

Consultation proposal by Glasgow City Council

Report by Education Scotland addressing educational aspects of the proposal by Glasgow City Council to close Rosevale Primary School.

Context

This 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. The purpose of this report is to provide an independent and impartial consideration of the council's consultation proposal. Section 2 of this report sets out the views expressed by consultees during the initial consultation process. Section 3 sets out HM Inspectors' consideration of the educational aspects of the proposal and the views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how it has reviewed the initial proposal, including a summary of points raised during the consultation and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. As the council is proposing to close a school, it will need to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining the opportunity for representations to be made to Ministers.

1. Introduction

1.1 Glasgow City Council proposes to close Rosevale Primary School.

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 meeting held on 24 and 25 March 2014 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the site of Rosevale Primary School and Greenview Learning Centre, including discussion with relevant consultees.

1.4 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the school; any other users 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 Glasgow City Council undertook the initial consultation on its proposals with reference to the *Schools (Consultation) (Scotland) Act 2010*.

2.2 Rosevale Primary School is currently mothballed and there are no children on the roll of the school. There have been no children on the roll of the school since August 2013. The needs of the majority of children were assessed as being better met within enhanced nurturing provision in other primary schools. Several pupils required more intensive support and appropriate placements were identified for them in Greenview Learning Centre. A small number of pupils joined a specialist secondary school. All transitions were completed by August 2013.

2.3 Children from Rosevale Primary School who are now placed in Greenview Learning Centre are very positive about their new school. They acknowledge that it took them a few weeks to adjust to different expectations of their behaviour, but they think they now get a better education. At Rosevale, they enjoyed aspects such as working towards two Green Flags for their eco work and feel that staff tried to make learning fun. At Greenview Learning Centre they feel that they now have more choices; get more individual help and attention; and more opportunities to learn in the wider community. They think that there are better resources at Greenview Learning Centre than there were at Rosevale Primary School.

2.4 Parents and carers of children who went to Rosevale Primary School did not attend the public meetings held on 24 and 25 March 2014 in connection with the council's proposals. They did not respond in writing to the proposal and they did not choose to attend a meeting with HM Inspectors. In written responses to progress reports from Greenview Learning Centre, some of them noted that they are delighted with the progress of their child's behaviour and that children have learned to think before they act. They feel that this progress is due to the high level of care provided by the school. They say that their child now looks forward to going to school.

2.5 Senior managers in Greenview Learning Centre did not notice much impact when the children were transferred to them from Rosevale Primary School. They are accustomed to enrolling new children from other schools and think that those coming from Rosevale Primary School settled in quickly. They contact parents and carers on a frequent basis to discuss progress and so are aware that they are happy with provision at the school. Parents and carers are also encouraged to attend regular reviews and have been positive about their child's progress. Children respond well to the positive behaviour system which encourages them to make good choices in how they respond to other children and adults.

2.6 Staff who previously worked at Rosevale Primary School, and met with HM Inspectors, are positive about the council's proposal.

3. Educational aspects of the proposal

3.1 Glasgow City Council has been developing a strategy of promoting positive behaviour in schools whilst reorganising specialist provision to ensure that, wherever possible, children and young people learn with their peers in their local school. This involves creating a system where children and young people can have their needs met in their local school, in specialist provision or in an enhanced nurture provision. Enhanced nurture provisions are situated within several council primary schools and provide a link for children between mainstream provision and specialist provision, supporting learners' social and emotional needs whilst giving them opportunities to learn alongside their peers. The development of enhanced nurture provision should help to create a system where more children can be re-included as appropriate in mainstream schools rather than be in permanent specialist provision placements. Referrals are made through multi-agency groups and as part of the council's staged intervention process. As a result, children are already experiencing the educational benefits of this proposal.

3.2 Children attending Rosevale Primary School in 2013 had their needs formally reviewed and the majority of them were assessed as having their needs better met within an enhanced nurture provision. The council has tracked their progress and found that they are learning better than previously and are more engaged with their education. Some of the children required more intensive support and appropriate placements were identified for them in Greenview Learning Centre and Cartvale Secondary School. The remainder of the children, following assessment and review of their needs, transitioned to either a mainstream school or other specialist provision. Children, parents and staff of the school all feel that they are progressing well in their new placements and are enjoying their new school.

3.3 The closure of Rosevale Primary School will not impact negatively on the local community as there was no local or community use of the building.

3.4 There are no adverse effects of the proposal. Education Services have no proposals for the future use of the Rosevale Primary School building and it is therefore surplus to requirements.

4. Summary

Glasgow City Council's plans to develop enhanced nurture provisions, as part of a wider restructuring of how the social and emotional needs of children and young people are met, have coincided with a realisation that Rosevale Primary School was not meeting children's needs as well as it should. The re-assessment of children's needs in the context of this new system showed that most of them would benefit from provision which gave them access to mainstream classes through enhanced nurture provisions. The remaining children were allocated specialist placements. Children are happy with their new placements and feel that they are getting a better education. Their parents and carers have noticed improvements in their behaviour and in their attitude to coming to school.

**HM Inspectors
Education Scotland
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