

TOOLKIT RESPONSE SUMMARY

ORGANISATION:

Perth and Kinross Council

Pullar House

35 Kinnoull Street

Perth

Perthshire

USER: Gareth Findlay

USERS ROLE: Project Officer

CONTACT TEL:

INITIATIVE: Cleish Primary School

RESPONSE ICON KEY

-  No Response
-  Don't know - it's not relevant/not applicable
-  Don't know - even though it is relevant
-  No - not at all true
-  No - some truth, but a long way to go
-  Mixed - partly true, but some way to go
-  Yes - largely true, but still more to do
- Yes - completely true

MAIN SECTIONS RESPONSE SUMMARY

Built Environment

Climate Change

Consumption and Production

Culture and Recreation

Economy

Equality and Human Rights

Fair and Sustainable Communities

Health & Well-Being

Lifelong Learning

Natural Environment

Transport & Connectivity

Built Environment

1 Built Environment

What impact will the proposal have on delivering a high quality, well-designed built environment?

 *Significant positive impact*

Justification:

The Learning Estate Strategy details the overall strategic context of the strategy, how we currently deliver on the principles of the national Learning Estate Strategy and our way forward in terms of improvement actions.

We are already focused on the principles detailed below and we will continue to deliver on this.

The strategy highlights:

Principle 1

Principle 1 details that 'learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners'.

Young people are sensitive to their environment and need spaces that inspire and motivate them. They respond to colour, natural light, a sense of space, access to technology and quality of facilities, which make them feel valued and respected.

In terms of new school builds, significant work has taken place to develop a standard brief of requirements and technical standards on which designs

are based. These documents are updated through lessons learned, which includes feedback from pupils and staff, and changes in regulation or guidance. The brief and technical standards are designed to enhance the teaching and learning environment and create a consistent approach.

Principle 2

Principle 2 details learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners.

At Perth & Kinross Council, we believe that inclusive education is the foundation for an inclusive society and is the responsibility of everyone. We aim to value diversity and support an ambition for all children and young people to achieve their full potential. We recognise that social inclusion and promoting equality of opportunity and good relations between different groups can only be achieved by incorporating equalities into the planning, implementation and monitoring processes for all Council services, including the learning environment.

We support inclusion through:

- Our Accessibility Strategy 2019-21 recognises the Curriculum for Excellence as the totality of experiences which are planned for children and young people through their education, wherever they are being educated;
- making accessibility and inclusion a fundamental part of our design standards resulting in new or upgraded school buildings being accessible and inclusive where possible;
- an ongoing accessibility programme which focuses on Disability Discrimination Act (DDA) upgrades; and
- making adaptations for individuals to ensure that the school building and outdoor space meets their needs.

Principle 3

The Learning Estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value.

Since 2016, we have been progressing with our School Estate Transformation Programme . This programme seeks to:

- maximise occupancy of our school buildings;
- ensure that all school buildings are rated as A or B, ie at least satisfactory for condition and suitability; and
- prioritise life-expired buildings within the Learning Estate for replacement.

Mitigation:

The strategy outlines we will;

- collaborate with the Corporate Asset Management Team and other public sector partners to improve the effective use of the wider property portfolio in geographic areas, including promoting the use of schools for community-based activities.
- We will engage with place-based activities in other Services, including the development of Local Place Plans (LPPs).
- We will continue to engage with users and communities, as part of our place-based approach to developing the Learning Estate. We will focus on improving our engagement through using the Council's consultation toolkit, guidance and consultation hub. We will benchmark with other local authorities (LAs) on engagement with parents, pupils and communities.
- We will improve our engagement with children and young people as part of our responsibilities under the United Nations Convention on the Rights of the Child (UNCRC).
- We will also consider how we can manage the Learning Estate in line with The Perth & Kinross Offer'

1.1 Historic Built Environment

What impact will the proposal have on maintaining or enhancing the character of built heritage, or a particular historical feature in the area?

 *No impact*

1.2 Housing

No impact

1.3 Placemaking

What impact will the proposal have in supporting and enhancing local distinctiveness whilst creating a "sense of place"?

No impact

Climate Change

2 Climate Change

What impact will the proposal have in tackling the causes and effects of climate change?



Significant positive impact

Justification:

The Learning Estate Strategy details the overall strategic context of the strategy, how we currently deliver on the principles of the national Learning Estate Strategy and our way forward in terms of improvement actions.

We are already focused on the principles detailed below and we will continue to deliver on this.

