals are that:

- Kincorth Academy and Torry Academy will close in July 2016;
- The existing Kincorth Academy and Torry Academy catchment areas will be combined to form a single catchment area;
- All pupils within the combined zone will have the new amalgamated school as their secondary school;
- The amalgamated new school will open for pupils at the beginning of school session 2016-17, i.e. August 2016;
- Future pupil placements will be based on these new boundaries.
- As per current arrangements, should the intake limit at the new amalgamated secondary school be exceeded by catchment demand, placing requests from pupils in its revised enlarged catchment area made to any other city secondary school will be prioritised;
- All educational facilities currently provided within two existing schools will be re-provided within the new school, as long as they are still required.”

2.1.2 Site Appraisal

The Bobby Calder Park site was selected as Aberdeen City Council’s favoured site for a new Academy to replace Kincorth and Torry Academies following a multi-criteria assessment² of a number of potential sites.

The site is currently undeveloped; with commercial premises to the east and a residential area a short distance to the north. Road access to the site is potentially available from the east and west sides (see Chapter 3). There are no existing timetabled bus services and no other public transport services directly serving the site.

Aberdeen City Council’s Site Appraisal report includes a number of comments which relate to transport and access to the site. Extracts are included in Appendix A to this report and some of the key points are:

- Some pedestrian routes require crossing of Wellington Road or walking through the business park;
- Current unsuitability of Redmoss Road for school travel; and
- Need for consideration of supported bus services.

² <http://www.aberdeencity.gov.uk/nmsruntime/saveasdialog.asp?IID=47918&sID=22401>

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2.1.3 Current Catchment Arrangements

At present, secondary education for the Cove, Kincorth and Torry areas is provided at two schools; Torry Academy and Kincorth Academy, located centrally within their respective communities.

The location of the Academies means most pupils from Torry and Kincorth can walk to their current school within 20 minutes.

For pupils residing in Cove, three service buses (numbered 21B and operated by First Aberdeen) operate to and from Kincorth Academy. Travel by these services is paid for by the user, although a de-minimis payment is also made to the bus operator by Aberdeen City Council to enable the provision of these services.

In academic year 2012-13, 66 pupils travelled to either Kincorth or Torry Academies from outwith the catchment area, including from Garthdee, Bridge of Don and Northfield.

2.1.4 Travel to the New Academy

In the opening year, it is anticipated that approximately 390 pupils will travel to the new Academy from Torry, 300 from Cove and a further 280 from Kincorth. This is based on the current patterns of where Kincorth and Torry Academy pupils live.

New housing developments are currently being constructed adjacent to Wellington Road at Cove, with a further large site at Loirston (see section 2.1.6) also proposed. These would potentially increase the number of pupils travelling to the Academy from the south and south east of the proposed site.

Existing patterns of travel to secondary school across Aberdeen City shown in Table 2.1 below indicate that walking is the dominant mode of travel, with bus the second most commonly used mode. A significant number (over 14%) are either driven, or park and stride, which if the same percentages were achieved for the new school, could result in 140 vehicles accessing either the site, or near to the site, for drop off / pick up. Anecdotal evidence from other newly constructed schools, located at the edge of their catchments, highlights a risk that the percentage of parental pick up/drop off may be higher than this percentage figure for the new Academy.

Table 2.1 - Hands Up Scotland Survey, 2012 (Sustrans)³

“How do you normally travel to school?”- Secondary Schools in Aberdeen City

Mode Of Travel	Percentage
Walk	55.78%
Bus	27.25%
Driven	10.71%
Park & Stride	3.53%
Cycle	1.24%
Other	1.48%

These patterns inform the modes to be considered within this Travel Assessment.

2.1.5 Existing School Travel Practice Across Aberdeen City

Current travel to school practice for Academies across the Aberdeen City Council area has been investigated to establish a benchmark of existing practice.

The initial Site Appraisal described in Section 2.1.2 noted that some routes to the new Academy may require walking alongside the dual carriageway Wellington Road.

There are currently few instances within the city where pupils walk alongside a major road or dual carriageway to get to school, although crossing of such roads is more common. Some examples include pupils attending Bucksburn where some pupils within the catchment area cross the dual carriageway Inverurie Road, some Bridge of Don pupils may cross The Parkway (single carriageway trunk road), and some pupils attending Northfield Academy cross North Anderson Drive (dual carriageway).

Common practice in such instances is for provision of pedestrian refuge points and pelican or toucan crossings to assist pupils in crossing safely.

³ <http://www.sustrans.org.uk/scotland/what-we-do/schools-and-universities/hands-scotland>

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Bridge of Don Academy is an example where many pupils within the catchment area are provided free transport as they live in outlying areas such as Balmedie and Potterton, more than 3.0 miles from the school. Transport is also provided at a cost to those living less than 3.0 miles from the Academy, subject to bus capacity. In this case, pupils pay for their travel by bus.

St Machar Academy is located on St Machar Drive which is subject to a part time 20mph school zone speed limit. Cycle lane provision has been implemented and road crossings are improved by the provision of well-marked pedestrian refuge points. Road markings clearly indicate the entrance to the school zone to increase motorists' awareness of speed restrictions and awareness of pupil movements. Such traffic management measures are common practice at school locations across the city.

There are two examples within Aberdeen City where pupils are allocated to an Academy, which is just under 3.0 miles away, via a designated safe walking route, but where public transport provision is either available or facilitated.

- Kincorth Academy – Aberdeen City Council have ensured that pupils in Cove have access to service buses to transport them to Kincorth Academy, through the means of a de-minimus payment. The alternative walking distance is typically just under 3.0 miles, along Wellington Road.
- Harlaw Academy – Pupils in Garthdee/Auchinyell have the option of an almost 3.0 mile walk, or can catch the First No 1 or 2 services.

In neighbouring Aberdeenshire Council area, it is noted that pupils in Newtonhill living under 3.0 miles from Portlethen Academy are not granted free school transport, as the route along the A90 (dual carriageway) linking the two communities is deemed an appropriate walking route. However, the option of a school bus is provided, although pupils living under 3.0 miles from the school have to pay for this.

2.1.6 Adjacent Development Site: Loirston

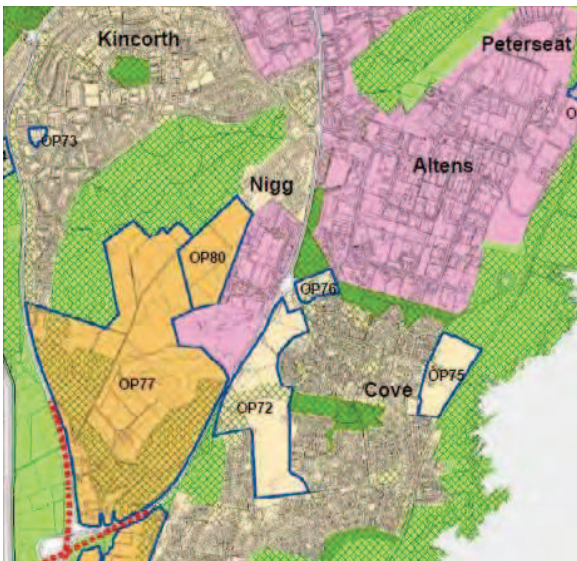


Figure 2.1 - Extract from “The Aberdeen Local Development Plan City Wide Proposals Map” - Showing sites OP80 (Bobby Calder Park) and OP77 (Loirston).

In addition to the proposed site of the new academy at Bobby Calder Park, there are plans for various developments in the surrounding area, most notably a site immediately to the south which is designated as “OP77” in the Aberdeen Local Development Plan⁴ (2012). Site OP77, or “the Loirston site”, is designated for mixed use development including up to 1,500 new homes.

An application for planning in principle was received by Aberdeen City Council in June 2013 for a proposed development on the Loirston site of up to 1,067 houses, 8 hectares of employment land, community facilities, open space and recreational facilities.

The initial phase of development, subject to planning consent, is expected to be constructed in the period to 2016 with further phases proposed between 2016 and 2023.

⁴ http://www.aberdeencity.gov.uk/planning_environment/planning/local_development_plan/pla_local_development_plan.asp

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The Transport Assessment submitted with the planning application notes the following:

- Vehicle access to the Loirston site will be from Wellington Road;
- “Scheme alterations” are anticipated for Souterhead Roundabout but details are unconfirmed;
- Improvements to local cycling and walking routes may be subject to condition or contribution by the developers;
- Pedestrian and cycle facilities are likely to be required on Redmoss Road;
- The southern part of Redmoss Road may be limited to use by buses, cyclists and pedestrians, with a bus gate installed at the edge of the existing residential area; and
- Bus operators have indicated interest in serving the site.

Any Transport Assessment for the new school should pay close attention to the phasing of development on the Loirston site and the opportunities to maximise benefits for local travel conditions (particularly sustainable and active travel modes).

2.1.7 Road network proposals

While the existing road network is described in Chapters 4, 5, 6 and 7, the expected arrangements in the school opening year of 2016 have also been considered. Aberdeen City Council’s Intelligent Transport Systems (ITS) Unit have provided the following information concerning traffic signals at two key junctions close to the development site:

“There are no changes proposed to the signalised crossings on West Tullos Road and Wellington Road close to the roundabout junction with Hareness Road.

However, there are proposals to replace the existing roundabout at the junction of Wellington Road/Souterhead Road/Langdykes Road with a large signalised junction. The works are to be carried out in phases [and] will not be commencing prior to 2016.”

A signalised junction would be expected to incorporate pedestrian (and potentially cyclist) crossing facilities on all arms.

2.1.8 Other adjacent development sites

At the time of writing, new residential sites are being developed to the east of Wellington Road at Cove (site OP72 in Local Development Plan).

Housing developments currently underway at Cove include an access road to Wellington Road from the development, served by a toucan crossing point over to Balmoral Park.

The expansion of Balmoral Business Park on the west side of Wellington Road includes a signalised access road with crossing.

Creation of a strategic East-West route through the city to include aspirational path AP3 through Loirston and road connections from OP77 Loirston to the A956 at appropriate locations are outlined as infrastructure requirements in the Aberdeen City Council Action Programme (2013).

2.2 Legislation, Policy and Guidance

Legislation relating to school travel sets out the responsibilities of local authorities in this regard, while a number of policy and guidance documents are also of relevance.

2.2.1 Education (Scotland) Act 1980

The Education (Scotland) Act 1980 sets the context for local authorities considering travel to school. The implications of the Act are summarised in Scottish Executive Education Department Circular 7/2003, extracts from which are provided below:

“Section 51 of the Education (Scotland) Act 1980, as amended, requires education authorities to make such arrangements as they consider necessary for the provision of school transport and transport facilities.

They are further required, when considering whether to make arrangements for the provision of school transport for pupils attending their schools, to have regard to the safety of those pupils.”

“In making their arrangements for the provision of school transport authorities must take into consideration the distance between a pupil's normal place of residence and school.

In general, they make free travel available to pupils who live outwith the statutory walking distance, defined in section 42(4) of the 1980 Act as being 2 miles for any pupil under 8 years of age and 3 miles for any other pupil. Those distances relate to

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school attendance issues, and are used to determine what would constitute a legitimate reason for not sending a child to school.”

“Authorities may consider it desirable to prohibit access by certain vehicles to some routes in the interests of school transport safety. For example, they may consider it desirable to prohibit large goods vehicles (LGVs) on narrow country roads during times when school buses are likely to be running on these routes.”

In summary, the Act states that free school transport should be provided (as the local authority considers necessary) where secondary school pupils live more than 3.0 miles from their catchment school. It is considered within the legislation that up to 3.0 miles is an acceptable walking distance for secondary pupils - accompanied by an adult if necessary - though the authority must consider the safety of pupils travelling by any means.

The starting point of assessing school travel routes is therefore the assessment of walking routes for a distance of up to 3.0 miles.

2.2.2 Aberdeen City Council School Transport Policy (2013)

Aberdeen City Council has a School Transport Policy (informed by the Education Scotland Act) which states that free transport will be provided by the Education Authority in the following instances:

- “Where a child is enrolled in his / her zoned secondary school, and lives three or more miles from that school.
- Where a child lives less than the prescribed distance from his/her zoned school but cannot reach that school either by an available transport service or by an available safe walking route, accompanied if necessary by an adult.
- Where a child lives less than the prescribed distance from his/her zoned school, does not have access to a transport service, and is unable to walk the prescribed safe route due to his / her own medical condition or to the medical condition of the adult who would normally accompany him/her on the walking route to school.”

All pupils within the catchment area will live within 3.0 miles of the new Academy site (further details in Chapter 5, 6 and 7); this report will assess whether the available walking routes should be deemed as safe.

2.2.3 Aberdeen City Council Guide to School Travel Plans (ACC, 2012)

The ‘Guide to School Travel Plans’ published by Aberdeen City Council provides advice for assessing routes to school. Key points to be considered include:

- The importance of recognising any barriers to, or opportunities for, sustainable travel.
- Consideration of how safe and pleasant the journey to school is. Are there any obvious obstacles; are routes well promoted and sign posted? Do local bus services stop nearby? Are waiting areas clean and safe? Are there traffic congestion issues?
- Traffic management can improve the safety of school travel routes; such as 20mph zones, cycle lanes, speed humps, crossings, warning signs, dropped kerbs, safety barriers.

2.2.4 Aberdeen Local Transport Strategy (2008)

The Local Transport Strategy (LTS) recognises that perceptions of road safety can have a major impact on walking, cycling and use of the streetscape (for users of all ages).

The Strategy also notes the need to remove barriers to walking or cycling to school, and to provide interventions that encourage increased levels of walking or cycling such as promotional activities, new routes, crossings and parking restrictions.

The LTS states that in order for walking to be an attractive alternative to the car, walking routes should be:

- Connected;
- Comfortable;
- Convenient;
- Convivial; and
- Conspicuous.

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The LTS further notes concerns “over children’s health, fitness, independence and development of road safety skills if they are habitually driven to school and recognises that school travel arrangements can play an important part in fostering the development of future generations of sustainable transport users”.

2.2.5 Sustrans and Living Streets

Organisations including Sustrans and Living Streets promote walking and cycling to schools and can provide support and resources to local authorities and individuals to encourage active travel. Sustrans note that the transition between primary and secondary school is a key opportunity to shaping long term travel behaviour:

“Young people find themselves in a new situation with new choices. Working with young people at these key phases has been shown to establish positive routines and travel patterns in the future”.

Guidance on school travel published by Sustrans also stresses that childhood obesity is at record levels. Increasing levels of active travel to school is identified as one potential solution to this challenge and safe routes to school can encourage walking and cycling with positive results.

2.2.6 Scottish Planning Policy

The Transport section of the Scottish Planning Policy refers to developments with significant travel generating uses, and stresses these should only be permitted in locations well served by public transport. Permission should not be granted in locations which would encourage reliance on the car.

The Scottish Government is committed to encouraging active travel and reducing car dependency. For active travel to be a viable alternative to the car, safe routes to school must exist.

It is stated that new developments should be accessible on foot and by cycle, while opportunities for travel should be prioritised by mode in this order: walking, cycling, public transport, car and other motorised vehicles.

2.2.7 A Guide to Improving School Transport Safety

This Guide was produced by the Transport Research Laboratory (TRL) for Transport Scotland and the Society of Chief Officers of Transportation in Scotland (SCOTS). It is intended as a reference and best practice guide for Local Authorities.

The report presents a range of relevant statistics relating to school travel in Scotland:

- the accident rate (per million journeys) increases significantly from primary school to secondary route;
- the accident rate for walking and cycling trips is higher for boys than for girls;
- the accident rate on the journey home from school, for pupils walking or cycling, is substantially higher than for the journey to school.

The report notes that due to the high proportion of the trips made by walking, and the accident rate for walking, the greatest safety improvements can be made by improving conditions for walking.

This report offers suggestions for improving the safety of travel to school routes, in recognition of Scotland’s Road Safety Framework to 2020 which includes targets to reduce the number of children killed in road accidents by 50% and those seriously injured by 65% by 2020. The guide provides the following 10 recommendations:

- Reduce speeds on school routes.
- Encourage motorists to reduce speeds when passing stationary school buses.
- Minimum standards to be set for safety in school transport contracts.
- Pick up and drop off points to be risk assessed.
- Review school travel plans, improve communication and clarify responsibilities.
- Raise awareness of desired behaviours to children, parents and motorists.
- Promote on-road pedestrian and cycle training.
- Encourage use of Road Safety Scotland’s Educational material.
- Discourage young drivers from driving and transporting peers to / from school.
- Evaluate all interventions.

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2.3 Summary

The baseline position for local authorities including Aberdeen City Council is that school travel (typically bus services) is provided free of charge where secondary school pupils live more than three miles from their catchment school. The authority must have regard for the safety of all pupils travelling any distance to school. Where safe routes are not available over any distance, alternative arrangements will be necessary.

Therefore, when assessing routes to school, the first thing to consider is the safety and suitability of walking routes up to three miles from the school premises.

Access by other modes (specifically cycling, bus and car) should also be considered while special attention should be paid to any residential areas more than 3.0 miles from the school.

Capabilities on project:
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3 Consultation

3.1 Pupil Consultations

As a key part of this School Travel Assessment, workshops have been undertaken with pupils at **Kincorth** and **Torry Academies**, and with pupils from the following **Primary Schools** in the catchment area:

- Walker Road;
- Tullos;
- Abbotswell;
- Kirkhill;
- Loirston; and
- Charleston.

The aim of these workshops was for pupils to discuss their existing arrangements for travel to school and potential arrangements for travel to the new Academy site. This provided an opportunity to raise any concerns about travel to and from the new site, and to identify potential opportunities to improve conditions for the school journey.

Between 7 and 22 pupils attended each session. In several cases the attendees were members of the Pupil Council; primary school pupils were mainly from P5, P6 and P7.

Discussions were centred on maps of the study area showing the location of the Bobby Calder Park site, allowing pupils to identify specific locations which cause concern or offer opportunities for improvement. As well as written notes of the discussion groups being made, comments were recorded directly onto maps, creating a visual record of the session. These notes and plans are included in Appendix B; an example plan is shown in Figure 3.1.

3.1.1 Key Issues

A large number of individual points were raised during the workshop sessions; the most commonly mentioned and most relevant were as follows:

- Compared with their current situation, most pupils in Kincorth and Torry will have a longer distance to travel to school, with potentially long walking distances for those in Torry;
- The proposed site was described as being unfairly located for pupils from Torry, some of whom will have to walk for an hour to reach the new Academy. Potential negative impact on participation in after-school activities. This was noted by pupils from Cove as well as from Torry;
- Pupils from Cove will be closer to the new Academy than they currently are to Kincorth Academy, and most will be close enough to comfortably walk, removing the current requirement for public transport for many pupils residing in Cove.
- Current public transport links are felt to offer little potential for travelling to school due to unsuitable bus routes, existing high levels of bus occupancy, and traffic congestion delaying buses. It was noted that there are no bus lanes along the routes in question;
- Pupils from Cove, Kincorth and Torry all identified several potential walking routes to the new site. Some of these involved short cuts with travel time gains while other routes were longer but identified as safer options;
- General concerns about road crossings, especially busy roads such as Wellington Road (bridges and underpasses were suggested as solutions);
- Routes from Kincorth and Torry are uphill towards the new school site, potentially discouraging walking and cycling;



Figure 3.1 - Example pupil consultation plan

Capabilities on project:
Transportation

- Measures to enhance safety were suggested by pupils and included provision of new / safer crossing points, widening of pathways, provision of lighting and clearly marked routes to school;
- Security concerns were raised ('stranger danger') particularly for walking through more remote areas; and
- The potential cost of bus travel was a concern, particularly for families with more than one child attending the school.

Some schools or areas had specific issues, such as:

- Kincorth schools: safety and path surfacing issues in the Country Park;
- Loirston Primary: a relatively high existing level of cycling to school and concern about safety of cycle route to the new Academy; and
- Torry schools: specific concerns about Wellington Road (traffic volumes, safety, air pollution).

Some issues were raised which are related to transport but also have wider implications including:

- Perceived lack of options for buying lunch at the new school sites; and
- Potential conflict (fighting) between pupils from different areas.

3.1.2 Summary

Pupils involved in the workshops demonstrated a good understanding of the proposals, issues and opportunities which may arise in relation to travel to the Bobby Calder Park site.

Concerns about travel to the new site were particularly focussed on length of journeys, safety (including road crossings) and access to public transport options.

Note: Aberdeen City Council has also undertaken a statutory consultation exercise on the overall subject of the proposed new Academy.

3.2 Bus Operators

Initial discussions have been held with Aberdeen's two principal public transport operators, First Aberdeen and Stagecoach Bluebird, to establish the potential for commercial or subsidised bus services to serve the new Academy site, and to understand the factors which influence the bus operators in considering these services.

3.2.1 Current Arrangements for Cove

First Aberdeen confirmed the current context, where a de-minimis arrangement⁵ has been reached between Aberdeen City Council and First to provide service buses that specifically link Cove/Charleston with Kincorth Academy at school times. The cost to the Council of approximately £59.00 per bus per day was quoted.

Table 3.1 – Current Arrangements for Cove

Existing bus arrangements: Cove to Kincorth
Three articulated buses to/from Kincorth each day
Capacity 3 x 125 = 375
Cost 3 x £59.00/bus/day = £177.00/day
Current Cost for School Year (195 days) = £34,515 per annum.

The services are not tendered, and pupils buy tickets to board the bus. Due to the numbers of pupils needing to travel at the same time, the demand is provided by 3 x bendy-buses (each around 18.0m long with a capacity of 125 passengers) travelling in convoy.

⁵ Local authorities can award small contracts without competition where the service would not otherwise be provided, known as 'De Minimis'

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Current costs for travel on these buses are as follows, for school pupils.

Table 3.2 – School Pupil Bus Fare Options (2013 prices)

Ticket Type	Child Fares (up to age 15)	16-18 year old
Single	£1.10	Save a third on adult singles with Young Scot concession card: 1-2 stages £0.80 3-5 stages £1.35 6+ stages £1.65
Day ticket	£2.60 peak	£4.50 (adult peak)
Week pass (7 consecutive days)	£9.00	£16.00
4 week pass	£33	£50
12 weeks	£90	£135

The fares presented in Table 3.2 are current fares for children and young adults travelling on any First bus service in Aberdeen. Table 3.3 indicates school travel costs per pupil travelling by bus for the 40 weeks in the school year.

Table 3.3 – School Travel Costs per Pupil (2013 prices)

	Dates	Weeks	Most suitable ticket options	Cost	
				Child (until 15 years)	16-18 years
Term 1	20 th August – 11 th October 2013	8	2 x 4 week pass	£66.00	£100.00
Term 2	28 th October – 20 th December 2013	8	2 x 4 week pass	£66.00	£100.00
Term 3	6 th January – 4 th April 2014	13	1x 12 week pass + 1 x 4 week pass	£99.00	£151.00
Term 4	22 nd April – 4 th July 2014	11	1 x 12 week pass	£90.00	£135
Total				£321.00	£486.00

Table 3.3 shows annual costs for school travel, based on 40 weeks in the school year. 40 weeks travel would cost £321.00 per pupil. For 16-18 year olds, the annual cost would be £486.00 per pupil. These cost estimates represent the cost for school travel, within the term time dates for 2013-2014.

Table 3.4 indicates annual school bus travel costs for families with more than one child attending the Academy.

Table 3.4 - Annual School Bus Costs per Family

Number of Children	Cost
2 children	£642.00
3 children	£963.00
4 children	£1284.00
1 x 16-18 year old	£486.00
1 x child + 1 x 16-18 year old	£807.00
2 x children + 1 x 16-19 year old	£1128.00

Capabilities on project:
Transportation

3.2.2 Possible Future Developments for Cove

As a result of ongoing residential developments at Cove, First highlighted that a new access onto Charleston Road from Wellington Road is likely to be developed. Should this be the case, First would consider that the existing route for Service 18, (Dyce-City Centre-Kincorth) would most likely be extended southwards to serve Charleston. This would then provide a fully commercial public transport option from Charleston towards the new Academy (existing stop Abbotswell Crescent at Redmoss Road).

It was considered that if the school were to be directly accessible from Wellington Circle, there may no longer be the current level of demand/requirement for supported bus services from Cove to the Academy due to the short and convenient walk distance for pupils. This would be subject to the standard of walking routes to the Academy.

3.2.3 Public Transport Options for Torry

Considering journeys from Torry, both First and Stagecoach considered it unfeasible to alter any current services to provide a wholly commercial service from Torry to the site of the new Academy. At present, for both bus companies, buses travelling south on Wellington Road are typically full by the time they reach Torry, and there is no spare capacity for the anticipated volume of pupils travelling from Torry to the Academy site). Furthermore, as both companies serve Torry as a "loop" at one end of their service, it would be logistically difficult to break this pattern at peak times to accommodate any extension up to the new Academy.

In relation to modification of the existing Service 21A used to transport pupils from Cove, First did not consider it feasible to use the current Cove services for Torry. Due to the time taken to complete the routes, school pupils in one of the two communities would be significantly inconvenienced by either very early pick ups and drop offs at the school gate, or delays at the end of the school day.

Both operators considered that the most suitable approach, if buses were to be provided, was to mirror the current arrangement provided for Cove, with either a tendered or de-minimis arrangement.

Depending on final pupil numbers using any services, this would require a combination of up to 4 bendy-buses and double deckers if all pupils opted to buy tickets for the bus. If bendy-buses were not available, then it would require 5 double deckers. This has implications for pupil drop-off; pick up arrangements at the new school, particularly if Redmoss Road were to be used for school buses, and also if buses from Cove also continued to serve the school.

It was highlighted that pupils using regular scheduled bus services could use bus stops on Wellington Road with a short walk to the school site, although this would be dependent on space being available on these buses. These buses are typically full during the morning peak periods by the time they reach Torry.

3.3 Summary

The findings of the engagement exercise show that pupils have a number of concerns about travel to the new school, in particular the long walk distances for some pupils, safety concerns, and the potential cost of travel by bus.

Bus operators have indicated that existing bus service arrangements for Cove may continue to develop, during the planning period for the new school. Securing access to the site through Wellington Circle may reduce the current demand for bus transport from Cove to the new Academy. For Torry, both bus operators highlighted that the most appropriate means of enabling the provision of a public transport service to be paid for by pupils, would be to arrange the provision of a specific bus service, similar in scope to what is currently provided for pupils living in Cove.

The following chapters present the assessment of routes to the new Academy.

Capabilities on project:
Transportation

4 New School Site

4.1 Introduction

As described in Chapter 2, the proposed Academy site is south-east of Redmoss Road on the Bobby Calder Park site. Subject to design and full Transport Assessment, access to the Academy for vehicles, cyclists and pedestrians may be from Redmoss Road to the north-west, Wellington Circle to the south-east, or a combination of both. The site location and accesses are shown in Figure 4.1.

It is recommended that pedestrian and cyclist access is available from both sides, to minimise the travel time for pupils travelling from different directions. It is assumed for the purpose of this report, that both access points will be developed.

This Chapter describes the transport infrastructure immediately adjacent to the Academy site, which would be used for pupil access, considering both Redmoss Road (route 001A) and Wellington Circle (001B) as potential options. Existing conditions are described, then assessed, and potential improvements are then considered. Upgrade requirements have been categorised as:

- Required (essential to enhance safety along the route);
- Desirable (not essential but would enhance the attractiveness of the route); and
- Possible alternative (for situations where there is a requirement for intervention and an alternative exists to the recommended requirement).



The basis for assessment is to first consider walking routes up to 3.0 miles from the school site, then to also consider access by other means.

Routes from Cove, Kincorth and Torry, described in subsequent Chapters, would link into either Redmoss Road or Wellington Circle on the direct approach to the Academy.

In future there may also be access from directly south of the Academy site, subject to residential development at Loirston.

For each of the assessed routes in this, and the subsequent chapters, a photo record of the route is provided in Appendix C.

4.2 Existing Conditions

4.2.1 Redmoss Road (001A) (from West Tullos Road to Bobby Calder Park site)	
	
Residential street leading south towards proposed site.	Southern section becomes more rural in character.
Road layout and traffic	Single carriageway road with on-street parking. 30mph speed limit within residential area; national speed limit (60mph) to south. Priority junctions at north with West Tullos Road and Abbotswell Crescent. Traffic on Redmoss Road is thought mainly to be going to and from the local residences with an element of 'cut through' traffic going to and from the junction with West Tullos Road/Wellington Road



Client: Aberdeen City Council
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Title: Access to Bobby Calder Park Site
Number: Figure 4.1

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Prepared by: MN



Capabilities on project:
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	to the north. Traffic flow is tidal (dominated by northbound traffic in the morning and southbound in the evening). It is a recognised “rat run” during the morning peak period, with motorists seeking to avoid queues at Bridge of Dee / Wellington Road.
Pedestrian facilities	Within the residential area, pavements along either side of the road are narrow, up to 1.5m. Where trees grow on the pavement, pedestrian walk space is very limited and pathways are uneven due to roots. Outwith the residential area, south to the junction with Wellington Road, there are no pavements.
Cycle Facilities	Redmoss Road is recognised as a recommended on-street cycle route in the Aberdeen City Cycle Network. There are no specific cycling facilities here.
Crossings	It would be necessary for some pupils to cross Redmoss Road to reach the proposed site. Dropped kerbs exist for driveway entries but no other crossing facilities are provided at present.
Lighting	Redmoss Road features street lighting within the residential section.

4.2.2 Comments on Redmoss Road (001A)

Connected, comfortable, convivial, convenient & conspicuous?



Redmoss Road is primarily a quiet residential area providing natural surveillance for those passing through. It could form a direct access into the north of the proposed site. Continuous pavements, though relatively narrow, provide a safe walking route within the residential area and an appropriate setting for walking to school in existing conditions.

The positive conditions for walking via Redmoss Road would be supported if vehicle (car and bus) access to the school site was developed at Wellington Circle and not at Redmoss Road.

The road is currently used as a rat run particularly in the morning peak period, by vehicles from the south aiming to avoid congestion and delays on other routes such as Wellington Road.

The undeveloped southern section of Redmoss Road is not currently a suitable access route for use by cars or buses due to inadequate width. On this section, south of the housing, there are no footways or lighting and the route is not currently suitable for walking to school.

Capabilities on project:
Transportation

4.2.3 Wellington Circle (001B) (Between Souterhead Roundabout and the Bobby Calder Park site)	
	
Western end of Wellington Circle	Wellington Circle looking east
Road layout and traffic	Wellington Circle is an access point to workplaces and businesses as well as retail and fast food premises. The road is a single carriageway with a 30mph speed limit. At the western end, adjacent to the Bobby Calder Park site, is a roundabout. There is no through traffic. All vehicles are travelling to premises within the industrial park therefore there are a high number of turning movements.
Pedestrian facilities	Pavements on either side of the road are continuous and 2m in width.
Cycle Facilities	No cycle facilities
Crossings	There are several points on the proposed walking routes, where pedestrians must cross roads or accesses, shown on Figure 4.2. Dropped kerbs and a pedestrian refuge assist with crossing Wellington Circle at Souterhead Roundabout. Dropped kerbs are in place across several accesses to premises.
Lighting	Street lighting present throughout.

4.2.4 Comments on Wellington Circle (001B)

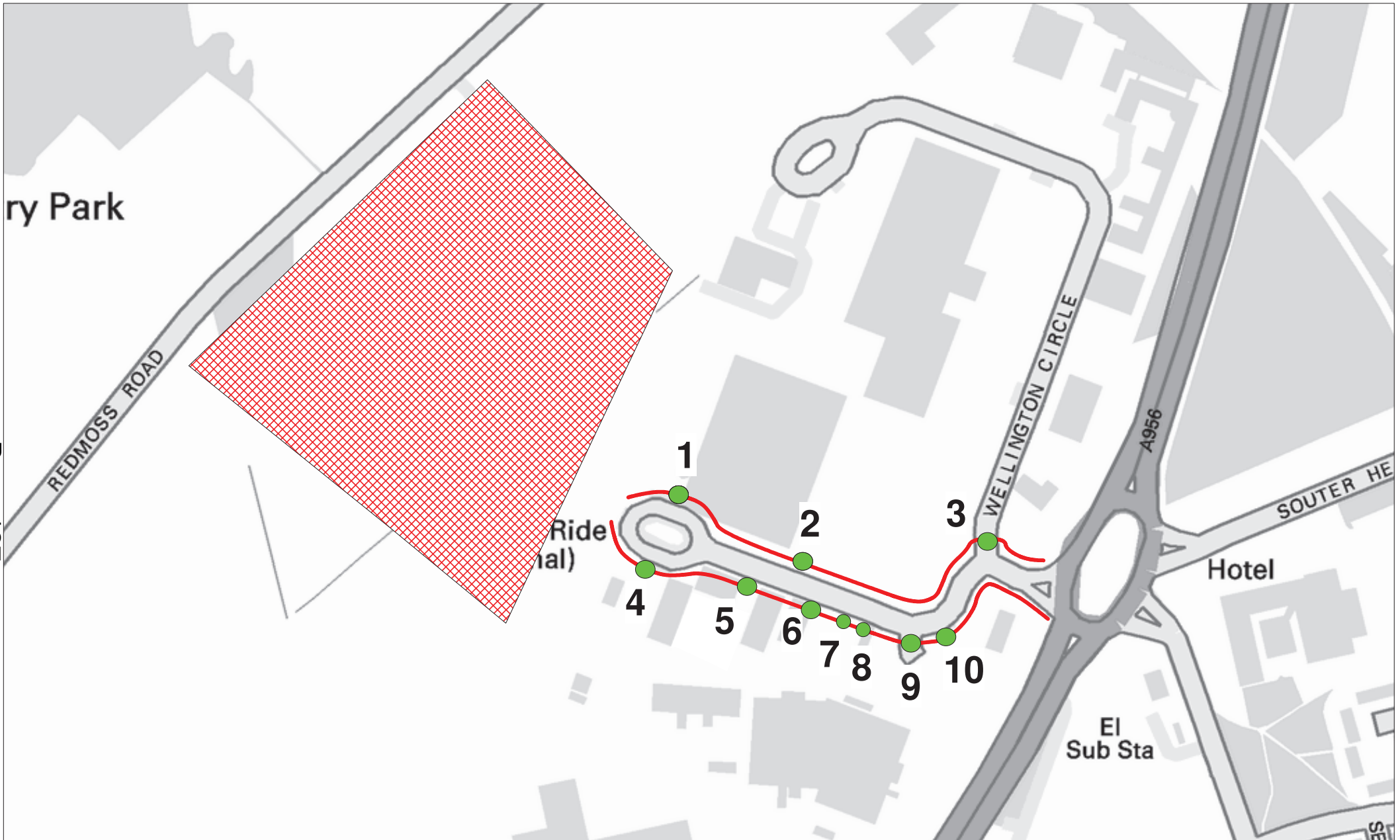
Connected, comfortable, convivial, convenient & conspicuous?

If an access is to be created from Wellington Circle, this would create a short and convenient walking route to school for those coming from Cove.

This could also be a natural route for pupils alighting buses on Wellington Road near Souterhead roundabout.

There is potential for school buses to use Wellington Circle as a drop off and pick up point for school pupils.

The environment at Wellington Circle is not ideally suited to use as a walking route for travel to school. The industrial park is configured to enable efficient vehicle access to various premises, including by goods vehicles, and there will be a number of goods vehicles turning in and out of side accesses. Reaching the Academy site from Wellington Road requires several roads and accesses to be crossed.



Client: Aberdeen City Council
Project: School Travel Assessment
Title: Crossing points on Wellington Circle
Number: Figure 4.2

Date: July 2013
Prepared by: MN



Capabilities on project:
Transportation

4.3 Upgrade Requirements

	001A Redmoss Road	001B Wellington Circle
Carriageway	<p>Not currently appropriate for walking or cycling to school or accommodating large volumes of school traffic potentially including buses.</p> <p>Required: Carriageway widening, on undeveloped southern section</p> <p>Required:-20mph speed limit</p>	<p><i>Desirable: speed limit reduced to 20mph to improve safety.</i></p>
Footway	<p>Required: High quality and continuous footway from existing paths to school entrance</p> <p>Required: Clear way-marking of recommended route</p>	<p>Required: Clear way-marking of recommended route</p>
Cycle Facilities	<p>Required: new path for shared use by pedestrians and cyclists, to extend from existing residential area past school and link with new developments to the south</p> <p>Required: 20mph speed limit and associated traffic calming measures.</p>	<p><i>Desirable: widened, shared use path (with suitable crossings) on north side of Wellington Circle.</i></p>
Crossings	<p>No upgrades proposed</p>	<p>Required: Signal controlled crossings of Wellington Circle</p> <p>Improved crossing of Makro car park entrance</p>
Lighting	<p>Required: Existing street lighting should be extended to the school access.</p>	<p>No upgrades proposed</p>

4.4 Public Transport

Redmoss Road is not considered an appropriate access route for school buses in its current form, and is not the preferred vehicular access route to the Academy site. Carriageway widening on the southern section to create a suitable access, and a bus Pick-Up/Drop-Off area within the school capable of accommodating the forecast number of school buses would be required if Redmoss Road was selected as a bus access point. A clear traffic management strategy for the route would also be required, considering the access requirements of the adjacent development sites.

The Wellington Circle route is the most appropriate option for bus access, in which case a suitably located bus pick up/drop off zone should be included within the Academy's design.

4.5 Parental Pick Up / Drop Off

Given the increased catchment area of the new school, and the "edge of catchment" location of the new school site relative to Kincorth, Cove and Torry, there is a considerable risk that parental pick-up/drop-off will significantly increase, relative to existing levels experienced at existing sites. Although this will be mitigated to some extent by the provision of high quality walking routes, and public transport options, it is important that due consideration is given to how pick-up/drop-off will be managed, to ensure that additional pedestrian / traffic hazards are not created, particularly on Redmoss Road.

Capabilities on project:
Transportation

It is considered that whilst such activity should be discouraged, it would be better accommodated at / around Wellington Circle.

There is also potentially a risk of queues developing on Redmoss Road (northbound) as drop-off vehicles return to the local road network. Vehicles wishing to rejoin Wellington Road from Redmoss Road would have to cross the West Tullos Road carriageway, which, if parental pick ups are expected to increase, could cause significant problems on this road in the morning as the left turn flows from Wellington Road on to West Tullos Road can make the crossing manoeuvre difficult.

4.6 Summary

The two access routes are currently unsuitable for use by pupils walking to and from school, though each could be upgraded to a suitable standard. Specific attention would require to be placed on managing traffic, and potential conflicts between pedestrians and cars/buses on Redmoss Road.

If specific school buses were to serve the site, then an access from Wellington Circle would be most appropriate.

There is a considerable risk that parental pick up/drop off will significantly increase relative to existing levels. Whilst this should be discouraged by other measures, such activity would have less impact at/around Wellington Circle, than Redmoss Road.

Capabilities on project:
Transportation

5 Access Routes From Cove

5.1 Potential Routes

A direct route between Cove and the proposed Academy site is constrained by Wellington Road which is a busy dual carriageway.