The strategy highlights:

Principle 6

Learning environments should be greener, more sustainable, allow safe and accessible routes and be digitally enabled.

The strategy for new/refurbished Learning Estate buildings is currently under scrutiny in light of the Scottish Government's request for amendment to the Climate Change (Emissions Reduction Targets (Scotland) Bill, which will result in net-zero greenhouse gas emissions in Scotland by 2045. In view of this ambitious target, Perth & Kinross Council (PKC) has adopted an interim Climate Emergency Report and Action Plan.

Property Services have been focused on sustainability within the Learning Estate for some time now through the following strategies:

- Renewable Technologies- Our Energy Team works with our engineers and architects to investigate the best existing and emerging technologies appropriate to each site. For many years now, we have installed photovoltaic panels, where appropriate, on our new school estate buildings and many of our new schools run on biomass boilers.
- Reducing energy consumption- Measures include LED lighting upgrades, heating and building control system upgrades, improved building insulation and replacing inefficient heating and hot water systems with renewable technologies. This work is ongoing.
- Design Principles and Best Practice- PKC have continuously pursued a 'fabric first' approach to new school buildings and have achieved airtight, thermally-efficient buildings. In future, this will be married with both MVHR (mechanical ventilation and heat recovery) and with maximised passive control of solar gains.

Sustainable Design and Materials Used- We invest where possible in refurbishment and improvement of traditional stone-built No impact

- buildings, whilst replacing energy inefficient prefabricated units. This ensures that the embodied carbon retained in our estate is protected and we make best use of the quality buildings we already have. In new school buildings, we have previously utilised light-weight materials such as timber frame construction with hemp fibre and reconstituted wood fibre insulation, all of which have low embodied carbon compared with steel/masonry/concrete structures and oil-based insulation products.
- Biodiversity- We engage with environmental consultants and landscape architects to plan and carry out work in ways which mitigate against permanent habitat loss, and where we can, we attempt to improve biodiversity by, eg installing indigenous green roofs, bat nesting boxes and bee-friendly planting.

2.1 Adaptation & Resilience

What impact will the proposal have in helping adapt to potential changes brought about by climate change?

No impact

2.2 Mitigation & Greenhouse Gas Reduction

What impact will the proposal have in helping to mitigate greenhouse gases?

No impact

Toolkit Response (continued)

Consumption and Production

+ 3 Consumption and Production

What impact will the proposal have in promoting more sustainable production and consumption of goods and services?

Significant positive impact

Justification:

The Learning Estate Strategy details the overall strategic context of the strategy, how we currently deliver on the principles of the national Learning Estate Strategy and our way forward in terms of improvement action. Principle 6 of the strategy highlights learning environments should be greener, more sustainable, allow safe and accessible routes and be digitally enabled.

In addition to the areas highlighted in section 3 above, the Learning Estate Strategy also highlights an opportunity for improvement that we will take forward as part of this new strategy:

We will manage and develop the Learning Estate to progress towards low-carbon targets.

Actions:

- All public buildings are intended to be exemplars of best practice of a low-carbon estate. The Learning Estate forms a significant part of the Perth and Kinross property estate, therefore, it is highly likely that all new-build properties and major extensions will have either low-carbon or zero-carbon considerations within the design solutions.
- Behaviours can also have a positive impact on reducing carbon and we will work with colleagues, pupils and other Learning Estate users to encourage behaviours which support low-carbon targets.

3.1 Energy

What impact will the proposal have in reducing energy consumption and promote energy efficiency?

Significant positive impact

+ Justification:

Any refurbishment of the school will adhere to the Council's current strategy of reducing energy consumption and promoting energy efficiency.

3.2 Materials

What impact will the proposal have in minimising materials consumption and promoting more sustainable use of materials?

Significant positive impact

Justification:

Any refurbishment of the school will prioritise the use of sustainable materials where possible reducing consumption.

3.3 Waste

What impact will the proposal have in encouraging the prevention, reduction, re-use, recovery or recycling of waste?

+ *Significant positive impact*

Justification:

During any refurbishment priority will be given where possible to ensuring the reduction in waste

Toolkit Response (continued)

Culture and Recreation

4 Culture and Recreation

What impact will the proposal have in supporting the promotion and enhancement of cultural and recreational opportunities for all?

Significant positive impact

Justification:

The strategy outlines we have created a focus for educational, civic and cultural life through our six community campus buildings. The campuses are based in Aberfeldy, Blairgowrie, Crieff, Kinross and Perth. The larger campuses at Strathearn Community Campus (Crieff), Loch Leven Community Campus (Kinross), Breadalbane Community Campus (Aberfeldy) and North Inch Community Campus (Perth) are termed 'hub' campuses as they offer a wide range of services. All facilities within the community campuses are available for individual, club and organisation hire.

The wider community facilities available in campuses include libraries, registration services, museums and leisure including swimming. In addition to the community campuses, there are 28 schools currently available for let to the wider community. Accommodation available for hire varies but typically includes assembly halls, sports halls, gymnasiums, theatre and Astro turf pitches.

The Learning Estate Strategy also highlights an opportunity for improvement that we will take forward as part of this new strategy: We will increase our focus on outdoor learning environments when managing and developing the Learning Estate.

Action:

- We will consider the outdoor learning environment in the planning and development of all capital projects.
- We will review outdoor learning facilities across the Learning Estate, in line with the Council's Play Strategy and plan a programme of improvement.

4.1 Cultural Heritage

What impact will the proposal have in preserving, promoting and enhancing assets of local culture and heritage?

Significant positive impact

Justification:

Within the curtilage of the school site there are areas/elements that are listed. Liaison with Historic Scotland through any planning process will ensure local culture and heritage is maintained or enhanced.

4.2 Leisure, Sport and Recreation

What impact will the proposal have in providing, encouraging and improving access to leisure, sports and recreational activities?

 *No impact*

Toolkit Response (continued)

Economy

+ 5 Economy

What impact will the proposal have in encouraging sustainable economic growth?

Significant positive impact

Justification:

Principle 10 of the learning estate strategy highlights investment in Scotland's Learning Estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

Since 2010, £115m has been invested in capital projects for the Learning Estate. Further investment has been made by colleagues in Property Services for planned maintenance. In addition, the Scottish Government contributed £32.5m towards Bertha Park High School. This investment has resulted in improved teaching and learning environments but has also contributed towards economic growth.

Investment in the Learning Estate contributes towards economic growth in a number of key areas:

- providing facilities for educating the future workforce; providing facilities for community learning;
- providing ELC facilities allowing parents to work, study or train;
- providing capacity in schools to support additional pupil numbers from housebuilding; and
- delivering community benefits through the construction projects.

All contracts with PKC are developed with regard to our Sustainable Procurement Policy, the aim of which is to embed social, economic or environmental benefit into all of the contracts we require to deliver our services to communities. The Council is committed to working with communities and businesses to achieve social value from the money we spend. We do this by including Community Benefit clauses in as many of our contracts as possible.

Community Benefits generally fall into one of four classifications: employment; skills and training; SME and third sector; and environmental. Benefits which have been delivered through projects for the Learning Estate include:

- employment of graduates and apprentices; and
- work placements.

+ 5.1 Employment & Skills

What impact will the proposal have in ensuring a wide range of jobs promoting a wide range of skills are accessible to all communities and locations?

Significant positive impact

Justification:

Any refurbishment would benefit employment as contractors working on the site would support community benefit kpi's.

5.2 Fairer & Greener Business

What impact will the proposal have in encouraging fair business creation and development, and contributing to the green economy?

No impact

5.3 Sustainable Tourism

What impact will the proposal have in promoting sustainable tourism for the area?

No impact

Toolkit Response (continued)

Equality and Human Rights

+ 6 Equality and Human Rights

What impact will the proposal have towards promoting equality, fairness and inclusiveness for everyone?

Significant positive impact

Justification:

As detailed in responses to other sub-themes. This proposal will bring benefits to all individuals within local communities as additional facilities will be created that all can use.

+ 6.1 Age

What impact will the proposal have in ensuring no discrimination, directly or indirectly, against age groups of any range?

Significant positive impact

Justification:

The Learning Estate Strategy details the overall strategic context of the strategy, how we currently deliver on the principles of the national Learning Estate Strategy and our way forward in terms of improvement actions.

We are already focused on the principles detailed below and we will continue to deliver on this.

The strategy highlights:

Principle 1

Principle 1 details that 'learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners'.

At the core of recent pedagogical development is the concept of personalised learning, driving toward improving educational outcomes for the individual through tailoring learning toward the needs of the individual. As new patterns of learning and teaching are being developed, learning spaces are required which are adaptable to accommodate whole class, collaborative group work, paired learning and individual study.

Principle 2

Principle 2 details learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners.