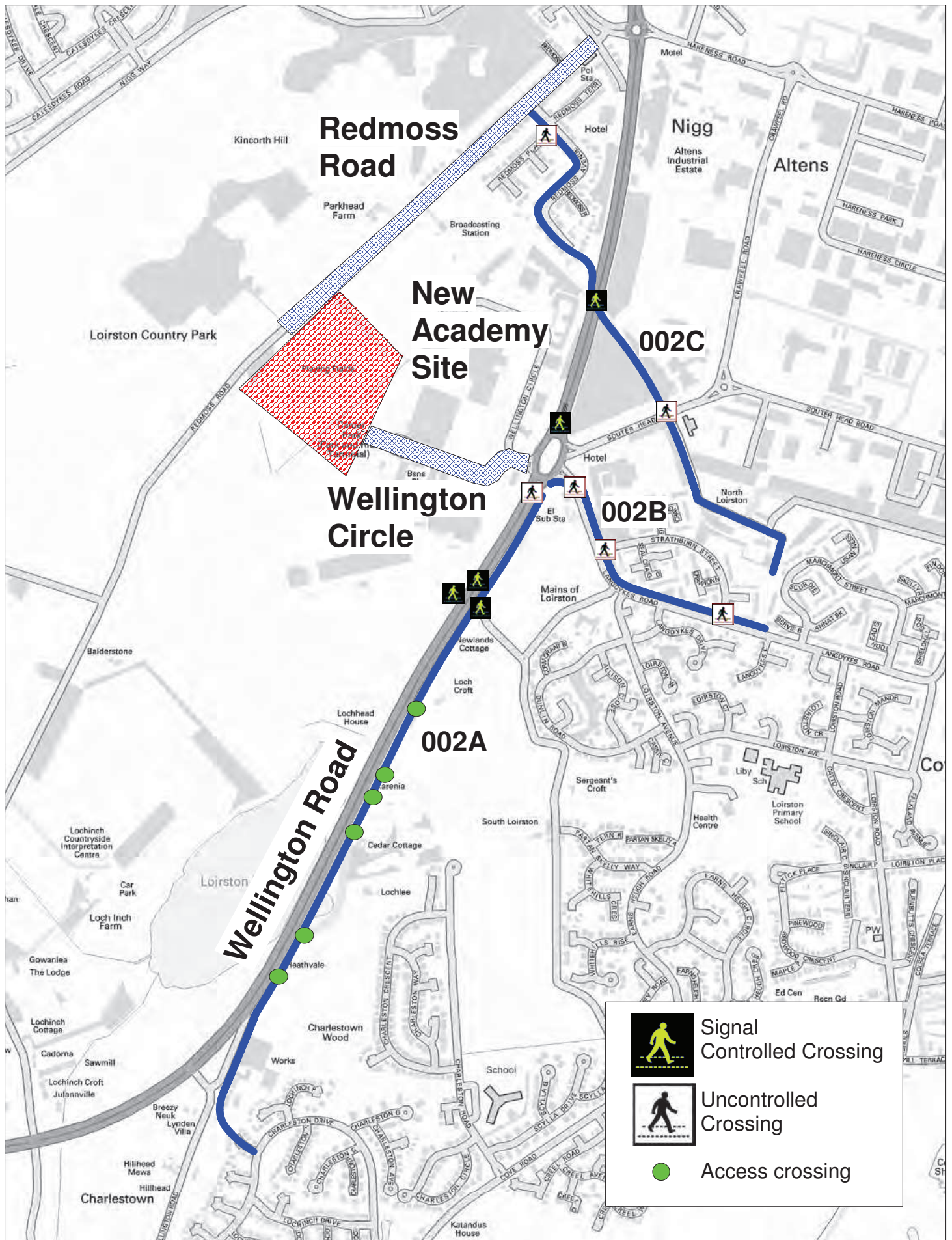
Three walking routes have been identified as follows:

- 002A: From Charleston (South Cove) via Wellington Road;
- 002B: From Cove via Langdykes Road; and
- 002C: From Cove via Souterhead Road.

Existing conditions are described, then assessed, and potential improvements are then considered within this Chapter. The three routes are shown in Figure 5.1.

Two routes (002A and 002B) are described as accessing the school at Wellington Circle and one at Redmoss Road however the final section of any of these routes could be varied dependent on the design of the Academy's access points.

During the planning period for the new school, it is anticipated that a pedestrian route from Charleston Road onto Wellington Road may be developed, linking into Route 002A above.



Client: Aberdeen City Council
 Project: School Travel Assessment
 Title: Routes from Cove
 Number: Figure 5.1

Date: July 2013
 Prepared by: MN





Capabilities on project:
Transportation

5.2 Existing Conditions

5.2.1 From Charleston via Wellington Road (002A)

From Lochinch Road via a short section of path to Old Wellington Road, and north on Wellington Road to reach Souterhead roundabout. Crossing Wellington Road to reach Wellington Circle.

Road layout and traffic	<p>Old Wellington Road diverges from Wellington Road southbound, with a speed limit of 30mph.</p> <p>Wellington Road is a dual carriageway with two lanes in each direction and the speed limit is 40mph. Typical two-way traffic counts are of the order of 19,000 vehicles/day.</p>	
Pedestrian facilities		
	<p>Old Wellington Road looking North</p>	<p>Wellington Road looking North</p>
	<p>The short distance along Old Wellington Road does not have a pedestrian footpath and passes by commercial premises with parking bays (above left).</p>	<p>Along Wellington Road, there is a combined cycle and pedestrian path of 2m width on the eastern side of the road; this is separated from the carriageway by a textured paving margin (above right). The northern section also has a shared path on the west side of the road.</p>
Cycle Facilities	<p>The path alongside Wellington Road is a shared pedestrian and cycle route. This is a recommended cycle route within the Aberdeen City Cycle Network and is clearly signposted and marked.</p>	
Crossings	<p>Toucan crossings exist across the north, east and west arms of the junction between Wellington Road and accesses to new developments including current Charleston housing developments.</p> <p>On Wellington Road, south of Souterhead Roundabout, dropped kerbs and a central refuge are in place. A toucan crossing is provided on Wellington Road, north of the roundabout.</p>	
Lighting	<p>The route is entirely covered by street lighting.</p>	

5.2.2 Comments Charleston via Wellington Road (002A)

Connected, comfortable, convivial, convenient & conspicuous?

The path alongside this section of Wellington Road is of high quality and appropriate width, and includes a margin strip separating path and carriageway, for safety and comfort. This is a direct and convenient walking route from Charleston and the South of Cove to the proposed site.

Traffic flows are high which may create high levels of noise and air pollution. The speed limit of 40mph is higher than ideal for a route to school though there is a separator margin between the path and carriageway.

The section of Old Wellington Road, lacking footways, is not appropriate for travel to school in its current condition.

The proposed development at Loirston and the housing developments already under way at Cove will change the character of this route to become less rural and more suburban, potentially opening up new routes between Cove and the new Academy.

Capabilities on project:
Transportation

5.2.3 Langdykes Road (002B) (From the centre of Cove via Langdykes Road to Souterhead roundabout. Crossing Wellington Road to reach Wellington Circle)



Earnsheugh Road at Loirston Avenue

Langdykes Road at Souterhead Roundabout

Road layout and traffic	Langdykes Road is the main access route to Cove from the north, and is a single carriageway road with a speed limit of 30mph. Wellington Road is a dual carriageway with a 40mph speed limit.
Pedestrian facilities	Pavements along Langdykes Road on both sides are 1.5m in width and of good quality surfacing.
Cycle Facilities	The path along Langdykes Road, for the section between Caiesdykes Crescent and Strathburn Street, is designated as shared use for pedestrians and cyclists. A shared use path continues towards the north east.
Crossings	<ul style="list-style-type: none"> • Dropped kerbs and a pedestrian refuge are in place over Langdykes Road south of Strathburn Street. • Dropped kerbs and a central pedestrian refuge point are in place across Langdykes Road at Souterhead roundabout and across Souterhead Road at the roundabout. • On Wellington Road, south of Souterhead Roundabout, dropped kerbs and a central refuge are in place. • A toucan crossing is provided on Wellington Road north of the roundabout.
Lighting	Paths along Langdykes Road benefit from street lighting.

5.2.4 Comments on 002B

Connected, comfortable, convivial, convenient & conspicuous?

Along Langdykes Road, residential properties provide some natural surveillance and residents use this route to access local shops and bus stops.

This route is reasonably convenient and provides a short and direct route between Cove and the school site.

At present the conditions for crossing Souterhead Roundabout are unsuitable for travel to school using this route.

Capabilities on project:
Transportation

5.2.5 From Cove via Souterhead Road (002C)

Linking the northern part of Cove to northern (Redmoss) school access, crossing Souterhead Road and using a section of traffic free path before crossing Wellington Road and continuing through Redmoss Avenue to Redmoss Road.



Traffic free path north of Souterhead Road

Redmoss Avenue

<p>Road layout and traffic</p>	<p>Souterhead Road is a single carriageway linking to Altens Industrial Estate and therefore carrying a number of goods vehicles.</p> <p>Between Souterhead Road and Wellington Road the route is traffic free.</p> <p>Wellington Road is a dual carriageway with two lanes in each direction, and carries substantial volumes of traffic.</p> <p>Redmoss Avenue is a residential cul-de-sac with little traffic movement.</p>
<p>Pedestrian facilities</p>	<p>South of Souterhead Road, the minor access road has no designated footway.</p> <p>A good quality path exists north of Souterhead Road, Wellington Road, and through to Redmoss Road.</p> <p>Pathway and cycle route from Wellington Road to Redmoss Avenue is 1.5m in width.</p> <p>Pavements along Redmoss Avenue to Redmoss Road, 1.5m in width.</p>
<p>Cycle Facilities</p>	<p>The route coincides with a section of the Aberdeen City Cycle Network, including shared pedestrian and cycle facilities.</p>
<p>Crossings</p>	<p>The crossing point over Souterhead Road at present has only dropped kerbs.</p> <p>A single stage toucan crossing is provided over Wellington Road.</p>
<p>Lighting</p>	<p>This route is lit by street lighting the whole way with the exception of the short path between Wellington Road and Redmoss Avenue.</p>

5.2.6 Comments on 002C via Souterhead Road

Connected, comfortable, convivial, convenient & conspicuous?

This is a relatively convenient route from Cove towards the Academy however it is somewhat indirect due to diverting north from the Academy site; this is likely to make the path unattractive for travel to school. If no access is available via Wellington Circle this route may become more useful.

The route includes substantial sections of shared pedestrian and cycle path and is generally of a pleasant and appropriate character for travel to school.

There are two road crossings including Wellington Road which carries a high volume of traffic however there is a good quality crossing facility (single stage toucan crossings).

However, sections of this route are not overlooked and not easily visible from nearby roads, which creates security concerns.

Capabilities on project:
Transportation

5.3 Upgrade Requirements

	002A	002B	002C
Carriageway	No upgrades proposed	No upgrades proposed	No upgrades proposed
Footway	Required: new pedestrian and cycle path at Old Wellington Road; this would enhance the wider network and maximise the benefits of recently developed infrastructure on Wellington Road.	No upgrades proposed	Required: South of Southerhead Road, a formal pedestrian path alongside the minor access road
Cycle Facilities	Required: new pedestrian and cycle path required at Old Wellington Road	<i>Desirable: widen paths on Langdykes Road to accommodate shared use by large volumes of pedestrians and cyclists</i>	<i>Desirable: 20mph speed limit on Redmoss Avenue</i>
Crossings	Required: signal controlled (toucan) crossing of Southerhead Roundabout (Wellington Road South arm) Required: appropriate crossing facilities designed into path at Old Wellington Road <i>Possible Alternative: grade separated crossing of Southerhead Roundabout</i>	Required: Signal controlled (toucan) crossings of Southerhead Roundabout (Langdykes Road and Wellington Road South arms) <i>Possible Alternative: grade separated crossing of Southerhead Roundabout</i>	Required: Improve Southerhead Road crossing; pedestrian refuge island at minimum.
Lighting	No upgrades proposed	No upgrades proposed	Required: Additional lighting between Wellington Road and Redmoss Avenue

5.4 Public Transport

Existing school travel arrangements include buses running between Cove and Kincorth (see Chapter 3).

If the new school is accessible from Wellington Circle, and appropriate crossing facilities are in place at Southerhead Roundabout, the demand and justification for a dedicated public transport link to the site would diminish. Currently, all pupils residing in Cove live a maximum of 1.7 miles from the Academy site, via an entrance at Wellington Circle. During the planning period for the new Academy, First Bus anticipate that a fully commercial service between Charleston and the school site will be provided by the extension of the Service 18.

The maximum cost to the Council of this school bus service would be a continuation of current levels of provision - £34,515.00 pa based on 195 days a year, or potentially a reduction, to £11,505 pa if one bus is provided. Table 5.1 shows the annual cost to both the Council and to pupils for the continued provision of non-tendered, articulated buses.

Table 5.1 - Cost per Annum of bus provision between Cove and the new Academy

Number of Buses	Cost to Council	Cost to Pupils
3	£34,515.00	£321.00 / £486.00
2	£23,010.00	£321.00 / £486.00
1	£11,505.00	£321.00 / £486.00
0	£0	£0

Capabilities on project:
Transportation

5.5 Summary

All pupils within the Cove area will be within a 3.0 mile catchment of the Academy site.

Three potential routes from Cove to the new Academy site have been assessed. Two of the three routes would require improved crossing facilities at Southerhead Roundabout in order to be feasible.

Route 002A requires improvements at Old Wellington Road in order to complete a safe and appropriate route. An alternative route may be available following the completion of new residential developments.

Route 002B provides a reasonable walking route subject to interventions at Southerhead Roundabout.

Route 002C can form a pleasant and suitable walking route to school however it is not direct and therefore is unlikely to be attractive for use.

In summary, suitable routes can be developed between Cove and the new Academy site, with walking distances less than 3.0 miles.

Capabilities on project:
Transportation

6 Access Routes From Kincorth

6.1 Potential Routes

Between Kincorth and the proposed Academy lie both Loirston Country Park and an area of farmland / Loirston Country Park; therefore routes to the Academy must pass around to the north or the south.

Three potential routes have been identified following site review and pupil consultations, these are shown in Figure 6.1:

- Nigg Way to Redmoss Road (003A);
- Core Path 82 (003B); and
- Abbotswell Crescent (003C).


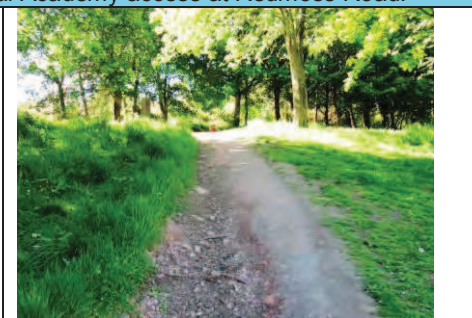
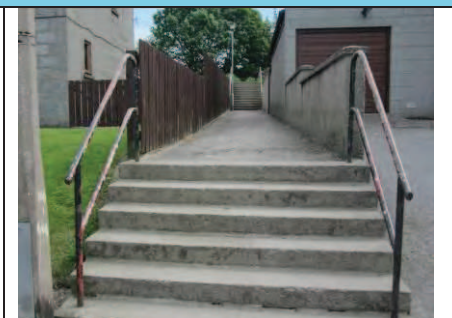
These routes are described and analysed within this Chapter. Walking routes within each residential area, forming part of the catchments for existing primary and secondary schools, are generally assumed to be appropriate.

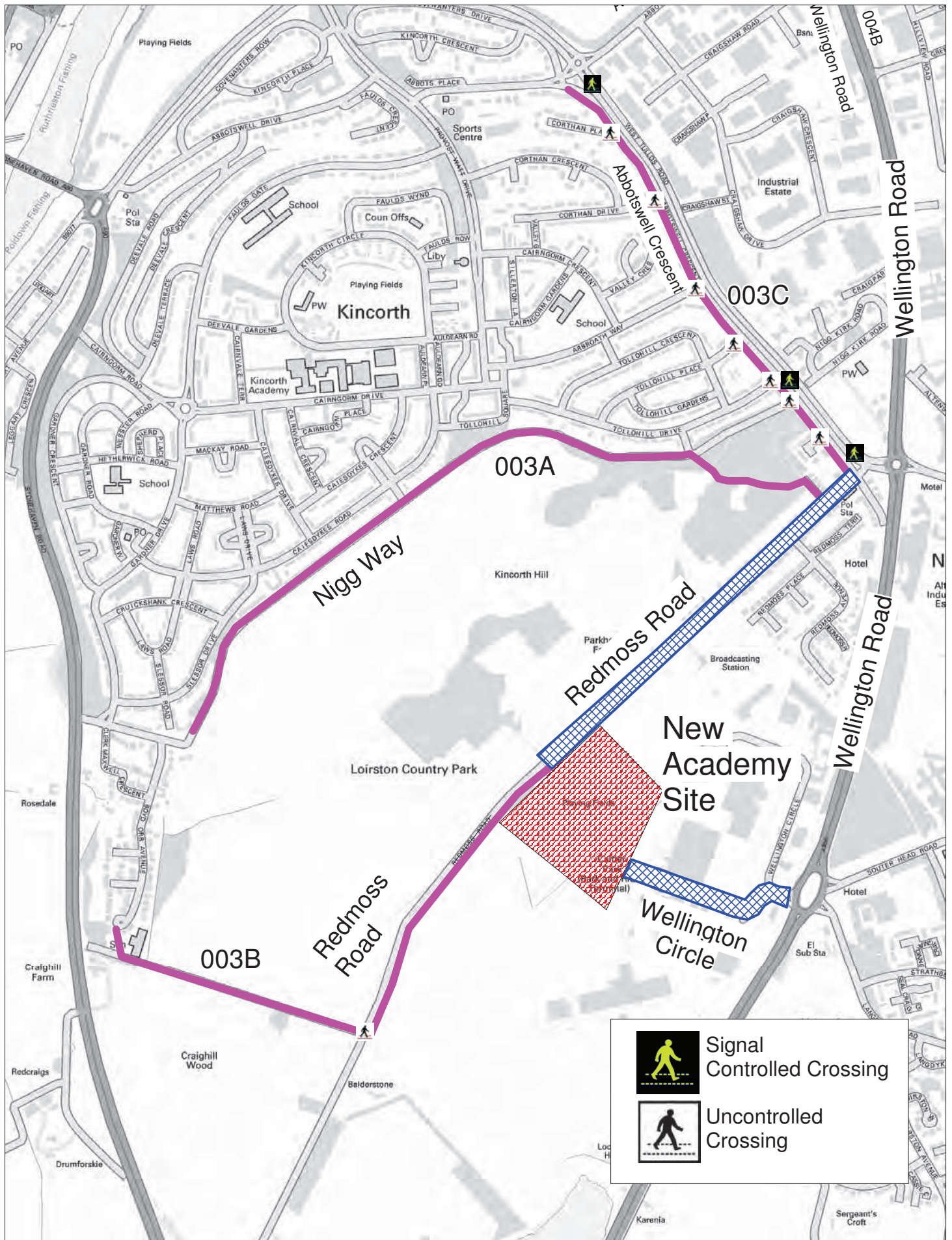
Existing conditions are described, then assessed, and potential improvements are then considered within this Chapter.

6.2 Existing Conditions

6.2.1 Nigg Way to Redmoss Road (003A)

Route via Loirston Country Park to potential Academy access at Redmoss Road.

		
<p>Main path along north edge of Loirston Country Park</p>	<p>Path towards Redmoss Walk</p>	<p>Steps from Tollohill Drive, Kincorth</p>
<p>Road layout and traffic</p>	<p>Largely traffic-free until Redmoss Road. Pupils will use residential streets within Kincorth itself.</p>	
<p>Pedestrian facilities</p>	<p>The path (Nigg Way) along the northern edge of Loirston Country Park is very wide, averaging around 6.0m. The path has an uneven surface.</p> <p>Several routes lead from Kincorth to the Park, which include stepped access points.</p> <p>A path north to Redmoss Walk forms part of route 003A and is narrow (less than 1m in places), and somewhat overgrown; the path shows flood damage resulting from inadequate drainage provision.</p> <p>Pavements are provided on Redmoss Walk which adjoins Redmoss Road.</p>	
<p>Cycle Facilities</p>	<p>No specific cycling facilities. It is likely that Outdoor Access legislation applies within the Loirston Country Park, allowing responsible access by cyclists as well as walkers.</p>	
<p>Crossings</p>	<p>Once Nigg Way is joined, no road crossings are required to reach Redmoss Road.</p>	
<p>Lighting</p>	<p>No lighting along route within Loirston Country Park.</p>	



Client: Aberdeen City Council
 Project: School Travel Assessment
 Title: Routes from Kincorth
 Number: Figure 6.1

Date: July 2013
 Prepared by: MN



Capabilities on project:
Transportation

6.2.2 Comments on 003A

Connected, comfortable, convivial, convenient & conspicuous?

This route presents advantages and disadvantages.

The walk distance from Kincorth to the school is not excessively long, and is largely away from trafficked roads in a pleasant park setting. The route would provide a good connection to Redmoss Road and onwards to the school.

However there may be some concerns about safety and security as the route does not benefit from natural surveillance.

The existing path surfacing is appropriate to the setting but is not to the standard which would be expected for a route to school. Paths appear to drain poorly and may create an uncomfortable walking environment in the winter due to standing or running water. The uneven surfacing may create trip hazards.

The path gradients may cause problems in ice or snow and adding these paths to winter maintenance schedules may present operational difficulties.

The scope for upgrades to paths and lighting is unknown. Nigg Way forms a pathway along the North West periphery of Loirston Country Park. It may not be appropriate to formalise paths and introduce lighting in this context; both the construction phase and the existence of new infrastructure may cause a disturbance. No consultation has been undertaken regarding this subject.

A route variation, which would minimise impacts on the Country Park, is shown on Figure 6.1, however it is recognised that route 003A described above is more direct and may be used by pupils even if not an officially designated route to school.

Capabilities on project:
Transportation

6.2.3 Core Path 82 (003B)

A route to the south of Loirston Country Park from the southern end of Boyd Orr Avenue, mainly using a track which is designated as Core Path 82. Boyd Orr Avenue is a quiet residential cul-de-sac with a country track accessible from the road via a grassy pathway. This track runs between Kincorth and Craighill Caravan Park and leads uphill past Loirston Country Park and through development site OP77 to connect directly with Redmoss Road. The school site is to the north on Redmoss Road.



Track south of Boyd Orr Avenue

Redmoss Road looking north

Road layout and traffic	A traffic free route from Kincorth as far as Redmoss Road. Redmoss Road south of the school site is a narrow, rural single carriageway, with no pavements. National speed limit applies. In the future, if the proposed site goes ahead, Redmoss Road will be busier with traffic. The surrounding area is subject to a significant housing development proposal.
Pedestrian facilities	From Boyd Orr Avenue, the country track is reached by a grassy, overgrown path. The track up to Redmoss Road is 1.5-2.5m in width, widening towards the eastern end. This route is uneven with loose stones and could be muddy in wetter weather; the condition of the path suggests it does not drain well. Along Redmoss Road there are no footways. Currently, pedestrians must walk on the road or verge.
Cycle Facilities	No specific cycle facilities, though Redmoss Road is a "Recommended Route" on the Aberdeen Cycle Map.
Crossings	There are no specific crossing points at present.
Lighting	The full extent of this route is unlit.

6.2.4 Comments on Core Path 82 (003B)

Connected, comfortable, convivial, convenient & conspicuous?

For pupils living in the southern part of Kincorth this option offers a relatively short and direct route to school. Part of the route is traffic free and in a pleasant setting to the southern edge of the country park.

However the quality of the existing track surfacing is poor and may create trip hazards; the path is also unsuited to everyday cycling by school pupils.

Being separated from residential areas, this route offers no natural surveillance, and there is no existing lighting.

The link path from Boyd Orr Avenue is currently unsuitable for the purpose of forming a main route to school, and the southern part of Redmoss Road at present is not appropriate as a school access route by any mode. However mitigation measures are described in section 6.3.

Application for planning in principle has been received by ACC for a mixed use development on the fields to either side of this path (Loirston OP77 in the Local Plan). Subject to planning approval, this route will likely become part of a residential area in the future.

Capabilities on project:
Transportation

6.2.5 Abbotswell Crescent (003C)
Abbotswell Crescent runs along the North East periphery of the Kincorth area and links to several streets in Kincorth. This route goes uphill towards Redmoss Road (southbound)



Abbotswell Crescent looking south

Abbotswell Crescent: traffic queuing at West Tullos Road (AM peak)

<p>Road layout and traffic</p>	<p>Abbotswell Crescent is a residential street with housing on the western side only. The speed limit is 20mph and traffic calming (speed cushions) is installed.</p> <p>The number 18 First bus uses this route in both directions.</p> <p>In the morning peak period, traffic queues back from the junction of Abbotswell Crescent and Redmoss Road to Tollohill Drive. This is a result of traffic waiting to turn onto West Tullos Road.</p> <p>On-street parking can reduce the effective width of Abbotswell Crescent which is also a bus route with several bus stops.</p>
<p>Pedestrian facilities</p>	<p>A pavement of 1.5m, widening in places, exists along the west side of the street. Household waste bins occupy pavement space at times. Pavements are in generally good condition.</p> <p>Outside Nigg House where Abbotswell Crescent joins Redmoss Road, the footway is briefly discontinued.</p>
<p>Cycle Facilities</p>	<p>This route is a recommended on-street cycle route on the Aberdeen City Cycle Network. There are no specific cycling facilities. Signage indicates routes to Kincorth and onto Cove.</p>
<p>Crossings</p>	<p>Dropped kerbs exist across all side roads on the west side of Abbotswell Crescent.</p> <p>Arbroath Way is one of the busier routes onto Abbotswell Crescent and there is a mini roundabout where the two streets meet. Arbroath Way is also a bus route.</p>
<p>Lighting</p>	<p>This route is well lit by street lighting along Abbotswell Crescent and from the parallel West Tullos Road.</p>

6.2.6 Comments on 003C

Connected, comfortable, convivial, convenient & conspicuous?

For pupils in the north and east of the Kincorth area, this is a convenient (though uphill in the morning) route to reach Redmoss Road and continue to the school site.

This is a well lit route with natural surveillance from surrounding properties.

There are eight side road crossings along the west side of Abbotswell Crescent. Ideally a path would be constructed on the east side but there is a lack of available space due to the close proximity of West Tullos Road.

Capabilities on project:
Transportation

6.3 Upgrade Requirements

The table below describes requirements which are required or desirable for these routes to be considered appropriate for travel to school.

	003A	003B	003C
Carriageway	No upgrades proposed	No upgrades proposed	No upgrades proposed
Footway	Required: path upgrades within park to improve surfacing and drainage	Required: Formalise link path from Boyd Orr Avenue Required: Core Path 82 requires resurfacing and drainage improvements Required: New path on Redmoss Road south of school site	<i>Desirable: widen footpath on Abbotswell Crescent</i>
Cycle Facilities	Required: path upgrades should accommodate shared use by cyclists and pedestrians i.e. step free and path widths of 3.0m and above	Required: path upgrades should accommodate shared use by cyclists and pedestrians – this could be a realistic and appropriate route for cycling to school. <i>Desirable: fully segregated cycle route on Redmoss Road</i>	<i>Desirable: develop dedicated cycle facilities on Abbotswell Crescent/West Tullos Road Corridor</i>
Crossings	No upgrades proposed	Required: Safe crossing point on Redmoss Road	Required: Improved crossing facilities at Arbroath Way
Lighting	Required: street lighting along route	Required: street lighting along route	No upgrades proposed

6.4 Public Transport

The walk distance from Kincorth to the new Academy is considered sufficiently short that as a default position, bus services will not be required.

6.5 Summary

Three routes have been considered between Kincorth and the new Academy site. Each could form a feasible and appropriate walking route, and walk distances would be well within the 3.0 mile perimeter. Each route requires some upgrade work; for route 003A in particular this will require close consultation with the management of the Loirston Country Park, Aberdeen City Council Countryside Ranger Service.

Subject to the appropriate upgrades, route 003B could form one of the most appropriate routes for cycling to the new school site.

Capabilities on project:
Transportation

7 Access Routes From Torry

7.1 Potential Routes

Torry is separated from the proposed Academy site by developed land including housing, retail and industrial premises, in addition to a major road corridor (A956, Wellington Road)..

- 004A Abbotswell Road and Abbotswell Crescent;
- 004B Wellington Road; and
- 004C via Greenbank Crescent.

The starting points of routes from Torry are taken as approximately the edge of the Torry catchment, where routes to school cross over/under the railway line. Once south of the Wellington Road/West Tullos Road Roundabout, pupils could continue to either the Redmoss Road or Wellington Circle school accesses.

Existing conditions are described, and then assessed, and potential improvements are then considered within this Chapter. The potential walking routes are illustrated in Figure 7.1.

7.2 Existing Conditions

7.2.1 Abbotswell Road and Abbotswell Crescent (004A)

The specific route alignment is selected to minimise crossings and therefore conflict with vehicles. From Balnagask Road the route to school would cross to the west side of Wellington Road and proceed south crossing one retail access.

Turning onto Abbotswell Road the route stays on the north side of the road, then crosses Abbotswell Road and West Tullos Road using signal controlled crossings near the roundabout. Abbotswell Crescent is crossed to reach the footpath on the western side.

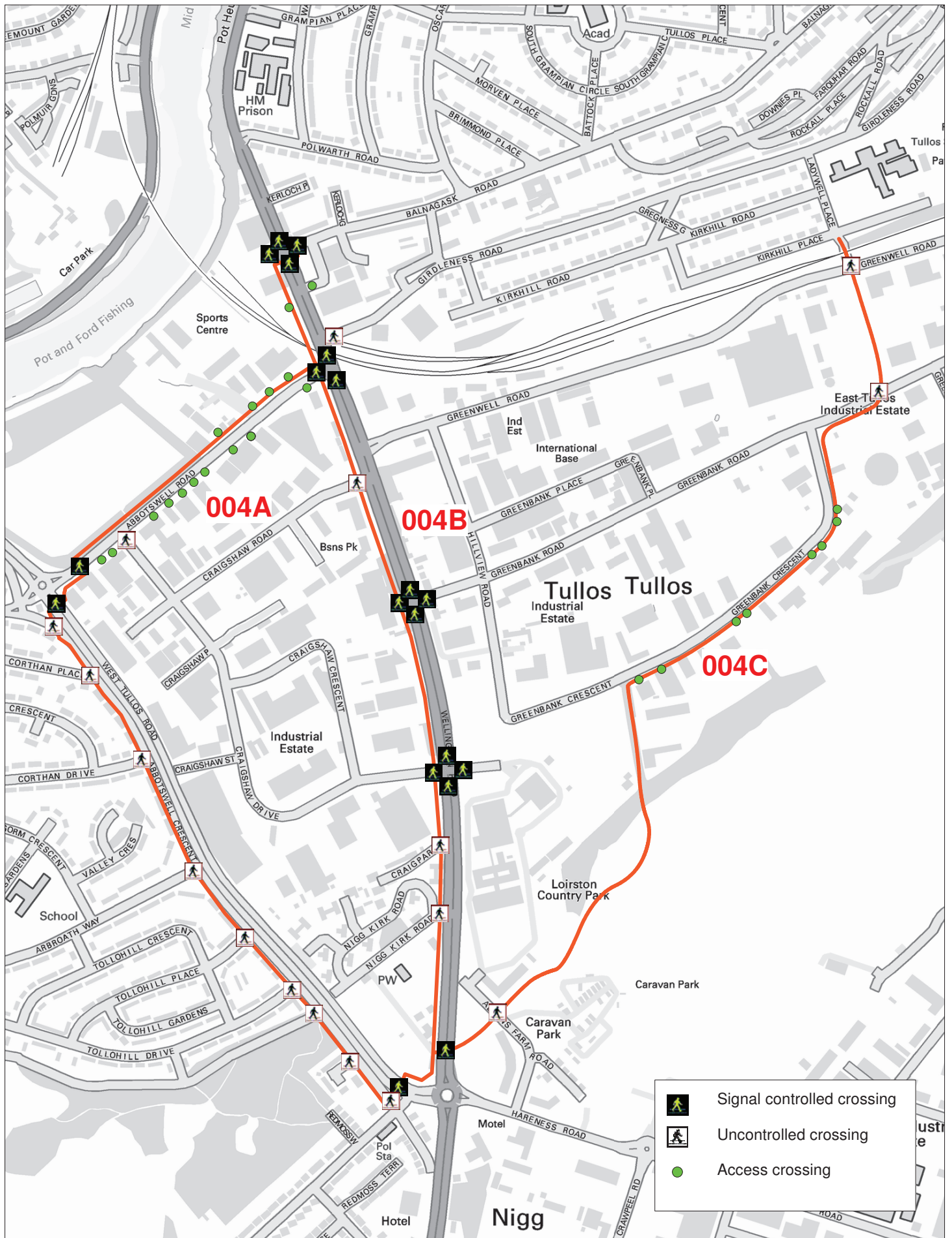


Abbotswell Road approaching Wellington Road



Abbotswell Crescent (foreground) and West Tullos Road

<p>Road layout and traffic</p>	<p>Wellington Road is a busy dual carriageway with 30mph speed limit on this section. Typical two way traffic flows on this section are of the order of 22,000 vehicles per day with 15% large vehicles (over 6.5m in length).</p> <p>Abbotswell Road is a single carriageway with a 30 mph speed limit and access to numerous premises. In the morning peak period traffic queues the full length of Abbotswell Road.</p> <p>Abbotswell Crescent is a residential single carriageway street running immediately adjacent to the dual carriageway West Tullos Road. There is a 20mph speed limit on Abbotswell Crescent with traffic calming (speed cushions) in place.</p> <p>At the top of Abbotswell Crescent, traffic queues in the morning back to Tollohill Drive as it waits to get onto West Tullos Road.</p>
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Client: Aberdeen City Council
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Capabilities on project:
Transportation

Pedestrian facilities	<p>There are pavements along both sides of Abbotswell Road – approximately 3m in width and separated from the road by a grass verge on the north side. Some short stretches lack a pavement – e.g. outside Saltire Drilling for a few metres.</p> <p>On the south side, pavements are about 2.5m in width and are not separated from the road.</p> <p>A pedestrian desire line is visible between West Tullos Road and Abbotswell Crescent at the south end, though no formal path exists here.</p> <p>Along Abbotswell Crescent, pavement is provided of approximately 2m width, on the west side of the road.</p>
Cycle Facilities	<p>The shared cycle and pedestrian path along the north side of Abbotswell Road is a recommended cycle route and links with the route from Banks of Dee. Abbotswell Crescent is a sign-posted on-road cycle route.</p>
Crossings	<p>There are a number of controlled (puffin or toucan) and uncontrolled crossings along the route as shown in Figure 7.1</p>
Lighting	<p>The full route has street lighting.</p>

7.2.2 Comments on 004A Abbotswell Road and Abbotswell Crescent

Connected, comfortable, convivial, convenient & conspicuous?

Wellington Road is not an ideal environment for travel to school but is only used for a short distance on this route. The specific route alignment has been selected to minimise the number of crossing points and therefore minimise conflict with vehicles.

Pedestrian facilities along the north side of Abbotswell Road are generally of a good standard and signal controlled crossings are provided at key points.

There are eight side road crossings along the west side of Abbotswell Crescent; ideally a path would be constructed on the east side but there is a lack of available space due to the proximity of West Tullos Road. Abbotswell Crescent is also a relatively long uphill section in the southbound direction (towards the school site).

Pedestrian facilities along this route are well overlooked by residential and commercial properties, and road traffic.

Capabilities on project:
Transportation

7.2.3 Wellington Road (004B)
The route along Wellington Road could be on the east or west side of the carriageway. An alignment on the western side has been selected; this has one more crossing point however some of those on the east have higher traffic volumes and speeds. The southbound direction (towards the school) is largely uphill.



Wellington Road looking north	Wellington Road at Greenwell Road
Road layout and traffic	Wellington Road is a busy dual carriageway with many HGVs using this route to Altens / Tullos and passing through the area. There are a high number of turning movements to and from the main carriageway. Typical two-way traffic flows on this section are of the order of 22,000 vehicles per day with 15% large vehicles (over 6.5m in length). The speed limit is 40mph south of Craigshaw Road and 30mph to the north.
Pedestrian facilities	Pedestrian footways are provided on either side of Wellington Road ranging in width between 1.5 and 2.0m. Pavements run parallel to the road with no separation.
Cycle Facilities	None.
Crossings	There are numerous controlled and uncontrolled crossings along the route.
Lighting	The route has street lighting.

7.2.4 Comments on 004B Wellington Road

Connected, comfortable, convivial, convenient & conspicuous?

The route follows a very busy dual carriageway carrying more than 20,000 vehicles per day with a high proportion of large vehicles. By observation from the footway, traffic speeds can be high at times. Combined with standard width footways and no separation from the carriageway, this creates an unpleasant setting for pedestrians (neither 'comfortable' nor 'convivial') as high volumes of traffic including goods vehicles pass by immediately alongside the footway.

There are a number of crossings of side roads and accesses to premises; at uncontrolled crossings there is a risk of conflict between vehicles and pedestrians, while at signalised crossings pedestrians can experience delays which can lead to risky crossing behaviour.

The high volume of traffic including HGVs may also lead to air quality issues. An adjacent section of Wellington Road is formally defined as an Air Quality Management Area (AQMA) due to high concentrations of Nitrogen Dioxide and Particulate Matter.

The route is well lit and does not feel secluded at any point. This route offers the most direct route to the proposed site but is only 0.5km shorter than the proposed alternative route 004A along Abbotswell Road.

Overall this is NOT considered an appropriate route for travel to school, and there are limited available mitigation options

<p>Potential conflict between pedestrians and vehicles could be mitigated through the use of guardrails, separating the footway and carriageway. This is rejected for the following reasons:</p> <ul style="list-style-type: none"> • Reduced effective width of footway;
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Capabilities on project:
Transportation

- Ineffective pedestrian restraint (can be climbed over or bypassed at junctions, bus stops)
- Pedestrian guardrail is designed to keep pedestrians on the footway but is not designed to restrain vehicles leaving the road;
- Danger to motorcyclists, cyclists, or pedestrians on the wrong side of the barrier, of being crushed between vehicle and guardrail; and
- Potential increase in traffic speed due to driver perception of change in conditions.

7.2.5 Via Greenbank Road (004C)
This route has two distinct sections with very different characteristics. From Kirkhill Place, under the railway to Greenwell Road and on to Greenbank Crescent, the route passes through East Tullos Industrial Estate. It then turns south into Loirston Country Park and a rural, traffic-free setting. From the park the route crosses Wellington Road and West Tullos Road to reach Redmoss Road.



Greenbank Street	Loirston Country Park , standard and narrow paths
Road layout and traffic	<p>Roads within East Tullos Industrial Estate are single carriageway with on-street parking and numerous accesses to premises. The traffic within the Industrial Estate includes a high proportion of large vehicles including articulated trucks.</p> <p>The speed limit is 30mph.</p> <p>The route crosses Wellington Road and West Tullos Road using signal controlled crossings. Both are dual carriageways carrying high traffic volumes.</p>
Pedestrian facilities	<p>From Kirkhill Place to Wellington Road the route forms Core Path 103 in Aberdeen City Council's Core Paths Plan.</p> <p>Through East Tullos Industrial Estate are both roadside and remote paths. From Greenbank Road, the route continues along pavements averaging 1.5m in width, on either side of the road.</p> <p>Within Loirston Country Park, sections of path are around 2.0m wide and generally well surfaced, however the standard reduces dramatically to the north of Altens Farm Road, with a narrow path located between a wall and a fence.</p> <p>Wooden direction sign posts are installed along the route.</p>
Cycle Facilities	<p>A recommended cycle path exists (shared with pedestrians) from Kirkhill Place, passing through industrial areas to meet Greenbank Road.</p> <p>The recommended cycle way continues on-road along Greenbank Road though no specific cycling facilities are provided.</p> <p>The route through the country park can potentially be used by cyclists (Outdoor Access legislation applies) however under current conditions cyclist usage of the narrowest section could be constituted as not responsible.</p>
Crossings	<p>Greenwell Road must be crossed twice. No facilities currently exist (there are no dropped kerbs). The same is true at Altens Farm Road.</p> <p>Accesses to industrial premises are crossed on a simple priority basis.</p>

Capabilities on project:
Transportation

	Wellington Road and West Tullos Road on the north and west of the roundabout are crossed by signal controlled crossings (to the east and south of the roundabout are priority only crossings). Abbotswell Crescent must be crossed to reach Redmoss Road. No assisted crossing point exists and the crossing place is right at a bus stop. This road is quieter for traffic but cars can enter at higher speeds from West Tullos Road. In the mornings, traffic queues here to get onto West Tullos road so crossing must be made between vehicles.
Lighting	Paths through Loirston Country Park are unlit and the remainder of the route is lit.

7.2.6 Comments on 004C: via Greenbank road

Connected, comfortable, convivial, convenient & conspicuous?

This route may be the most direct option for some pupils travelling from the eastern part of Torry.

Walking through the industrial estate is unlikely to be a comfortable or convivial experience; the primary use of the area is industrial which results in large numbers of vehicle movements including by goods vehicles.

The route through Loirston Country Park is not conspicuous which may present security concerns. Paths would require upgrade through the park area generally.

Part of the path towards Altens Farm Road is very narrow and poorly surfaced and is not suitable as a main route to school.

Overall this is NOT considered an appropriate route for travel to school.

While this route would not be the recommended route to school, it should be acknowledged that some pupils may still use this as a shortcut.

7.3 Upgrade Requirements

	004A	004B	004C
Carriageway	No upgrades proposed	This is NOT considered an appropriate route for travel to school.	This is NOT considered an appropriate route for travel to school.
Footway	Required: continuous footway at premises on Abbotswell Road Required: Formalised link to path from West Tullos Road to Abbotswell Crescent		
Cycle Facilities	<i>Desirable: continuous dedicated cycle facilities along route</i>		
Crossings	No upgrades proposed		
Lighting	No upgrades proposed		

7.4 Public Transport

The walk distance from Torry to the proposed Academy site would vary between 1.7 and 3.1 miles depending on place of residence and location of the school entrance.

On current estimates around 390 pupils will travel between Torry and the new Academy each day.

Should Redmoss Road be used as an access to the school (which is anticipated), there is a safe walking route (specifically route 004A) of less than three miles for all residences in the catchment area.

However if Wellington Circle is the only access to the Academy site, a small number of properties furthest north and east will be outwith 3.0 miles walk distance via route 004A. It is therefore anticipated that Aberdeen City Council would have to consider alternative transport arrangements for those pupils living in the parts of Torry furthest from the Academy site.

Capabilities on project:
Transportation

The Council's "Guide to School Travel Plans" highlights the need to ensure the journey to school is "pleasant" as well as safe, when aiming to encourage sustainable travel choices.

The walk from Torry to Bobby Calder Park is typically uphill and, following route 004A, involves a long climb on Abbotswell Crescent on the journey towards school. The walk will take longer and require more effort than a 3.0 mile journey on gentler terrain.

Aberdeen City Council should also consider the appropriateness of 390 pupils potentially walking to school in all conditions (potentially walking for an hour to reach school, regardless of weather conditions). This may raise safety concerns specifically relating to the health and wellbeing of pupils.

In mid winter, sunrise in Aberdeen is as late as 08:45 and sunset as early 15:30; meaning some pupils will have to walk to and from school in darkness, with those living furthest away most often required to walk in the dark and for the longest time.

Accordingly, while a safe route of less than 3.0 miles does exist for the majority of the population of Torry via route 004A along Abbotswell Road and Abbotswell Crescent, Aberdeen City Council should nevertheless consider the provision of bus services, in a similar manner to established practice of pupils of Cove travelling to the current Kincorth Academy.

Costs to the Council for the provision of a school bus service for all pupils travelling from Torry have been estimated at current (2013) prices. Table 7.1 shows the anticipated costs to the Council and to school pupils of different bus provision options.

If the Council tenders the bus service, offering pupils free transport, estimated costs per annum are £39,000.00 per bus. If a de minimis arrangement is made with the bus operator and pupils pay the travel costs, the Council will be required to pay an estimated £11,505.00 per bus, per annum. All calculations are based on travel for 195 school days a year.

The public transport options that have been considered for Torry pupils are:

- All pupils are provided with access to a bus service for which they must pay;
- All pupils are provided with a bus service with pupils living over 2.5miles from the Academy travelling free and the remaining pupils paying for their journey;
- All pupils are provided with a bus service with pupils living over 2miles from the Academy travelling free and the remaining pupils paying for their journey; and
- All pupils receive free public transport to school.

Capabilities on project:
Transportation

Table 7.1 – Torry Public Transport Options and Costs

	Tendered School Bus	De Minimis Arrangement with Bus Company	Estimated Cost to Council Per Annum (2013 prices)	Cost Per Pupil Per Annum (2013 prices)
1. Council Arranges Bus Service All Torry pupils pay fares for this service, similar to current Cove arrangement	None	1 x articulated bus + 3 x double decker buses	£46,020.00	390 pupils pay either £321 pa (under 16s) or £486 pa (over 16s)
2. Free School transport for Torry pupils living beyond 2.5 miles (est 80 pupils) + bus service arranged for all other Torry Pupils	1 x double decker bus	2 x articulated buses + 1 double decker bus	£73,515.00	80 pupils travel free 310 pupils pay either £321 pa (under 16s) or £486 pa (over 16s)
3. Free School Transport for Torry Pupils living beyond 2 miles (est 330 pupils) + bus service arranged for all other Torry Pupils	2 x articulated buses + 1 double decker bus	1 x double decker bus	£128,505.00	330 pupils free 60 pupils pay either £321 pa (under 16s) or £486 pa (over 16s)
4. Free School Transport for All Torry Pupils	1 x articulated bus + 3 x double decker buses	None	£156,000.00	None

1. Assumed capacity of 125 for articulated bus, 90 for double decker bus.
2. Budgetary estimate of £200 per bus per day assumed for a tendered arrangement.
3. Current estimate of 390 pupils living in Torry to go to new Academy.
4. If ACC pursue options 2, 3 or 4 above, there are likely to be additional costs arising from claims for free school transport from other school catchments within Aberdeen.

Provision of a bus service from Torry (similar to the current provision for those travelling to Kincorth Academy from Cove) would cost the Council £46,020.00, and pupils £321.00 or £486.00 per annum. Cost to the Council increases when all, or some, pupils receive free school transport.

7.5 Summary

Three walking routes to school from Torry have been considered and two have been assessed as unsuitable due to safety concerns.

A route via Abbotswell Road and Abbotswell Crescent is considered as safe and appropriate in line with Scottish Government and Aberdeen City Council guidelines, however it is noted that the walk distance for many pupils will be relatively long.

Public transport options should therefore be considered to support pupils in Torry accessing the new Academy site, similar to current established practice for pupils in Cove accessing Kincorth Academy.

Capabilities on project:
Transportation

8 Cost Estimates for Required and Desirable Proposals

8.1 Introduction

Chapters 4, 5, 6 and 7 have described the current conditions on routes to the new school site and, where practical, have proposed improvements required or desirable to create appropriate walking (and cycling) routes to school. Public transport provision has also been considered.

Within this Chapter, the required and desirable options are described in more detail and estimates of costs are provided.

This study provides an initial assessment of travel routes to the new Academy site, and provides outline details of potential interventions to ensure the safety and suitability of these routes. Based on this outline assessment, cost estimates have been developed to indicate the scale of financial implications associated with providing appropriate travel routes. Costs are estimated for the school opening year of 2016.

These estimates are based on the approximate dimensions of physical improvements such as path construction or signing, and typical unit rates, but have not been subject to detailed design and specification.

No land ownership surveys have been undertaken and there may be additional costs associated with land acquisition. Similarly sub-surface utilities have not been surveyed and the relocation of utilities may have further cost implications.

There would also be design and project management costs associated with each interventions, which may vary depending on the approach and procurement method used for implementation. Additional cost factors which have not been included are site supervision, temporary traffic management, and development or modification of Traffic Regulation Orders. Finally the cost estimates have not been subject to a factor of optimism bias, and are based on a predicted inflation rate to 2016 which is not guaranteed.

This advisory document provides an overview on areas which may require upgrading to meet walk to school standards. This document sets out an estimation of required work to support the new Academy which will be subject to a planning application and will require a supportive formal Transport Assessment to be submitted. The final scope of works required would be agreed with the local authority following post submission discussions of the Transport Assessment. A Travel Plan for the school would be a condition of planning approval.

8.2 001A: Site Access Redmoss Road

001A-1 Required: Carriageway widening Redmoss Road

Widening Redmoss Road from the current edge of the residential area, for around 500m south. The existing carriageway is around 5.0m in width and a single carriageway of 7.3m should be provided, including replacement of the existing surfacing.

Estimated cost including streetlighting: £442,000

001A-2 Required: 20mph speed limit past Academy site

A 20mph speed limit on Redmoss Road from West Tullos Road to the Academy site, and adjacent residential streets.

Requires Traffic Regulation Orders, statutory consultation and traffic calming.

Estimated cost: £25,000

001A-3 Required: high quality and continuous footway from existing paths to Academy entrance.

A 3.0m wide (at least) path should be constructed for shared use by pedestrians and cyclists, for a distance of around 500m from Redmoss Road residences to the new Academy site.

Estimated cost including street lighting: £125,000.

Capabilities on project:
Transportation

001A-4 Required: Clear waymarking of recommended route

The routes assessed as safe and appropriate should be communicated to pupils in at least the following two ways:

- Information provided to parents and pupils including leaflets, classroom sessions and guided walks along the safe routes; and
- Consistent signposting and visual reinforcement (such as thermoplastic coloured symbols).

Estimated cost (signing and surface markings only): £5,000

This should be applied across all appropriate routes to school.

001A-5 Required: Existing street lighting should be extended to the Academy access.

Covered in option 001A-3.

001A-6 Desirable: Segregated cycling and pedestrian paths

A 2.0m pedestrian footpath and a 3.0m cycleway, separated by a kerb, should be constructed on Redmoss Road south of the new Academy site, to encourage walking and cycling to school and more generally in the local area.

As a standalone path section this route will have limited value for cycling at present however it would form part of a coherent wider network continuing south on Redmoss Road and into the new development site at Loirston when this is developed.

The estimated cost is additional to the shared path noted above as 'Required'

Estimated cost: £125,000

8.3 001B: Site Access Wellington Circle

001B-1 Required: Signal controlled crossings of Wellington Circle and Makro entrance

A signal controlled crossing (puffin or toucan) should be constructed across Wellington Circle (at point 3 in Figure 4.2) at an estimated cost of £15,000. Crossing of the Makro entrance (point 2, Figure 4.2) should also be improved. This should be assessed during the Transport Assessment process.

Estimated cost: up to £30,000

001B-2 Required: Speed limit reduced to 20mph to improve safety.

A 20mph speed limit on Wellington Circle.

Requires Traffic Regulation Orders, statutory consultation and traffic calming.

Estimated cost: £25,000

Capabilities on project:
Transportation

8.4 002A: From Charleston (South Cove) via Wellington Circle

002A-1 Required: new pedestrian and cycle path at Old Wellington Road

A new path should be constructed for a distance of approximately 150m on Old Wellington Road, passing commercial premises with on-street and off-street parking. The most appropriate solution would be the construction of a path on the east side of the road. This would require negotiation with the landowner and relocation of parking (for example to the west side of the road).

Estimated cost: £26,000. This does not include land costs or service diversions.

002A -2 Required: signal controlled (toucan) crossing of Southerhead Roundabout (Wellington Road South arm)

The cost of toucan crossings on both carriageways of Wellington Road, south of Southerhead Roundabout, is estimated below, however it seems likely that this would be implemented as part of a wider junction reconfiguration.

Estimated costs: £30,000

002A-3 Possible Alternative: grade separated crossing of Southerhead Roundabout

A grade separated crossing would be an expensive intervention but would remove the potential for conflict between pedestrians/cyclists and vehicles on the roundabout.

A crossing to the south of the roundabout would require approximately 65m span; a crossing over the centre of the roundabout would be considerably longer.

Estimated costs: £1,000,000

8.5 002B: From Cove via Langdykes Road

002B-1 Required: signal controlled (toucan) crossing of Southerhead Roundabout (Wellington Road South arm)

Identical to 002A -2.

002B-2 Possible Alternative: grade separated crossing of Southerhead Roundabout

Identical to 002A-3.

002B-3 Desirable: widen paths on Langdykes Road to accommodate shared use by large volumes of pedestrians and cyclists

Widen existing path to (at least) 3.0m to Strathburn Street (at least) to accommodate both cyclists and pedestrians. Approximately 1.5m widening over 170m distance.

Estimated costs: £15,000

Capabilities on project:
Transportation

002B -4 Signal controlled (toucan) crossings of Souterhead Roundabout (Langdykes Road and Wellington Road South arms)

The cost of toucan crossings on both carriageways of Langdykes Road, and both carriageways of Wellington Road south of Souterhead Roundabout, is estimated below, however it seems likely that this would be implemented as part of a wider junction reconfiguration.

Estimated costs: £45,000

8.6 002C: From Cove via Souterhead Road

002C-1 Required: Improve Souterhead Road crossing; pedestrian refuge island at minimum.

Estimated costs: £5,000

002C-2 Required: Additional lighting between Wellington Road and Redmoss Avenue

Installation of two new lighting columns.

Estimated costs: £7,500

002C-3 Desirable: 20mph speed limit on Redmoss Avenue

Likely to be implemented as part of a wider area scheme; requires traffic orders, consultation and physical measures.

Estimated costs: £10,000

8.7 003A: From Kincorth via Nigg Way

003A-1 Required: path upgrades within Loirston Country Park to improve surfacing and drainage

Over a distance of approximately 1,600m, the existing path should be resurfaced to provide a smooth and consistent surface for pedestrians and cyclists, minimising gradients where possible and ensuring good drainage.

Street lighting should be provided along the path.

Estimated cost (including street lighting): £200,000

8.8 003B: From Kincorth via Core Path 82

003B-1 Required: Formalise link path from Boyd Orr Avenue

Over a distance of approximately 60m, a 3.0m wide path should be constructed for shared use by pedestrians and cyclists.

This proposal would benefit the Loirston development site as well as providing a walking/cycling route for some pupils from Kincorth. The path should be provided as part of the wider development proposals. An alternative route (003A) is available should this path not be improved by the school opening date.

Estimated cost: £10,000

Capabilities on project:
Transportation

003B-2 Required: Core Path 82 requires resurfacing and drainage improvements

Over approximately 550m, the path requires resurfacing to a 3.0m width for shared use by pedestrians and cyclists. Additional width and/or higher standard of path surfacing may be required to service local landowner access. Street lighting should be provided.

This proposal would benefit the Loirston development site as well as providing a walking/cycling route for some pupils from Kincorth. The path should be provided as part of the wider development proposals. An alternative route (003A) is available should this path not be improved by the school opening date.

Estimated cost: £75,000

003B-3 Required: New path on Redmoss Road south of school site

A 3.0m wide (at least) path should be constructed for shared use by pedestrians and cyclists, for a distance of around 700m from south of the new Academy site. Street lighting should be provided.

This proposal would benefit the Loirston development site as well as providing a walking route for some pupils from Kincorth. The path should be provided as part of the development proposals. An alternative route (003A) is available should this path not be improved by the school opening date.

Estimated cost: £145,000

003B-4 Desirable: fully segregated cycle route on Redmoss Road

A 2.0m pedestrian footpath and a 3.0m cycleway, separated by a kerb, should be constructed on Redmoss Road south of the new school site, to encourage walking and cycling to school and more generally in the local area.

This proposal would benefit the Loirston development site as well as providing a walking/ cycling route for some pupils from Kincorth. The path should be provided as part of the development proposals. An alternative route (003A) is available should this path not be improved by the school opening date.

The estimated cost is additional to the shared path noted above as 'Required'

Estimated cost: £145,000

8.9 003C: From Kincorth via Abbotswell Crescent

003C-1 Desirable: Upgraded crossing point at Arbroath Way to provide pedestrian priority.

An improved crossing could be used to provide increased pedestrian priority across the busiest of the side roads adjoining Abbotswell Crescent. The details should be confirmed as part of a Transport Assessment for the Academy site.

Estimated cost: £10,000

Capabilities on project:
Transportation

003C-2 Desirable: widen footpath on Abbotswell Crescent

The path on the northern section of Abbotswell Crescent (constrained by a high wall to the west) could be widened by around 1.0m to provide more space for potentially large numbers of pupils walking on this route.

This would impact on the carriageway width and it may be necessary to realign the eastern kerbline by 1.0m particularly to allow two buses to pass.

This will add cost and complexity, the estimate below is an initial cost for 1.0m path widening and 1.0m carriageway widening.

Estimated cost: £44,000

8.10 004A: From Torry via Abbotswell Road and Abbotswell Crescent

004A-1 Required: pedestrian priority at premises on Abbotswell Road



The footpath on the north side of Abbotswell Road is discontinued past premises at number 34 due to two wide accesses side by side (see above left).

It is recommended that coloured surfacing is laid across the accesses to highlight the presence of a pedestrian route; this approach could also be applied across other accesses on Abbotswell Road (above right).

Estimated cost: £5,000

Capabilities on project:
Transportation

004A-2 Formalised path from West Tullos Road to Abbotswell Crescent



Formalise the existing desire line (above) from toucan crossing of West Tullos Road to residential Street at Abbotswell Crescent, construction of a 3.0m wide path over a 30m distance, with dropped kerbs to facilitate crossing to the west side of Abbotswell Crescent.

Estimated cost: £5,500

Further interventions as part of route 004A are duplicated with Options 003C on Abbotswell Crescent (above).

8.11 004B / 004C

Not considered safe or appropriate routes for school travel without significant re-engineering of road and path corridors; therefore no cost estimates have been provided.

8.12 Public Transport

Cove – Current public transport provision costs the Council circa £34,515.00 pa to provide through continuation of the current de-minimus arrangement with First Aberdeen, based on three articulated buses for 195 school days. Given the relocation of the school, a new school entrance at Wellington Circle, and potential changes to the current commercial network, it is likely that the demand / justification for this level of bus provision for Cove to the new Academy will diminish during the planning period for the new school.

Torry – There would appear to be strong justification, and demand for the provision of a bus service from Torry to the new Academy site, similar to the arrangement currently provided between Cove and Kincorth Academy. Final level of bus provision would depend on the number of pupils travelling, but at least 3 articulated buses would be required to serve the new Academy from Torry, with costs being circa £34,515.00 pa. to the Council. This assumes pupils would pay for tickets to use the service.

Overall, **maximum costs** for both Cove (3 buses) and Torry (4 buses) likely to be £80,535.00 pa with all pupils paying for tickets. Overall, **most likely costs** are for 4 buses from Torry at £46,020.00 pa, assuming no requirement for buses from Cove, and all pupils paying for tickets.

8.13 Summary Table of Costs

The estimated costs for required and desirable route interventions, as described in detail above, have been summarised in Tables 8.1 and 8.2. The estimated total for required work along the assessed routes is £1,161,000.00. Desirable work to enhance the comfort and suitability of the route for walking to school will cost an additional £349,000.00. The estimated total cost for all suggested work along the assessed routes is £1,650,000.00. A number of the proposed interventions may be included within existing proposed development applications. Provision of buses for pupils travelling from Torry to the new Academy would cost a

Capabilities on project:
Transportation

maximum of £46,020.00 per annum for buses with holding capacity for all pupils travelling from Torry. This figure assumes, in line with Aberdeen City school transport policy, that pupils will pay for this service. Summary bus costs per annum are noted in Table 8.3.

Table 8.1 – Required Route Interventions Costs Summary

Route	No.	Work	Cost Estimate
Site Access			
001A	1	Carriageway widening Redmoss Road for 500m, including streetlighting	£442,000.00
	2	20mph speed limit and associated traffic management at school entrance	£25,000.00
	3	High quality & continuous footway from existing paths to school entrance, 3.0m wide over 500m length, with new lighting columns	£125,000.00
	4	Clear waymarking of recommended route	£5,000.00
001B	1	Signal controlled crossings of Wellington Circle and Makro entrance	£30,000.00
	2	Speed limit reduced to 20mph and associated traffic management at school entrance	£25,000.00
From Cove			
002A	1	New pedestrian and cycle path at Old Wellington Road, 3.0m over 150m	£26,000.00
	2	Signal controlled crossing of Souterhead Roundabout (Wellington Road South arm)	£30,000.00
002C	1	Improve Souterhead Road crossing e.g. pedestrian refuge	£5,000.00
	2	Additional lighting between Wellington Road and Redmoss Avenue	£7,500.00
From Kincorth			
003A	1	Path upgrades to improve surfacing and drainage on Nigg Way, 1600m length, with streetlighting	£200,000.00
003B	1	Formalise link path from Boyd Orr Avenue (3.0m wide by 60m)	£10,000.00
	2	Resurfacing and drainage improvements to Core Path 82, 3.0m wide for 550m, with streetlighting	£75,000.00
	3	New path on Redmoss Road south of school site, 3.0m over 700m	£145,000.00
From Torry			
004A	1	Pedestrian priority at premises on Abbotswell Road	£5,000.00
	2	Formalise path from West Tullos Road to Abbotswell Crescent, 3.0m over 30m, with dropped kerbs on Abbotswell Crescent	£5,500.00
Total			£1,161,000.00

Capabilities on project:
Transportation

Table 8.2 – Desirable Route Interventions Costs Summary

Route	No.	Work	Cost Estimate
Site Access			
001A	5	Segregated cycling and pedestrian paths (3.0m and 2.0m wide over 500m length - cost is additional to providing shared facility)	£125,000.00
From Cove			
002B	1	Widen paths on Langdykes Road, 1.5m widening over 170m	£15,000.00
002C	3	20mph speed limit on Redmoss Avenue	£10,000.00
From Kincorth			
003B	4	Fully segregated cycle route on Redmoss Road (3.0m and 2.0m wide over 700m length - cost additional to providing shared facility)	£145,000.00
003C	1	Upgraded crossing point at Arbroath Way	£10,000.00
	2	Widen footpath on Abbotswell Crescent, 1.0m widening with 1.0m carriageway widening to other side, over a 200m distance.	£44,000.00
Total			£349,000

Table 8.3 – Bus provision Costs Summary

Requirement	Cost to Council
Additional bus provision, Torry to New Academy where all pupils pay for their tickets (4 buses).	£46,020.00 pa.
Current bus provision, Cove to New Academy (3 buses) – depending on build-out of new developments, and final configuration of school entrances – may reduce to £0 or £11,505.00 pa.	£34,515.00 pa.

Capabilities on project:
Transportation

9 Key Findings & Recommendations

9.1 Key Findings

1. Routes that accord with Aberdeen City Council's school travel policy exist to the proposed site from each community, although interventions are required at a number of crossing points.
2. Redmoss Road is considered unsuitable in its current form to safely cater for the potential number of pedestrians, parental pick-up / drop off, bus movements, and residential parking. There are limited options for significantly altering this situation within the existing built up area.
3. Wellington Circle in its current form is not suitable as a walking route to school due to uncontrolled crossing points. Although with improvements, would form a suitable vehicular entrance to the school.
4. There are a number of alternative, shorter routes between each community and the Academy site, which are not considered to accord with the school transport policy, but which pupils may nevertheless choose to use (for example the route from Torry via Greenbank Road).
5. Current public transport arrangements for Cove could be mirrored for Torry, to mitigate the accessibility impact of the new Academy location. However, this would not necessarily mitigate the social inclusion impact for this community, due to requirement for pupils to pay fares.
6. A direct access to the Academy from Wellington Circle, and the associated provision of safe routes to Cove potentially removes the rationale for the continued provision of specific service buses from Cove.

9.2 Supporting measures

Subject to implementation of the improvements described in this report, safe walking routes to school can be developed from all parts of the catchment area. For the area most distant from the school (Torry), bus services should also be provided.

These measures should also be supported by an extensive information campaign to encourage walking, cycling (where appropriate) and bus travel to school. This will benefit pupils and local residents through a reduction in vehicle trips to the Academy site, benefit the health of pupils (increased physical activity and reduced exposure to pollution), and form positive travel behaviour habits which will continue into adult life.

Prior to the Academy opening, pupils and parents should be provided with information about options for travel to school, including the benefits of choosing active and sustainable travel modes. This information can be provided in a number of ways including leaflets and interactive workshop sessions. Guided walks along the recommended safe routes should also be organised in advance of the Academy opening. Similar activities should be undertaken for the new intake of pupils attending the school each year.

The conditions for travel to school should remain under review, for example by consultation with similar pupil groups engaged for the production of this report.

As noted elsewhere in the report, the identified appropriate school travel routes should be clearly waymarked for example using signing and thermoplastic surface markings. This way-marking would indicate for example a route which minimises the number of crossing points compared to walking on the opposite side of the road.

9.3 Conclusions

The development of a new Academy at the Bobby Calder Park site, to replace Kincorth and Torry Academies, will have mixed consequences for travel to school for pupils from different areas.

Capabilities on project:
Transportation

Some pupils will have a shorter and easier journey to school than they do at present, while others will have considerably further to travel.

This report has described the options for travel to school by different modes from the various parts of the catchment area, highlighting the interventions required to provide a safe and appropriate travel to school environment which will ensure the educational benefits arising from the new school are not compromised by insufficient transport arrangements.

This is an advisory document which sets out an estimation of required work to support the new Academy which will be subject to a planning application and will require a supportive formal Transport Assessment to be submitted. The final scope of works required would be agreed with the local authority following post submission discussions of the Transport Assessment. A Travel Plan for the school would typically be a condition of planning approval.

Capabilities on project:
Transportation

Appendices

Appendix A	Extracts from <i>Proposal for a New Secondary School to Replace Torry and Kincorth Academies SITE APPRAISALS (JANUARY 2013)</i>
Appendix B	School Consultations
Appendix C	Photo Record

Capabilities on project:
Transportation

Appendix A

APPENDIX A

Extracts from “*Proposal for a New Secondary School to Replace Torry and Kincorth Academies SITE APPRAISALS*” (Aberdeen City Council, January 2013)

The site is within 3 miles walking distance of the majority of residences within the catchment area.

The existing main vehicular access to the site is through the Balmoral Business Park via Wellington Circle which adjoins the A956 Wellington Road at a roundabout. This access is on the east side of the site. A more suitable route could be established in the future as part of the overall Loirston development.

Wellington Road provides good vehicular access to the other areas within the catchment. An alternative vehicular access route is on the west of the site via Redmoss Road. This is a narrow road which passes through a residential area and which is unsuitable for a large volume of traffic. Footways on the Wellington Road are relatively wide.

Pedestrian route for a large number of pupils requires the crossing of Wellington Road. The main pedestrian route is also through a Business Park with related commercial and HGV traffic. There are no footways on Redmoss Road which would not currently be suitable as a high volume pedestrian route.

Wellington Circle has no waiting restrictions in place.

Site is on the south west edge of the existing catchment area which increases the travel distance for the majority of pupils.

Public transport links are poor with only the FirstAberdeen Service No. 3 available on Wellington Road (0.3 miles) giving access to parts of Cove, Tullos, Torry and the City Centre. The Service No. 18 service from the Gateway Business centre and Redmoss through Kincorth to the City Centre also stops on Wellington Road.

Site meets local agreements and policies of Education, Culture and Sport service, including maximum three miles travelling distance from the majority of the zone.

Maximum travelling distances

- to south east - 2.64 miles
- to west - 2.49 miles
- to north east - 2.91 miles

Some children and young people will require to travel a significant distance to reach the site. Consideration should be given to working with local bus operators to provide bus services at the beginning and end of the school day.

All requirements Safe Routes to Schools met for the majority of zoned pupils. This will involve a detailed evaluation of the routes children and young people take from their homes to the site.

Capabilities on project:
Transportation

Appendix B

Abbotswell Primary School Pupil Consultation, 20/06/13

Consultation with 14 pupils took place in Abbotswell Primary, Kincorth, between 9 and 10.30am on 20th June 2013.

2 pupils were from P7, the rest from P5 and P6 with an even mix of males and females.

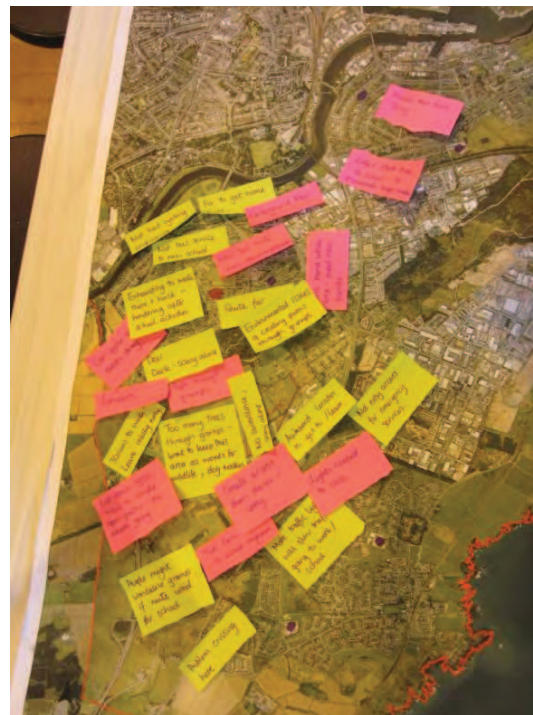
At present, most pupils walked to school with some taking their bikes on occasion. Many of the pupils received a lift by car at least once a week (their parent dropped them on their way to work) or when the weather was bad.

Thinking about travel to the proposed new academy, many pupils felt they would get a lift or take a bus although they mostly felt the distance could be walked in a reasonable time for most pupils within the Kincorth area.

	Issues	Solutions
Walking	<ul style="list-style-type: none"> • Quite far to travel to the new school, approximately 30 minute walk from many areas in Kincorth. • Having to wake up earlier to travel to school. Further to travel than current situation. • Main road (Wellington Road) is very busy with traffic and can be dangerous for those having to travel along it. • Routes through the country park can be dangerous – lots of deer there. • Paths through the country park are uneven and you might trip. • Many 'paths' are not real – just mud paths that people have created. Possibility of getting lost. • People could easily hide in the country park area, stranger danger and fears of abduction. 	<ul style="list-style-type: none"> • Lighting provided within the country park area. • New signposts to show clearly the route to school along the safe paths. • Create a new, safer path through the country park. • Put fencing over the unsuitable paths to block them off. • Create more crossings at Souterhead roundabout to make access to the school from Wellington Circle easier. • Later school start time to accommodate the earlier rise people will have to get to school on time. • Underground railway to avoid traffic. • Create an access to the new school from behind Makro. • Cutting down some of the trees in the country park will help to create new paths

	<ul style="list-style-type: none"> • Where will the new school entrance be? • Dark at night / in winter walking through the country park. • Scary to walk through the country park alone, there's no surveillance. • Will be exhausting to walk to school and back every day which may hinder involvement in after school activities. • Environmental implications of creating new paths through the country park – want to conserve the woodland. • Site does not have an easy access route – awkward to get to for emergency services too. • Problem crossing Wellington Road South of Souterhead roundabout – only one crossing point. • The country park may be vandalised if people start using it to travel to school. 	so pupils can see the clear route to school.
Cycling	<ul style="list-style-type: none"> • Not had cycle proficiency training to lacking confidence to travel on roads. 	<ul style="list-style-type: none"> • Some felt okay cycling on roads to school.
Bus	<ul style="list-style-type: none"> • Expensive to take the bus every day. • There's not a suitable bus service to the new school. 	<ul style="list-style-type: none"> • Cheap bus travel for school pupils. • Provide school travel bus passes for school travel only. • A new school bus providing a direct route to the new school. • A bus only road / entrance to the school. • Bus for people from Torry. • New bus route to serve most streets in Kincorth to the new school.

		<ul style="list-style-type: none"> • Provide a new school bus service which picks up from the whole catchment area.
<p>Car</p>	<ul style="list-style-type: none"> • A lot of traffic congesting the road nearby the school – likely to be late if getting a lift to school. • If more crossing points are provided, traffic going to the new school or work will be slowed down further. 	<ul style="list-style-type: none"> • Provide early morning breakfast club so pupils can be dropped off early before traffic rush.



Charleston Primary School Consultation
10th June 2013

Consultation with 10 pupils – Primary 6, aged 10 / 11

Current travel to primary school

A mix of walking, car and cycling. Evidence of good bike / scooter use to travel – full bike racks, children keen on cycling, done cycling proficiency & own bikes.

Future travel to proposed new Academy

- Assumption of taking bus / car
- Perceived to be far
- With further thought, 1.5 mile / 30 minute walk seems OK.
- Generally positive

	Issues	Solutions
Walking	<ul style="list-style-type: none"> • Crossing busy dual carriageway • Crossing the roundabout – very busy • Stranger danger, unsure of safety of walking along main road / through industrial area (Macro) • Unsure of crossing points • Generally unsure of best route to take • Uneven pavements in areas around Cove • Stranger danger, unknown areas • Lots of bushes along route? 	<ul style="list-style-type: none"> • Bridge provision for crossing road • Adequate toucan / pelican crossings at right places – especially on main road • Ensure general area is clean (bus stops etc are graffiti free) and paths are well lit to feel safe on route • Routes to be well sign posted / advertised – map provision etc prior to school opening • Sports facilities / food services for lunch located near school to minimise travel requirements. • Pavement improvements / levelling out to ensure safer travel.

Bus	<ul style="list-style-type: none"> • Where would the bus stops be? • Where might they get the bus from – home pick up? • Cost of travelling by bus • Will the bus be quicker than other options? 	<ul style="list-style-type: none"> • Bus pass / subsidised school transport • Bus stop close to the school, with appropriate, safe crossing points for access • Bus lanes in operation to ensure speedy journey • Potential for home / collective pick up points within the community? • A single bus route for all pupils to the school so changing buses / waiting for other services is not required.
Cycling	<ul style="list-style-type: none"> • Safety at the main road • Crossing points 	<ul style="list-style-type: none"> • Ensure clear, well maintained cycle pathways are provided • Safe crossing points provided as for pedestrians
Car	<ul style="list-style-type: none"> • Car park / drop off provision? 	

Kincorth Academy Pupil Consultation 13/6/13

Pupil consultation with 7 pupils from Kincorth Academy took place from 9.30am to 11am on 13th June. Pupils involved were representatives from the Pupil Council and included 2nd, 3rd, 5th and 6th years, 2 males and 5 females.

Of those involved, 2 live in Kincorth and 5 in Cove. Those from Cove all travelled to Kincorth Academy by school bus which they pay for. Those in Kincorth walked or took the car.

The pupils from Cove travelling to the Academy by bus were satisfied with the bus provision but dismayed at the discontinuation of the number 21 First bus service. Issues with travel by school bus included possibility of missing the arranged buses and difficulty getting to / from school at unconventional times, for example during free periods or following after school activities. In such cases, pupils had to stay in school when others had the possibility of going home or walk or arrange another method of travel.

Pupils who stay in Cove agreed they would be happy to walk the distance to the new Academy location. Those who live in Kincorth said they would be likely to get a lift (from North end of Kincorth) or walk along country paths (From Boyd Orr Avenue in the South west)

	Issues	Solutions
Walking	<p><i>From Cove</i></p> <ul style="list-style-type: none"> • For those travelling from Cove, crossing the main road was a concern. • Lack of pedestrian crossings at roundabout leaving Cove. • Traffic lights at exit from Cove on the roundabout are only part time signals/ • If walking from Farm Road through Charleston and along Wellington Road to the new roundabout, can take a long time to get right around the roundabout. <p><i>From Kincorth</i></p> <ul style="list-style-type: none"> • For pupils walking from Kincorth, the quickest route to the proposed site was believed to be across the country park where concerns over the state of the paths exist. • Paths can be muddy, steep, uneven. • Many paths are uphill and icy in winter. 	<ul style="list-style-type: none"> • Improved traffic light system to aid crossing Wellington Road / the roundabout. • Definite need for pedestrian crossing on exit from Cove at the roundabout. • Pelican crossings to favour pedestrians – more time to cross and less time to wait. • Lights along pathways in Loirston Country park are required – to feel safer walking home at nights and in winter especially. • Improved path surfaces within the country park to overcome muddiness. • Improved school catering facilities initially could overcome the need for travel to shops at lunchtime. • Better pavement maintenance along Redmoss Road and extension of pavement provision.

	<ul style="list-style-type: none"> • The park area can be very dark, described as scary especially in winter or at night when there is no light. • Most pupils had travelled through here quite happily for recreational purposes, on foot or on bikes but all said they wouldn't go through alone. • A further walking route, more suitable for those in South West Kincorth goes from Boyd Orr Avenue up a country path alongside the caravan park and Loirston country park to meet Redmoss Road. This track is also uneven with loose stones and unlit. Along Redmoss Road to the proposed site, there are no pedestrian footpaths. • Pavements can be rough and uneven, e.g. along redmoss Road. • Lack of pavements, e.g. along Redmoss Road to proposed site. <p>Generally</p> <ul style="list-style-type: none"> • Too far to any shops at lunch time. • Too far to walk to proposed site from Torry 	<ul style="list-style-type: none"> • Use Abbotswell Crescent as an alternative route to through the country park.
Cycling	<ul style="list-style-type: none"> • Similar issues to above, routes are uneven and dark for cyclists. • Steep paths put people off using their bike. • Feel unsafe cycling next to fast moving lorries on Wellington Road 	<ul style="list-style-type: none"> • Good cycle storage facilities required at the school – bike lockers perhaps, to encourage more people to cycle.
Bus	<ul style="list-style-type: none"> • Distance from Torry – seems far and unfair. • Concerns inaccurate bus times are presented at stops. 	<ul style="list-style-type: none"> • The route 3 First bus can provide an okay service between Torry and the proposed site – this service could be extended to cover Tullos Way also. • Possibility of the number 18 being re-routed to cover more of Kincorth as this service currently stops at the top of Abbotswell Crescent, near the bottom of

		<p>Redmoss Road.</p> <ul style="list-style-type: none"> • Possibility of the number 18 service continuing further up Redmoss Road to the proposed site. • Improved bus stop services – ensuring all times are accurate at the stops and shelters are clean etc.
Car	<ul style="list-style-type: none"> • Quite a far distance for some so many felt they would get a lift to the proposed site. 	

Kirkhill Primary School Pupil Consultation 20/06/13

Consultation with 20 pupils from Kirkhill Primary (P5, 6 and 7) took place between 1.30 and 3pm on 20th June 2013.

Pupils from Kirkhill travel to school mostly on foot, some took their bike some days and some received a lift from their parents on their way to work.

To the new academy, most said they would walk as it was not too far. Some suggested a bus route round Kincorth would be good and they would use that and many thought they would get a lift at least part of the way.

	Issues	Solutions
Walking	<ul style="list-style-type: none"> • Unsure which route would be best. • Not enough crossing points along Wellington Road. • Friction / fights between pupils from different communities on the walk to school – would feel unsafe. • Drugs issues in country park – stops people using the area at all. • Paths in the country park are uneven and unsuitable for walk to school. • No lights in the country park – very dark area. • Foxes / deer in the country park – scary. • Would take too long to walk up Loirston Hill to the new school. • Quadbikes often use the country park area. • Cars travel fast up Redmoss Road, dangerous to cross sometimes. • Pavements are narrow up Redmoss Road. • Within Kincorth some streets are busy – Cairngorm Drive. Only one zebra crossing at the Spar within the whole area. • Stranger danger. 	<ul style="list-style-type: none"> • Bridge over the Wellington road – could save lives. • Lollypop ladies on Wellington Road to help people cross safely. • Shortcut through the country park will reduce travel time. • New paths created through the country park. • Lights in the country park area. • Create new, wider pavements up Redmoss Road, important to retain wide road space too though, for buses etc. • Need more crossing points over Redmoss Road – zebra crossings could help. • Speed bumps up Redmoss Road to slow traffic. • Sign posts and footprints painted on the pavements could help indicate the suitable routes to school.

	<ul style="list-style-type: none"> • Only places for lunch are Burger King – quite far to go home. 	
Cycling		
Bus	<ul style="list-style-type: none"> • Wary of using public transport – full of strangers. • No bus lanes – likely to be late as bus will get stuck in traffic. Unfair for people in Torry to have to pay for a bus. 	<ul style="list-style-type: none"> • Free shuttle bus at least part of the way to by-pass Wellington Road. • Provide separate buses from each of the areas to the new school. • Free bus travel for all school kids. • Feel safer in a bus than walking to school.
Car	<ul style="list-style-type: none"> • Road congestion means might be late if you take the car to the new school. 	

Loirston Primary School Consultation 13/06/13

Pupil consultation with 22 pupils including representatives from P3-P7, the Eco Group and Pupil Council took place at Loirston Primary on 13th June from 1.30pm-3pm.

Most of the pupils live around Loirston, some South Cove near Charleston Primary, one at Redmoss and one in Torry. For many of the younger pupils, concerns related to walking / travelling *generally* though most had a good understanding of the proposal, the whereabouts of the site and thus issues / solutions along the possible travel routes.

At present, the children travelled to Loirston Primary by a variety of transport methods, most walked, at least some of the time, many cycled and some got a lift / got a lift part way then walked the rest.

For travelling to the new academy site, most pupils felt walking would be the best option. With cycling to Loirston being a popular option, many said they could cycle at least some days of the week to the new academy. Recreational cycling was popular amongst the children. Getting a lift by car was suggested by a few pupils. Most pupils indicated a combination of these travel options would suit them depending on weather. Most felt the new site was not too far away, consideration was given to the distance pupils from Torry might face in comparison.

	Issues	Solutions
Walking	<ul style="list-style-type: none"> • Busy main road to cross, heavy and inconsiderate traffic. • Lack of lights at the roundabout make crossing the road here troublesome and time consuming. • Not so direct route. • Route through Loirston country park is scary at night, there are lots of deer too. • Not enough time for pedestrians to cross at pelican crossings. 	<ul style="list-style-type: none"> • New route for walking through new housing development (OP77) could shorten the route to school from Charleston. • More pelican / toucan crossings especially at the roundabout to make crossing safer and quicker. • Lower speed limits. • Lollypop lady to make crossing busy roads safer. • More zebra crossings • Slower traffic zones to make pedestrians feel safer. • Improved traffic signal timings to provide longer time for pedestrians to cross.
Cycling	<ul style="list-style-type: none"> • Fast moving traffic on A956 Wellington Road can be scary to cycle next to on the cycle path. • Crossing roads on bike is not always easy – not always dropped kerbs. 	<ul style="list-style-type: none"> • Widen cycle paths to create greater distance between road and cyclists. • Ensure greater consistency of cycle lanes along whole route.