At Perth & Kinross Council, we believe that inclusive education is the foundation for an inclusive society and is the responsibility of everyone. We aim to value diversity and support an ambition for all children and young people to achieve their full potential. We recognise that social inclusion and promoting equality of opportunity and good relations between different groups can only be achieved by incorporating equalities into the planning, implementation and monitoring processes for all Council services, including the learning environment.

We support inclusion through:

- Our Accessibility Strategy 2019-21 recognises the Curriculum for Excellence as the totality of experiences which are planned for children and young people through their education, wherever they are being educated;
- making accessibility and inclusion a fundamental part of our design standards resulting in new or upgraded school buildings being accessible and inclusive where possible;
- an ongoing accessibility programme which focuses on Disability Discrimination Act (DDA) upgrades; and
- making adaptations for individuals to ensure that the school building and outdoor space meets their needs.

6.2 Disability

What impact will the proposal have in ensuring no discrimination, directly or indirectly, against people with disability?

+ *Significant positive impact*

Justification:

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Principle 2

Principle 2 details learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners.

Toolkit Response (continued)

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- making adaptations for individuals to ensure that the school building and outdoor space meets their needs.

6.3 Gender Reassignment

What impact will the proposal have in ensuring no discrimination, directly or indirectly, against people transitioning from one sex to another.?

 **Significant positive impact**
Justification:

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- making adaptations for individuals to ensure that the school building and outdoor space meets their needs.

6.4 Human Rights

What impact will the proposal have in ensuring and promoting respect for the human rights of all?

 **Significant positive impact**
Justification:

The Learning Estate Strategy details the overall strategic context of the strategy, how we currently deliver on the principles of the national Learning Estate Strategy and our way forward in terms of improvement actions.

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In addition to new-builds and major refurbishment projects, there is an accessibility programme which improve learning environments.

The strategy identifies an opportunity to improve our engagement with children and young people as part of our responsibilities under the United Nations Convention on the Rights of the Child (UNCRC).

Principle 2

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Toolkit Response (continued)

- an ongoing accessibility programme which focuses on Disability Discrimination Act (DDA) upgrades; and
- making adaptations for individuals to ensure that the school building and outdoor space meets their needs.

Transition

The learning environment can support learner transitions. More than 50% of our school buildings accommodate nursery children. Where possible, these children are accommodated next to early years classrooms, allowing for joint learning opportunities and familiarisation in order to ease transition.

The incorporation of break-out spaces in our design standards, encourages this approach across all stages and ages.

**6.5 Marriage and Civil Partnership**

What impact will the proposal have in ensuring no discrimination, directly or indirectly, against married people or civil (same sex) partners?

Significant positive impact

Mitigation:

No mitigation required

Justification:

In the Equality Act marriage and civil partnership means someone who is legally married or in a civil partnership. Marriage and civil partnership can either be between a man and a woman, or between partners of the same sex.

People do not have this characteristic if they are:

- single
- living with someone as a couple neither married nor civil partners
- engaged to be married but not married
- divorced or a person whose civil partnership has been dissolved
- This proposal will have no discrimination for these groups

6.6 Pregnancy and Maternity

What impact will the proposal have in ensuring no discrimination, directly or indirectly, against pregnant women or women who have recently given birth or are breastfeeding?

Significant positive impact

Justification:

The proposal may provide additional facilities where pregnant women can meet for activities such as anti-natal classes or pregnancy support, so this is a positive for this group.

6.7 Race

What impact will the proposal have in ensuring no discrimination, directly or indirectly, against any racial groups as recognised in the Equality Act 2010?

Significant positive impact

Justification:

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At the core of recent pedagogical development is the concept of personalised learning, driving toward improving educational outcomes for the individual through tailoring learning toward the needs of the individual. As new patterns of learning and teaching are being developed, learning spaces are required which are adaptable to accommodate whole class, collaborative group work, paired learning and individual study.

6.8 Religion or Belief

What impact will the proposal have in ensuring no discrimination, directly or indirectly, against any religion or belief as recognised in the Equality Act 2010 and the Courts?



Significant positive impact

Toolkit Response (continued)

Justification:

The Learning Estate Strategy details the overall strategic context of the strategy, how we currently deliver on the principles of the national Learning Estate Strategy and our way forward in terms of improvement actions.

6.9 Sex

What impact will the proposal have in ensuring no discrimination, directly or indirectly, against either males or females?

Significant positive impact

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6.10 Sexual Orientation

What impact will the proposal have in ensuring no discrimination, directly or indirectly, against Lesbian, Gay, Bisexual (LGB) or Heterosexual/Straight people?

 *Significant positive impact*

Justification:

These groups will be treated no differently from others in the design, development, implementation and use of the facility compared to any other group. The facility will be another space that is open and free for all groups to use.

Fair and Sustainable Communities

7 Community

What impact will the proposal have in promoting fairer and more sustainable communities?

+ *Significant positive impact*

Justification:

As part of the proposal a URG will encourage the local community to comment on design and feed into the planning process.

Mitigation:

No mitigation required

+ **7.1 Access to services**

What impact will the proposal have in improving and supporting access to jobs, services and amenities for the local community?

Significant positive impact

Justification:

This proposal will allow communities and groups to interact together using refurbished or new facilities

+ **7.2 Community Safety**

What impact will the proposal have towards reducing crime, disorder and danger and support social cohesiveness?

Significant positive impact

Justification:

Facilities implemented as part of the build could support the reduction in crime, disorder and danger to communities such as the creation of community groups to take an active involvement in looking after their community facilities

7.3 Informed & Engaged Citizens

+ What impact will the proposal have in supporting local identity and citizenship, and in engaging with all members of the community in the decision-making process for the area through using VOiCE?

Significant positive impact

Justification:

As part of ongoing project development and engagement the following aspects are addressed.

1. Develop a plan that relates to the purpose .
2. Monitor progress in implementing the plan.
3. Evaluate the process and outcomes.
4. Learn lessons for future activity.

+ **7.4 Poverty and Social Inclusion**

What impact will the proposal have in promoting reducing poverty and promoting social inclusion for all?

Significant positive impact

Justification:

The refurbishment of the school could potentially reduce poverty and promote social inclusion as existing facilities will be improved which could be used by the local community in addition to supporting existing facilities available in the area.

Toolkit Response (continued)

Health & Well-Being

+ 8 Health and Wellbeing

What impact will the proposal have in improving health and wellbeing whilst reducing health inequality for all?

Significant positive impact

Justification:

The proposal will bring improved social and emotional development for pupils and an opportunity to be part of a wider, age appropriate peer group.

+ 8.1 Lifestyle and Behaviour

What impact will the proposal have in addressing promoting opportunities for achieving a safer and healthier lifestyle?

Significant positive impact

Justification:

The learning estate strategy highlights:

Principle 6 states that learning environments should be greener, more sustainable, allow safe and accessible routes and be digitally enabled. Safe and Accessible Travel Routes

The Council works with a wide range of partners to facilitate and encourage active travel to and from schools. The 'Promoting Sustainable Travel & Road Safety in Schools' guide is available for teachers to advise how active travel initiatives can be incorporated into the curriculum. Schools are also encouraged to have a School Travel Plan. This plan helps to establish current travel modes for pupils and explore the difficulties they experience getting to school. These plans help identify areas for improvement. In addition, the Road Safety team undertake route assessments to determine where alternative arrangements must be made for safety reasons or where a spend to save initiative could be undertaken to encourage active travel. Other travel initiatives include our iBike Officer, who works with schools, parents and carers to encourage young people to cycle more often and consider travelling actively to school, whether that is walking, cycling, wheeling or scooting.

The Bikeability Scotland programme also encourages active travel to school and delivers essential cycle training support to pupils, giving them the ability to ride safely and confidently on the road

Principle 5 'Learning environments should serve the wider community, and where appropriate, be integrated with the delivery of other public services in line with the place principle.

ECS is responsible for the delivery of services for children, young people and families and people in the justice system. We recognise that the Learning Estate provides high-quality environments across all our priorities for working with children, young people and families: the best start; learning and achievement; health and wellbeing; care and equity; and safety and protection.

We have created a focus for educational, civic and cultural life through our six community campus buildings. The campuses are based in Aberfeldy, Blairgowrie, Crieff, Kinross and Perth. The larger campuses at Strathearn Community Campus (Crieff), Loch Leven Community Campus (Kinross), Breadalbane Community Campus (Aberfeldy) and North Inch Community Campus (Perth) are termed 'hub' campuses as they offer a wide range of services. All facilities within the community campuses are available for individual, club and organisation hire. The wider community facilities available in campuses include libraries, registration services, museums and leisure including swimming.

In addition to the community campuses, there are 28 schools currently available for let to the wider community. Accommodation available for hire varies but typically includes assembly halls, sports halls, gymnasiums, theatre and Astro turf pitches.

During the public engagement process of phase 1 of the transformation programme there may have been some adverse effects on the health and wellbeing of some of the local population due to concerns associated with the process of school closures and changes to catchment areas.