	<ul style="list-style-type: none"> • Too far for people in Torry to cycle to proposed site. • Can be scary cycling on the road, feel you're going too slow. 	<ul style="list-style-type: none"> • Ensure dropped kerbs at crossing points. • Improved signs so motorists might be better aware and more considerate to cyclists • Separate cycle lanes away from busy traffic.
Bus	<ul style="list-style-type: none"> • Not far enough away to warrant taking the bus. • The route 3 through Cove could drop them close to the pathway from Wellington Road through to Redmoss Park. • Roads near the site are too narrow for buses. 	<ul style="list-style-type: none"> • Potential for buses to drop off at the school site rather than having to walk from designated bus stops. • School bus provision could be an option – like the school service that currently runs to Kincorth Academy – picking up / dropping off at school. • More buses running • School bus from Torry / Kincorth to the new school
Car	<ul style="list-style-type: none"> • Roads around Redmoss area / Wellington Road will get busier with travel to school traffic. 	

Torry Academy Pupil Consultation 17/06/13

Pupil consultation at Torry Academy involved consulting 9 pupils who were members of the Pupil Council, 8 male and 1 female from 2nd -4th year.

1 pupil lived in Portlethen and travelled to Torry Academy by Stagecoach bus on a daily basis. Another pupil travelled from the city centre to Torry academy by First bus. The others all lived in Torry and walked to school every day. One pupil did cycle to school but left his bike in a friend's garden rather than at the school to prevent vandalism.

Travel concerns are focussed around the distance pupils would have to travel to the proposed site at Bobby Calder Park. Concerns around the time taken to travel to school exist. The safety of the walk to school was a further concern.

	Issues	Solutions
Walking	<ul style="list-style-type: none"> • Too far to walk, estimating times of an hour to school. • Greenwell Road (parallel to railway) can be busy to cross at times. • Time taken to walk may impact on participation in after school activities such as football training in Torry which can start at 4pm. • Even where pedestrian crossings exist over Wellington Road, e.g. at junction with Balnagask road, drivers sometimes don't pay attention so can still be dangerous to cross. • Where to go for lunch as too far to go home as many pupils do at present. • Safety problems around Loirston Loch. • Location is inconvenient for parents having to attend parents' evenings / meetings; they will also have further to travel to attend. • Pavements along Wellington Road are not very wide. • Road is very polluted for walking along every day. 	<ul style="list-style-type: none"> • Underpass beneath Wellington Road to make crossing safer. • Walking the safe route prior to the school opening so that pupils are familiar with the route they will take. • Abbotswell Crescent can provide a safer and possibly quicker route to the proposed site, avoiding Wellington Road. • Safe crossing point over Greenwell Road at junction to Wellington Road. • Creation of a new route through the Gramps which could provide a safer route to school. • Increase pupil's familiarity with the whole catchment area so pupils are aware of what facilities e.g. lunch shops are available in Kincorth, Cove etc. • AWPR might make Wellington Road quieter in the future. • Can visit shops such as Tesco on the way to school to buy lunch. • Pupils with an Accord card can receive discounted bus travel – this could be better advertised. • Walking through Altens may be safer than up Wellington Road.

Cycling	<ul style="list-style-type: none"> • Too far and uphill for cycling from Torry. 	<ul style="list-style-type: none"> • Good bike shelter provision to keep bikes at school safely.
Bus	<ul style="list-style-type: none"> • Buses move very slowly up Wellington Road – many stops. • Bus is too expensive for a return fare, especially for more than one child every day. 	<ul style="list-style-type: none"> • A new school bus route running through Torry and Kincorth to the proposed site. This could be subsidized based on income assessment.

Tullos Primary School Pupil Consultation, 20/06/13

12 pupils from P5 and P6 attended the pupil consultation between 11 and 12.30 on 20th June 2013. There was an even split of males and females.

Currently, pupils walked to the Primary School with one or two occasionally getting a lift by car.

To get to the new school, most pupils said they would get a bus though, mainly the boys, felt they would walk or even cycle. All recognised the walk to school could be quite long as most pupils lived near Tullos Primary, in the East of Torry.

	Issues	Solutions
Walking	<ul style="list-style-type: none"> • Too far to walk. 40 minutes plus is too long to walk to school and back. • New site is very far away, especially for those travelling from Torry. • Would have to get up really early to travel to the school. • Wellington Road is busy with traffic and dangerous. • If you take the shortcut over the country park, may get lost. • Likely to be more accidents as pupils will run across Wellington Road. • High pollution levels along Wellington Road. • Not allowed to walk along Wellington Road at the moment due to busy traffic. • Not sure which route to take. 	<ul style="list-style-type: none"> • Need to provide signs directing the way to the new academy. • Safer (perhaps longer?) route along Abbotswell Road and up Abbotswell Crescent. • Provide lollypop ladies to help cross. • Need more crossing points across Wellington Road to prevent people running across. • Walking will keep you fit and healthy.
Cycling	<ul style="list-style-type: none"> • Cycling lanes are inadequate so would prevent people from cycling from Torry. 	<ul style="list-style-type: none"> • Cycling proficiency should be provided for all. • Cycling would be okay along Abbotswell Road – quite safe.
Bus	<ul style="list-style-type: none"> • If a bus was provided, would it be able to 	<ul style="list-style-type: none"> • Would need school buses to transport

	<p>pick everyone up? Too many people travelling from Torry – would need several buses.</p> <ul style="list-style-type: none"> • If you have a few siblings also going to the academy, bus travel will be very expensive • Problems relying on bus to travel to school – bus may be late / get held up in traffic congestion. 	<p>everyone to the school.</p> <ul style="list-style-type: none"> • Would use a school bus if the price was cheap and a student deal was on offer, otherwise would walk. • Walking may actually be quicker than the bus!
Car	<ul style="list-style-type: none"> • Difficult to get to the school without a car. • High traffic levels on Wellington Road and other roads – likely to get stuck in traffic on way to school and be late. 	

Walker Road Primary School Pupil Consultation 21/06/13

Consultation with 9 pupils from Walker Road Primary, Torry, took place on 21st June 2013 between 1.15 and 2.45pm. Pupils were from P5 and P6 and included a mix of males and females.

Currently, all pupils walked to school apart from one child who got a lift from out-with the catchment area on alternate weeks. Pupils mostly felt the distance to the new academy was too far to walk but felt that unless free transport was provided, they would have no option but to walk as bus fares could be expensive for families with several children travelling to the academy.

Pupils felt strongly that this site was unfair for pupils travelling from Torry as they would have much greater distances to travel to the site.

	Issues	Solutions
Walking	<ul style="list-style-type: none"> • Location is unfair for pupils from Torry – much further to travel than those in Kincorth / Cove. • Uncertainty over possible routes that avoid Wellington Road – might get lost. • Route seems dangerous (Up Wellington Road) and pupils are unlikely to choose a safer route if they are running late – will use Wellington Road as the most direct route. • Always accidents on Wellington Road. • Dual carriageway and busy intersections – seems a very unsafe route to school. • Fear of getting bullied on the way to school – people may get pushed onto the main road. • Having to leave so early in the morning could mean meeting bad people on the way to school. • Wellington Road seems dangerous because of the number of lorries, pupils are small and can be easily missed in comparison. • Pavements are narrow and difficult to see in the snow. 	<ul style="list-style-type: none"> • A later school start time could mean pupils can get up a bit later before the long walk to school. • A new direct path to the school avoiding the main road should be created. (Pupils were unsure where this would go.) • Need lots more pelican crossings and zebra crossings up Wellington Road. • Underpasses to avoid crossing Wellington Road. • Would be happier to walk if there was a safer route avoiding Wellington Road.
Cycling		<ul style="list-style-type: none"> • If safe cycle routes existed people would use them.
Bus	<ul style="list-style-type: none"> • Bus travel would be expensive every day. • Public buses are full of strangers. 	<ul style="list-style-type: none"> • School only buses provided through all the communities, for free.

	<ul style="list-style-type: none">• In bad traffic, buses could take a long time to reach the school.	<ul style="list-style-type: none">• Supply double decker buses for school travel to accommodate large volumes of pupils.• Would be good to have the option of getting the bus in wetter weather.
Car	<ul style="list-style-type: none">• Will take a long time to travel by car due to heavy traffic in the morning / after school.	

Capabilities on project:
Transportation

Appendix C

Appendix C

New School Site Access

001A Redmoss Road



Redmoss Road looking south towards proposed site (left of image)



Residential section of Redmoss Road looking south



Redmoss Road looking north towards West Tullos Road



Redmoss Road, looking south, from junction at Abbotswell Crescent

001B Wellington Circle



Crossing point over Wellington Circle entrance at Southerhead roundabout



Wellington Circle looking west towards proposed site



Roundabout at end of Wellington Circle, looking east



Proposed site looking west from Wellington Circle

Routes from Cove

002A From Charleston via Wellington Road



Lochinch Walk looking west towards Old Wellington Road



Old Wellington Road leading to Wellington Road



Old Wellington Road looking north to Wellington Road



Shared pedestrian / cycle facilities looking north on Wellington Road



Signalised crossing point over Wellington Road, looking north.



Wellington Road crossing point at Souterhead roundabout, looking west towards Wellington Circle

002B From Cove via Langdykes Road



Looking south-west towards Souterhead roundabout from Langdykes Road



Looking north-west across Souter Head Road exit onto Souterhead roundabout



Looking north across Souter Head Road entrance from Souterhead roundabout



Toucan crossing across Wellington Road, north of Souterhead roundabout

002C From Cove via Souter Head Road



Shared access / pedestrian route connecting northern Cove with Souter Head Road, looking north west towards Souter Head Road



Looking north west along pathway connecting Souter Head Road with Wellington Road



Signalised crossing point, looking north east over Wellington Road



From Wellington Road, pathway connecting to Redmoss Avenue

Routes from Kincorth

003A Nigg Way to Redmoss Road



Looking north from Nigg Way to Kincorth



Steps to Nigg Way from Tollohill Drive, Kincorth



Western stretch of Nigg Way with access from Slessor Drive to the right of image



Eastern stretch of Nigg Way looking west



Entrance to Nigg Way from car park off Abbotswell Crescent, looking west



Exit from Loirston Country Park onto Redmoss Walk



Pathway from Boyd Orr Avenue, Kincorth



Core Path 82 from Boyd Orr Avenue looking south east towards Redmoss Road



Core path 82 through OP77 Loirston development site, looking south east to Redmoss Road



Redmoss Road looking north east with proposed school site to the distant right of image

003C Abbotswell Crescent



Abbotswell Crescent (north end) looking south east



Abbotswell Crescent parallel to West Tullis Road looking south east



Abbotswell Crescent at Corthan Place, looking south east



Crossing point over Arbroath Way at junction with Abbotswell Crescent



Abbotswell Crescent looking north-west from junction at Redmoss Road



Abbotswell Crescent at Rosewood Avenue, looking north-west

Routes from Torry

004A Abbotswell Road and Abbotswell Crescent



Crossing point over Wellington Road, looking south west to Abbotswell Road



Abbotswell Road looking south west from Wellington Road



Combined pedestrian / cycleway along Abbotswell Road, looking south west



Toucan crossing over Abbotswell Road (west end)



Crossing point over West Tullis Road leading to Abbotswell Crescent



Pedestrian path desire line between West Tullis Road and Abbotswell Crescent

004B Wellington Road



Wellington Road at bridge looking south



Greenwell Road (entry to East Tullos Industrial Estate) at junction with Wellington Road looking north



Wellington Road near Altens Farm Road looking north



Wellington Road near Craigshaw Drive, looking south



Wellington Road looking south to Nigg roundabout



Pathway and crossing point over Abbotswell Crescent from West Tullos Road

004C Via Greenbank Crescent



Rail underpass from Kirkhill Place, Torry, to Greenwell Road



Pathway connecting Greenwell Road with Greenbank Crescent looking south



Route along Greenbank Crescent, through East Tullos Industrial Estate



West along Greenbank Crescent, through East Tullos Industrial Estate



Pathway through Loirston Country Park



Pathway from Loirston Country Park looking west to Wellington Road

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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	12 September, 2013
DIRECTOR	Gayle Gorman
TITLE OF REPORT	Statutory Consultation - Proposed Replacement School for Kincorth and Torry Academies
REPORT NUMBER:	ECS/13/062

1. PURPOSE OF REPORT

To report to Committee on the outcome of the statutory consultation on the proposal to close Kincorth Academy and Torry Academy, to amalgamate the two schools and establish a new, purpose built secondary school on the Bobby Calder Park Site.

2. RECOMMENDATION(S)

- (i) To accept the recommendation to proceed with the above proposal and to instruct officers to make the necessary arrangements to deliver the new school by the beginning of school session 2016/17, i.e. August 2016.
- (ii) To instruct officers to work with local transport providers to provide subsidised dedicated transport for pupils resident in the catchment area of Torry to the proposed new school whereby the council will support the service and pupils will pay a fare for each journey made.

3. FINANCIAL IMPLICATIONS

The Scottish Government's Building Scotland's Schools for the Future (BSSF) Programme, being delivered through the Scottish Futures Trust (SFT) has agreed funding in principle to the extent of two-thirds of the cost of the replacement school.

The overall cost of the new school is likely to be of the order of £30 to £36 million of which Aberdeen City Council will require to provide the balance (estimated at £10-12 million) of the required construction and other associated costs. Provision has been made for this within the Non Housing Capital Programme, subject to the decision to proceed being made.

Section 5.5 provides further revenue implications.

4. OTHER IMPLICATIONS

Legal – This proposal places responsibility on Aberdeen City Council to work with the local Hub Development Company (HubCo North Scotland) to meet the requirements of the Scottish Government's Programme.

Resources – Officer time and expenditure on production of materials, hosting events etc. which can be met from existing Service budgets.

Personnel – Implementation of the proposal will require significant input from centrally deployed staff within Education, Culture and Sport and Enterprise, Planning and Infrastructure. In addition, there will be a resultant rationalisation of staffing in the two existing schools. This will be carried out under existing HR Policies of Aberdeen City Council.

Property - Implementation of the proposal may result in a requirement to declare the two existing schools and their grounds surplus to Education Service requirements. This will be progressed under existing policies of Aberdeen City Council.

Equipment – There are no equipment implications or risks associated with this report in itself.

Sustainability and environmental – Implementation of the proposal will result in the design and construction of a new school which will have the highest possible standards of sustainability and environmental friendly compliance.

Health and safety – There are no implications or risks related to this report in itself. The attached School Travel Assessment Report (Appendix 3) addresses implications for pupils travelling to and from the site of the proposed new school.

Policy – there are no implications or risks related to this report in itself. Committee may decide upon action which may have an impact on city-wide pupil transport strategy.

5. BACKGROUND/MAIN ISSUES

5.1 School Reorganisation Proposals

As part of the on-going planning for management of the school estate, a Special Meeting of the Education, Culture and Sport Committee on 28th October, 2010 resolved, *inter alia*, to instruct officers to fully develop proposals as soon as practicable

- *To close Kincorth Academy and Torry Academy, to amalgamate the two schools and establish a new, purpose built secondary school on the Bobby Calder Park Site.*

This decision was made after consideration of feedback from informal engagement with local communities as well as quantitative measurements of the existing provision.

The full impact of the new housing development within the approved Local Development Plan and recent inward migration to the Torry and Kincorth areas would require a school of a greater capacity.

The Secondary School Estates review in 2010 suggested that a replacement school of up to 1,300 capacity would be adequate. A number of additional factors now indicate that a school with capacity of up to **1450** pupils would be required. In particular, the additional pupils from housing developments delivered beyond the period of the projected school roll numbers, i.e. after 2020, would require the proposed new school to have this greater capacity.

In addition, it is likely that some of the in zone pupils who attend other city schools under placing request legislation will be attracted to the new school, further increasing required capacity.

In many of the recently completed 3Rs Schools, in particular Bucksburn Academy, significant numbers of pupils who had previously chosen not to attend their zoned schools, now do so. This may be due, at least in part, to the attraction of the improved facilities.

Furthermore, there have been increased out-of-zone placing requests which have also increased the school roll at the new schools. This is likely to be the case for the proposed new school.

In March 2013, following a period of informal public engagement on the site options, the Education, Culture and Sport Committee instructed officers to carry out statutory consultation on the proposal to close Kincorth Academy and Torry Academy, to amalgamate the two schools and establish a new, purpose built secondary school on the Bobby Calder Park Site.

Concerns about safe travel to and from the proposed new school were raised during the informal engagement. Therefore, an independent review of school travel and transport was commissioned, the report of which is provided as Appendix 3.

5.2 Educational Rationale

The Educational Benefits Statement within the Statutory Consultation Document fully explained how the proposal would enhance the educational opportunities for young people. There are a range of advantages which will benefit pupils in a larger combined school - Curricular, Learning and Teaching, Attainment, Extra-Curricular Experiences, Pastoral Care and Pupil Well-Being.

Map 1: The Proposed Combined Catchment Area and Site of the Proposed new school



5.3 Statutory Consultation

5.3.1 Methodology

Statutory Consultation was carried out according to the requirements of the *Schools (Consultation) (Scotland) Act, 2010* all of which were met or exceeded.

Statutory Guidance on carrying out consultation under the Act is available at

www.scotland.gov.uk/Resource/Doc/91982/0097130.doc

A Statutory Consultation Document was published in advance of the period of consultation which ran from 18 April until 31 May 2013 (inclusive), a total of 30 school days.

In addition to the document, the Aberdeen City Council website provided a broad range of additional information related to the proposal and details of the six public engagement events for stakeholders. It also provided information on how stakeholders could submit their views in writing, by email and by participating in the events or leaving comment cards.

5.3.2 Involvement of Stakeholders

The number of attendees who signed in at the public meetings were:

<i>Date</i>	<i>Time</i>	<i>Venue</i>	<i>Number of Recorded Attendees</i>
8 May	morning	Kirkhill School	6
8 May	evening	Torry Academy	39
14 May	evening	Charleston School	6
15 May	evening	Kincorth Academy	10
21 May	morning	Walker Road School	13
21 May	afternoon	Charleston School	8

5.3.3 Feedback from Stakeholders

The responses were received in different formats were:

<i>Format</i>	<i>Number of submissions</i>
Comment Forms	17
Emails	13
Letters	4
Petition	1

The paper petition had 443 signatures and the online version had 121 names. The petition supported retaining the existing two academies.

Feedback from stakeholders focussed on two main areas.

(i) **Educational Benefits**

These were almost universally acknowledged and frequently commented upon as being highly desirable. Many submissions particularly from parents, commented that they would positively welcome the opportunities offered by the new school. They appreciated the potential to address concerns about the

condition and suitability of the existing school buildings and the limitations of the curriculum offered by two small schools.

There were no negative comments about the replacement of either school and there was general acknowledgement that the existing school buildings were no longer fit for purpose to deliver a modern curriculum.

These positive implications of a larger school were acknowledged, although a small number of parents made reference to their preference of a smaller more intimate school where all staff and pupils knew each other well but they appreciated that many of the staff in the existing schools would transfer to the new provision.

Improved extra-curricular opportunities were also acknowledged although some parents, particularly from Torry questioned whether their children would be able to access these after school as transport home might be difficult.

(ii) **Travel and Transport**

The main concern of those who made submissions was travel to and from the school. There were three main aspects related to these concerns.

- The distance whereby some pupils would have to walk for up to an hour in each direction.
- Some parents and pupils described concerns about the safety of the route to the new school both in terms of crossing roads and atmospheric pollution from vehicles.
- The additional financial burden if families were required to pay for public transport for their children. Again, this was mainly a concern raised by stakeholders in the Torry community.

Paper copies of all submissions are available in the Members Library and have been circulated to external members of the Education, Culture and Sport Committee.

These submissions, anonymised as necessary, are also available on the council website at

www.aberdeencity.gov.uk/kincorthandtorry

5.3.4 Education Scotland Report

An essential element of the statutory consultation process is involvement of Education Scotland whose report is provided as Appendix 1.

The report supports the case made for the educational and pastoral advantages to pupils and potential improvements to attainment,

achievement and educational aspiration that the new facilities would provide.

Paragraph 4.1 states,

'The Council has outlined clearly the educational benefits of the proposal';

and

'The Council has demonstrated how the proposal has the potential to improve outcomes for young people across the proposed catchment area'.

The report also highlights the concern of some stakeholders about access to the school on the Bobby Calder Park site.

In particular, the report identifies the requirement for the Council to:

- outline to parents and pupils the outcomes of the discussion with bus operators and how it proposes to minimise the effects of possible increased travel costs;
- provide parents, children and young people opportunities for continuing engagement about the proposal, including visits to new schools in Aberdeen and involvement in the design of the proposed school;
- outline as soon as possible how it will continue to engage with all stakeholders.

5.3.5 Further Pupil Voice Engagement

A programme of engagement was established across all primary and secondary schools.

Representative pupils took part in a range of discussion engagement activities, facilitated by the Pupil Voice Development Officer, accompanied by staff from the external travel consultants and officers from Planning within Aberdeen City Council.

This exercise was deemed beneficial in its own right as an example of Curriculum for Excellence in practice

Pupils commented upon this being the first opportunity in their time at school when they have been asked their views on the purpose of education and their future aspirations.

It was clear from these discussions, particularly in the Torry area, that for a significant number of young people, low aspirations inhibit

motivation which has a negative impact upon attainment and achievement.

Pupils acknowledged the educational, social and pastoral advantages of the proposal and all felt this was beneficial to their opportunities.

Some pupils regarded the location of the proposed new school as being too far to reach easily on foot.

The pupil responses are provided as Appendix 2.

5.4 School Transport Report

5.4.1 General

The current Aberdeen City Council Policy allows for the provision of transport to secondary school pupils who live further than 3 miles from the zoned school.

Under the existing policy, it is not incumbent upon Aberdeen City Council to provide transport for pupils travelling to and from the proposed new school as all pupils live within the statutory three mile distance from the proposed new school.

Concerns were expressed, however, during the consultation that the proposed location of the new school might result in increased costs for families, more episodes of lateness and a potential increase in non-attendance. Some stakeholders felt that the proposed new school's location is not particularly convenient for some pupils, particularly those who reside in Torry.

It was also suggested that some families may choose to send their children to other schools, using placing request legislation. There is, however, very limited spare capacity at city centre schools.

An external consultancy was engaged to evaluate the travel and transport implications of the proposal. This provided an impartial evaluation of the circumstances surrounding the travel and transport arrangements for pupils travelling to and from the proposed new school.

The School Travel Assessment Report (Appendix 3) indicates that there are no inherent safety issues related to the site of the proposed new school.

Safe routes to school, all of which are within the three mile walking distance for pupils, have been identified for pupils in all parts of the new combined zone.

The Report concluded that:

- (i) all pupils in the catchment area live within 3 miles from the site;
- (ii) there are no inherent safety issues related to the site of the proposed new school;
- (iii) possible routes from each community to the site have been mapped and are provided;
- (iv) alternative routes/shortcuts, some of which do not meet recommendations for safe routes to school, have also been identified. In the pupil consultations, there were mixed feelings regarding the use of quicker and less safe routes to school, some pupils indicating that they would avoid them whilst others would make use of them.
- (v) both main bus operators considered it unfeasible to alter current services to provide a wholly commercial service for pupils in Torry to the site of the proposed new School. Currently, buses travelling up Wellington Road are all typically full by the time they reach Torry, and there is no spare capacity for 350+ school children on these services. Both operators considered that the most suitable approach, if buses were to be provided, was to mirror the current arrangement provided for pupils travelling between Cove and Kincorth, with either a tendered or *de-minimis* arrangement.

5.4.2 Bi-School and City Campus Arrangements

Previously, shuttle buses ran between Kincorth and Torry Academies, allowing pupils at each school to access courses at the other establishment. In session 2012-13, the cost for this service was approximately £56,000.

In session 2013-14, this service has been expanded to include Harlaw Academy as part of the city campus arrangements, where pupils at the three schools can attend courses at the other schools. The budget for this service has been set at £109,000 due to the increased number of buses and journeys required.

The proposed new school will provide a far wider range of courses than currently available at Kincorth and Torry combined, and this requirement should no longer be required.

5.4.3 Three Main Residential Areas

(i) **Cove:** this area is currently undergoing development with several housing developments underway and further developments planned in phases over the next 10 years.

As a result, the situation for pupils travelling from the Cove catchment area is a dynamic one in which new paths and routes may be created in line with new development.

Safe walking routes to school of less than three miles have been identified from Cove to the site of the proposed new school. It is anticipated that the requirement for ACC to support the provision of a bus service linking Cove and Kincorth Academy will diminish as a result of a shorter distance to school, the provision of a safe walking route to the school, and anticipated changes to the commercial bus network.

The current cost to ACC for supporting the existing bus arrangements is £34,515 per annum. Current provision for Cove pupils would in all likelihood diminish by the time of the proposed new school opening.

(ii) Kincorth: the majority of pupils are expected to travel to the proposed site via Abbotswell Crescent and Redmoss Road.

Subject to some upgrades to Redmoss Road, this route is of a suitable standard for walking to school and all pupils are within the 3 mile statutory walking distance. From Kincorth, there is the possibility of a new path from Boyd Orr Avenue to the Academy site being created in the future, within the proposed Loirston OP77 development, subject to improvements to the southern part of Redmoss Road.

(iii) Torry - three possible routes were assessed and a safe route was identified. The route (via Abbotswell Road and Abbotswell Crescent) has been assessed as meeting the standards required of a safe walking to school route as defined by Aberdeen City Council School Transport Policy and following guidance from Aberdeen City Council Guide to School Travel Plans (2012).

Based on currently available information, all pupils within the Torry community are understood to be within the statutory 3 mile walk distance to the new Academy via this route.

5.5 Options on Provision of Supported Transport

Pupils residing in Cove and attending Kincorth Academy currently benefit from the provision of a bus service for which the pupils pay to use, despite being within the 3 mile statutory walk to school distance.

This service is provided at a cost to the council of £34,515 per annum as the bus operator is providing buses on a route that they would not otherwise run. Pupils have to pay for each journey made.

Travel costs for pupils in the new school zone could be supported by the Council in a variety of ways.

5.5.1 Provision of similar school bus services from all three areas

Pupils resident in all three areas - Cove, Kincorth and Torry could benefit from a similar arrangement of being able to use the council arranged service. This would be likely to have an annual revenue cost to the council of approximately £150,000. Pupils would have to

purchase tickets if they decided to use this service. This would be welcomed by families but there would be financial implications for them.

The cost to pupils choosing to use this service would be a pupil fare of currently £1.20 per journey. This could be reduced if a season ticket is purchased.

It is not anticipated that there would be any case for parents in other parts of the city to request a similar provision, as the circumstances surrounding this proposal are unique in that a new school is being established which has brought together two existing mainstream schools on a proposed new site.

The revenue cost to the Council of subsidised transport will be partially offset by the existing cost of the current service between Cove and Kincorth and the costs of the shuttle services between Torry, Kincorth and Harlaw Academies.

5.5.2 Provision of a similar arrangement for pupils living only in Torry

There is a case for additional support for pupils living in Torry as this is an area with greater deprivation and has one of the lowest rates of car-ownership in the city. In addition, pupils from the Torry area would have a journey to and from school is more challenging for than for pupils living in other parts of the proposed new zones.

Pupils would have the option of using the subsidised bus service to the new Academy site. Talks with local transport operators confirmed this would be a possibility with bus service provision for pupils in Torry at a cost to the council of an estimated £46,020.

As in 5.5.1 above, there would be a cost to pupils choosing to use this service with a pupil fare of currently £1.20 per journey. This could be reduced if a season ticket is purchased.

For a pupil up to age 15, this would be equivalent to approximately £270 per session and £405 for older pupils.

Late bus passes could be provided to those pupils engaged in after-school activities. These pupils would then travel by service bus from near the new school, rather than by the dedicated school buses which would depart at the end of the school day.

It is not possible to determine at this time how many such journeys would be made, as this is dependent upon the range of after-school activities being offered.

5.5.3 Alternative Options for Pupils Resident in Torry

	Tendered School Bus	De Minimis Arrangement with Bus Company	Estimated Cost to Council Per Annum (2013 prices)	Cost Per Pupil Per Annum (2013 prices)
1. Council Arranges Bus Service All Torry pupils pay fares for this service, similar to current Cove arrangement	None	1 x articulated bus + 3 x double decker buses	£46,020.00	390 pupils pay either £321 pa (under 16s) or £486 pa (over 16s)
2. Free School transport for Torry pupils living beyond 2.5 miles (est 80 pupils) + bus service arranged for all other Torry Pupils	1 x double decker bus	2 x articulated buses + 1 double decker bus	£73,515.00	80 pupils travel free 310 pupils pay either £321 pa (under 16s) or £486 pa (over 16s)
3. Free School Transport for Torry Pupils living beyond 2 miles (est 330 pupils) + bus service arranged for all other Torry Pupils	2 x articulated buses + 1 double decker bus	1 x double decker bus	£128,505.00	330 pupils free 60 pupils pay either £321 pa (under 16s) or £486 pa (over 16s)
4. Free School Transport for All Torry Pupils	1 x articulated bus + 3 x double decker buses	None	£156,000.00	None

These calculations assume 350 pupils travelling from Torry.

5.5.4 Means-Tested Options

The following scenarios assume that the council provides free transport for pupils who are entitled to free school meals

Scenario 1. 106 pupils from Torry (entitled to free school meals) receive free transport

For this arrangement, our assumption is that

- a) the Council is committed in any case to facilitating a public transport option for school pupils living in Torry, where pupils pay for the transport, as is the case for Cove at present;
- b) that the distribution of pupil locations receiving free school meals across Torry means that any form of separate bus provision for the 106 pupils would be inefficient;
- c) that the most efficient means of facilitating this option would be for the Council to provide season tickets directly to the affected pupils;

- d) 90% of pupils are under16 and 10% of pupils are over 16.

Costs would be as follows:

- The base cost of providing bus provision for Torry (on the assumption that all pupils pay for fares) is **£46,020 per annum.**
- The additional cost of supporting 106 pupils from Torry with free transport in this situation would be an additional **£35,775 per annum.**

The total cost for this option would be **£81,795 per annum.**

Scenario 2. 106 pupils from Torry and 72 pupils from Kincorth and Cove (entitled to free school meals) receive free transport

- a) For this arrangement, the costs for Torry pupils would be as per Scenario 1 above.

b) The distribution of the 72 pupils between Kincorth and Cove is unknown. Furthermore, it is unknown whether by the time of the academy opening if it would still be required to support the provision of school bus provision from Cove to the new Academy (this depends on aspects such as the final location of school entrances, the build out of development, and any subsequent changes to the commercial bus network).

c) Furthermore, for any of the 72 pupils from Kincorth/Cove catchment living in Kincorth, it is also questioned whether they would actually benefit from free school transport, or even if there is a feasible transport option (short of providing one) given that majority of Kincorth will be within a 2 mile walk of the new academy, and few existing public transport of relevance.

- d) Accordingly, given these uncertainties, we have assumed that provision is made by way of bus season tickets to be provided for the 72 pupils, on the basis of 90% under 16, 10% over 16.

Costs would be as follows:

- The base cost of providing bus provision for Torry (on the assumption that all pupils pay for fares) is **£46,020 per annum.**
- The additional cost of supporting 106 pupils from Torry with free transport in this situation would be an additional **£35,775 per annum.**
- The additional cost of supporting 72 pupils from Cove/Kincorth catchment with free transport would be an additional **£24,300 per annum**
- In the case that the Council would have ceased supporting public

transport options from Cove to the Academy by the time of opening, the total cost to the Council would be **£106,095 per annum**

However, in the case that the Council is still required to support public transport options from Cove to the Academy, the total cost to the Council would be increased by a maximum of £34,515 per annum, to **£140,610 per annum.**

Scenario 3. 200 pupils from Torry, excluding those within the Tullos Primary School catchment zone, receive free school transport

a) For this arrangement, we note that the Tullos Primary School catchment zone is linear across the southern edge of Torry. Accordingly, we would note that pupils within the Tullos catchment zone live up to 2.8 miles from the new Academy site via the safe walking route proposed in the School Travel Assessment report. If the Council pursue this option, these pupils will not receive free school transport while others with a shorter walk to school distance would. It is anticipated that the logic of this approach would be challenged.

b) We have assumed that the council provides a tendered school bus service for those pupils receiving free school transport, and a de-minimis arrangement for pupils within the Tullos Primary school catchment zone, where pupils pay for the bus fare.

Costs would be as follows:

- The cost of providing bus provision for the pupils living within the Tullos Primary School catchment in Torry (on the assumption that all pupils pay for fares) is **£23,010 per annum**
- The assumed cost of providing a tendered school bus service for all other school pupils in Torry would be **£78,000 per annum.**

The total cost to the council would be **£101,010 per annum.**

All the above calculations are based on current (2013) costs and assume the following:

1. Budgetary estimate of £200.00 per bus per day assumed for a tendered arrangement.

2. Budgetary estimate of £59.00 per bus per day assumed for a de minimis arrangement with the bus operator and pupils pay the travel costs.
3. Current estimate of 390 pupils living in Torry to go to the new Academy.
4. Costs based on 195 school days in a year.
5. £321.00 is the cost of travel for a child and £486.00 the cost for a 16-18 year old of school travel for the year.
6. Figures for the number of pupils entitled to free school meals are accurate for school year 2012-2013.

5.5.5 Aberdeen City Council to Provide Transport using own Fleet

The over-riding majority (if not all) other local authorities in Scotland do not maintain their own fleet of coaches for transporting school pupils, as they are required for 195 days per year, morning and after school only.

All other authorities either tender for the services, or have de-minimus arrangements.

There are significant additional back office costs, fleet maintenance costs, insurance cost with becoming a pseudo coach contractor.

The external consultant has advised that there are likely to be legislative issues under Transport Act 1985.

Based upon a fleet of 9 coaches, used only between Torry and the site of the proposed new Academy, the following costs have been estimated.

Capital Costs = £820,000 (estimated)

This includes the capital cost of purchasing 50 seat buses.

9 x 50 seat buses (£80,000.00 each) = £720,000 (likely depreciates at circa 5% per annum); Workshop/Storage Facilities £100,000 for workshop refit, new tools, lifts etc.

(Depreciation of around 5% per annum should be assumed)

Operational Costs = £451,800 per annum (estimated)

These estimated costs include:

Salaries - drivers' (£234,000) and escorts' (£124,800) = £358,800 per annum

VED, Insurance costs, operator licence costs, assuming £1,000 per coach = £9,000 per annum

Maintenance costs, spares etc., assuming £5,000 per coach = £45,000 per annum

Fuel costs = £20,000 per annum

Cleaning / washing of vehicles = £6,500 per annum

Back office input – 0.5 FTE for admin, registration etc = £12,500 per annum.

It is likely that to provide similar services from other parts of the proposed catchment area there would be a similar level of costs.

The total costs of providing a council owned and operated service for the pupils in the Cove, Kincorth and Torry areas, the cost of purchasing and operating a fleet of buses by the council would require a capital outlay of approximately £2 to £2.5 million and annual operating costs of between £1 and 1.25 million.

5.6 Other Projected Revenue Implications

5.6.1 Condition Expenditure

The two existing schools will, if retained, require expenditure of a total of approximately £18.5 million to bring both buildings up to a satisfactory standard. This investment would not be required immediately or all at the same time but the total cost over the foreseeable future is significant.

5.6.2 Annual Revenue Costs

The total of the 2012-13 budgets for the two separate schools is £6.2 million.

The estimated annual revenue budget for the new school would be £5.3 million. This excludes any potential savings linked to those budgets which are no longer charged to the schools directly.

5.7 Next Steps

5.7.1 Education, Culture and Sport Committee

Assuming a decision is taken by Committee 12 September 2013, the earliest date for the delivery of the new school is likely to be August 2016.

Within the Act, provision is made for a period of three weeks following an Education Authority decision to close or amalgamate schools during which submissions may be made to Scottish Ministers requesting that they call in the decision. This in effect gives minister the power to approve a decision, require an authority to revise or revisit a decision or prevent a decision in its current format to proceed.

A further three week period is provided for ministers to decide upon whether or not to act to call in a decision should such representations be made.

In effect, this means that if the decision is not called in, the earliest implementation can occur would be either three weeks (no representations to ministers) or six weeks (ministers decide against calling in the decision).

	Date	Earliest date of implementation
Date by which representations to be received to Scottish Ministers	3 October 2013	4 October 2013 (assuming no representations made to Ministers)
Date by which decision on call in to be made	24 October 2013	25 October (assuming no call in)

5.7.2 Addressing Issues Raised in Education Scotland Report

Assuming the proposal progresses, the following actions are planned.

Issue	Proposed Action	Timescale
Outline to parents and pupils the outcomes of the discussion with bus operators and how it proposes to minimise the effects of possible increased travel costs.	Leaflet to be issued to all families explaining implications and timescales for implementation, if proposal receives approval. Updated website, press release	Immediately after final decision is made.
Provide parents, children and young people opportunities for continuing engagement about the proposal, including visits to new schools in Aberdeen and involvement in the design of the proposed school.	Set up working group on new school to include staff, parents/carers and pupils within three existing communities. Visits to Cults and Bucksburn Academies to be facilitated by Education, Culture and Sport	Immediately after final decision is made.
Outline as soon as possible how it will continue to engage with all stakeholders.	Request via schools on volunteer (Parent Council?) representatives to be identify best modes of	By end October 2013.

	engagement.	
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5.8 The Vacated Sites

It is acknowledged that vacated sites frequently become the subject of rapid dilapidation through lack of maintenance, vandalism and other anti-social behaviour.

Should the proposal be approved, it would be intended to establish, prior to vacation of the two existing school sites, the future use to be made of the building and their environs, once the amalgamated school is established.

Agreed procedures within the Corporate Asset Management Plan allow for the future of any asset to be determined.

If there is no identified service use, the sites would be declared as excess to service needs and then

1. offered to other services of the Council, such as Housing etc.,
2. declared as excess to the Council and offered to other public services, such as NHS Grampian, Police Scotland etc.,
3. declared as excess to the Council and disposed of on the open market.

5.9 Recommendations

It is recommended that Committee

- (i) To accept the recommendation to proceed with the proposal to close Kincorth Academy and Torry Academy, to amalgamate the two schools and establish a new, purpose built secondary school on the Bobby Calder Park Site and to instruct officers to make the necessary arrangements to deliver the new school by the beginning of school session 2016/17, i.e. August 2016.
- (iii) To instruct officers to work with local transport providers to provide subsidised dedicated transport for pupils resident in the catchment area of Torry to the proposed new school whereby the council will support the service and pupils will pay a fare for each journey made.

6. IMPACT

6.1 Corporate

Aberdeen the smarter City

1. We will enhance the physical and emotional wellbeing of all our citizens by offering support and activities which promote independence, resilience, confidence and self-esteem

2. Working with our third, public and private sector partners, we will provide opportunities for lifelong learning which will develop knowledge, skills and attributes of our citizens to enable them to meet the changing demands of the 21st century.
3. Again, working with partners, we will create a City of Learning which will empower individuals to fulfil their potential and contribute to the economic, social and cultural wellbeing of our communities.
4. We will aim to have a workforce across the city which has the skills and knowledge to sustain, grow and diversify the city economy.

6.2 Equality and Human Rights implications

A full equality and human rights impact assessment will be completed once details of the proposed new school are developed.

7. MANAGEMENT OF RISK

There is considerable reputational risk if this proposal does not progress. This would be largely due to the potential loss of significant funding contributions to the cost of the new school.

8. BACKGROUND PAPERS

Appendix 1 Education Scotland Report
Appendix 2 Independent Travel Review Report
Appendix 3 Pupil Voice Report

9. REPORT AUTHOR DETAILS

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Education Scotland Report

Consultation proposal by Aberdeen City Council

Report by Education Scotland, addressing educational aspects of the proposal to close Kincorth Academy and Torry Academy, to amalgamate the two schools and establish a new, purpose built secondary school on the Bobby Calder Park Site.

1. Introduction

1.1 Aberdeen City Council proposes to close Kincorth Academy and Torry Academy, to amalgamate the two schools and establish a new, purpose-built secondary school on the Bobby Calder Park Site.

1.2 The report from Education Scotland is required under the terms of the *Schools (Consultation) (Scotland) Act 2010*. It has been prepared by HM Inspectors in accordance with the terms of the Act.

1.3 HM Inspectors undertook the following activities in considering the educational aspects of the proposal:

- attendance at the public meetings held on 8 May 2013 and 15 May 2013 in connection with the Council's proposals;
- consideration of all relevant documentation provided by the Council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
- consideration of further representations made directly to Education Scotland on relevant educational aspects of the proposal; and
- visits to the site of Torry Academy, Kincorth Academy, Tullos School, Walker Road School, Loirston School, Charleston School, Abbotswell School and Kirkhill School, including discussion with relevant consultees. HM Inspectors also walked a route from each academy to the proposed site of the new school.