However, it is considered that this would likely be a short-term localised effect and again not significant in the overall strategic context of Perth and Kinross.

Principle 7 states that outdoor learning, and the use of outdoor learning environments, should be maximised.

Our Play Framework reflects the four themes from the national strategy: Play at home; nursery, early years, childcare and schools; Play in the community and; Positive support to encourage play.

Our nurseries, early years, childcare and schools are places where children and young people enjoy high-quality play opportunities, including outdoor free play in all weathers in stimulating spaces on a daily basis. As part of the recent 1140 hours expansion, two outdoor nursery provisions were created.

A variety of built and natural resources are available across the Learning Estate. All establishments have access to an outside play area. In addition, several other amenities are available, depending on the site, including grass and tarmacked play areas; fixed play equipment; outdoor covered soft play; multi use games area (MUGAs); allotments; football pitches; an athletics arena; running tracks; climbing walls and outdoor classrooms. Due to the largely rural nature of Perth and Kinross, many schools have easy access to rich outdoor learning environments which help to facilitate aspects of the curriculum such as Forest Schools.

8.2 Physical Environment

What impact will the proposal have in creating a healthier physical environment for all?

+ *Significant positive impact*

Toolkit Response (continued)

Justification:

The learning estate strategy highlights:

Principle 6 states that learning environments should be greener, more sustainable, allow safe and accessible routes and be digitally enabled. Safe and Accessible Travel Routes

The Council works with a wide range of partners to facilitate and encourage active travel to and from schools. The 'Promoting Sustainable Travel & Road Safety in Schools' guide is available for teachers to advise how active travel initiatives can be incorporated into the curriculum. Schools are also encouraged to have a School Travel Plan. This plan helps to establish current travel modes for pupils and explore the difficulties they experience getting to school. These plans help identify areas for improvement. In addition, the Road Safety team undertake route assessments to determine where alternative arrangements must be made for safety reasons or where a spend to save initiative could be undertaken to encourage active travel. Other travel initiatives include our iBike Officer, who works with schools, parents and carers to encourage young people to cycle more often and consider travelling actively to school, whether that is walking, cycling, wheeling or scooting.

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ECS is responsible for the delivery of services for children, young people and families and people in the justice system. We recognise that the Learning Estate provides high-quality environments across all our priorities for working with children, young people and families: the best start; learning and achievement; health and wellbeing; care and equity; and safety and protection.

We have created a focus for educational, civic and cultural life through our six community campus buildings. The campuses are based in Aberfeldy, Blairgowrie, Crieff, Kinross and Perth. The larger campuses at Strathearn Community Campus (Crieff), Loch Leven Community Campus (Kinross), Breadalbane Community Campus (Aberfeldy) and North Inch Community Campus (Perth) are termed 'hub' campuses as they offer a wide range of services. All facilities within the community campuses are available for individual, club and organisation hire. The wider community facilities available in campuses include libraries, registration services, museums and leisure including swimming.

In addition to the community campuses, there are 28 schools currently available for let to the wider community. Accommodation available for hire varies but typically includes assembly halls, sports halls, gymnasiums, theatre and Astro turf pitches.

Principle 7 states that outdoor learning, and the use of outdoor learning environments, should be maximised.

Our Play Framework reflects the four themes from the national strategy: Play at home; nursery, early years, childcare and schools; Play in the community and; Positive support to encourage play.

Our nurseries, early years, childcare and schools are places where children and young people enjoy high-quality play opportunities, including outdoor free play in all weathers in stimulating spaces on a daily basis. As part of the recent 1140 hours expansion, two outdoor nursery provisions were created.

A variety of built and natural resources are available across the Learning Estate. All establishments have access to an outside play area. In addition, several other amenities are available, depending on the site, including grass and tarmacked play areas; fixed play equipment; outdoor covered soft play; multi use games area (MUGAs); allotments; football pitches; an athletics arena; running tracks; climbing walls and outdoor classrooms. Due to the largely rural nature of Perth and Kinross, many schools have easy access to rich outdoor learning environments which help to facilitate aspects of the curriculum such as Forest Schools.

8.3 Socioeconomic Environment

What impact will the proposal have in creating a healthier socioeconomic environment for all?



Significant positive impact

Justification:

The Learning Estate Strategy details the overall strategic context of the strategy, how we currently deliver on the principles of the national Learning Estate Strategy and our way forward in terms of improvement actions.

The strategy highlights:

Principle 5 'Learning environments should serve the wider community, and where appropriate, be integrated with the delivery of other public services in line with the place principle.