1.4 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the school; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the Council area;
- any other likely effects of the proposal;

- how the Council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- benefits which the Council believes will result from implementation of the proposal, and the Council's reasons for coming to these beliefs.

2. Consultation process

2.1 Aberdeen City Council undertook the initial consultation on its proposals with reference to the *Schools (Consultation) (Scotland) Act 2010*.

2.2 The Council went beyond the statutory requirement and arranged six public meetings in Kincorth Academy, Torry Academy and a number of their associated primary schools. These meetings provided appropriate opportunities for pupils, parents and members of the community to express their views. The Council provided a number of appropriate methods to respond to the consultation in writing. Relevant information was available in a number of locations and on an informative page of Aberdeen City Council's web site. In discussion with HM Inspectors, a number of parents voiced a lack of confidence in the consultation process. A number of parents in both catchment areas felt that the public engagement on the site of the proposed school had not been effective. The Council continues to consult with children and young people but a few children and young people felt that they had not been consulted well enough to allow them to respond to the proposal during the formal consultation period. Despite the Council's use of a translator at one of the public meetings and offers of translators at others, a few consultees did not think the Council had taken sufficient steps to communicate with those for whom English is not their first language.

2.3 At the public meetings and in written submissions to Aberdeen City Council, there was much support for a new purpose built school. Many parents, pupils and staff supported the building of a new secondary school on the south side of the city. They believed there would be benefits from an extended and enhanced curriculum being delivered in a 21st century learning environment.

2.4 Pupils, parents, staff and members of the community in the Torry and Kincorth catchment areas expressed concerns about the location of the proposed school. Parents from Torry were worried about the route which children would take to the proposed school and the distance of the school from Torry. They felt that the most direct route is along Wellington Road. They held the view that this is one of the busiest dual carriageways in Aberdeen and it would be dangerous and unhealthy to have children using this route to school. Parents and pupils who live in the Cove area were generally very positive about the site of the new school but also had concerns about safe routes to school, particularly crossing Wellington Road. Parents and pupils who lived in the Kincorth area were keen to ensure there would be safe routes to walk and cycle to school. The Council has commissioned an independent travel survey of safe routes to school and will make the findings available to stakeholders.

2.5 At the public meetings and in subsequent submissions, parents and pupils in the Torry and Kincorth areas expressed concerns about the cost and regularity of

public transport to the proposed site. They were worried that public transport costs to get to the proposed site may impact unfairly on children from low income families and that children from these families may not attend school as regularly as they should. They also expressed concerns about the inequity which might arise in the participation of extra-curricular activities. They felt that young people from Torry would be disadvantaged because of the perceived problems of getting home after school. Another concern was the distance and transport costs for parents to attend events at the proposed site. Parents from Torry and Kincorth felt that a good number of parents would find it difficult to attend events and be involved in their children's learning. Some pupils were concerned about the cost of transport post-16. They held the view that it would be cheaper to attend college and that because of this some young people would not stay on at the proposed school into S5 and S6.

2.6 Teaching staff were generally positive about the benefits a new school would bring but recognised the concerns regarding safe and cheap travel to the proposed site for young people, particularly for those from vulnerable and low income families. Teaching staff welcomed the possibility of increased opportunities for professional learning that working with a larger staff may bring and saw the possibilities to develop new approaches to learning and teaching. They were positive about the benefits of a purpose-built school on learning and teaching.

2.7 Headteachers and senior managers were positive about the proposal. Those in Torry were worried about the travel and safety issues but recognised that, if these could be overcome, then the proposed school had the potential to provide an opportunity to continue to improve outcomes for young people in both communities.

2.8 Should the proposal go ahead, staff and parents who met with HM Inspectors felt that it was important that the headteacher for the proposed school was appointed as soon as possible. A number of staff expressed the view that this would enable a curriculum plan to be in place and the building designed around the proposed curriculum. They also thought that this would help with the redesigning of faculties which would need to take place. Parents thought that the headteacher would be able start to work with staff and pupils to develop a new ethos and ensure the school had its own identity.

3. Educational aspects of the proposal

3.1 In October 2010, a decision was made by Aberdeen City Council's Education, Culture and Sport Committee to instruct officers to develop the proposal to, *'Replace Torry Academy and Kincorth Academy with one single larger school on an appropriate site to accommodate all existing secondary pupils and pupils generated by the development proposed at Loirston'*. In September 2012, agreement was received in principle that two-thirds of the cost of a school to replace Torry Academy and Kincorth Academy would be met under the conditions set by the School's for the Future Programme. The funding is estimated by the Council to be approximately £20 million.

3.2 Aberdeen City Council has set out in its proposal, a range of educational benefits for children and young people on the south side of Aberdeen. In particular, it

highlights how the proposal would help raise levels of attainment and achievement while helping to improve the quality of young people's learning experiences. The proposal also sets out the ways in which the proposal will help improve the curriculum, arrangements for meeting learners' needs and the ethos and leadership of improvement and change. The proposal will also provide access to a modern and purpose built new school.

3.3 The Council's Schools Estate Management Plan rates the present Kincorth Academy and Torry Academy buildings as B (satisfactory) for condition and C (poor) for suitability. Some corridors in both schools are narrow and there are few areas for young people to congregate and socialise without causing congestion for other pupils and staff. Spaces for bringing larger groups of children and young people together are inadequate. The use of information and communications technology is limited in both buildings by poor infrastructure. The proposal will provide a new school fit for purpose. The quality of accommodation provided by the new school will enhance learning experiences for young people and provide a more positive environment for learning. Access to flexible areas will provide opportunities for more varied approaches to learning and teaching, including collaborative and research-oriented approaches.

3.4 The proposed new school is part of Aberdeen City Council's long-term strategy with the aim of creating the most beneficial and positive learning environments for children and young people. The Council thinks that the proposed school will be able to deliver a high quality, wide and relevant curriculum in a state of the art facility which makes use of the most up to date infrastructure and technologies. The proposed new school will have the facilities and staff to provide a broader and more appropriate curriculum to meet the needs of young people in the 21st century. The current requirement for a number of young people to travel to other schools for aspects of their education will be much less likely. The proposed new school has the potential to have flexible spaces designed to support the delivery of vocational courses. The proximity of the site to a part of the Aberdeen College campus will help to support links with further education. More vocational courses may help to increase motivation amongst young people who currently cannot easily access this type of course.

3.5 Improved facilities will help to meet the needs of young people more effectively. Partner agencies will be able to build on the current links they have but focus their attention on one school. The Council's educational benefits statement outlines clearly the advantages the proposal will bring to young people who need additional support with their learning. In taking forward the proposal, the Council will need to explore with stakeholders how to minimise the possible social and economic barriers to learning which may arise from the possible increased travel costs, particularly on young people from vulnerable and low income families.

3.6 In national examinations, Torry Academy and Kincorth Academy perform significantly below the national average and well below other schools with similar characteristics in almost all measures. In both schools, the percentage of young people who stay on to S5 and S6 is below the education authority average and national average. The percentage of young people who leave school to go on to

further education, higher education or employment is below the education authority average and national average. The proposed new school will offer the opportunity to develop a new ethos with a curriculum designed around the needs of young people. This may help to raise the aspirations and achievement of young people. The increased breadth of the curriculum may also motivate young people to achieve.

3.7 A new leadership team will be appointed to lead the new school. Staff and young people will be able to work with the new team and be involved in the development of the new school and its ethos. This will help to motivate and inspire the new school community and act as a good platform on which to base continuing improvement.

4. Summary

4.1 The Council has outlined clearly the educational benefits of the proposal. Where possible, it has supported its proposal with research and experience from the building of other new schools. The Council's educational benefits statement has demonstrated how the proposal will significantly improve the learning environment for young people. It has provided evidence that the current buildings which house Kincorth Academy and Torry Academy have significant weaknesses in supporting the delivery of a 21st century curriculum. It is clear that the proposed new building will help teachers to develop new approaches to learning and teaching to better meet the needs of young people. The Council has outlined how the development of a new school ethos may help to increase expectations and motivate young people to achieve even more. With more staff and increased focus from partners, the learning needs of young people may be met more effectively. Overall, the Council has demonstrated how the proposal has the potential to improve outcomes for young people across the proposed catchment area.

4.2 The Council has consulted with a wide range of stakeholders and is continuing to do so. In taking forward the proposal, it needs to address a number of issues. Pupils, parents, staff and other stakeholders have legitimate concerns about safe routes to the proposed school. In taking forward the proposal, the Council needs to consider how it can implement the recommendations of the independent travel survey. It also needs to be proactive in sharing the outcomes of the survey with sufficient time for the implications to be considered by all stakeholders. There is a concern in both communities, but particularly in Torry, that the distance to the proposed site and the cost of travel may act as barriers to learning. The Council is in discussion with local bus companies to explore ways of improving transport links to and from the proposed site. The Council needs to outline to parents and pupils the outcomes of the discussion and how it proposes to minimise the effects of possible increased travel costs. Parents, children and young people would welcome continuing engagement about the proposal, including visits to new schools in Aberdeen and involvement in the design of the proposed school. As the Council moves forward with the proposal, it needs to outline as soon as possible how it will continue to engage with all stakeholders.

**HM Inspectors
Education Scotland
June 2013**

**Pupil Voice Report
Consultations with School Pupils on the Proposed New School to
Replace Kincorth and Torry Academies.**

Consultation was carried out in June 2013 in the following schools:

Abbotswell Primary School
Charleston Primary School
Kirkhill Primary School
Loirston Primary School
Tullos Primary School
Walker Road Primary School

Kincorth Academy
Torry Academy

Consultation Methods

All pupils were shown a copy of the “Rights of the Child” the Scottish Government’s child centred document. The teacher explained how young peoples views on matters were to be listened to, taken seriously and respected. The purpose of the consultation was to obtain the views and opinions of the young people who could be affected by the proposed new school to replace Kincorth and Torry Academies.

Pupils were placed in two groups and they attended workshops 1 and 2.

Workshop 1

Working with maps, travel routes to the new proposed school were discussed and pupil views and opinions were recorded.

Workshop 2

The pupils discussed the following questions in groups and their opinions were noted.

- 1 What does school/education mean to you?
- 2 What are the opportunities/benefits of a new school?
- 3 What are the challenges of the proposed school? Are there any solutions to these challenges?

Workshops were related to the Curriculum for Excellence and delivered by Roseleen Shanley (Workshop 1) and Sara Cockburn from AECOM (Workshop 2). Aberdeen City Planner Claire McArthur also helped deliver some of the travel workshops with Sara Cockburn.

Reports were written on both workshops. The enclosed notes are based on pupil comment recorded in Workshop 1.

Roseleen Shanley August 2013

Young Peoples' Views.

Abbotswell Primary School

Question 1 – What does Education/School mean to me?

- Learning life skills, can calculate, learn language, expressing feelings, opinions, words to say thoughts.
- Prepares you for a job. Learn skills for work e.g. about money, banking.
- Active learning, colourful classrooms, outdoor learning, school gardens, growing vegetables.
- Preparing you to be fit and healthy in life.
- Learn social skills and about relationships.
- Having the money for good technology and school resources.
- Links with community.
- Old schools, we need new ones.
- Schools should be stricter. People who want to learn should have more rights.

Question 2 – What are the benefits of a new school?

- More houses, new schools needed.
- Less expensive to have one big school than two smaller ones.
- Bigger school, more opportunities e.g. more subjects.
- Cleaner, brighter school with more resources and outdoor areas.
- Healthy food bars, take what you want, healthy food promotion.
- Active learning, enthusiasm for learning, gives different ways to learn.
- More subject opportunities, a lot of science and equipment for experiments.
- Well educated teachers. Caring, patient teachers.
- More eco with solar panels and eco paint on walls.
- Lots of clubs, more sports to interest pupils e.g. archery.
- Cameras for safety, gates to stop vandalism.

Question 3a What are the challenges of the new school?

- Travel. Need better road, cycle routes, own school buses, timetables to reduce traffic, cost of bus fares.
- Not everyone is agreeing about the proposed new school. Some want it, others don't.
- Cutting down trees to get a path through wood not good. Walk round the wood.
- Winter days are dark would not like to walk through woods.
- Some want the new school and are worried people will change their mind and the new school won't happen.
- A lot of money will go into the new school. This could be spent making Kincorth and Torry better.

Question 3b Are there solutions to the challenges?

- Breakfast clubs if travelling and leaving home early.
- New roads and paths needed to take car and walk to new school.
- Can lunch more easily at the new school e.g. Burger King.

- Prepare safe routes to school. Better lighting through wooded paths, paths for bikes and lamp posts to see.

Charleston Primary School

Question 1 – What does Education/School mean to me?

- Education is everything to me so that I want to have a good life.
- More knowledge.
- Gaining confidence and meeting new friends.
- Brings different education skills and different pupils.
- Learn helpful things, life skills, speaking skills, understanding the people you are speaking to, fitness.
- Helps me get a good job
- To show my learning

Question 2 – What are the benefits of a new school?

- New schools are made to make more rooms and old ones can be broken.
- Cheaper to build than repair.
- Newer technology.
- More eco, better heating systems, less carbon.
- Brighter newer buildings.
- Can offer more activities before and after school.
- Schools bigger more subjects offered.
- Improve kids learning.
- Built close to new homes.
- New parks for kids to play, sports and talent shows.
- Quicker travel.

Question 3a What are the challenges of the new school?

- Crossing main road, travelling, stranger danger, being safe walking to school.
- Noise of children running through the streets.
- Bus fare money. Parents might not be able to pay this.
- If new school is built it might be too far for some pupils.

Question 3b Are there solutions to the challenges?

No time to cover this question.

Kirkhill Primary School

Question 1 – What does Education/School mean to me?

- Good education, exam results.
- Citizenship, crime prevention, right to be happy, safe and looked after well.
- Something to test peoples skills in education, Maths, Language, Spelling, handwriting, Geography.
- Health and wellbeing, PE, being fit outdoor games, free play outdoor gym.

- School with modern day things that link into the world of work
- Good education, exam results.
- Outdoor education and nature areas.

Question 2 – What are the benefits of a new school? (some responses linked to above question)

- New building, more light, more dangerous when school is older.
- Outdoor education and nature areas.
- Up to date computers that are “fast”, real life work experience.
- Up to date text books and resources.

Question 3a What are the challenges of the new school?

Question 3b Are there solutions to the challenges?

(Limited time to complete question 2)

- Travel to the new school a worry. Longer distance to this proposed new school. Some distance to walk.
- When does it start, if further away, more time needed to travel.
- Need school buses and bus lanes to get there. There should be no cost for fares.
- For people who are not street wise could be a dangerous journey. Could walk through the Gramps but it is not safe and needs lights. There are also foxes and allergies going past plants. Some scary people in this area. Drugs in this area??
- Get used to the secondary school you are in will be sad to leave it in one or two years time.
- What will happen to the old buildings?
- Issues of a bigger school – get lost, more to remember and find your way round the school.
- Social internet sites, people could pretend to be someone else.
- Food – need vending machines which should be less money. Better quality food should be priced the same and open at certain times to encourage pupils to eat a better diet.
- Garthdee riots.

Loirston Primary School

Question 1 – What does Education/School mean to me?

- To learn and work things out. Good education. Need education to get on at school and on in life. To get a good job, have good life, enough money.
- Prepare for college or university, things in life, a job.
- School helps you be safe from drugs, bad people, online safety and learn how to make friends.
- To be fit and healthy, learn about sport, exercise and how to be fit. You can win sports.
- Somewhere to share our good work
- Good teachers and make you learn more education, lots of teachers to support and help people with problems and to learn about work.
- Study subjects you want. More subjects and international trips.

- ICT equipment,
- PE equipment, outdoor games, somewhere to play, run.
- Good food a café.

Question 2 – What are the benefits of a new school?

- Clean new school makes me happy.
- Better equipment, less vandalism, more space, new teachers.
- Make new friends, meet new people, fun.
- Used to live in Torry, hassle to get to Cove.
- Like the idea of the new school.
- Concerned about teachers in Kincorth. Some may lose jobs.
- School is a change and we need to get ready.
- Parents often want their children to go to “their” old school.

Question 3a What are the challenges of the new school?

Question 3b Are there solutions to the challenges?

Limited time for responses to Q3b.

- Until you see the new school you can't get excited.
Solution – show us the plans.
- I don't think Torry and Kincorth will get along together.
- When Cove primaries meet together they get on well in Kincorth Academy. Torry and Kincorth will be the same.
- Updated technology (for pupils).
- I live next to the proposed new school and can walk but Torry people might worry about how they will get there.
- Torry people will have to spend money on bus fares
- Used to live in Torry. Hard to get to Cove.
- Some people want to go to one school, others want to stay.

Tullos Primary School

Question 1 – What does Education/School mean to me?

- Good education, learn all the subjects.
- Helps you get a good job.
- Teaches you about health and wellbeing.
- Great sports facilities, getting fit, better at sports, teaching you self discipline.
- Good sport resources e.g. large gym, dance opportunities
- Active learning rather than sitting listening.
- Work experience, doing the job.
- Better knowledge of food e.g. 5 a day.
- Teaching you time management. How to meet deadlines.
- Helping self esteem and social skills, teaching you how to listen.

Question 2 – What are the benefits of a new school?

- Good resources. Would like a large new gym.
- Puts schools together and saves money.
- More technology.
- New schools are more eco.

- Bigger schools mean more subject choice.
- More people, friends etc.

Question 3a What are the challenges of the new school?

- Travelling – more cars / traffic.
- Might be late for school.
- Could get knocked down.
- Dangerous dual carriageway for travel.
- Cost of travel, bus fares will be a lot.
- I want to be able to cycle to school.
- Hard to give opinions as we don't know enough information.
- What kind of bus do we get? How long will it take? When does the new school start? Bus fares- are we paying? Don't know about travel plans.
- Houses being built near the new school. Unfair we need to walk so far.
- Fighting and stealing. Vandalism.

Question 3b Are there solutions to the challenges?

- Free bus passes.
- Bus lane needed.
- I feel better as I know the routes to school (after Sara's travel workshop).

Walker Road Primary School

Question 1 – What does Education/School mean to me?

- School makes you good for any job.
- To learn, be challenged so I get into college. Find school work easy, I need challenge.
- Learn new stuff, Maths, tables, number, spelling /language, helps you get a job.
- Good to learn things for your jobs. Helps you get the job.
- Lots of different classes. You get a shot at it to see what you like.
- Social skills, learning to listen to others, talking with friends, not to get angry, keep an open mind.
- School should keep you safe, comfortable, secure. Come to school to concentrate away from family problems.
- Teachers should not shout, push you to do your best, a teacher that respects.
- Pupil behaviour is important to be happy, secure.
- Help you be healthy with good food in the dinner hall, exercise in PE, be fitter not overweight and learn good rules in sport.

Question 2 – What are the benefits of a new school?

- More and more things to learn.
- More eco friendly, costs less money to run the school.
- Make more friends from other areas, meet nice people.
- Bright and colourful schools.
- More things to play with and have playing fields to play in.

Question 3a What are the challenges of the new school?

- Travel too long, too far. Hassle for parents and children to get up in the morning.
Solution – no real solution except to make the new school closer. If not closer, get a bus to the new school.
- They should make the new school nearer. Wellington Road when dark and near busy roads, not safe.
- Make the school near a quieter place.
- Lots of people going to work at the same time so traffic could be bad.
- We will get a free bus if you are closer than 3 miles or will you have to pay?
- We are all less than 3 miles, make the bus free.
- We walk to school every day we would have to pay every day for a bus.
- Can affect parents, use a lot of public's money
- I walk to school so I think it should be closer. It will be a long time to get to the new school.
- The roundabout is a death trap. Bridge over road needed, or underpass, zebra crossing.
- Children will take short cuts when late, this could be dangerous.
- I'm a child with shared care and my dad lives in Bridge of Don. It would be difficult to get to.
- I am on the fence. Even if the Academy's location is changed, it can't be central for everyone. Will have to get used to it.
- Concerned about fighting between pupils from different areas. After S1 it will die down.

Question 3b Are there solutions to the challenges?

- They should build the school closer so nobody moans.
- Buses should be free. It would be fair because we might not have an opinion of which school we should go to.
- Tullos playing field for the new school.
- Beside the golf course because traffic is not as bad there.
- Bus lanes made specifically for new Academy. Own lanes to get there fast.
- Must make a way for pupils to be safe.

Kincorth Academy

Comments obtained in two discussion groups. Travel was once again a large issue and points were picked up more fully in Sara Cockburn's workshop and report.

Question 1 – What does Education/School mean to me?

- Helps get a job.
- Schools need to be practical to prepare people for jobs.
- Get qualifications for a career.

- Helps you become an adult.
- Active learning.
- Meet new people, new relationships.
- Social skills, meeting new people, allows teamwork with all year groups, public speaking, mixed regi classes work well, help people feel more confident.
- Good nice atmosphere, good relationships with teachers helps with learning.
- Feel I belong.
- Good relationships between pupils.
- Having a uniform helps.
- Extra curricular activities, Drama, Music, PE, Eco Club
- Good commitment from teachers and seniors to run clubs and activities.
- Good PE, learning about sport e.g. football

Question 2 – What are the benefits of a new school?

- better resources.
- better toilets.
- better social areas.
- ability to socialise with new people.
- energetic atmosphere.
- more people want to go to school.
- more subjects.
- bus times can be unreliable.

Question 3a What are the challenges of the new school?

Question 3b Are there solutions to the challenges?

Kincorth pupils opted to state the challenge with the solution underneath on their poster.

- Bringing the two schools together.
Solution, have excursions and open days to mix them.
- How do some people get to school?
For me it's not a problem because there is an access path I could use
- Difficult for Torry pupils to get there, not used to travel, getting a bus.
Solution helped by becoming an independent traveller (more confident).
- If you miss the bus you will have to walk quite far.
Solution - So get buses going on a route.
- Not a good bus route to get from Kincorth.
- People might not feel safe crossing roads or walking through the Gramps.
- Get new lights to make it brighter, new paths for safety.

Torry Academy

Question 1 – What does Education/School mean to me?

- Helps me learn about the world.
- Learn new things.

- Get educated for jobs, schools should be about getting you ready for work.
- Good job, can go to uni or college.
- Process of aiming to get a job.
- To get a job and focus at school you can't focus if you have long distance travel and what if you have exams.
- Builds you up for the big world
- Means a lot to us.
- Should be outdoor more, more active.
- More periods in S1 and new subjects.
- Get new equipment.
- Extra curriculum.
- Socialise, helps you in life, social skills good for a job.
- More topics that are of use to you, only do the stuff you need.
- More self study at home, give us the resources and show us how to get them.
- I don't like it, but I know I need it
- If I was in charge of education I would completely change it. It is okay but I would change it.
- Get new equipment.

Question 2 – What are the benefits of a new school?

- More subjects and not having to travel to get subjects, high tech, up to date technology, software, better equipment and update all computers. Why are so many things filtered?
- Better canteen, vending machines. School food budget should be controlled by the school. Look from our eyes.
- Learn about job applications.
- No school uniform for some.
- No uniform is bad cause it leads to bullying.
- Making new friends, meet new people bring communities together, Torry, Cove, Kincorth. Bringing new First Years together.
- A lot of folk think Torry and Kincorth wont get on but we do. We have a lot of pals but some folk don't like them, mainly older folk. Not joking, everyone gets on. Torry and Kincorth get on.
- Less fit if getting bus.
- The Architect could come and draw up our design ideas. Then merge the whole ideas together and that does the design of the school.

Question 3a What are the challenges of the new school?

Question 3b Are there solutions to the challenges?

Travel was a huge issue here. See Sara Cockburn AECOM'S report.

Challenges

- Distance of the proposed new school.
- Some people not fit enough to walk.
- Main roads, Wellington Road third most polluted road in ????
- Doing extra curricular activities could be more difficult for Torry pupils.
- Walking home in the dark, accidents on Wellington Road.

- We were going to walk to the new proposed site. Police called it off as it was too dangerous.
- We are second choice cause their site was meant to be the football stadium. Why has this gone?
- Eating habits.

Solutions

- Free buses. But if we are less than three miles, other schools would complain.
- Get a bus. Will we get used to the travel?
- S3 will be S5, don't mind.
- P7 visits stay. Primaries mix schools together to form a bond.

Appendix 1 DRAFT (To be completed)

Consultation with Young People and Links to Curriculum for Excellence

Due to the age range of the consultation, some outcomes will not have been covered entirely by younger pupils.

Curriculum for Excellence Outcomes

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

HWB 0-09a-4-09a

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.

I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. LIT 0-02a-4-02a

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. LIT 3-06a/4-06a

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.

Lit 2-07a-4-07a

To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources. LIT 2 -08a-4-08a

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is welcoming place for all.

HWB 0-10a – 4-10a

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. (HWB 0-12a-4-12a)

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. (HWB 0-13a-4-13a)

I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area. (SOC)

Appendix 3

Independent Travel Review Report

Separate document

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ABERDEEN CITY COUNCIL

Public Consultation Document

Proposal: To close Kincorth Academy and Torry Academy, to amalgamate the two schools and establish a new, purpose-built Secondary School on the Bobby Calder Park Site.

**Statutory Consultation Period
18 April – 31 May 2013 (inclusive)**

All submissions expressing views on the proposals detailed in this document should be made in writing or by email by 5.00pm on 31 May 2013.

It is intended to respond to issues raised from correspondence within a report presented to the Education, Culture and Sport Committee on 12 September 2013.

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Section 1

Public Consultation (Statutory)

1.1 Public Consultation

Aberdeen City Council is proposing to close **Kincorth Academy and Torry Academy, to amalgamate the two schools and establish a new, purpose-built secondary school on the Bobby Calder Park site**

The new school will accommodate all pupils in the current Kincorth Academy and Torry Academy delineated areas including those from new housing developments (school catchment areas/zones).

A period of Statutory Consultation commences on **Thursday 18 April** and ends on **Friday 31 May 2013**, a total of 30 school days.

The period of public consultation must last a minimum of thirty school days.

In 2013, Monday 6 May is a holiday and Tuesday 7 May is an In-Service Day.

1.2 Legislative Requirements

This document meets the criteria laid out within Schools (Consultation) (Scotland) Act 2010.

Under this legislation, there is a requirement for a Local Authority to publish a proposal paper containing the following:

- details of the proposal
 - proposed date for implementation
 - the educational benefits statement
 - other appropriate supporting evidence or information
 - a summary of the consultation process
- and
- for rural school closure proposals, details of the authority's assessment of the three factors to which they have had special regard.

This proposal does not relate to closure of rural schools.

1.3 Submission of Views

Any written observations should be sent to:

Kincorth and Torry Academies Consultation
Education, Culture and Sport
Aberdeen City Council
Business Hub 13
Second Floor North
Marischal College
Broad Street
ABERDEEN
AB10 1AB

or by email to

schoolestate@aberdeencity.gov.uk

by **5.00pm** on **Friday 31 May 2013**.

1.4 Public Meetings

A series of public consultation meetings will be held on

Wednesday 8 May 2013 at Kirkhill School from 9.45 – 11.15am,

Wednesday 8 May 2013 at Torry Academy from 7.00 – 9.00pm,

Tuesday 14 May 2013 at Charleston School from 7.00 – 9.00pm,

Wednesday 15 May 2013 at Kincorth Academy from 7.00 – 9.00pm,

Tuesday 21 May 2013 at Walker Road School from 9.45 – 11.15am and

Tuesday 21 May 2013 at Charleston School from 1.30 – 3.00pm.

In addition, officers will provide opportunities to meet with staff and Parent Council representatives.

Officers will be available to attend representative group meetings on request.

1.5 Availability of Consultation Document

A copy of this statutory consultation document will be available for public consultation during the period of consultation at:

- Marischal College
- Central Library
- Cove Library
- Kincorth Customer Access Point and Library

- Torry Library
- Abbotswell School
- Charleston School
- Kirkhill School
- Loirston School
- Tullos School
- Walker Road School
- Kincorth Academy
- Torry Academy
- Altens Nursery
- Beech House Nursery
- Clockwork Pre School Nursery
- Cove Bay Kinder Garden
- Pebbles Playgroup
- Kincorth Community Centre
- Tullos Community Centre
- Torry Youth and Leisure Centre, Oscar Road

1.6 Availability of Information

To assist stakeholders in accessing relevant information, a dedicated area of Aberdeen City Council website has been populated with all information within this consultation document and further detail on the consultation process and data relating to the proposal.

The relevant web pages can be accessed at

www.aberdeencity.gov.uk/kincorthandtorry

Please contact us on the telephone number below if you want this document in Braille, large print or on an audio CD, or if you want the document translated into another language.

إذا كنت تود الحصول على هذه الوثيقة بالخط العريض أو البريل أو الأشرطة الصوتية المدمجة أو كنت تود ترجمتها الى لغة أخرى فالرجاء الاتصال بنا على الهاتف أدناه.

আপনি যদি এই দলিলটি ব্রেইলে, বড় ছাপার অক্ষরে বা শোনার জন্য সিডি, অথবা দলিলটি অন্য কোন ভাষায় অনুদিত চান তবে অনুগ্রহ করে নীচের টেলিফোন নম্বরে ফোন করে আমাদের সাথে যোগাযোগ করুন।

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 (01224) 523817

1.7 Involvement of Education Scotland

Education Scotland is required to prepare a report on the educational aspects of the relevant proposals and must submit this report to the Council within three weeks of the consultation process (or longer if agreed). It is anticipated that Education Scotland will submit their report to Aberdeen City Council by Friday 21 June 2013.

1.8 Final Report to Committee

Following the consultation period, a final Consultation Report will be presented to the Education, Culture and Sport Committee. This will include a summary of representations received during the consultation period and representations made at the public meetings along, with the Service responses to representations made.

It will also include reference to Education Scotland's report which will be made available to Committee and the public, prior to the Committee Meeting which will consider the report.

The report to Committee will provide responses to the issues raised during the consultation and will make recommendations on how to proceed.

There is a requirement for Aberdeen City Council to allow a period of three weeks from the date of publication of the Consultation Report before making a decision on whether to approve the recommendations. It is anticipated that the Report will be presented to a meeting of the Education, Culture and Sport Committee on Thursday 12 September 2013, setting out final recommendations.

1.9 Potential involvement of Scottish Ministers

Should the report to Committee include the recommendation to amalgamate Kincorth and Torry Academies and to establish a new school, the decision must be referred to Scottish Ministers within six working days. Scottish Ministers would then have six weeks from the date of the Committee decision to decide whether to "call in" the proposals for determination.

In considering whether to call in the proposal, Scottish Ministers are to take account of representations made to them within the first three weeks of that six week period. Any persons wishing to make representations to the Scottish Ministers that the decision should, or should not, be called in have three weeks from the date of the Authority's decision, to convey their representations to the Scottish Ministers.

1.10 Implementing the Decision

Aberdeen City Council cannot proceed to implement the decision until the six week period has elapsed, unless Scottish Ministers have given notice before the end of the period that they will not call in the decision.

If Scottish Ministers decide not to call in the proposal, then the Aberdeen City Council can implement the decision. Based on a Committee decision on 12 September 2013, the six week potential call in period would expire on Thursday 24 October, 2013.

1.11 Statutory Consultees

The following individuals and organisations will specifically be invited to participate in the consultation process.

Education Scotland;

Parent Councils of Kincorth Academy and Torry Academy;

Parent Councils of Abbotswell, Charleston, Kirkhill, Loirston, Tullos and Walker Road Primary Schools;

The parents of the pupils at Kincorth Academy and Torry Academy;

The parents of pupils at Abbotswell, Charleston, Kirkhill, Loirston, Tullos and Walker Road Primary Schools;

The parents of any children expected to attend the affected school;

Pupils at Kincorth Academy and Torry Academy;

Pupils at Abbotswell, Charleston, Kirkhill, Loirston, Tullos and Walker Road Primary Schools (depending on age and stage);

Staff at Kincorth Academy and Torry Academy and trade union representatives;

Aberdeenshire Council;

Local Community Councils.

Section 2

Context of the Schools Estate Strategy

2.1 Improving the Learning Environment for Pupils

Aberdeen City Council has been reviewing its Education, Culture and Sport Estate over a number of years, and has established clear priorities for its School Estate, in line with Scottish Government guidance. The Council's approach to its School Estate dovetails with the Council's Asset Management Strategy, which complies with national good practice.

The Education, Culture and Sport Service undertakes periodic detailed reviews of different elements of its asset portfolio, involving intensive consultation and engagement with key stakeholders. The review of educational establishments was split into two phases, commencing in 2009 with a review of the secondary school provision in the City, followed by a subsequent review of the nursery and primary school provision in 2012.

The outcomes of reviews are reported to the Council's Education, Culture and Sport Committee to ensure sound political governance.

Both reviews take account of the developing, and recently adopted [Local Development Plan](#) which identifies a potential growth of approximately 36,000 new houses across the City over the next 20–30 years. This represents a considerable amount of pressure on existing infrastructure, including schools and community facilities.

The outcome of the [Secondary School Estates Review](#) was considered by the Education, Culture and Sport Committee in October 2010.

One of the specific short/medium term decisions made by committee was to instruct officers to fully develop the following proposal as soon as practicable:

- *To replace Torry Academy and Kincorth Academy with one single larger school on an appropriate site to accommodate all existing secondary pupils and any pupils generated by the development proposed at Loirston.*

Although the Secondary School Estates Review in 2010 recommended that a replacement school of up to a capacity of 1,300 would be sufficient, a number of factors now indicate that a larger school of up to 1450 capacity will be required.

These include:

- The impact of the subsequent adoption of new Local Development Plan which contains significant housing developments;
- Inward migration to the Torry and Kincorth areas;
- The current significant number of pupils (approximately 200) who are zoned to the two academies but choose to attend a different school;
- Recent experience within Aberdeen suggests that new schools tend to attract pupils back from other schools, as well as resulting in additional placing requests under the Placing Request legislation¹.

This proposal intends to create a new school that is sustainable in terms of numbers of pupils, enabling a wide range of experiences through the formal and informal curriculum to be delivered.

An amalgamated new-build school will provide significantly improved opportunities to meet emerging expectations of Curriculum for Excellence.

In Scotland, local authorities have a statutory duty to ensure adequate and efficient provision of school education. Some, but not all of the benefits of providing a fit for purpose school estate are:

- Improvement in transitions between Nursery and Primary and between Primary and Secondary;
- Reduced expenditure on maintenance and upkeep which will allow investment in education, greater support of curriculum resources, enhanced learning and teaching and Continuing Professional Development;
- Larger schools with more staff which will allow teacher expertise in particular specialisms to be exploited giving greater opportunities for pupil participation in languages, sports etc. This is also in line with the national initiative “Active Schools”, aimed at improving health through fitness;
- Greater flexibility of staffing allowing opportunities for further development of partnership working and enhanced opportunities for staff to share experiences and expertise in all aspects of school life;
- Greater flexibility to deploy a more significant pool of resources to provide greater opportunities for all pupils;
- Purpose built buildings will support the developments promoted through ‘Curriculum for Excellence’ including more ‘active learning’, interdisciplinary learning and enhanced learning opportunities through more relevant courses, both academic and vocational courses.

¹Children (Scotland) Act 1995, Section 28A(3) of the Education (Scotland) Act 1980, as inserted by section 1 of the Education (Scotland) Act 1981, and section 28A(3A) to (3E) of the 1980 Act, as inserted by section 33 of the Education (Scotland) Act 1996, as inserted by section 44 of the Standards in Scotland's Schools etc Act 2000.

2.2 Transformation Programme Objectives

Aberdeen City Council is committed to improving the learning environments for all pupils by:

- modernising service delivery and ensuring that there is appropriate investment in staff equipment and accommodation;
- ensuring Aberdeen's pupils and teachers have school buildings fit for the 21st Century;
- ensuring expenditure on education delivers maximum benefit to pupils' education;
- increasing the number of young people attending schools which are of the optimum size to optimise curriculum choice and flexibility, and to deliver the full range of extra curricular activities;
- increasing the number of pupils attending new or refurbished schools;.

2.3 Current and Projected Service Trends

2.3.1 Demographic Trends

Aberdeen has a population of over 200,000 citizens. At September 2012, there were 12,186 pupils enrolled in primary schools and 8,940 in secondary schools.

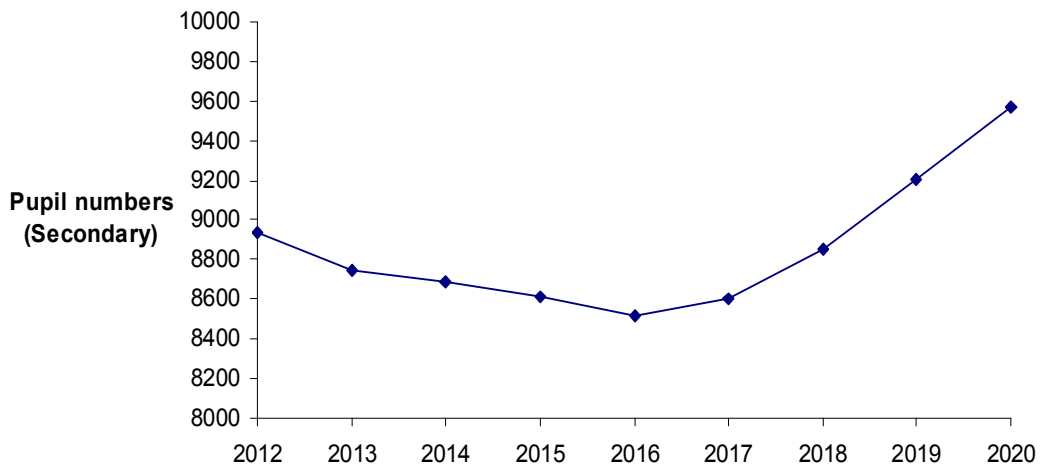
The historic trend of falling pupil numbers has been reversed, partly due to incoming migration and the increased housing allocations under the Aberdeen City Local Development Plan.

The projected pupil numbers, based on the annual school census carried out in September 2012 and the likely impact of proposed and current housing developments are shown in Table 1 and Graph 1, below.

Table 1: Actual (2012) and projected (2013-20) pupil numbers, Aberdeen City

	Actual 2012	Projected							
		2013	2014	2015	2016	2017	2018	2019	2020
Primary	12186	12592	13086	13575	13970	14272	14586	14773	15008
Secondary	8940	8751	8685	8610	8518	8599	8855	9201	9570

Graph 1: Actual (2012) and projected (2013-20) secondary pupil numbers, Aberdeen City

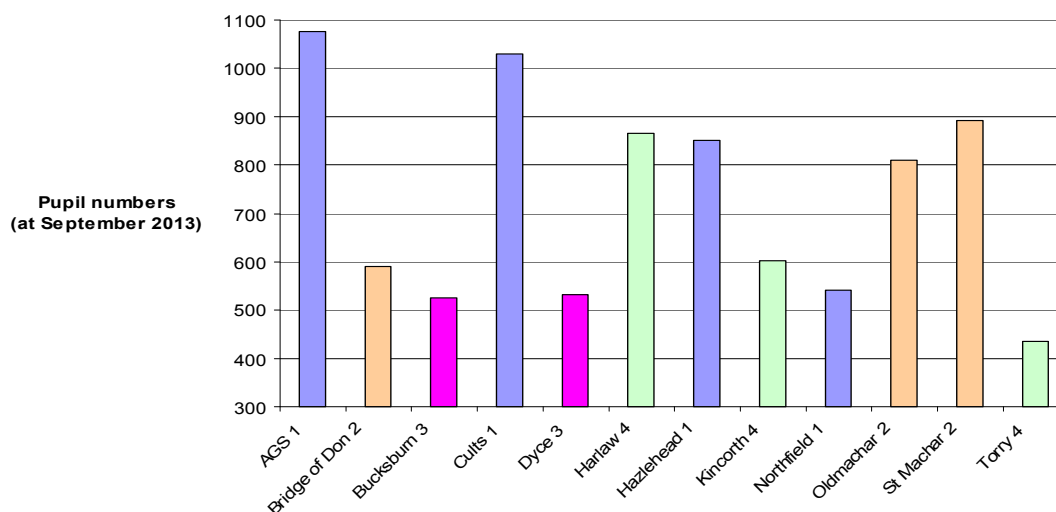


Schools have been organised into four consortia which operate varying degrees of timetabling commonality. For example, Bucksburn and Dyce Academies operate a common timetable in the senior school, with pupils transferring between the two school sites to access courses of choice.

These arrangements provide pupils with opportunities to attend courses in other schools which their 'home school' cannot provide, due to the unviability of small classes.

These arrangements provide enhanced choice for pupils and more equity between schools. There are, however, additional costs involved such as enhanced staffing and transportation cost. There is also a resultant increase in the number of schools, which are reducing the broad range of courses delivered, particularly at Higher and Advanced Higher. This may result in de-skilling of some teaching staff and reduced equity of access to opportunities. Some pupils also prefer to take another course rather than travel to another school to access their course of choice.

Graph 2: Pupil numbers, all schools and consortium arrangements, 2012-13



1,2,3,4 Consortium arrangements:
 Consortium ¹ – Aberdeen Grammar, Cults, Hazlehead and Northfield
 Consortium ² – Bridge of Don, Oldmachar and St Machar
 Consortium ³ – Bucksburn and Dyce
 Consortium ⁴ – Harlaw, Kincorth and Torry

2.4 Financial Considerations

2.4.1 Unit Cost per Pupil

Education Authorities have a legal responsibility to provide an effective and efficient educational service for children and young people. It is important, therefore, to carefully manage the limited budgets available for services, including the costs associated with schools.

The current average unit cost for a secondary pupil is £5,590, excluding the 3Rs schools (Bucksburn and Cults Academies), whose costs include Facilities Management and other life time costs and so are not directly comparable.

The cost per pupil at Kincorth Academy is £5818 and at Torry Academy is £6633, both of which are higher than the Aberdeen average.

2.4.2 Total Running Costs

The total costs associated with schools is a combination of salaries and wages and other costs including those related to consumables, rates, energy, cleaning, grounds maintenance, transport, tenants repairs, waste management, life cycle replacements, furniture/ fittings replacement, supplies & services, administration and ICT replacement.

A comparison of the whole life costs involved in retaining the two schools and amalgamating the schools on a single site is provided in Section 6.2.2.

2.4.3 Condition and Suitability

Aberdeen City Council is required to maintain its assets in a condition that allows the facility to function over its lifetime. To evaluate and prioritise the investment required to maintain its school buildings, a recent audit of the condition of school buildings highlighted was carried out. The identification of those schools most in need of investment will allow improvements which will better facilitate schools in their ability to better deliver Curriculum for Excellence.

Within this specific context for schools, it is essential to develop a long term, holistic asset management strategy that effectively, efficiently and economically meets the needs of our communities. This strategy must help to drive the integration of services and improvement in learning outcomes through maximising the combined impact of schools, libraries, community centres, housing, and sports and cultural facilities.

Condition is evaluated on a four point scale:

A: Good - performing well and operating efficiently

B: Satisfactory - performing adequately but showing minor deterioration

C: Poor - showing major defects and/or not operating efficiently

D: Bad - life expired and/or serious risk of imminent failure

Suitability is the extent to which a school can effectively operate in terms of delivering the curriculum and providing access to all relevant activities.

It is also evaluated on a four point scale:

A: Good - Performing well and operating efficiently (the school buildings and grounds support the delivery of services to children and communities)

B: Satisfactory - Performing well but with minor problems (the school buildings and grounds generally support the delivery of services to children and communities)

C: Poor - Showing major problems and/or not operating optimally (the school buildings and grounds impede the delivery of activities that are needed for children and communities in the school)

D: Bad - Does not support the delivery of services to children and communities (the school buildings seriously impede the delivery of activities that are needed for children and communities in the school)

The overall ratings for both Condition and Suitability are reached using a range of weighted criteria. In all schools, there will be elements which are better and poorer than the overall evaluation.

The Condition and Suitability Evaluations of the two schools are provided in Section 6.2.3.

2.5 Educational Considerations

2.5.1 Curriculum for Excellence

All Local Authority schools in Scotland are implementing the new curricular arrangements, *Curriculum for Excellence*. Pupils in S3 in session 2012-13 will be the first cohort to experience the new curriculum in its entirety.

There are many aspects to Curriculum for Excellence and full details can be found at Education Scotland's web site:

www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/index.asp

Whilst arrangements are in place for the current cohorts of pupils, the nature of Curriculum for Excellence means that it will evolve over time, being amended and adapted to meet local circumstances.

There are however certain principles embedded within the philosophy of Curriculum for Excellence of which all schools have to take account.

Firstly, the curriculum should be continuous from age 3 to 18. Pupils are expected to build upon prior learning. This means transitions between different stages have to be well developed.

Secondly, there is an expectation of a Broad General Education (BGE) up to the end of S3. In this phase, pupils should have access to a wide curricular experience but with increasing choice toward the end of this phase.

The Senior Phase (S4-6) is the point at which pupils will undertake certificate bearing courses and, where appropriate sit examinations. It is essential that pupils can access the subjects and levels appropriate to their aspirations at this point.

There are a number of underlying expectations within the new curriculum including an increased level of active learning, which means pupils are not passively 'taught at' and this will include physical activity, practical work, cooperative learning, to name a few.

Another element is that of formative assessment where a pupil's progress is evaluated, not necessarily by a test, and future activities and learning is based upon that evaluation of progress. This is a very different approach to summative assessment where pupils' work is more formally assessed.

All these elements mean that the formal classroom layout of many schools does not lend itself to implementation of Curriculum for Excellence as the buildings and internal configurations were designed to accommodate a very different curriculum.

2.5.2 Curricular Choice

Access to an appropriate curriculum is fundamental to engaging pupils in their learning and preparing them for the next stage of their learning journey.

Accordingly, schools in Aberdeen have developed approaches to increase the range of subject and courses which are available to pupils. This includes the development of consortium arrangements between two or more schools where pupils travel to another school to access the course they wish to study. City Campus arrangements allow pupils access to courses not offered within their 'home' school. These are mainly Advanced Higher and some courses run in conjunction with Aberdeen College.

The smaller a school, the less flexibility it has to provide a wide range of courses at different levels and therefore choice is restricted. Larger schools can offer more courses at different levels and can, in many cases avoid more than one level being taught in one class.

The provision of work-related courses is increasingly important to some pupils. Again, a larger school can provide this opportunity on-site as classes of a viable size can be created.

2.5.3 Educational Progress

Education Scotland (formerly, Her Majesty's Inspectorate for Education, HMIE) currently evaluates the work of schools under the following core Quality Indicator categories:

- Improvements in performance (QI 1.1)
- Learners' experiences (QI 2.1)
- The curriculum (QI 5.1)
- Meeting learning needs (QI 5.3)
- Improvement through self-evaluation (QI 5.9)
- Leadership of Improvement and Change (QI 9.4)

Overall, there is significant scope for improvement in both schools in terms of the core Quality Indicators.

The most recent information on inspection of the two schools is available in sections 5.1.16 and 5.2.16 of this document.

2.5.4 Educational Benefits Statement

The Educational Benefits Statement (Section 7 of this document) addresses all relevant Educational Considerations of the existing schools and the proposed new school.

Section 3

The Proposal

3.1 The Proposal

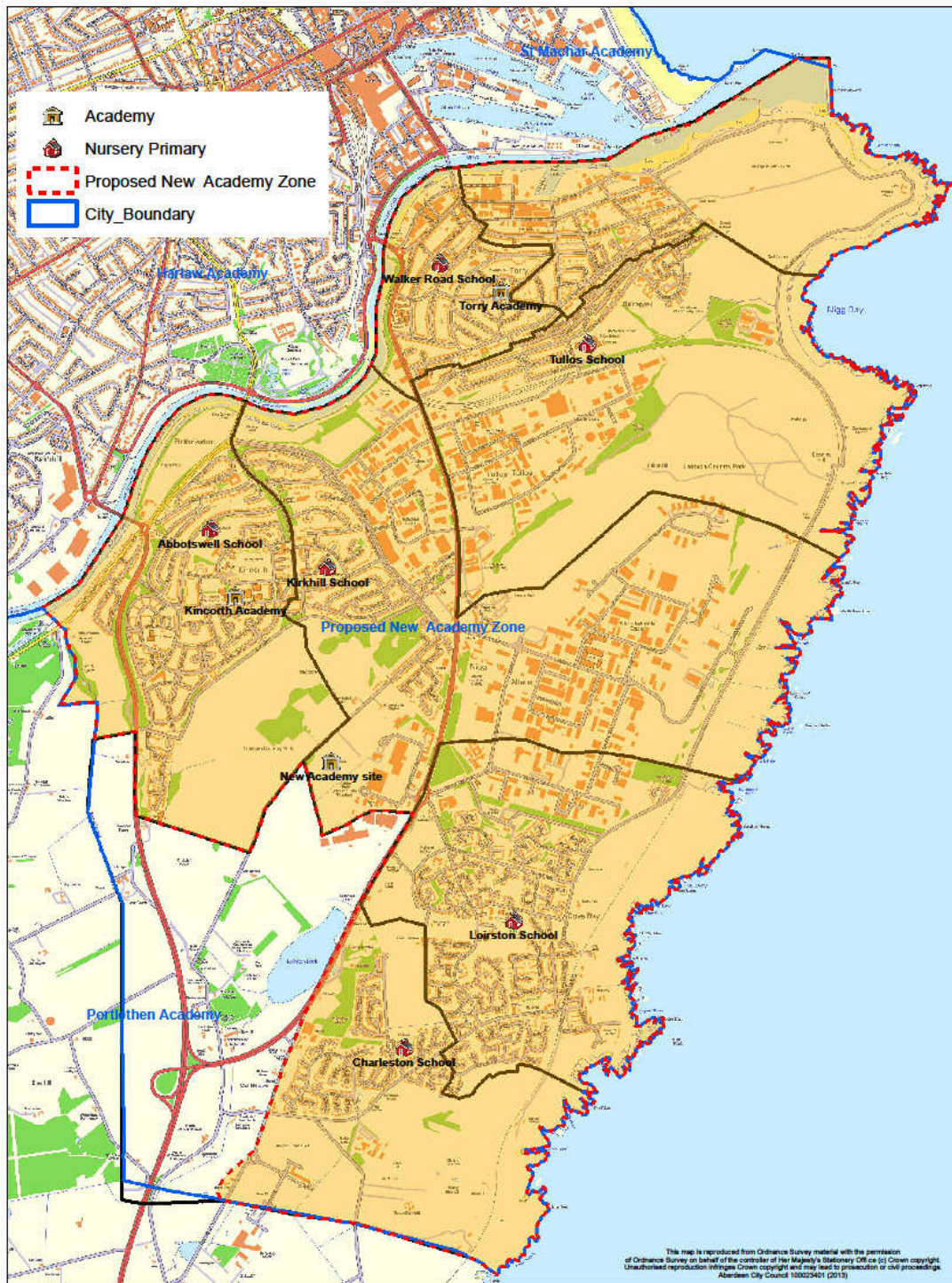
To close Kincorth Academy and Torry Academy, to amalgamate the two schools and establish a new, purpose-built Secondary School on the Bobby Calder Park Site.

3.1.1 Detailed Proposals

The detailed proposals are that:

- Kincorth Academy and Torry Academy will close in July 2016;
- the existing Kincorth Academy and Torry Academy catchment areas will be combined to form a single catchment area;
- all pupils within the combined zone will have the new amalgamated school as their secondary school;
- the amalgamated new school will open for pupils at the beginning of school session 2016-17, i.e. August 2016;
- future pupil placements will be based on these new boundaries. Maps 3 and 5 show existing catchment areas and Map 1 below shows the proposed new zone which is an amalgamation of the two existing secondary school zones;
- as per current arrangements, should the intake limit at the new amalgamated secondary school be exceeded by catchment demand, placing requests from pupils in its revised enlarged catchment area made to any other city secondary school will be prioritised;
- all educational facilities currently provided within two existing schools will be re-provided within the new school, as long as they are still required.

Map 1: Proposed new catchment area: Amalgamation of existing Kincorth Academy and Torry Academy zones.



3.1.2 Further Proposals Requiring Statutory Consultation

At a later date, it is the intention that statutory consultations take place to:

- (i) implement resolutions on the Primary School Estate taken by Education, Culture and Sport Committee on 7 February 2013 and
- (ii) address anomalies in school catchment areas.

It is intended to re-zone the area within the Aberdeen City boundary which is currently zoned to Portlethen Academy (see Map 2 below).

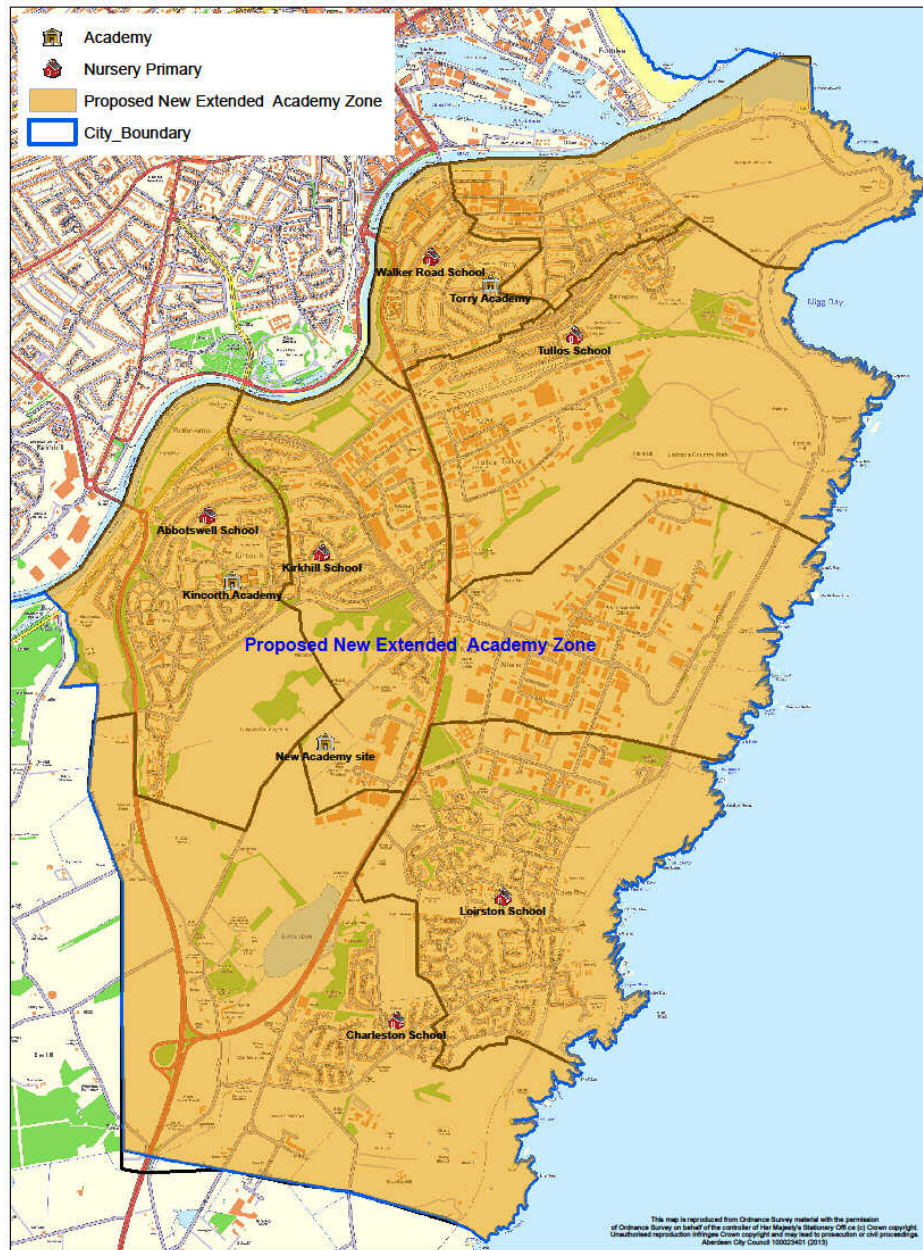
Discussions will continue with Aberdeenshire Council with the intention of carrying out statutory consultation on the proposal to align the schools zones in this area with the civic boundaries and zone this area to the proposed new academy.

This is likely to be relatively straightforward as there are currently few residences within this area, although significant housing development is proposed within the Aberdeen City Local Development Plan.

Sufficient capacity for pupils from the new developments will be available in the proposed new school.

It is proposed to undertake this statutory consultation soon after negotiations with Aberdeenshire Council are concluded.

Map 2: Proposed Catchment Area after Further Statutory Consultation



3.2 Rationale for Proposal

The rationale for the proposal to close Kincorth and Torry Academies and to create a new amalgamated school on the preferred site can be summarised as follows:

- Educational opportunities for pupils at both schools are currently limited, due to the small school rolls and compared with similar schools elsewhere in the city and nationally.
- Both schools have restricted curricular choice due to their relatively small size.
- The two schools have made consortium arrangements to offer a complementary range of courses and pupils travel between the two sites to access courses which are not available in their home school. This is achieved at an on-going revenue cost to the council.
- Pupils from both schools attend courses at city-centre schools and Aberdeen College, to access courses which are not available in their home school. This is achieved at an on-going revenue cost to the council.
- In March 2013, the school rolls were 590 at Kincorth Academy and 447 at Torry Academy. Torry Academy's roll was the lowest in the city with the S1 cohort being 83 pupils. This has a significant impact upon curricular arrangements within the schools.
- Kincorth Academy's roll was the lowest figure in the last twelve years. The school roll has fallen significantly, from a high of 857 in 2001. The roll is predicted to rise slightly due to housing developments, mainly in the southern part of the catchment area.
- Occupancy at Kincorth Academy is currently 63%, with over 240 unfilled pupil places. Occupancy at Torry Academy is currently 70%, with over 190 unfilled pupil places. There are a total, therefore, of over 430 unfilled pupil places between the two schools.
- The cost per pupil at both schools is higher than the city average (excluding costs at 3Rs schools which include Facilities Management and other costs).
- The condition of both schools requires significant investment. The most recent condition survey identified a need for repairs and maintenance of the order of £10,641,342 at Kincorth Academy and of £7,971,584 at Torry Academy over the next five years. A total expenditure of £18,612,926 which would be avoided by implementing the proposal.
- The most recent suitability surveys categorise both schools as C (Poor - showing major problems and or not operating optimally). This does not meet the aspiration for Aberdeen City Council to have all schools at Category B or above.

- Agreement in principle has been received from Scottish Government, via Scottish Futures Trust, to support the proposal to the extent of two-thirds of the cost of the new, replacement school. This is estimated to be of the order of £20 million.
- There are significant housing developments in the area which will generate additional pupils, particularly to the south of the proposed revised catchment area.
- Attainment at both schools is poor relative to other comparable schools and nationally.

Section 4

Proposed Date of Implementation

4.1 Actions should Committee Approve Proposal

In addition to the timelines described in Section 1 above, this section describes the longer term timelines associated with this proposal.

It is widely acknowledged that it is best to avoid where possible implementing the creation of a new school during the course of the school year.

The design and construction of the new school would take place once the outcome of the statutory consultation has been decided. As it is proposed to take the final report to Education, Culture and Sport Committee in September 2013, the earliest delivery of the school is likely to be in time for the start of the 2016-17 school session, i.e. **August, 2016**.

Details of planning, design and building will be developed and communicated if the proposal is approved.

4.2 The New School

Agreement has been received in principle from Scottish Government to support two-thirds of the construction costs of the new school under Phase Three of the *Scotland's Schools for the Future* Programme. This programme is administered on behalf of the government by Scottish Futures Trust. Preliminary discussions indicate an expectation that all Phase Three projects will be delivered through joint working with local hub companies, which is in the case of this proposed project, Hub North Scotland.

Under this programme, education authorities receive two-thirds funding support on a like for like basis. All facilities provided on the existing campuses are provided in the new facility, as long as they are still required.

Additional facilities can be provided but at cost to the Council.

4.3 The Vacated Sites

It is acknowledged that vacated sites frequently become the subject of rapid dilapidation through lack of maintenance, vandalism and other anti-social behaviour.

Should the proposal be approved, it would be intended to establish, **prior to vacation of the two sites**, the future use to be made of the buildings and their environs, once the new school opened.

Agreed procedures within the Corporate Asset Management Plan allow for the future of any asset to be determined.

If there is no identified service use, the sites would be declared as excess to service needs and then

1. offered to other services of the Council, such as Housing etc.,
2. declared as excess to the Council and offered to other public services, such as NHS Grampian, Police Scotland etc.,
3. declared as excess to the Council and disposed of on the open market.

Section 5
School Profiles

School Profile

5.1 Kincorth Academy

- 5.1.1 Address** Kincorth Circle
Aberdeen
AB12 5NL
- 5.1.2 Head Teacher** Grahame Whyte
- 5.1.3 Type of school** Secondary
- 5.1.4 Capacity (and Roll)** 930 (Roll at March 2012, 590)
- 5.1.5 Parent Organisations** Kincorth Academy Parent Council.
- 5.1.6 Neighbourhood context** Kincorth Academy is a six year comprehensive secondary school, serving mainly the communities of Kincorth and Cove.

The school is located within the Kincorth neighbourhood of Aberdeen which is situated to the south of the City. The neighbourhood, originally being mainly a largely local authority housing estate, now has more than 50% owner occupancy.

The catchment area is bounded by the River Dee to the north, the city boundary to the west and south and the Torry Academy zone to the east.

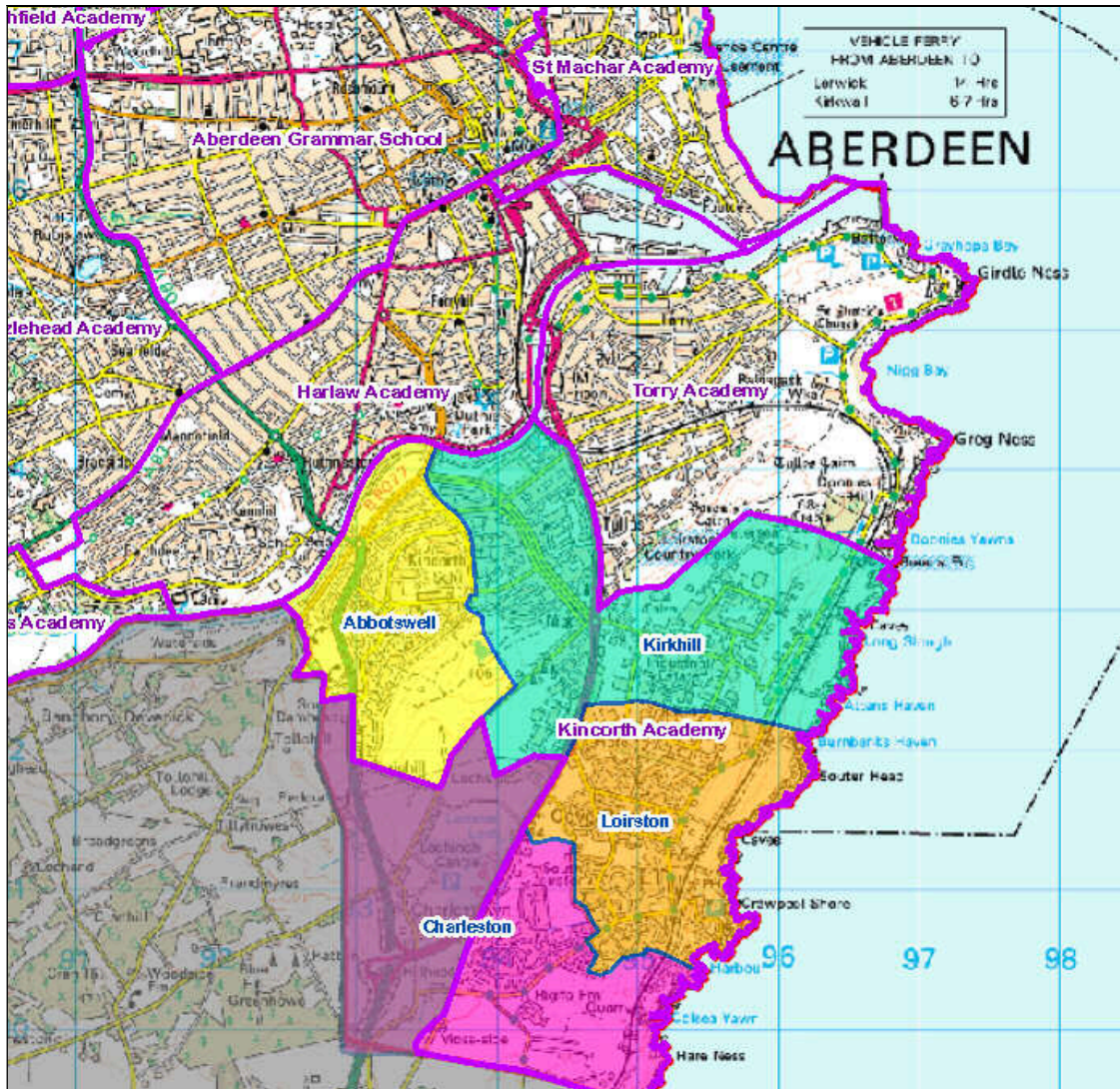
A significant area of the catchment is employment land, green field and agricultural land. The main area of housing area was constructed from the early 1950s onwards.

The secondary school opened in January 1972.

Kincorth Academy has four associated primary schools: Abbotswell, Charleston, Kirkhill and Loirston.

5.1.7 Catchment Area - Kincorth Academy, including Associated Primary School (ASG) Zones

Map 3: Kincorth Academy and its Associated schools Group Catchment Areas



5.1.8 Site accommodation

Kincorth Academy is situated on a constrained site, near the top of Kincorth Hill.

There are various facilities on the site in addition to the educational provision.

Kincorth Academy consists of a main teaching block currently providing accommodation for learning and teaching in both practical and non-practical areas of the curriculum. In addition, there are a number of satellite blocks, mainly providing accommodation for practical subjects.

The school has a twenty-one space base for pupils with Additional Support Needs.

There is a swimming pool, a games hall and other specialised teaching areas and the external provision includes an all-weather pitch and grass pitches.

There is a Dining Block providing hot and cold lunch options.

Curriculum Resources and Information Service (CRIS) is located on the site, occupying the former Art Department. This area has been refurbished and provides a city-wide resource service for teachers in nursery, primary and secondary sectors as well as training opportunities for teaching and support staff.

There are:

41 Practical Units

28 Non-practical Units (standard class rooms)

Library/Resources area

Games Hall

Swimming Pool

Offices

Staff Room and ancillary areas

5.1.9 Site Map

Map 4: Kincorth Academy



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5.1.10 Pupil Population

Of the 689 pupils living in the Kincorth Academy catchment area, 548 attended Kincorth Academy – a retention rate of 79.5%.

At March 2013, there were 590 pupils, distributed by year group as

S1	113
S2	116
S3	105
S4	142
S5	69
S6	45.

Of the 590 pupils attending Kincorth Academy in March 2013, 548 (93%) were 'in-zone' and 42 (7%) were 'out of zone'.

The 141 pupils zoned to Kincorth Academy who chose not to attend Kincorth Academy attended 12 different schools.

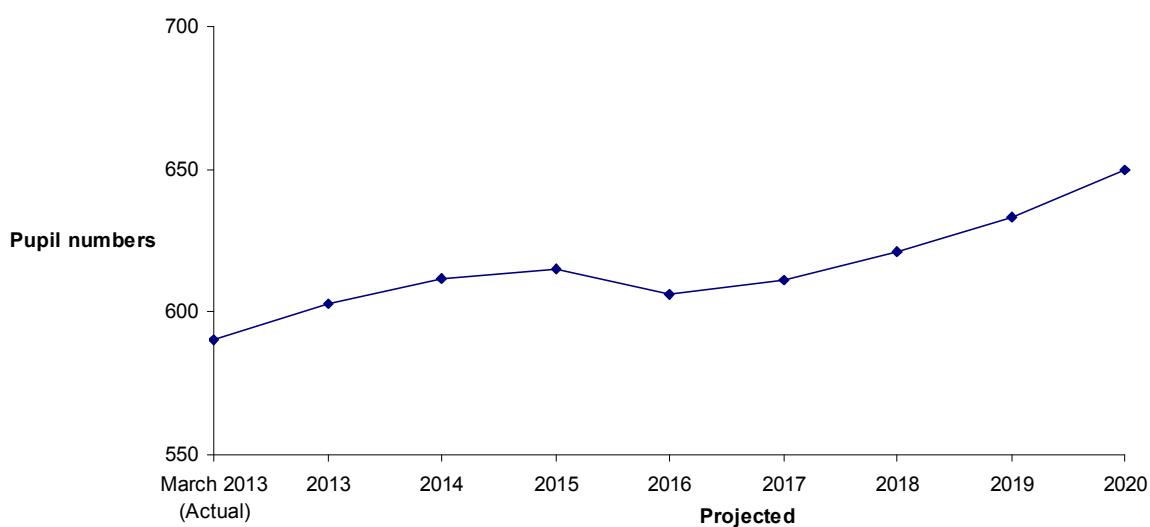
Table 2: Secondary School Attended by Pupils Living in the Kincorth Academy zone

School attended	Number of pupils from Kincorth catchment area
Kincorth Academy	548
Aberdeen Grammar	25
Bridge Of Don Academy	3
Bucksburn Academy	12
Cordyce School	2
Cults Academy	2
Dyce Academy	2
Harlaw Academy	65
Hazlehead Academy	6
Hazlewood School	5
Northfield Academy	1
St Machar Academy	4
Torry Academy	14

Table 3: Actual (March 2013) and Projected Pupil Numbers (2013-2020): Kincorth Academy

Actual	Projected							
March 2013	2013	2014	2015	2016	2017	2018	2019	2020
590	603	612	615	606	611	621	633	650

Graph 3: Actual and Projected Pupil Numbers: Kincorth Academy



The projected increase in numbers post-2016 is due mainly to the proposed housing developments in the Loirston/Cove area. These are expected to continue beyond 2020, as per Aberdeen City Local Development Plan, published in 2012.

5.1.11 Staffing:

Teaching Staff

The Senior Management Team is made up of one Head Teacher and 3 Depute Head Teachers. There are 7 Faculty Leaders and a total teaching entitlement of 51.0 full time equivalents.

Support Staff

There is an entitlement of 14.0 full time equivalents support staff, made up of school administrator and office staff and Pupil Support Assistants. There are also janitorial, cleaning and catering staff.

Kincorth Academy currently receives no additional staffing under either the small school allowance or for deprivation (SIMD).

5.1.12 Building Use

Other than day-time educational provision, there is limited use of the building. Some use is made of the Games Hall and external all-weather pitch as external lets.

The swimming pool is available for community use but is not particularly well used.

5.1.13 Multi-Agency Services

Although no external agencies are based within the school, there is regular engagement with the Pupil Support Service, Health & Social Care and Educational Psychology. Multi-Agency Meetings also take place within the school.

The school welcomes a number of external agencies, including

- Local Churches and Faith Groups
- Scottish Police

5.1.14 Curriculum

The school is currently moving towards replacing current curricular guidance on the 3-5 curriculum and the 5-14 guidelines by implementing the 3-18 curriculum 'A Curriculum for Excellence.' This will involve a Broad General Education in S1 to S3, with some curricular choice in S2 and S3.

In S4 to S6, pupils will undertake new National Courses and, where appropriate, prepare for external examinations.

In session 2013-14, some courses in S5 and S6 will be delivered by staff from Aberdeen College and others run in partnership with Torry Academy and Harlaw Academy. Most Advanced Higher options are delivered on a citywide basis in either Aberdeen Grammar School or Harlaw Academy.

The school is planning, that, with the exception of courses delivered by Aberdeen College, all S4 learners will be based only in Kincorth Academy.

5.1.15 Educational Attainment

Appendix Two provides information on identification of Comparator Schools and lists Kincorth and Torry Academy Comparator Schools in 2012.

Table 4: SQA Examination Performance: Ranked Position of Kincorth Academy relative to 20 other Comparator Schools (a total of 21 schools, including Kincorth Academy)

Kincorth Academy					
Stage	Number of Awards*	2010	2011	2012	3 Year Average
By end of S4	5+ @ level 3+	14 th	17 th	21 st	18 th
	5+ @ level 4+	15 th	20 th	21 st	21 st
	5+ @ level 5+	21 st	21 st	21 st	21 st
By end of S5	5+ @ level 3+	10 th	15 th	17 th	13 th
	5+ @ level 4+	20 th	15 th	21 st	21 st
	5+ @ level 5+	21 st	21 st	21 st	21 st
	1+ @ level 6+	21 st	21 st	21 st	21 st
	3+ @ level 6+	21 st	21 st	21 st	21 st
	5+ @ level 6+	18 th	21 st	21 st	21 st
By end of S6	5+ @ level 3+	16 th	10 th	14 th	13 th
	5+ @ level 4+	21 st	20 th	15 th	21 st
	5+ @ level 5+	21 st	21 st	21 st	21 st
	1+ @ level 6+	21 st	19 th	20 th	21 st
	3+ @ level 6+	21 st	21 st	21 st	21 st
	5+ @ level 6+	21 st	20 th	21 st	21 st
	1+ @ level 7+	21 st	18 th	20 th	21 st

Overall, the performance of the school is poorest of the comparator schools in 13 of 16 measures, averaged over the last three years.

Attainment at Kincorth Academy is significantly lower than comparable schools.

*Note: Level 3: Access 3; Standard Grade at 5-6 (Foundation)
 Level 4: Intermediate 1 at A-C; Standard Grade at 3-4 (General)
 Level 5: Intermediate 2 at A-C; Standard Grade at 1-2 (Credit)
 Level 6: Higher at A-C
 Level 7: Advanced Higher at A-C

Table 5: SQA Attainment Kincorth Academy and nationally, average 2010-12 (examination results)

% S4 Roll attaining	Kincorth Academy	Scotland
5+ Level 3 by the end of S4	90.1	93.0
5+ Level 4 by the end of S4	69.7	79.1
5+ Level 5 by the end of S4	21.9	36.6
1+ Level 6 by the end of S5	29.9	45.0
3+ Level 6 by the end of S5	13	26.1
5+ Level 6 by the end of S5	5.3	12.1
1+ Level 7 by the end of S6	8.9	15.6

5.1.17 Support for School Improvement

Secondary schools in Aberdeen review their own performance on an on-going basis and measure themselves against nationally agreed Quality Indicators (QIs) on a six point scale.

<i>excellent</i>	outstanding or sector leading
<i>very good</i>	major strengths
<i>good</i>	important strengths with areas for improvement
<i>satisfactory</i>	strengths just outweigh weaknesses
<i>weak</i>	important weaknesses
<i>unsatisfactory</i>	major weaknesses

Kincorth Academy most recently evaluated itself on the Key Quality Indicators as:

QI 1.1 Improvements in Performance – Satisfactory

QI 2.1 Learners' Experiences – Satisfactory

QI 5.1 Curriculum – Satisfactory

QI 5.3 Meeting Learning Needs – Satisfactory

QI 5.9 Improvements Through Self Evaluation – Satisfactory

QI 9.4 Leadership of Improvement and Change – Satisfactory

The school will be the subject of the education authority's Validated Self Evaluation process in session 2012-13.

5.1.17 HMIE/Education Scotland Inspection

The most recent inspection report of Kincorth Academy was published in June 2003.

Follow Up Reports were published in January 2005, January 2006 and May 2007.

These reports are available at Education Scotland website at www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/KincorthAcademyAberdeenCity.asp

HM Inspectors (now, Education Scotland) asked the education authority to continue to monitor the school's progress closely, especially its progress and success in raising attainment.

Another report to parents and carers on the extent of the improvements which have been achieved will be provided within a year of the publication of the most recent HMIE Follow Up Report.

5.1.18 Other Achievements

Pupils at Kincorth Academy have the opportunity to participate in a range of non-class based opportunities.

These have included

Sporting Activities

Drama and Musical Performances and Shows, including Rock Challenge

School radio station

Charitable and Fund Raising Activities

Scripture Union

5.1.19 School Leaver Destinations:

The percentage of pupils leaving school and entering positive destinations (Higher/ Further Education, employment, further training etc.).

Table 6: Percentage pupils entering positive destinations, Kincorth Academy and Aberdeen Average

Year	Kincorth Academy	Aberdeen Average
2008/09	83	83
2009/10	82	87
2010/11	90	88
2011/12	87	88

Recent figures indicate that the percentage of pupils from the school entering positive destinations is in line with the Aberdeen average.

5.1.20 Attendance and Absence

Table 7: Recorded Absence 2009-10 and 2010-11– Kincorth Academy, Aberdeen City and Nationally

	Average number of half days absence per pupil	
	2009/2010	2010/2011
Kincorth Academy	33.8	32.4
Aberdeen City	32.2	33.8
National	33.9	34.1

The school's absences are broadly in line both with the city average and with national figures.

5.1.21 Cost per Pupil

The cost per pupil at Kincorth Academy is £5,818 which is 104% of the City average, £ 5,590 (excluding costs at 3Rs schools).

5.1.22 Condition

A condition survey of Kincorth Academy was undertaken during July 2012 to assess the condition of the building fabric and the associated services. This involved undertaking detailed surveys of the internal areas of the property, external areas, curtilage, and environs.

The overall rating for the school was B: Satisfactory - performing adequately but showing minor deterioration. However, there were elements which were rated poorer than this.

Excluding Mechanical and Electrical factors, the building is rated C, Poor - showing major defects and/or not operating efficiently.

Full details of the evaluations and weightings of each element in the survey are available on the web site.

The building surveyor identified costs associated with repair, maintenance and replacement works which would be required to bring the school up to a standard of the 3Rs schools when handed over to the Council for occupancy.

For Kincorth Academy, this equated to £10,641,342. Not all of this would be required imminently but over the period of time, this would require to be invested in the school.

In all cases, costs are based on current prices and exclude any provision for future inflation.

Further details of the evaluations and weightings of each element in the survey are available on the Council website at www.aberdeencity.gov.uk/kincorthandtorry

5.1.23 Suitability

A suitability survey of Kincorth Academy was undertaken during July 2012 to assess the suitability of the building and the associated areas for the delivery of Curriculum for Excellence. Detailed surveys of the internal areas of the property, external areas, curtilage, and environs were carried out.

Using the methodology of the Scottish Government's School Estate Core Facts guidance, Kincorth Academy was evaluated as **C, Poor** - showing major problems and/or not operating optimally (the school buildings and grounds impede the delivery of activities that are needed for children and communities in the school).

The overall rating of C aggregates all twenty five elements surveyed. Several of these were better and others poorer than the overall rating.

Full details of the evaluations and weightings of each element in the survey are available on the Council web site at www.aberdeencity.gov.uk/kincorthandtorry

School Profile

5.2 Torry Academy

- 5.2.1 Address:** Tullos Circle
Aberdeen
AB11 8HD
- 5.2.2 Head Teacher:** Jenny Cranna
- 5.2.3 Type of school:** Secondary (S1- 6)
- 5.2.4 Capacity (and Roll):** 638 (Roll at March, 2013 - 447)
- 5.2.5 Parent Organisations:** Torry Academy Parent Council
- 5.2.6 Neighbourhood context:** Torry Academy is a six year comprehensive secondary school, serving mainly the communities of Torry and Tullos.

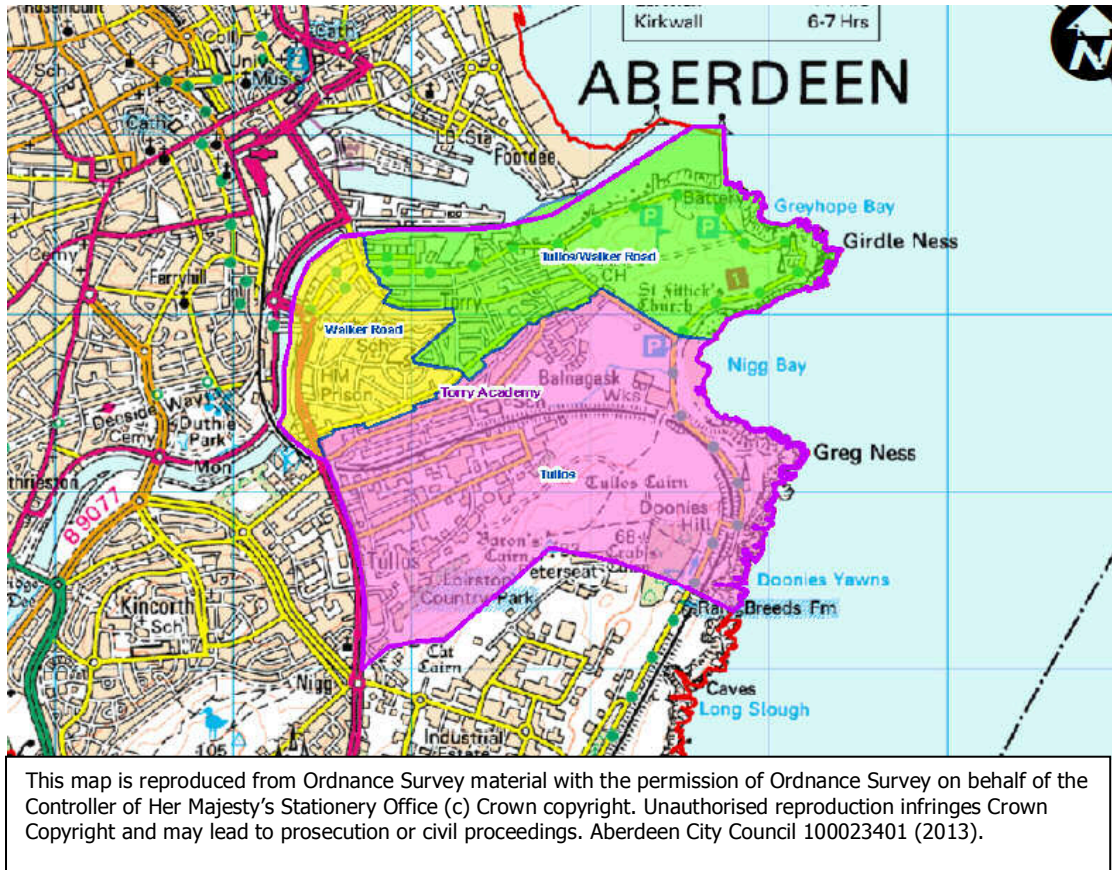
The school is situated within the Torry neighbourhood of Aberdeen which is situated to the south of the River Dee in the south east of the city.