ECS is responsible for the delivery of services for children, young people and families and people in the justice system. We recognise that the Learning Estate provides high-quality environments across all our priorities for working with children, young people and families: the best start; learning and achievement; health and wellbeing; care and equity; and safety and protection. This can vary from opportunities to deliver support for mental health and wellbeing, youth work and in some cases providing a staff base for youth workers, social work teams and places for families to meet with the team of professionals working with them.

We have also created a focus for educational, civic and cultural life through our six community campus buildings. The campuses are based in Aberfeldy, Blairgowrie, Crieff, Kinross and Perth. The larger campuses at Strathearn Community Campus (Crieff), Loch Leven Community Campus (Kinross), Breadalbane Community Campus (Aberfeldy) and North Inch Community Campus (Perth) are termed 'hub' campuses as they offer a wide range of services. All facilities within the community campuses are available for individual, club and organisation hire. The wider community facilities available in campuses include libraries, registration services, museums and leisure including swimming.

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Principle 10 states Investment in Scotland's Learning Estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

Investment in the Learning Estate contributes towards economic growth in a number of key areas:

Toolkit Response (continued)

- providing facilities for educating the future workforce;
- providing facilities for community learning;
- providing ELC facilities allowing parents to work, study or train;
- providing capacity in schools to support additional pupil numbers from housebuilding; and
- delivering community benefits through the construction projects.
- employment of graduates and apprentices;
- work placements;
- working with pupils to encourage interest in a career in the construction industry; and
- use of local subcontractors.

Lifelong Learning

9 Lifelong learning

What impact will the proposal have in promoting opportunities for lifelong learning?

Significant positive impact

Justification:

Our strategy considers the development and management of the Learning Estate in the context of meeting national and local outcomes, planning ahead and providing best value and benefits to our communities.

Schools are integral parts of the communities they serve. They impact on the lives of not only pupils and their families, but on the wider community, including adult learners, library users, sports enthusiasts, businesses and members of clubs and associations. They provide local employment and access to facilities, which would otherwise not be available in the local community and often provide a focus for community life.

Principle 5 outlines that learning environments should serve the wider community, and where appropriate, be integrated with the delivery of other public services in line with the place principle.

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All facilities within the community campuses are available for individual, club and organisation hire. The wider community facilities available in campuses include libraries, registration services, museums and leisure including swimming.

In addition to the community campuses, there are 28 schools currently available for let2 to the wider community. Accommodation available for hire varies but typically includes assembly halls, sports halls, gymnasiums, theatre and AstroTurf pitches.

9.1 Education

What impact will the proposal have in providing opportunity for children and young people to improve their attainment and achievement?

Significant positive impact

Justification:

Our strategy considers the development and management of the Learning Estate in the context of meeting national and local outcomes, planning ahead and providing best value and benefits to our communities.

Schools are integral parts of the communities they serve. They impact on the lives of not only pupils and their families, but on the wider community, including adult learners, library users, sports enthusiasts, businesses and members of clubs and associations. They provide local employment and access to facilities, which would otherwise not be available in the local community and often provide a focus for community life.

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Toolkit Response (continued)

In addition to the community campuses, there are 28 schools currently available for let2 to the wider community. Accommodation available for hire varies but typically includes assembly halls, sports halls, gymnasiums, theatre and Astro turf pitches.

9.2 Learning

What impact will the proposal have in providing opportunity for community learning and development?

Significant positive impact

Justification:

Our strategy considers the development and management of the Learning Estate in the context of meeting national and local outcomes, planning ahead and providing best value and benefits to our communities.

Schools are integral parts of the communities they serve. They impact on the lives of not only pupils and their families, but on the wider community, including adult learners, library users, sports enthusiasts, businesses and members of clubs and associations. They provide local employment and access to facilities, which would otherwise not be available in the local community and often provide a focus for community life.

Principle 5 outlines that learning environments should serve the wider community, and where appropriate, be integrated with the delivery of other public services in line with the place principle.

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Toolkit Response (continued)

Natural Environment

+ 10 Natural Environment

What impact will the proposal have in protecting and improving the natural environment within the area?

Significant positive impact

Justification:

The natural environment means an environment that consists of water, animals, air and plants. All these elements will be considered as part of the proposal and any impacts on them mitigated.

+ 10.1 Air, Water and Land

What impact will the proposal have in protecting and enhancing the quality of air, water and land?

Significant positive impact

Justification:

Principle 1 states learning environments should support and facilitate excellent joined-up learning and teaching to meet the need of all learners.