The neighbourhood has a strong community identity, originally being a Royal Burgh in its own right. There is a mixture of private and social housing and there is significant deprivation in many areas of the catchment. The catchment area is bounded by the harbour area to the north, the coast to the east and Kincorth Academy's zone to the west and south.

Torry Academy has two associated primary schools: Walker Road and Tullos Primary Schools.

5.2.7 Catchment Area: Torry Academy, showing associated primary school zones

Map 5: Torry Academy and ASG catchment areas



5.2.8 Site accommodation:

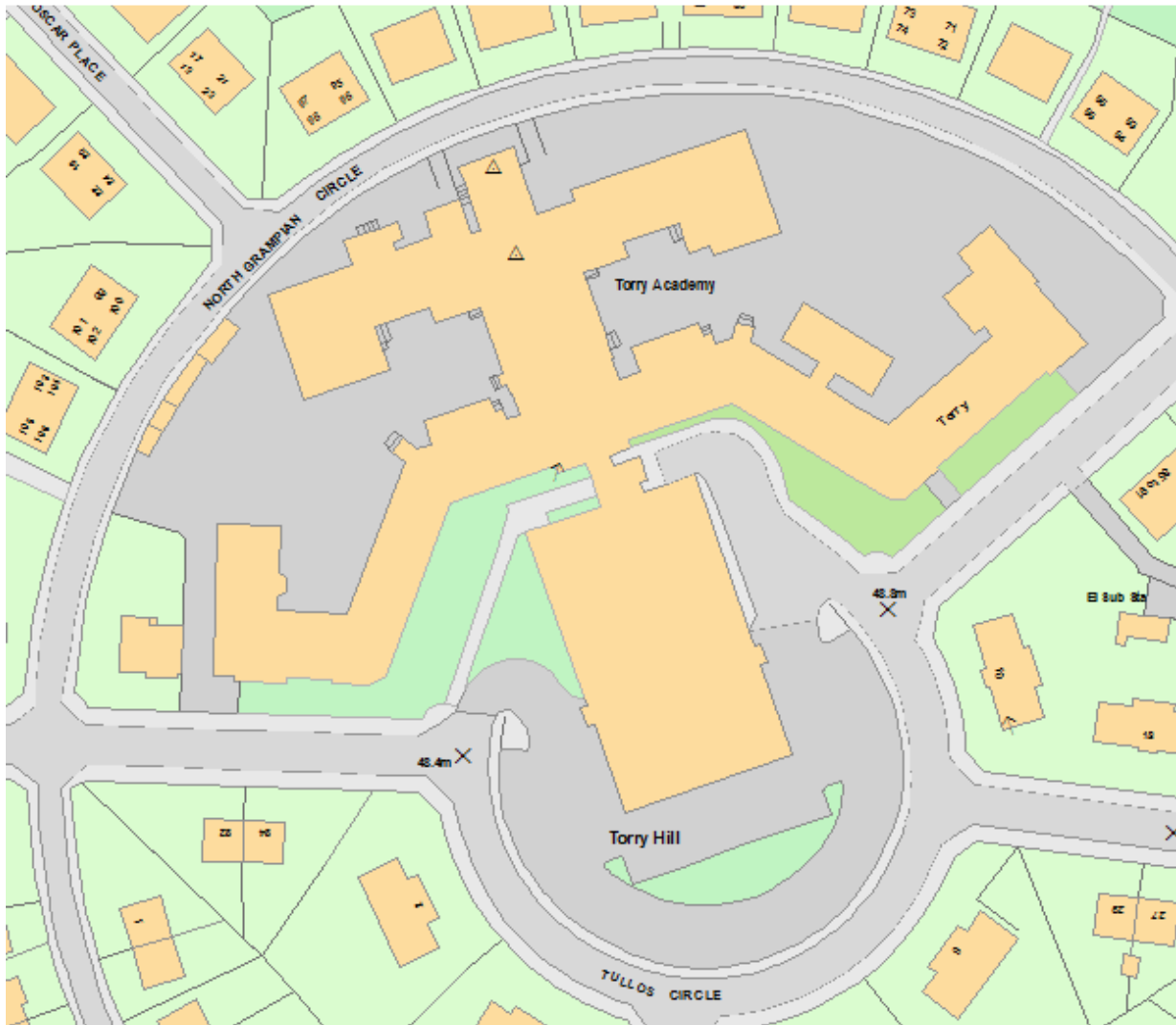
The school sits upon the highest point within the Torry area and is surrounded by housing.

There are

- 31 Practical Units
- 21 Non-practical Units
- Library/Resources
- Games Hall
- 2 Temporary Units
- Offices
- Staff Room and ancillary areas

5.2.9 Site Map

Map 6: Torry Academy Site Map



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5.2.10 Pupil Population:

Of the 469 pupils living in the Torry catchment area, 390 attended Torry Academy - a retention rate of 83.1%.

At March 2013, there were 447 pupils, distributed by year group as

S1 - 83
S2 - 89
S3 - 106
S4 - 102
S5 - 40
S6 - 27.

Of the 447 pupils attending Torry Academy in March 2013, 390 pupils (87%) were 'in-zone' and 66 (13%) were 'out of zone'.

The 79 pupils zoned to Torry Academy who chose to not to attend Torry Academy attended 11 different schools.

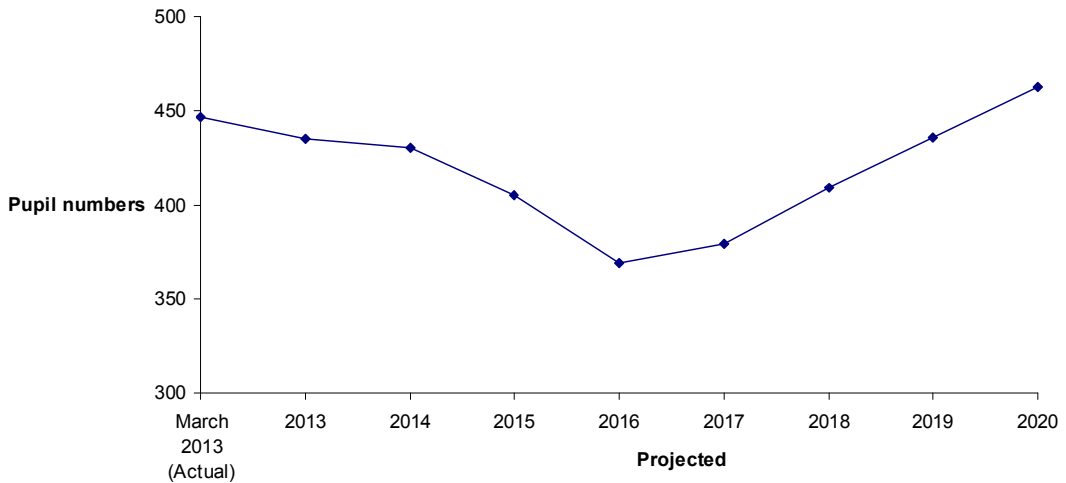
Table 8: Secondary School Attended by Pupils Living in the Torry Academy zone

School Attended	Number of Pupils
Torry Academy	390
Aberdeen Grammar	9
Bridge Of Don Academy	3
Bucksburn Academy	7
Cordyce School	2
Cults Academy	1
Harlaw Academy	32
Hazlehead Academy	3
Hazlewood	2
Kincorth Academy	11
Northfield Academy	2
St Machar Academy	7

Table 9: Actual (March 2013) and Projected Pupil Numbers (2013-2020): Torry Academy

Actual	Projected Pupil Numbers							
March 2013	2013	2014	2015	2016	2017	2018	2019	2020
447	435	430	405	369	379	409	436	462

Graph 5: Actual (March 2013) and projected pupil numbers (2013-2020): Torry Academy



There are no significant housing developments in the existing Torry Academy catchment area. The projected increase in pupil numbers reflects increasing numbers of pupils in associated primary schools.

5.1.11 Staffing:

Teaching staff

The Senior Management Team consists of the Head Teacher and three Depute Head Teachers. There are nine Faculty Leaders and an entitlement to a total of 47.44 full time equivalents.

Torry Academy receives additional staffing under both the small schools allowance and because there are areas of deprivation within the school catchment area.

Support Staff

There is a school administrator and reception staff. There is an entitlement to 6.9 full time equivalent Pupil Support Assistants and a Home/school liaison officer. There are also janitorial staff, cleaners and catering staff.

5.2.12 Building Use: In addition to the educational provision, use is made of the building through a number of external sports lets. Good use is made of the games hall.

There is a limited programme of other activities including English for Speakers of Other Languages and The Girls' Brigade.

Community Learning would be involved in the development of any programmes at the proposed new school.

5.2.13 Multi-Agency Services

Although no external agencies are based within the school, there is regular engagement with the Pupil Support Service, Health & Social Care and Educational Psychology. Multi-Agency Meetings also take place within the school.

The school welcomes a number of external agencies, including

- Local Churches and Faith Groups
- Scottish Police

5.2.14 Curriculum

In common with all other schools in Aberdeen, Torry Academy is currently its approaches to implementing the 3-18 curriculum, 'A Curriculum for Excellence.'

The main intention is to provide opportunities for all pupils to develop the four capacities: successful learners, confident individuals, responsible citizens and effective contributors.

The curriculum will be developed under the headings of Health and Well Being, Languages, Mathematics, Expressive Arts, Science, Social Studies, Technologies and RME.

The school provides a Broad General Education in S1 to S3 and pupils undertake certificate courses in S3 - S4, S5 and S6 currently and from session 2013-13, in S4-S6.

The school works closely with Kincorth Academy to provide common complementary course options, with pupils travelling between the schools to access courses not offered in their 'home school'.

A range of non-academic educational opportunities are provided including hairdressing and seamanship.

A range of extra-curricular activities are provided including sporting and drama opportunities.

5.2.15 Educational Attainment

Table 10: SQA Examination Performance: Ranked Position of Kincorth Academy relative to 20 other Comparator Schools (a total of 21 schools, including Torry Academy)

Torry Academy					
Stage	Awards	2010	2011	2012	3 Year Average
By end of S4	5+ @ level 3+	21 st	21 st	21 st	21 st
	5+ @ level 4+	20 th	19 th	20 th	20 th
	5+ @ level 5+	16 th	18 th	20 th	18 th
By end of S5	5+ @ level 3+	8 th	21 st	21 st	21 st
	5+ @ level 4+	15 th	20 th	19 th	19 th
	5+ @ level 5+	19 th	20 th	19 th	20 th
	1+ @ level 6+	19 th	20 th	19 th	19 th
	3+ @ level 6+	17 th	19 th	19 th	19 th
	5+ @ level 6+	18 th	21 st	19 th	20 th
By end of S6	5+ @ level 3+	16 th	7 th	21 st	20 th
	5+ @ level 4+	19 th	15 th	20 th	18 th
	5+ @ level 5+	20 th	18 th	20 th	20 th
	1+ @ level 6+	19 th	19 th	20 th	20 th
	3+ @ level 6+	19 th	19 th	20 th	20 th
	5+ @ level 6+	19 th	19 th	19 th	19 th
	1+ @ level 7+	18 th	21 st	19 th	20 th

Overall, attainment at Torry Academy is in the lowest three places in all measures in the past three years, relative to comparator schools.

Table 11: SQA Attainment Torry Academy and nationally, average 2010-12 (examination results)

% S4 Roll attaining	Torry Academy	Scotland
5+ Level 3 by the end of S4	73.8	93.0
5+ Level 4 by the end of S4	54.5	79.1
5+ Level 5 by the end of S4	15.5	36.6
1+ Level 6 by the end of S5	21.2	45.0
3+ Level 6 by the end of S5	7.5	26.1
5+ Level 6 by the end of S5	0.6	12.1
1+ Level 7 by the end of S6	3.2	15.6

5.2.16 Support for School Improvement

Torry Academy benefits from enhanced staffing levels due to receipt of a small school (fewer than 600 pupils) allowance and a further staffing enhancement due to the level of deprivation within the catchment area.

This allows some otherwise unviable course to run and to provide smaller class sizes in some areas of the curriculum.

Secondary schools in Aberdeen review their performance on an on-going basis and measure themselves against nationally agreed performance indicators on a six point scale.

Torry Academy most recently evaluated itself on the Key Quality Indicators as

QI 1.1 Improvements in Performance – Good

QI 2.1 Learners' Experiences – Satisfactory

QI 5.1 Curriculum – Good

QI 5.3 Meeting Learning Needs – Good

QI 5.9 Improvements Through Self Evaluation – Satisfactory

QI 9.4 Leadership of Improvement and Change - Good

It is intended that the school will be the subject of the education authority's Validated Self Evaluation process in session 2013-14.

5.2.17 HMIE/Education Scotland Inspection

The most recent inspection report of Torry Academy was published in March 2009.

Follow Up Reports were published in 2010 and 2011. As part of ongoing liaison between HMIE (now, Education Scotland) and the Education Authority, the Area Lead Officer will continue to monitor the school's progress.

The reports are available at Education Scotland website at www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/TorryAcademyAberdeenCity.asp

5.2.18 Other Achievements

Pupils at Torry Academy have the opportunity to participate in a range of non-class based opportunities.

These include

- Youth Philanthropy Initiative
- Fairtrade Fortnight
- Young Musician of the Year
- Drama and Musical Performances and Shows
- Sporting Activities
- Charitable and Fund Raising Activities
- Foreign Trips and Expeditions
- Enterprise Activities
- Young Ambassadors

5.2.19 School Leaver Destinations

The percentage of pupils leaving school and entering positive destinations (higher/further Education, employment, further training etc.).

Table 12: Percentage School Leavers Entering Positive Destinations: Torry Academy and Aberdeen City Average

Year	Torry Academy	City Average
2008/09	74	83
2009/10	71	87
2010/11	78	88
2011/12	75	88

Recent figures indicate that the pupils from the school entering positive destinations is slightly below the Aberdeen average.

5.2.20 Recorded Absence

Table 13: Absence 2009-2011, Torry Academy, Aberdeen Average and Nationally

	Average number of half days absence per pupil	
	2009/2010	2010/2011
Torry Academy	46.4	42.2
Aberdeen City	32.2	33.8
National	33.9	34.1

The absence rate is higher than the Aberdeen city and Scottish national average.

5.2.21 Cost per Pupil

The cost per pupil at Torry Academy is £6,633 which is 119% of the City average, £5,590 (excluding costs at 3Rs schools).

5.2.22 Condition

A condition survey of Torry Academy was undertaken during July 2012 to assess the condition of the building fabric and the associated services. This involved undertaking detailed surveys of the internal areas of the property, external areas, curtilage, and environs.

The overall rating for the school was B: Satisfactory - performing adequately but showing minor deterioration. However, there were elements which were rated poorer than this.

Excluding Mechanical and Electrical factors, the building is rated B, Satisfactory - performing adequately but showing minor deterioration. However, there were elements which were rated poorer than this.

Full details of the evaluations and weightings of each element in the survey are available on the web site.

The building surveyor identified costs associated with repair, maintenance and replacement works which would be required to bring the school up to a standard of the 3Rs schools when handed over to the Council for occupancy.

For Torry Academy, this equated to £7,971,584. Not all of this would be required imminently but over the period of time, this would require to be invested in the school.

In all cases, costs are based on current prices and exclude any provision for future inflation.

Further details of the evaluations and weightings of each element in the survey are available on the Council web site at

www.aberdeencity.gov.uk/kincorthandtorry

5.2.23 Suitability

A suitability survey of Torry Academy was undertaken during July 2012 to assess the suitability of the building and the associated areas for the delivery of Curriculum for Excellence. Detailed surveys of the internal areas of the property, external areas, curtilage, and environs were carried out.

Using the methodology of the Scottish Government's School Estate Core Facts guidance, Torry Academy was evaluated as **C, Poor** - showing major problems and/or not operating optimally (the school buildings and grounds impede the delivery of activities that are needed for children and communities in the school).

The overall rating of C aggregates all twenty five elements surveyed. Several of these were better and others poorer than the overall rating.

Full details of the evaluations and weightings of each element in the survey are available on the Council web site at

www.aberdeencity.gov.uk/kincorthandtorry

Section 6

Analysis of Current Provision

6.1 Demographic Trends

6.1.1 School Rolls and Pupil Flows

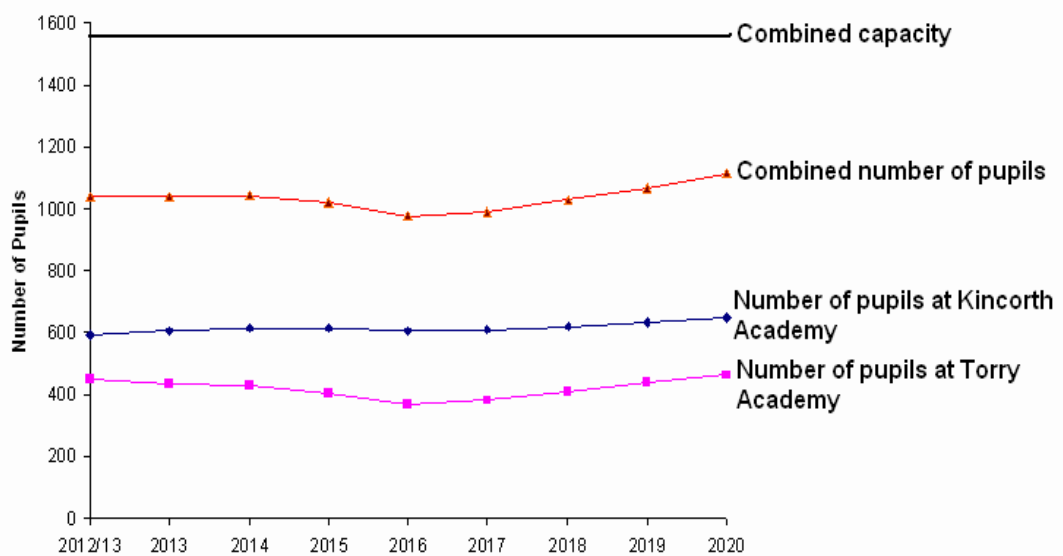
Using methodology agreed by Education, Culture and Sport Committee in January 2010, the capacity of Kincorth Academy is 930 and Torry Academy is 638.

The total capacity between the two schools is, therefore, **1568**.

Tables 3 and 9 and Graphs 4 and 5 above show the projected pupil numbers for the two schools.

Graph 6 below shows the current (2012-13) and projected (2013-2020) number of pupils at Kincorth and Torry Academies, the total number of pupils in the two schools over the same time period, as well as the combined total capacity (number of pupil spaces) in the two schools.

Graph 6: Actual (2012/13) and projected (2013-20) Number of Pupils at Kincorth and Torry Academies, Combined Number of Pupils and Combined Capacity at the Two Schools



The numbers of in-zone and out of zone pupils attending each school are shown in the relevant school profiles above, as are the number of pupils attending other schools outwith the two catchment areas of Kincorth and Torry Academies.

The current rolls of the two schools are

Kincorth Academy	590
Torry Academy	447
Total	1037 (at March 2013).

There is significant excess capacity at both schools, a total of 431 pupil places being unfilled at March 2013.

6.1.2 Housing Developments

The main potential housing developments within the Kincorth and Torry Academy zones are at

- Leggart Terrace
- Former Dutch School, Boyd Orr Ave
- Craighill Primary School
- Cove Bay South (Whitehill Park)
- Cove West - Land East of Wellington Road
- Loirston
- Greyhope Road, Former Bon Accord Site
- Victoria Road Primary School

Table 14: Proposed housing completions, Kincorth zone, Torry zone and Total

New Houses (units)	2013	2014	2015	2016	2017	2018	2019	2020	Post 2020
Kincorth	59	197	227	228	228	191	150	150	636
Torry			16	51	50	16	0	0	0
Total	59	197	243	279	278	207	150	150	636

The agreed rate of new pupils from the developments will be 0.1 pupils per unit (of all types) in the Kincorth area and 0.05 pupils per unit in Torry.

Table 15 below shows the number of additional pupils likely to come from the new housing developments.

Table 15: Number of additional pupils as a result of new housing developments

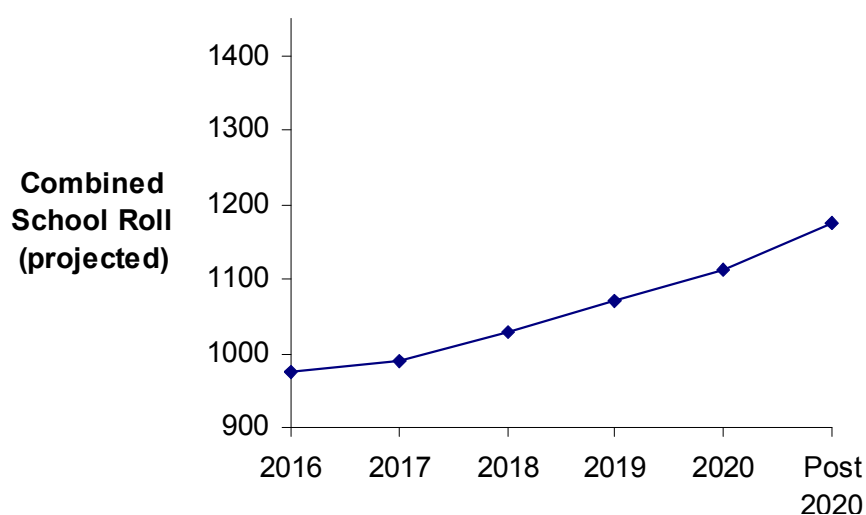
	2013	2014	2015	2016	2017	2018	2019	2020	Post 2020
Kincorth	6	20	23	23	23	19	15	15	64
Torry			1	3	3	1	0	0	0
Total	6	20	24	26	26	20	15	15	64

Therefore, a total of 215 pupils will be expected from the new housing developments, 151 of whom are not included in the projections above, as it will be post 2020 before they attend school.

Table 16: Projected Future Roll of Combined School

Session	Roll		
	Kincorth Academy	Torry Academy	Combined
2013-14	603	435	
2014-15	612	430	
2015-16	615	405	
2016-17	606	369	975
2017-18	611	379	990
2018-19	621	409	1030
2019-20	633	436	1069
2020-21	650	462	1112

Graph 7: Projected Future Roll of Combined School



6.1 Financial Considerations

6.2.1 Unit Cost per Pupil

Both schools have a higher unit cost per pupil compared to the Aberdeen average which is £ 5,590, excluding costs at 3Rs schools.

Kincorth Academy is £5,818 and Torry Academy is £6,633.

6.2.2 Total Running Costs

The total full year costs of the retaining the two schools and for the combined replacement school are shown in Table 17 below for Year 1 to 6.

Projected costs beyond this date will be dependent upon pupil numbers.

Full details are available on the web site at www.aberdeencity.gov.uk/kincorthandtorry

Table 17: Total life time costs for two existing schools and single amalgamated school and potential savings (Years 1 to 6).

Total Life Time Costs (£)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retain Two Existing Schools	6,705,800	6,766,183	7,127,107	7,191,571	7,556,604	7,631,705
Single Amalgamated School	5,941,500	6,003,070	6,365,487	6,431,765	6,798,950	6,882,555
Potential Saving	764,300	763,113	761,620	759,805	757,654	749,149

6.2.3 Condition and Suitability

The table below shows the overall condition and suitability evaluations of Kincorth and Torry Academies, as moderated in 2013 by Enterprise, Planning and Infrastructure, Aberdeen City Council.

Table 18: Condition and Suitability Evaluations, Kincorth and Torry Academies, moderated 2013

	Kincorth Academy	Torry Academy
Condition	B (C, excluding Mechanical and Electrical)	B (B, excluding Mechanical and Electrical)
Suitability	C	C

Condition

Condition surveys of Kincorth and Torry Academies were undertaken during July 2012 to assess the condition of the building fabric and the associated services.

This involved undertaking detailed surveys of the internal areas of the property, external areas, curtilage, and environs.

Whilst the overall rating for both schools in the 2012 survey was B: Satisfactory - performing adequately but showing minor deterioration, there were elements which were rated poorer than this.

Full details of the evaluations and weightings of each element in the survey are available on the web site at www.aberdeencity.gov.uk/kincorthandtorry

The building surveyor identified costs associated with repair, maintenance and replacement works which would be required to bring the school up to a

standard of the 3Rs schools when handed over to the Council for occupancy.

For Kincorth Academy, this equated to £7,971,584 and £10,641,342 for Torry Academy. Not all of this would be required imminently but over the period of time, this would require to be invested in the school.

In all cases, costs are based on current prices and exclude any provision for future inflation.

Suitability

Suitability surveys of Kincorth Academy and Torry Academy were undertaken during July 2012 to assess the suitability of the building and the associated areas for the delivery of Curriculum for Excellence. Detailed surveys of the internal areas of the property, external areas, curtilage, and environs were carried out.

Using the methodology of the Scottish Government's School Estate Core Facts guidance, both schools were evaluated as C (Poor) - showing major problems and/or not operating optimally (the school buildings and grounds impede the delivery of activities that are needed for children and communities in the school).

The overall rating of C aggregates all twenty five elements surveyed. Several of these were better and others poorer than the overall rating.

Full details of the evaluations and weightings of each element in the surveys are available on the web site.

6.4 Educational Considerations

All educational considerations can be found within the Educational Benefits Statement, Section 7.1 below.

6.5 Community and Engagement

In addition to educational provision, schools provide a focal point for the community. Whilst both schools have limited community usage, the loss of the provision from the immediate neighbourhood is frequently seen as a retrograde step.

Some concerns were raised during the informal engagement about the potential for discord between pupils from different communities should a new, larger school be created. Current evidence of most recent amalgamations do not support there is such potential.

In practice, secondary school amalgamations bed down relatively quickly due mainly to preparatory work by staff in both schools, prior to the amalgamation.

Currently, there is no evidence of any such problems at Kincorth Academy between pupils who live in the Kincorth area and those who live in Cove.

Some pupils, in the senior part of both schools, already travel to the other school and there is no evidence of any problems arising from this. In fact, there is anecdotal evidence that pupils from both schools and communities now choose to socialise, including at times outwith the school day. There is potential to bring the communities of Kincorth and Torry together by amalgamating the two schools.

The community in Torry in particular appreciate the provision of a secondary school within the locality.

6.5.1 Engaging with Local Communities

A number of site options were the subject of informal engagement. Attendance at engagement events was variable.

6.5.2 Feedback from Informal Engagement

Opportunities were also provided during informal consultation, for staff and separately for other interested persons to obtain information about the options and to ask questions about each potential site for the proposed academy. Submissions were received by email, letter and on comment cards left at the engagement events.

A total of 142 people participated in the three informal engagement events.

Table 19: Number of Participants Attending the Engagement Events

Venue	Number of Participants
Kincorth Academy	28
Charleston School	63
Torry Academy	51

There were 16 email responses to the dedicated email address and 6 written submissions.

51 completed Comment Cards were handed in at the engagement events.

All views received by the closing date of Friday 8 March 2013 were accepted and were made available to all members of Education, Culture and Sport Committee, prior to its meeting on Thursday 28 March, 2013.

Table 20: Number of submissions indicating preferred site

Format of Submission	Total	Preference (where expressed)			
		Bobby Calder Park	Kincorth	Tullos	None
Emails	16	11	0	0	2*
Written	6	1	0	0	5
Comment Card**	51	36	4	1	12
Total	73	48	4	1	19

* 4 emails from the same recipient

** 2 comment cards indicated more than one preference

There were three significant submissions from representative groups:

- Torry Academy Parent Council (supported by Torry Community Council),
- Walker Road Parent Council and
- Staff of Torry Academy.

These did not support any of the proposed sites but rather expressed a view to keep Torry Academy open.

All other submissions were made by individuals or pairs of parents/carers.

6.6 School Travelling Routes

Aberdeen City policy on the maximum walking distance to school stands at three miles for secondary pupils. All schools are covered by this policy. This policy is consistent with other local authorities in Scotland.

The proposed site at Bobby Calder Park is within the three miles walking distance for almost all pupils in the proposed new catchment area.

At Kincorth, many local pupils walk to school although few pupils from the Altens area and almost all pupils from the Cove area use some form of transport to get to school.

Currently, most pupils at Torry Academy walk to school.

Despite the proposed site being with 3 miles walking distance for the vast majority of the catchment area, there were significant concerns raised by

participants, particularly in the Torry community, about how pupils from there would safely reach the proposed new school.

Pupil safety is of paramount importance to Aberdeen City Council and, therefore, independent transport consultants are being commissioned to carry out a Safe Routes to School Review. This review will form part of the report to committee in September 2013 and will also inform a School Travel Plan which is required for all new schools.

As part of the commitment to pupil safety, we will also consult with local transport providers regarding options. We will work to reduce the risk of travelling to school as much as possible by identifying safe routes to school.

Appendix 4 shows the current local bus service provision to the south of the River Dee.

Any issues identified in that review will be addressed, prior to any recommendation on the formal proposal being made to committee.

This will be the basis of the accessibility section of any eventual Transportation Assessment supporting a planning application.

It should be noted, however, that other than in those cases where the Authority arranges for the transportation of pupils, the responsibility for ensuring the safety of children on the journey between home and school and, where appropriate, supervising the journey, rests with the parents.

Aberdeen City Council also has a Local Transport Strategy which advocates healthy attitudes to transport, including walking and cycling to school for pupils and to work for staff. The use of public transport is also promoted. A copy of Aberdeen the Local Transport Strategy 2008-2012 is available as Appendix 5.

6.7 Equal Opportunity Legislation

This proposal is intended, in the first instance, to improve the equality of educational opportunity for learners throughout the Kincorth and Torry Academy zones. It will improve course choice for all learners, including those undertaking both academic and vocational courses. This may assist in the Local authority's compliance with the Equality Act 2010

The distance travelled to any school site cannot be equal for all pupils, as there will inevitably be greater distances to be travelled by those pupils who live further from any school. Arrangements will be put in place to ensure that all routes to school are safe and that there is compliance with all existing procedures and protocols.

The new, purpose built school will provide better access to faculties for all.

Section 7

Educational Benefits Statement

7.1 Background

Aberdeen City is undergoing a period of demographic change with a population that is projected to grow significantly over the coming years.

The Local Development Plan has also been agreed which will mean the construction of major new housing developments in and around the City. These changes will have a significant impact on the school estate and the Education Authority has a responsibility to plan for these changes.

The process of managing the demands on the school estate began with the 3Rs Programme which has recently delivered nine new schools and one major refurbishment.

This process has continued and a review of secondary provision was carried out in 2010. This was complemented by a review of primary provision in 2012/13. The evidence from these reviews has provided the basis for setting out a long term strategy for the school estate in Aberdeen City.

The proposal to close Kincorth Academy and Torry Academy, to amalgamate the two schools and establish a new, purpose-built secondary school on the Bobby Calder Park site is part of the long term strategy with the aim of creating the most beneficial and positive learning environments for our children and young people. This is consistent with our aspiration for all pupils to attend schools of a standard equivalent to that of the schools delivered in the 3Rs programme.

The new school will improve the educational experiences of learners and this is likely to have positive outcomes on the life chances for young people. This will be achieved through the delivery of a high quality wide and relevant curriculum in a state of the art facility which makes use of the most up to date infrastructure and technologies. A school of the size proposed will enable managers to plan a curriculum that offers breadth, depth, coherence, relevance challenge and enjoyment.

In short, the new school will be able to offer a much fuller range of courses and subjects at wide range of levels which are tailored to enable individualised learning. Pupil numbers will be such that classes will be able to be structured in such a way to offer greater opportunity than smaller schools and will also offer greater equity of provision across the range of subjects and levels.

The new school will be able to deploy and maximise resources to ensure the highest quality learning experience. This will widen pupils' access to enhanced opportunities for global learning, integrated technology, interdisciplinary learning, and active learning. These opportunities will motivate learners and ultimately provide them with a 21st century learning experience.

The evidence within Aberdeen City and across Scotland suggests that these aspirations are realisable – the new secondary schools in Bucksburn and Cults being testimony to these claims.

The new school can provide a stimulus for improvement and a catalyst for change.

The following sections offer further evidence to support the proposal.

7.2 Learners' Experiences

The more flexible learning spaces of a new school will provide more opportunities a variety of approaches to learning. In addition to traditional teaching areas, there will be a range of more flexible areas where the available space can be used for investigative work and active learning. Outdoor learning, including more readily accessible sporting facilities, will promote opportunities which are more likely to engage all pupils.

Collaborative learning is an important opportunity which is more easily achievable in a school with flexible learning spaces.

The new school will allow different pedagogical approaches, including investigative and interdisciplinary learning.

Pupils are likely to experience a higher quality learning experience because of the enhanced facilities which will be designed for the purpose of delivering Curriculum for Excellence, rather than the adaptation of the less flexible spaces in the existing schools.

There will be an emphasis on innovation and personalisation rather than on standardisation. Learners and teachers will have more opportunities for challenge and inspiration, this being made possible through the provision of flexible and non-standard spaces of different dimensions and configuration.

7.3 The Curriculum

Education, Culture and Sport Service within Aberdeen City Council fully supports the Key Messages within the '*Building the Curriculum*' publications from Education Scotland (available from the education Scotland web site at www.educationscotland.gov.uk/thecurriculum).

Curriculum for Excellence: Building the Curriculum 4 - skills for learning, skills for life and skills for work describes nine aspirations of a modern curriculum:

1. The development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors.

The skills and attributes which children and young people develop should provide them with a sound basis for their development as lifelong learners

in their adult, social and working lives, enabling them to reach their full potential.

2. All children and young people are entitled to opportunities for developing skills for learning, life and work. The skills are relevant from the early years right through to the senior phase of learning and beyond.

3. The skills should be developed across all curriculum areas, in interdisciplinary studies and in all the contexts and settings where young people are learning. They have been embedded into the *Curriculum for Excellence* Experiences and Outcomes. As such they are the responsibility of all pre-school, school and college staff, professionals and adults working with children and young people. It will be important to recognise and reflect the important role of parents and carers in influencing young people.

4. Progression in skills is signposted in the Experiences and Outcomes. This will help practitioners to ensure that as they progress through the levels, learners build on, extend and apply similar skills developed at previous levels.

5. *Curriculum for Excellence* is firmly focused on the learner. Opportunities to develop skills may be offered in different ways appropriate to learners' needs. The opportunity to engage in active learning, interdisciplinary tasks and to experience learning in practical contexts is important in enabling all children and young people to develop, demonstrate and apply a wide range of skills.

6. It is important that children and young people are aware of, and understand, the value of the skills that they are developing. Adults, practitioners and learners should reflect together on their progress in the range of skills that they consider to be important in their learning, lives and work.

7. The assessment process should help children and young people to understand why skills are important, reflect on how they are developing their skills, identify the next steps in their skills development and understand how the skills they have acquired can be used across the curriculum and in their lives in and outside the classroom or establishment.

8. Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities to develop their skills which *Curriculum for Excellence* can provide. Timely provision of support to meet individuals' needs will enable children and young people to effectively engage with opportunities for skills development.

9. *Curriculum for Excellence* can best be delivered through partnership working. All establishments should work with partners and share a common understanding and language around skills development and application. Together, they should plan and deliver learning and other experiences which meet the needs of individual children and young people.

We believe that all the above aspirations can be better met with the provision of the new school.

Whilst the two schools are working to find ways of providing a broader curriculum than can be provided individually, the new school will provide better curricular opportunities than either school can currently provide, even with city campus arrangements which include consortium arrangement between schools.

These local and city-wide arrangements incur a cost to the Council and significant commitment is required by pupils due to the travelling required.

Kincorth and Torry Academies offer a very limited range of 'in-house' academic courses and many pupils have to travel to other establishments to access particular courses, especially at Higher and Advanced Higher. The larger school will allow a wider range of subjects and levels to be offered in the Senior Phase (S4 to 6) than is available at any existing school in Aberdeen.

There will also be a reduced requirement for bi- and multi-level teaching (more than one level of courses being taught in the same class, at the same time), due to the increased pupil numbers making classes at separate levels more viable.

Both existing schools also value and attempt to address the importance of non-academic and work-orientated courses. Both schools make provision where it is relevant, affordable and feasible.

The new school would provide an opportunity to enhance this provision and build upon the experience of both schools. This will involve further partnership working with Aberdeen College which has a site at Altens, geographically close to the proposed site at Bobby Calder Park.

Resources of the specialist courses such as hairdressing can be transferred to the new school or similar provision designed into the new building.

The curricular limitations are mainly due to the relatively small school rolls of both schools. The current small roll S1-S3 creates significant difficulty in providing the Broad General Education of Curriculum for Excellence.

It will be possible to expand personalisation and choice in a larger school, through offering pupils wider subject choice and electives. This will have a positive impact upon motivation by focusing on the interests of individual pupils.

Opportunities to work collaboratively are more achievable in a larger school, allowing cohorts of pupils to experience more opportunities for inter-disciplinary and cooperative learning.

The provision of a broader range of curricular options and opportunities would be highly likely to increase attendance and lead to increases in achievement and attainment.

7.4 Meeting Learning Needs

A larger school has more staff, including a greater number of teachers. This will lead to a broader range of staff experience within the amalgamated school. This will allow a better sharing of good practice, due to the broader experiences of a more diverse range of staff. Teachers in a larger school will, therefore, be better placed to have a deeper understanding of pupils' learning and development and a better understanding of the need to provide high quality feedback, personalised for each learner.

Effective assessment strategies and tracking of progress and achievements will be more likely in the amalgamated school, again due to the wider staff experience. This will allow pupils and staff to better plan the next steps in the learning journey.

A larger school will also allow more teachers to plan and work closely with other staff and agencies and establishments to ensure continuity and progression for young people at transition times.

There will be more opportunities to work in partnership to develop individual or extended transition programmes as required for particular pupils and groups of pupils.

Better learning and sharing of experiences of teachers will allow pupils to more consistent consistently work at a brisk and challenging pace.

A more diverse and experienced staff who share their experiences with colleagues are more likely to prepare and deliver lessons and activities which are well organised and set in meaningful contexts with challenging outcomes.

Different approaches to learning and use of a broader range of materials and resources will ensure that learners master concepts and are able to move onto appropriate next steps more quickly.

Overall, these advantages of a larger school make it much more likely that pupils' learning needs are met.

The new, larger school will also have a more diverse range of pupils and this will provide pupils with a richer cultural and learning experience.

7.5 Pupils with Particular Support Needs

There are a number of pupils within both schools for whom there are particular support needs.

The provision of a new, larger school with enhanced facilities will make it easier to provide the support individual pupils require.

There will be a continuation of the support for learners, in particular supporting English for Speaker of Other Languages pupils and those who have other specific identified needs.

It is likely therefore that there will be enhanced, rather than an equivalent support available to pupils.

Additional support, and funding where appropriate, is made available to provide the support required for these pupils and would continue to be the case in the amalgamated school.

The new school will provide an opportunity to support our most vulnerable learners by having a larger, more experienced staff who can accelerate support, resulting in an improvement in outcomes for learners.

A comprehensive review of support across the city is currently underway and the new school could provide a focus for enhanced provision of support.

7.6 Improvement through Self-evaluation

Kincorth and Torry Academies have a good reputation within their communities.

There is, however, an opportunity to fundamentally change the approaches to learning and teaching through the establishment of a new school.

Whilst there is no question that staff, parents and pupils work effectively in both schools, there has been little if any improvement in outcomes for learners in either school over a number of years. This has resulted in little overall increase in performance in external examinations and both schools struggle to match attainment in other comparator schools.

The new school will provide opportunities for improvement and better outcomes for learners, leading to increased educational performance.

7.7 Leadership of Improvement and Change

There is significant evidence that where a new school is created, particularly one which is designed to provide all facilities required, pupils and staff feel more valued and educational outcomes often significantly improve. There is an opportunity to provide a new school ethos along with the establishment of the new school.

It will be important that the Senior Management Teams of both existing schools work collaboratively to prepare the staff, pupils and parents of both schools and the associated primary schools for the move to the new school.

This will be a long-term process which will begin as soon as a decision to progress is reached, and will continue beyond the occupation of the new school. There are additional opportunities afforded by the establishment of a new school. These include the establishment of a new ethos and school identity. Although staff will transfer to the new school, the Head Teacher post will be recruited openly, as per existing council policies.

The new school can effectively start afresh, and strive to increase the quality of learning and teaching and increase the proportion of learners whose needs are being effectively met, this leading to an improvement in attainment.

7.8 Ethos

A positive ethos in a school is an important factor in ensuring a high quality learning experience for pupils. The new school could provide an opportunity to raise esteem and instigate a system of positive behaviour management, based on the best approaches currently employed within the two schools. For pupils, as part of a larger comprehensive school, there would be an opportunity to encourage increased aspiration and ambition. There would be greater opportunities to take part in a range of experiences which would develop self-confidence and a range of personal and social development skills as well as having access to a broader curriculum.

There would be increased opportunities particularly in the senior school to be prefects and/or house captains and to lead pupil groups across the school, as is established in our larger schools

7.9 Educational Progress

Learning and Teaching and Improvement in Performance

Education Scotland uses the following six point scale to evaluate the work of schools.

<i>excellent</i>	outstanding or sector leading
<i>very good</i>	major strengths
<i>good</i>	important strengths with areas for improvement
<i>satisfactory</i>	strengths just outweigh weaknesses
<i>weak</i>	important weaknesses
<i>unsatisfactory</i>	major weaknesses

Kincorth and Torry Academies have evaluated their own performance in the key Quality Indicators.

Table 21: Schools' Self Evaluation – Core Quality Indicators

Quality Indicator	Kincorth Academy	Torry Academy
Improvements in performance (QI 1.1)	satisfactory	good
Learners' experiences (QI 2.1)	satisfactory	satisfactory
The curriculum (QI 5.1)	satisfactory	good
Meeting learning needs (QI 5.3)	satisfactory	good
Improvement through self-evaluation (QI 5.9)	satisfactory	satisfactory
Leadership of Improvement and Change (QI 9.4)	satisfactory	good

Consideration has also been given to whether the amalgamation of the two schools would be likely to have any adverse impact upon attendance, performance, pastoral care of pupils at either school.

It is appropriate, when bringing schools together, to consider whether there is likely to be any adverse impact on attendance. Our experience, and that

of other local authorities who have managed school amalgamation, has shown that there can be a resistance to the change from a very small minority of the community. However experience has shown that this quickly resolves itself and there is no evidence of longer term adverse impact on attendance.

In terms of the core Quality Indicators, there is scope for improvement in all areas within both the existing schools.

Through comparison of the performance of each school's S4, S5 and S6 cohort with schools of similar socio-economic profiles, it is clear that there is significant scope for improvement in performance in external examinations for pupils at both schools which are performing significantly less well than their two groups of comparator schools.

The opportunities provided by a new school could assist in this improvement by having larger numbers of pupils attending a more appropriate range of educational experiences. Motivation and interest will be increased, leading to better outcomes for learners and enhanced performance.

Pupils' involvement in the life of the school will also be stimulated with the instigation of vertical tutor groups which can provide enhanced opportunities for involvement in peer support, leadership opportunities and involvement broader schools activities.

7.10 Extra-Curricular Opportunities

The range of extra-curricular opportunities would be enhanced as it is likely that all provision in both schools would continue and therefore pupils in the two schools would have access to the opportunities currently only available at the other school.

There would be capacity for more representative teams and groups to be formed. Currently both schools find it challenging to provide school-based teams, particularly at different year groups due to small cohort sizes.

The Active Schools Programme will also be enhanced in a larger school as there will be more opportunities for a diverse range of activities for pupils to participate in sport before, during and after school.

Provision to access these activities, particularly those after school, will have to be better, and the management of the new school will work to ensure that pupils from throughout the catchment area will be able to attend activities and return home safely.

7.11 Staff

There would be substantial benefits for staff, both teaching and support, working in a larger school.

A new, state-of-the-art school will provide vastly improved working environment for staff and access to new and modern resources and facilities

For both teaching and support staff, there are advantages in being part of a larger professional community with regard to professional development, increased opportunities for leadership across a larger school and opportunities to develop experience in delivering a range of courses.

Several staff at both schools are 'lone subject practitioners', being the only member of staff delivering courses in particular subject areas. Staff at both schools would benefit from being part of larger faculties as opportunities to team-teach, experience alternative ideas and methods of curriculum delivery would be enhanced. Their professional development would undoubtedly be enhanced resulting in better learning and teaching approaches and better educational experiences for pupils.

There would be increased opportunities for staff to deliver courses across the range of qualifications up to, and including, Advanced Higher. Most staff do not have this opportunity at either school at present.

Bringing together from staff at two schools would also have the potential to combine their experience, both of managing learning and teaching of academic and vocationally oriented courses as well as pastoral support for pupils.

The amalgamated school, with support from Quality Improvement Officers and the Pupil Support Service, will be well placed to effectively manage transition activities and to ensure that young people moving to the new school are well supported.

7.12 Potential Impact on Other Secondary Schools in the Area

Parents will continue to have the right to exercise parental choice and apply in the first instance, for an alternative school (to that proposed) which would be subject to the normal constraints of capacity being available. However, in planning school and estate capacity, any proposals for change must be based on being able to accommodate the maximum number of catchment pupils within available capacity.

Parents would also have the option of their child attending any other city school. It is likely that placing requests would be most likely at the two city-centre schools – Aberdeen Grammar School and Harlaw Academy.

In accordance with the existing placing in schools policy, if there was insufficient space any school to meet demand, applications are prioritised:

1. Resident within Zone
2. Family
3. Childcare
4. Others

Full details of the placing request policy and arrangements is available from
School Placements
Education, Culture and Sport
Business Hub 13
Second Floor North
Marischal College
Broad Street
Aberdeen, AB10 1AB
Email Address: schoolplacings@aberdeencity.gov.uk
Tel (01224) 522753 or 522609
Fax (01224) 522022

Both city-centre schools have a high proportion of pupils who attend as a result of placing requests. The intake at S1 is currently restricted (capped to allow in-zone pupils to attend throughout the course of the session). Some parents/carers may decide to place their children at these schools but there is a limit to the available capacity.

There will be sufficient capacity in the new school to accommodate all current pupils from the existing schools, the projected increasing numbers to 2020 and beyond.

7.13 Research

There is limited research evidence to support the optimum size of a secondary school or to link the size of a school to performance and outcomes for learners.

The following provide evidence from a published systematic review of research.

7.13.1 Research on the relationship between school size and achievement* without prior attainment

Of 15 studies that do not take into account prior attainment when considering the 'effects' of school size on achievement, approximately half show a positive relationship and half show a negative relationship with school size.

One study in this category found that achievement increases as school size increases up to approximately 1,500 (for 11-18 schools) students. After this point, achievement decreases as size increases.

The majority of these studies do not report any statistically significant association between school size and achievement.

7.13.2 Research on student achievement whilst controlling for prior attainment

Four studies in this section found that student achievement increases as school size increases up to a particular point (or range), after which, student achievement decreases as school size increases.

The optimum school size estimate ranged from 600 to 2155 pupils.

7.13.3 Research on student behaviour and attitudes

There was limited evidence of any correlation between absence and school size.

All the studies considered found a negative association between students' feelings of engagement, connectedness and participation, and increased school size.

Studies investigating the relationship between school size and violent student behaviour had somewhat contradictory findings. Some types of violent behaviour increased as school size increased, whereas other types of violent behaviour decreased as school size increased.

The results suggest many of these relationships are comparatively weak.

7.13.4 Research on teacher perceptions of school climate and organisation

Comparatively few studies included measures of the impact of school size on teachers.

Results suggest that teachers in smaller schools tend to have more positive perceptions of school climate, of their abilities to influence school policies and control their classrooms, of school norms; teachers also perceive greater co-operation and more resource availability.

7.13.5 Research on school organisation and structure

Comparatively few studies included measures of the impact of school size on elements of school structure and organisation. Two studies that did include such outcomes used very different measures and are not comparable.

7.13.6 Research on economic outcomes

Studies in this category show a consistent negative relationship between average secondary school size and costs defined as direct public expenditure on schools, i.e. larger schools have a lower cost per pupil, on average.

The size of the relationship between average secondary school size and costs differs slightly between studies. An increase in school size of 10% is estimated to reduce costs per student by between 1% and 4%, depending on the definition of cost used.

** Student achievement in the studies in this review is confined to exam performance.*

¹*Garrett Z, Newman M, Elbourne D, Bradley S, Noden P, Taylor J, West A (2004) Secondary School Size: A Systematic Review. In: Research Evidence in Education Library. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.*

7.14 Senior Management Workshop

A Senior Management Team Workshop, involving a small number of senior staff from Kincorth Academy, Torry Academy and Aberdeen Grammar School was conducted in January, 2013. This workshop focussed on the implications of small and larger school sizes. Appendix 3 provides the report on the workshop.

The following is a synopsis of the conclusions expressed by participants.

- a school in the range 1000 to 1500 pupils is ideal;
- it is possible to deliver a wider range of subjects, at more levels and with less recourse to multi-level classes in larger schools;
- common timetabling between schools can allow a broader range of subjects to be offered than would be the case for individual schools, but not as broad a range for as many pupils as would be the case if the rolls were combined;
- liaison with Further Education Colleges is beneficial and is easier to organise with larger numbers of pupils;
- the sense of 'closeness' in some schools is a consequence of historic links rather than size, although there was recognition that, in a smaller school individual parents and pupils, may feel that they are better known by administrative staff;
- excellent pastoral care can happen in any school, but that each of smaller and larger schools have some advantages in this regard;
- pupils with Additional Support Needs can receive an excellent education in a school of any size, if it is well designed;
- a larger school offers many more opportunities for staff to learn from each other, experience teaching all ages and levels, and share their wider life skills in the classroom and in extra-curricular activities, and that this is to the benefit of all pupils.

7.15 Conclusion

There are clear educational benefits for current and future pupils within the catchments of Kincorth Academy and Torry Academy being educated in a single, new amalgamated school.

It will be readily possible to build upon established links which already exist between the two schools.

A new school will provide a far better learning environment for pupils and working environment for staff.

There will be significantly enhanced curricular opportunities in the new school, giving pupils a range of subject and course choice, including work-oriented opportunities, better than that of any other school in the city. Most pupils will be able to access this without having to leave the new school campus, as is currently the case.

Pupils will be able to undertake more relevant and appropriate courses, increasing their motivation and the chances of likelihood positive outcomes for learners, including educational attainment and broader achievement.

There will be the potential for changes in ethos within a new school and enhanced leadership opportunities for pupils.

A wider range of extra-curricular opportunities will also be possible.

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.

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.

Section 8

The Proposed New School

8 The new school

The new combined school will provide accommodation for up to 1450 pupils.

It is likely that the school will be initially designed to allow for expansion in a planned way, as and when there are additional pupils from the new housing developments.

Its design and modernity will signal to all the users (pupils, other learners and staff) that learning is a valued activity, and that the learning environment is a priority. It will be inspiring and invite exploration of the use of the environment and space in different and imaginative ways.

8.1 Accommodation and Facilities

The school will be appropriately equipped with facilities to allow for the delivery of a curriculum for the 21st century.

A detailed description of the accommodation cannot be provided prior to the required design work has been completed.

However there will be provision for:

- Teaching areas and storage facilities for all mainstream subject areas;
- Specialised area for pupils with additional support needs;
- Specialised areas for pastoral care;
- Specialised and general purpose space all areas of the curriculum;
- Specialised areas to deliver courses related to employment and the world of work;
- Area for pupil assembly;
- Internal and external spaces for Physical Education;
- Library/resource areas;
- Dining facilities;
- Administration offices.
- External areas to include playgrounds and car parking
- Facilities to allow strong links with local businesses and other organisations, including sharing of facilities where appropriate

Community Learning will be involved in any future planning for school facilities in the neighbourhood.

The existing facilities at Kincorth and Torry Academies will be significantly improved by provision of the new school. However, it is acknowledged that these facilities have to be accessible to the communities they serve.

8.2 Staffing

The new combined school will be staffed according to local and national policies and agreements in place at the time, which are designed to ensure that all the duties and responsibilities of the school are carried out.

The staffing levels in schools are principally determined by pupil numbers.

The transfer of staff would be managed in accordance with existing agreed council policies and procedures. For almost all non-promoted teachers, this is likely to be uncomplicated. The Head Teacher post will be advertised and openly recruited.

Most support staff will transfer to the amalgamated school.

All other posts will be filled according to the requirements of the new school and any staff for whom a post is not available will be subject to existing Human resources policies and procedures.

8.3 Liaison between Kincorth and Torry Academies

It is acknowledged that there has been significant liaison between staff at the two schools and this on-going relationship should be developed.

A range of transition activities, including school visits in class groups, parent meetings, tours of the school, etc will be organised in advance of the school opening.

Pastoral care staff and Senior Management Teams will prepare an appropriate programme, in association with centrally deployed officers within Education, Culture and Sport.

Curricular planning should also be well established in advance of the schools coming together.

8.4 Partnerships

Both schools currently work with local businesses and other partners. These links will be enhanced in a larger school and there will be opportunities for more pupils to be involved in partnership activities.

8.5 Scope for New School and Cost of Delivery

Under Phase Three of the national programme *Building Scotland's Schools for the Future* agreement in principle to fund two thirds of the cost of a new secondary school to replace Kincorth and Torry Academy has been received.

The total cost of the new school would be of the order of £30 million, the balance required (approximately £10 million) has been identified within the Non-housing Capital Programme of Aberdeen City Council. Should this proposal progress, a detailed profile of spend will be established.

The expectation from Scottish Futures Trust, who is administrating the programme on behalf of Scottish Government, is that all schools in Phase Three of the programme will be procured under a Design, Build and Financial Management model.

There will be negotiations with other services within the council and with partner organisations to establish if there are any mutually beneficial opportunities within the new school.

Any proposals on shared use of facilities will form part of the report to Education, Culture and Sport Committee in September, 2013.

The new school will be designed to be more environmentally and energy efficient than the existing schools, contributing directly to delivering the year-on-year reductions in greenhouse gas emissions.

The major areas for population growth in the proposed catchment area are in the Cove and Charleston areas. There are opportunities to enhance facilities for that part of the community within the new school on the proposed site at Bobby Calder Park. All facilities will, of course, be available to all members of the communities.

8.5 Engagement in Design and Planning Process

It is intended to involve as many stakeholders as possible in planning for the new school. It is important that all users of the proposed facility have the opportunity to contribute their views.

Pupils, staff, parents, local community members and partner organisations will all have the opportunity to contribute their views on the new school.

A Project Management Board will be established and this will regularly report to relevant Committees within Aberdeen City Council.

Appendix 1

Extract from Education, Culture and Sport Committee Report 28 October 2010. This has subsequently been supplemented by the report in Jan 2013 which reflected the approval of the Local Development Plan and the new housing developments.

In relation to Torry, Kincorth and Loirston, it was noted that there were currently two secondary schools in the area. Analysis had indicated that closing Kincorth Academy and rezoning its pupils to adjacent schools would not be possible due to insufficient spare capacity.

Torry Academy pupils could be redistributed to adjacent schools in the short term, but the ease of access from some areas of Torry to other schools could result in transport costs being incurred. The report advised that the cost of maintaining both schools to the minimum appropriate standard was approximately £2 million in total.

Full refurbishment to a similar level as the 3Rs schools would cost approximately £12 million in total. The report noted that the Local Development Plan proposed an additional 1,500 dwellings at Loirston which could generate up to 265 additional pupils.

Considered alongside the projected school roll, this could lead to 1,300 pupils in the area. The developers of the Loirston site had been asked to reserve land for a new secondary school within the proposed development to accommodate the additional pupils alongside a consolidation of Torry Academy and Kincorth Academy.

Analysis had indicated that only one school would be required to accommodate the combined school roll at Torry and Kincorth Academies as well as the additional pupils generated by the Loirston development.

In light of this, the report recommended that in the short term, Kincorth and Torry Academies should be consolidated to a single management structure, operating years S1 and S2 on the Torry site and S3 to S6 on the Kincorth site.

A replacement school of up to 1,300 capacity could be built to accommodate existing pupils and any generated by the Loirston development. This would require existing catchment areas to be amended and subsequently merged.

Comparator Schools (2012)

Below are two lists of 20 comparator schools whose data are used to generate analysis against which the performance of pupils at Kincorth and Torry Academies can be compared.

The schools are chosen, using statistical methodologies, to be as close to the current schools as possible.

The Scottish Index of Multiple Deprivation (SIMD) profile of schools is used to identify comparator schools. This is a nationally accepted method of comparing schools in different areas of the country.

The seven domains used in SIMD 2012 to measure the multiple aspects of deprivation are:

- Employment
- Income
- Health
- Education, Skills, and Training
- Geographic Access to Services
- Crime
- Housing

The twenty comparator schools with most similar characteristics as **Kincorth Academy** are:

St Mungo's RC High School (Falkirk)
Arbroath High School (Angus)
Queen Margaret Academy (South Ayrshire)
Broxburn Academy (West Lothian)
Larbert High School (Falkirk)
Inverkeithing High School (Fife)
St Margaret's Academy (West Lothian)
Stirling High School (Stirling)
Our Lady's High School, Cumbernauld (North Lanarkshire)
Auchmuty High School (Fife)
Dunfermline High School (Fife)
Greenfaulds High School (North Lanarkshire)
Musselburgh Grammar School (East Lothian)
Dalziel High School (North Lanarkshire)

Holy Cross High School (South Lanarkshire)
Galashiels Academy (Scottish Borders)
Prestwick Academy (South Ayrshire)
Dumfries Academy (Dumfries & Galloway)
Hazlehead Academy (Aberdeen City)
Duncanrig Secondary School (South Lanarkshire)

The twenty schools with most similar characteristics as **Torry Academy** are:

Morgan Academy (Dundee City)
Viewforth High School (Fife)
Shawlands Academy (Glasgow City)
Craigie High School (Dundee City)
Clydebank High School (West Dunbartonshire)
Alloa Academy (Clackmannanshire)
St Thomas Aquinas Secondary School (Glasgow City)
Kirkland High School (Fife)
Drummond Community High School (Edinburgh, City of)
Gracemount High School (Edinburgh, City of)
St Columba's High School (Inverclyde)
Northfield Academy (Aberdeen City)
Bellshill Academy (North Lanarkshire)
St Stephen's High School (Inverclyde)
Kilmarnock Academy (East Ayrshire)
Holyrood Secondary School (Glasgow City)
Hillhead High School (Glasgow City)
Coatbridge High School (North Lanarkshire)
Lourdes Secondary School (Glasgow City)
St Machar Academy (Aberdeen City)

Caledonian Economics

Aberdeen City Council

**Workshop on Educational Benefits related to
Secondary School Size**

28 January 2013

Draft

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1 Context

1.1 Background

Anyone involved in School Estate Planning in Scotland will be aware that there are aspects of educational delivery where pupil numbers are important, and that indeed without a “minimum” critical number some very important aspects, taken for granted elsewhere can be very difficult to arrange or just cannot take place. Others contend that bigger schools do not offer significant advantages to pupils..

For Aberdeen City Council these are important matters for consideration in respect not only of the evaluation of options for the future of Torry and Kincorth Academies and potentially their replacement with a single new school, but also other initiatives within the city’s school estate.

1.2 Education Benefits Statements

When considering closing or amalgamating schools the Council is obliged to carry out a statutory consultation clearly identifying those Educational Benefits which will be delivered as a result of the proposals being approved.

At this stage it will not be enough to say that the new arrangement will confer educational benefits simply because the roll will be larger, or indeed because they will be delivered in a new-build school. Rather the council is required to identify quite specifically what the relative benefits will be.

1.3 This Workshop

The Council therefore commissioned Caledonian Economics Ltd to facilitate a workshop to consider the educational implications of secondary school size. The findings of this study are presented in this report.

Caledonian Economics have conducted workshops of this kind with highly experienced head teachers and others in a number of different parts of Scotland it is interesting to note the degree of unanimity in their views.

In particular, all speak with admiration about the efforts which are made by those managing and teaching in the smaller secondary schools to face up to the challenges: teachers working with a number of different presentation levels in the same class; helping pupils during teacher non-contact time; and neighbouring schools working together to increase subject choice.

Similarly the view that a school of around 1000 or above presents the ideal size for the optimum range of curricular and extra curricular possibilities, and for on-going professional development of staff receives almost unanimous support backed up by volumes of empirical and anecdotal evidence.

2 HEAD TEACHER WORKSHOP

2.1 Participants

The participants in the workshop were Head and Deputy Head Teachers who had professional experience working in a variety of schools across the North East of Scotland which ranged in size from under 400 to over 2000 and in schools catering for pupils with significant Additional Support Needs. The participants included those experienced in the complex exercise of devising a secondary school timetable and covered a wide range of subject specialisms.

It is reasonable to expect that such a group of education practitioners is best placed to draw on their collective wisdom and professional expertise and experience to identify and comment upon the issues facing schools of different sizes.

It is equally reasonable to expect that the conclusions of such a group would be regarded as informed and objective and therefore would, if properly presented fulfil the requirement in terms of the relevant legislation to identify quite specifically what such educational benefits would be relative to the size of the school proposed.

Each participant spoke from a wealth of personal experience about the advantages and disadvantages across the spectrum of school sizes, and always of course of their efforts to make the very best provision for the young people in their care.

2.2 How the workshop was conducted

The workshop took the form of a facilitated and structured group discussion. An initial exercise identified six questions to explore in considering the size of a secondary school:

1. Is there a preferred size for a secondary school, all things being equal?
2. Is subject/level choice affected by school size, and can working with other schools or FE colleges help broaden subject choices?
3. Some schools seem closer to their communities than others – is this related to size?
4. Is the nature and effectiveness of pastoral care related to size?
5. Is the ability to meet the needs of pupils with Additional Support Needs related to size?
6. Does the size of a school have the potential to have an impact on the professional development and careers of staff?

A summary of the discussions of these questions follows.

3 Workshop Findings

3.1 Is there a 'preferred' size of a secondary school?

Participants were set an exercise designed to gather their views on the 'ideal' generic size of a secondary school, disregarding local issues or practicalities. The purpose of this was to bring to the fore the underlying educational issues relating to school size.

Participants recognised that there are some situations in Scotland where geography and low population density means that very small schools are unavoidable, and it was noted that excellent work can be a feature of these schools. Participants also noted that the smallest schools receive additional funding and resources to mitigate some of the effects, for example to enable them to offer subjects to groups of a size that would be considered unviable in a larger school.

Participants commented throughout the workshop that whatever the circumstances, staff will always strive to do their best for pupils and see their role as extending far beyond the formal curriculum:

"...youngsters need to be supported as they grow up. We are often the one constant factor in their lives...especially where the parents find it difficult to provide that support."

"our job is to help them grow up..."

Participants in the workshop recognised that there are always trade-offs, but in general recognise that because a larger school has more resources it can be more flexible in meeting the needs of individual pupils. This flexibility manifests itself in many ways, including:

1. a larger roll allows viable numbers to be achieved for the 'minority' subjects;
2. it permits greater flexibility in timetabling and so is generally better able to offer more combinations of subjects/levels and the same subject at a greater number of levels;
3. a larger building will typically have a broader range of teaching spaces which allow more flexible approaches to be taken to learning.

When asked about the ideal size of a secondary school, responses were in the range of around 1000 to 1500.

Participants commented that:

"We think that in a school of around 1000 you are able to offer the full range of courses you'd want to"

"we can't deliver everything we would want at the moment with a roll of 900"

“you’ll have a much wider range of extra curricular activities in larger school”

It is interesting to note that at one point during the workshops, one participant voiced the opinion that *“the size of the school is a compromise between the curriculum (large) and pastoral care (small)”*. While the other participants understood the point being made, they did not support this view,

3.2 Is subject/level choice affected by school size, can working with other schools or FE colleges help?

Size and subject choice

Participants generally agreed that, everything else being equal, a larger school allows a wider range of subjects at more levels to be offered and that this applies equally to academic and vocational subjects.

The range of subjects and range of levels offered correlates closely with school size because the minimum number required to make a class viable is a limiting factor, as is the availability of staff with the relevant subject specialism.

“With a roll of around 500 we are simply unable to offer the range of choices and levels we would like”

“When our roll was around 1000 we had plenty of flexibility to offer combinations of subjects”

Participants agreed that as the roll increases towards 1000, there is a steady improvement in breadth of subject choice, levels and possible combinations of subjects.

Joint timetabling

The participants included representatives from two schools of around 500 pupils that have been operating a common timetable in the senior school and who felt that this had addressed some of the constraints of their smaller size:

“We take advantage of subject specialists in each school – joint timetabling allows us to make a wider range of subjects available across the two schools”

“We look at the strength, experience and availability of the staff in each school and we change from year to year what is on offer in each school in order that one is not seen as the one that offers e.g. Higher and the other something less.”

“We move pupils between the schools by bus during breaks to minimise the impact on teaching time, and the timetable operates on the basis that they spend two or more periods there”

Thus, it is possible to mitigate some of the constraints on subject choice at the senior levels in a school by adopting a common timetabling approach and by

physically moving pupils between schools provided the schools are close enough to each other. Clearly, however, this is only of benefit to older pupils and may be disruptive to other aspects of school life such as after school extra-curricular activities. There are also cost implications relative to transport, and regardless of the efficiency of the transport arrangements, some loss of learning/teaching time.

Multi-level classes

Multi-level classes can be employed where pupil numbers are too low to be viable as a single level class in a particular subject, or when the number of specialist staff limits the number of viable sections. Clearly these situations are likely to be more prevalent in smaller schools. All agreed that multi-level classes present the teacher with a more complex task and that individual support and attention to all pupils is more difficult to deliver.

Working with FE colleges

Participants were very positive about the benefits of the close liaison arrangements currently in place with Further Education colleges. They felt that this could be expanded in the future in a new larger school. Comments included:

“If we were designing a new school we would hope to include FE facilities for the visiting college staff, and we have seen examples of this elsewhere in Scotland.”

“Specialist practical rooms for vocational skills are attractive, but it can be a challenge to utilise as intensively as you would a classroom – it’s expensive”

Participants agreed that liaison with FE colleges delivers clear education benefits, and that this can be delivered more easily in larger schools.

3.3 Some schools seem closer to their communities than others – is this related to size?

Participants have personal experience of working in many schools across the North East, their views on this matter drew on their personal experiences and were very consistent:

“There is a high degree of trust between our schools and the community in Aberdeen, but it seems to be strongest in the less well-off parts of town”

“I can understand why parents feel a smaller school has a ‘family’ feel – staff at reception are more likely to know them for example – but pastoral care is about so much more”

“Our school has been at the centre of the community physically and emotionally for generations – it’s part of people’s identities”

Participants recognised that the relationship between a school, its parents and the wider community is a complex one and any changes must be handled carefully. They recognise that communities may feel that a smaller school has more of a

family feel “*at the reception window*”, but that this has no bearing on the extent to which each pupil is known as an individual to a senior member of staff, and on the way pastoral care is delivered. This is discussed further in the following section

3.4 Is the nature and effectiveness of pastoral care related to size?

Participants saw pastoral care as being of equal importance to the academic aspects of their role as teachers. They expressed a strong opinion that good pastoral care is a product of good management not of school size:

“[When I worked in a larger school] we had a house structure to help maintain a family feel. These worked almost like mini schools of around 300 pupils and were the basis of our guidance structures and sports activities”

“It is perfectly possible for the head teacher to know all the pupils in a school of 1000 or more.”

“Where they’re known as individuals they feel valued”

“There are more leadership opportunities for pupils in a larger school – prefect positions and sports team captains for example”

“[Good pastoral care and social mix require] positive relationships, staff-pupil and pupil-pupil, and a larger school means there are more opportunities to find people with whom you can develop positive relationships.”

Overall, participants believe that excellent pastoral care can happen in any school, with each of the smaller and the larger school having some advantages in this regard.

3.5 Is the ability to meet the needs of pupils with ASN related to size?

When asked whether size had a bearing on the ability to meet Additional Support Needs participants commented as follows:

“It would be exceptional for a pupil on Aberdeen with Additional Support Needs not to be in mainstream classes”

“The resources follow the pupil, so the school roll shouldn’t make any difference”

“The extent to which a pupil with particular needs, say mobility or visual problems, can access all parts of the school varies. Modern designs for access are much better ...”

“It’s important to have some ‘chill out’ spaces, and not just for youngsters with diagnosed behavioural difficulties, but this is more about school design than size”

Participants agreed that the needs of pupils with Additional Support Needs can be met in a school of any size, if it is well designed.

3.6 Does the size of a school have an impact on staff?

Participants were very positive about the commitment of their staff to do the very best for all pupils, but commented on a number of issues from the staff perspective:

“I was head of a school of 1400 at one time. This was the only school in which I didn’t feel I knew every member of staff.”

“Managing and developing staff is better in a larger school – there are more staff to share expertise”

“...more staff means a wider range of extra curricular activities..”

“You have a bigger pool of staff to draw on to generate ideas and lead new initiatives”

“Staff have the opportunity to teach at a broader range of levels in a larger school, although they can’t avoid doing so in a smaller one!”

“Peer support between staff is much stronger in a larger school...single teacher departments can be very challenging for staff”

“You’ll often find that there is only one teacher in a particular subject – this can be great for the pupils if that teacher is really good, but can be difficult if the teacher is struggling”

“When you get over 1000 pupils, you can start to build professional learning communities in all subjects, even the minority ones such as music and drama”

“In a larger school staff can share experiences and ideas. Also it’s much easier to share workload and arrange for cover if necessary”

Participants in the workshop understand that to meet its pupils’ needs and deliver the best education possible, a school needs competent, well trained and motivated staff. They believe that this is easier to achieve in a larger school because it offers many more opportunities for staff to learn from each other, experience teaching all ages and levels, and share their wider life skills to the benefit of all pupils.

4 Summary

The findings of this study are summarised as follows:

1. Is there a preferred size for a secondary school, all things being equal?

Yes – participants in the workshop believe that a school in the range 1000 to 1500 pupils is ideal.

2. Is subject/level choice affected by school size, and can working with other schools or FE colleges help broaden subject choices?

Yes – participants in the workshop agreed that it is possible to deliver a wider range of subjects, at more levels and with less recourse to multi-level classes in larger schools.

Participants agreed that common timetabling between schools can allow a broader range of subjects to be offered than would be the case for individual schools, but not as broad a range for as many pupils as would be the case if the rolls were combined.

Participants agreed that liaison with FE colleges is beneficial and is easier to organise with larger numbers of pupils.

3. Some schools seem closer to their communities than others – is this related to size?

Participants feel that the sense of ‘closeness’ is a consequence of historic links rather than size, although they recognise that in a smaller school individual parents may feel that they are better known by administrative staff.

4. Is the nature and effectiveness of pastoral care related to size?

No – participants believe that excellent pastoral care can happen in any school, but that each of smaller and larger schools have some advantages in this regard

5. Is the ability to meet the needs of pupils with Additional Support Needs related to size?

No - participants agreed that pupils with Additional Support Needs can receive an excellent education in a school of any size, if it is well designed.

6. Does the size of a school have the potential to have an impact on the professional development and careers of staff?

Yes – participants believe that a larger school offers many more opportunities for staff to learn from each other, experience teaching all ages and levels, and share their wider life skills in the classroom and in extra-curricular activities, and that this is to the benefit of all pupils.

Current Local Bus Service Provision South of the River Dee

Kincorth

First Aberdeen Service 18

Serves – Provost Watt Drive, Arbroath Way and Abbotswell Crescent.

Journeys all day available to top of Abbotswell Crescent, every 15 minutes. Pupils would require to walk along Redmoss Road/Wellington Road to access Bobby Calder Park site.

Peak Time journeys extend to/from Gateway Business Park approximately every 30 minutes up to 08:52 in the morning and from 15:33 in the afternoon.

Pupils would currently board and alight on Wellington Road bus stops adjacent to (inbound)/opposite (outbound) Wellington Circle, north of Souter Head Road to access Bobby Calder Park site. There is a Pedestrian Crossing across Wellington Road.

Torry

First Aberdeen Service 3

Serves Victoria Street, Menzies Road and Wellington Road.

Service operates up to every 10 minutes. Pupils would require to walk to one of the above noted streets to board the service or use one of the connecting services. Pupils would currently board and alight on Wellington Road bus stops adjacent to (inbound) / opposite (outbound) Wellington Circle, north of Souter Head Road to access Bobby Calder Park site. There is a Pedestrian Crossing across Wellington Road.

Stagecoach Bluebird Service 8

Serves Wellington Road

Service operates up to every 30 minutes. Pupils would require to walk to Wellington Road to board the service or use one of the connecting services.

Pupils would currently board and alight on Wellington Road bus stops adjacent to (inbound)/opposite (outbound) Wellington Circle, north of Souter Head Road to access Bobby Calder Park site. There is a Pedestrian Crossing across Wellington Road.

(Connecting services are available on:-

- First Aberdeen service 12, which operates up to every 12 minutes and serves Victoria Street, Balnagask Road, Oscar Road and Walker Road.
- First Aberdeen service 5 which operated up to every 30 minutes and serves Balnagask Circle, Girdleness Road, Wellington Road and Menzies Road.
- Stagecoach Bluebird service 59, which operates upto every 10 minutes and serves, Victoria Street, Oscar Road, North Balnagask Road and Balnagask Road.)

Cove

First Aberdeen Service 3

Serves Langdykes Road, Loirston Avenue, Loirston Road, Cove Road, Cove Crescent, Charleston Drive, Charleston Road and Earns Heugh Road.

Service operates up to every 30 minutes. Pupils would currently board and alight on Wellington Road bus stops adjacent to (inbound)/opposite (outbound) Wellington Circle, north of Souter Head Road to access Bobby Calder Park site. There is a Pedestrian Crossing across Wellington Road.

Stagecoach Bluebird Service 8

Serves Cove Road, Earns Heugh Road, Langdykes Road.

Service operates up to every 30 minutes. Pupils would currently board and alight on Wellington Road bus stops adjacent to (inbound) / opposite (outbound) Wellington Circle, north of Souter Head Road to access Bobby Calder Park site. There is a Pedestrian Crossing across Wellington Road.

Aberdeen Local Transport Strategy 2008-2012

The Aberdeen Local Transport Strategy (LTS) was developed to set out the policies and interventions adopted by the Council to guide the planning and improvement of the local transport network over a five year period.

Vision and Aims

The vision for the Aberdeen City LTS is to develop **“A sustainable transport system that is fit for the 21st Century, accessible to all, supports a vibrant economy and minimises the impact on our environment”**.

There are five **high level aims**, as follows.

1. Support and contribute to a thriving economy for Aberdeen City and its region.
2. Ensure a safe and secure transport system.
3. Minimise the environmental impact of transport on our community and the wider world.
4. Ensure that the transport system is integrated and accessible to all.
5. Ensure that our transport policies integrate with and support sustainable development, health and social inclusion policies.

The LTS also outlines a series of objectives, of which the following are relevant to school travel:

- To improve the condition of the road, footway and cycle networks.
- To increase the share of travel by the most sustainable modes to promote economic growth without associated traffic growth.
- To continue to reduce road casualties.
- To reduce carbon emissions from road transport.
- To reduce levels of air pollution throughout the City.
- To promote healthy living by encouraging safe walking and cycling.

School Travel in the LTS

The following is an extract from the LTS under the heading School Travel and Young People:

There are just under 25,000 pupils travelling to and from school on a daily basis within Aberdeen. Increases in car ownership and use, greater parental choice of school, increased pressures on time and concerns over child safety have resulted in more and more children being driven to and from school. In addition to adding to peak-hour congestion and pollution problems, these increases are creating new problems concerning child health and safety. Problems such as double parking and ‘drop off’ on zigzag lines have caused concerns over child safety; concerns have also been raised over children’s health, fitness, independence and development of road safety skills if they are habitually driven to school.

The Council recognises that school travel arrangements can play an important part in fostering the development of future generations of sustainable transport users. We will continue to support the concept of Safer Routes to Schools, with the aim of

promoting sustainable, safe and healthy travel through the development of School Travel Plans.

The Council will also continue to promote activities such as Walk to School and Bike Weeks, walking buses and park and stride schemes, as well as reinforce the strong linkages between School Travel Planning and the Active School, Eco-School and Health-Promoting School initiatives.

LTS Actions relevant to School Travel:

- MAN STYP1 The Council is committed to continued support for the School Travel Planning process during the life of this LTS.
- MAN STYP2 ACC will continue to encourage increased levels of walking and cycling to all schools in Aberdeen and will support the implementation of School Travel Plans to help achieve this.
- MAN STYP5 ACC will continue to provide statutorily required school bus services and will review the potential for increasing the provision of transport to non-statutory entitled pupils.
- MAN STYP6 ACC will continue to implement school safety zones, including 20mph speed limits around schools and advisory 20s Plenty' limits, mandatory limits and part-time mandatory limits.
- MAN STYP8 ACC will continue to support and promote the national, concessionary travel scheme for 16-18 year olds.
- MAN STYP9 ACC will review the co-ordination, management, scheduling and deployment of all escorts, minibuses and Council minibuses to deliver a more efficient fleet that can be utilised for school transport, local bus services, community transport and demand responsive bus services.

Walking and Cycling

The following is extracts from the LTS in relation to active travel.

We will improve our transport infrastructure and services by promoting walking and cycling as a means of travel and recreation. This will be through improved awareness raising and information campaigns, and improving walking and cycle routes and facilities throughout Aberdeen with the ultimate aim to form a complete, holistic foot and cycle path network for the City. The development of the City's first Core Paths Plan and ongoing enhancement of walking and cycling infrastructure and facilities will assist this.

As part of the efforts to increase the attractiveness of walking both as a means of travel and for recreation, the Council will aim to improve pedestrian facilities. Improving pedestrian facilities encompasses a wide array of initiatives ranging from improved maintenance of existing footways to the development of new off-road footpaths. The development of a Core Paths Plan will be important in this regard.

Other measures designed to improve the accessibility of pedestrians and the attractiveness of walking include initiatives to improve road safety, such as traffic calming schemes and further pedestrian crossing facilities.

Like walking, cycling is a cheap, healthy and non-polluting form of transport, providing a quick and hassle free means of undertaking short trips within the City.

There are numerous UK examples of cities where a “cycling culture” has developed, and where cycling is the first choice travel mode for a sizeable proportion of the population. Not only does this make a useful contribution to reducing the growth in car traffic, and enabling cyclists to avoid the worst of City Centre congestion, but it also allows for a better urban environment for pedestrians and motor vehicles alike. Consultation with those who do not currently cycle has highlighted a number of issues that need to be addressed in order to encourage greater cycling activity. First and foremost is perceived safety on the road for cyclists. Whilst more experienced cyclists are happy to use the road network as it stands, one of the perceived barriers for new cyclists is the lack of a coherent cycling network both on and off the road.

LTS Actions relating to walking and cycling which may be relevant to school travel:

- IMP PED1 ACC, in partnership with NHS Grampian, is committed to facilitating active travel and raising awareness of the associated health benefits.
- IMP PED4 ACC will continue to implement measures designed to improve accessibility for pedestrians and the attractiveness of walking, including initiatives such as traffic calming schemes as well as more and better pedestrian facilities.
- IMP CYC1 ACC is committed to the improvement of cycle facilities and infrastructure and will continue to work with the Aberdeen Cycle Forum to deliver improvements geared at increasing the modal share of cycling.
- IMP CYC2 ACC is committed to improving the safety of vulnerable road users and there will be a presumption in favour of new traffic management schemes that incorporate measures for cyclists.
- IMP CYC3 ACC will continue to invest with partners in strategic off-road routes linking communities to major centres of employment, hospitals, universities and schools. ACC will also continue to improve cycle routes linked into the Core Paths Plan and the City’s parks and greenspace networks.

The full LTS can be viewed at:

<http://www.aberdeencity.gov.uk/nmsruntime/saveasdialog.asp?IID=16272&SID=2866>

Core Paths Maps can be viewed at:

http://www.aberdeencity.gov.uk/planning_environment/planning/core_paths/pla_corepaths.asp

The Aberdeen Cycle Map can be viewed at:

http://www.aberdeencity.gov.uk/planning_environment/planning/transport/pla_cycle_maps.asp