In terms of new school builds, significant work has taken place to develop a standard brief of requirements and technical standards on which designs are based. These documents are updated through lessons learned, which includes feedback from pupils and staff, and changes in regulation or guidance. The brief and technical standards are designed to enhance the teaching and learning environment and create a consistent approach.

The changes made to catchment areas as a result of the outcome of Phase 1 of the transformation programme may result in some positive effects on air quality due to increased numbers of pupils being transported by school transport rather than private car. Although, these impacts are likely to be localised and not significant in nature in the context of Perth and Kinross



10.2 Biodiversity

What impact will the proposal have in protecting, enhancing and managing biodiversity?

Significant positive impact

Justification:

Biodiversity refers to every living thing including plants, animals and humans. Any measures that can be taken in implementing this proposal which protects these elements will be considered.



10.3 Historic Natural Environment

What impact will the proposal have in protecting, enhancing and managing the local historic natural environment?

Significant positive impact

Justification:

The proposal will affect a building which has listed elements and consultation with Historic Scotland will take place as/when required to ensure positive impacts are sought.

10.4 Landscape, Geology and Soils

What impact will the proposal have in protecting, enhancing and managing the natural landscape, geology and soils?

+ *Significant positive impact*

Justification:

The proposal will include a plan and design for external spaces which will ensure positive steps are achieved in protecting and enhancing natural features.

Toolkit Response (continued)

Transport & Connectivity

+ 11 Transport and Connectivity

What impact will the proposal have in providing accessible and appropriate transport services and communications?

Significant positive impact

Justification:

Principle 6 of the learning estate strategy highlights that learning environments should be greener, more sustainable, allow safe and accessible routes and be digitally enabled.

Safe and Accessible Travel Routes

The Council works with a wide range of partners to facilitate and encourage active travel to and from schools. The 'Promoting Sustainable Travel & Road Safety in Schools' guide is available for teachers to advise how active travel initiatives can be incorporated into the curriculum. Schools are also encouraged to have a School Travel Plan. This plan helps to establish current travel modes for pupils and explore the difficulties they experience getting to school. These plans help identify areas for improvement.

Digital Strategy

The national and local current labour market information details an economic need for the development of digital skills in the future workforce, indicating that around 90% of all jobs now contain a digital element. It is therefore vital that, alongside strengthening and cultivating the core skills of literacy, numeracy and health and wellbeing, there is also a clear focus on the development of digital literacy and digital skills in our children and young people in order to prepare them well for their future. To achieve this, there is a need for relevant and appropriate learning experiences which provides opportunities for all young people to develop all the skills they require.

A comprehensive programme of improvements, including a Wi-Fi and audio-visual (AV) equipment roll-out is underway to improve the digital infrastructure in all Perth and Kinross schools and good progress is being made. When completed, this programme will result in significant improvements in Wi-Fi coverage and speed for schools as well as access to interactive smart display equipment.

The Digital Strategy will be supported by a national programme to roll-out high-speed broadband in Scotland.

+ 11.1 Accessibility and Digital Connectivity

What impact will the proposal have in promoting accessibility and digital connectivity, and reducing the need to travel?

Significant positive impact

Justification:

The proposal will adhere to the latest guidance on accessibility ensuring all users are able to access buildings and spaces without detriment. The Council has a program of ensuring digital connectivity is available in all its buildings and the refurbishment of the school will ensure children local to the community can continue to attend their local school rather than travelling to another catchment area.

11.2 Sustainable Transport & Active Travel

What impact will the proposal have in supporting and encouraging the provision of sustainable modes of transport?

+ *Significant positive impact*

Justification:

The Council works with a wide range of partners to facilitate and encourage active travel to and from schools. The 'Promoting Sustainable Travel & Road Safety in Schools' guide is available for teachers to advise how active travel initiatives can be incorporated into the curriculum. Schools are also encouraged to have a School Travel Plan. This plan helps to establish current travel modes for pupils and explore the difficulties they experience getting to school. These plans help identify areas for improvement. In addition, the Road Safety team undertake route assessments to determine where alternative arrangements must be made for safety reasons or where a spend to save initiative could be undertaken to encourage active travel.

Other travel initiatives include our iBike Officer, who works with schools, parents and carers to encourage young people to cycle more often and consider travelling actively to school, whether that is walking, cycling, wheeling or scooting.

The Bikeability Scotland programme also encourages active travel to school and delivers essential cycle training support to pupils, giving them the ability to ride safely and confidently on the road.

