
From: [REDACTED]
Sent: 02 May 2017 15:05
To: [REDACTED]
Subject: RE: Family Learning Network Event May 26th

Yes fine thanks [REDACTED] still working away!

I hope all is well with you too. We would have loved to attend the next network meeting but the FL team have been asked to do a presentation on that date.

I look forward to reading the information that you send out.

Many thanks
[REDACTED]

From: [REDACTED]
Sent: 02 May 2017 14:52
To: [REDACTED]
Subject: RE: Family Learning Network Event May 26th

Hi [REDACTED],

Of course, I'll email out any information from the day.

I hope all is well with you?!

[REDACTED]

Tel: [REDACTED]
Address: [REDACTED]

<https://familylearningscot.wordpress.com/>
#familylearnsct

Web: <https://education.gov.scot/>

Keep up-to-date with the Education Scotland Children and Families team news and news for parents and carers by [signing-up to receive our e-bulletins](#).

From: [REDACTED]
Sent: 02 May 2017 10:21
To: [REDACTED]
Subject: RE: Family Learning Network Event May 26th

Hi [REDACTED]

Many thanks for the invite but unfortunately I am already committed on that date. Will you be able to send presentations/info after the event?

Kind regards

From: [REDACTED]
Sent: 28 April 2017 17:13
To: [REDACTED]
Subject: Family Learning Network Event May 26th

Hi All,

I hope you are well and looking forward to the Bank Holiday?!

The next network event will be a joint venture with **Statement of Ambition for Adult Learning – Professional Learning Working Group**. Details of the event are below and I hope to see you all there.

Family Learning for Closing the Attainment Gap - Practitioner Voices

Friday 26 May 2017, 9.30 – 13.30

University of Dundee, Dalhousie 2G12

This event is for all Family Learning Practitioners in the different roles across the sector. The event is an opportunity to explore the current policy framework and creative practice approaches in Family Learning. Speakers will offer perspectives on policy and practice and you will be invited to debate what the sector can do to address the attainment gap, a current Scottish Government education priority and address the following questions:

What can Family Learning practitioners proactively do as individuals to address the attainment gap?

What collective actions are required by Family Learning Practitioners, at all levels, to gain recognition in the Scottish Education sector for the value of non-formal and informal learning provision to address the attainment gap?

Soup provided but bring your own sandwich.

For more information contact [REDACTED]

Kindest Regards,

[REDACTED]

[REDACTED]

Tel: [REDACTED]
Address: [REDACTED]

<https://familylearningscot.wordpress.com/>
#familylearnscot

Web: <https://education.gov.scot/>

Keep up-to-date with the Education Scotland Children and Families team news and news for parents and carers by [signing-up to receive our e-bulletins](#).

From: [REDACTED]
Sent: 11 June 2017 22:36
To: [REDACTED]
Subject: RE: Family Learning Research Cafe

Hi [REDACTED]

I do not appear to have access to any voting buttons...

I would be more than happy to discuss any of the material on the day, but as you have asked for a preference I can confirm it would be as follows:

The impact of family literacy programmes on children's literacy skills and the home literacy environment – NRDC

Looking forward to the event...

Kind Regards

[REDACTED]

From: [REDACTED]
Sent: 09 June 2017 16:30
To: [REDACTED]
Subject: Family Learning Research Cafe

Hi All,

Thank you for confirming your attendance at the Family Learning Research Café that we are holding on the 21st of June. It will be a 10:30 am start and the venue will be Highlands meeting room in the Optima Building, Robertson Street, Glasgow.

Upon arrival can you please make your way to reception on the 9th floor and someone will escort you to the room. Tea and coffee will be available.

In order that we have material to discuss on the day can I ask that you look at the options below and let me know what your preference would be using the voting buttons. I will go with the majority decision and either post out or email through the resource. Can I please ask that you bring it with you on the day.

I would ask that you let me know by close of day Tuesday what your preference is.

I'm really looking forward to the day and starting the process of discussion focused on family learning research.

Have a great weekend,

[REDACTED]

1. The impact of family literacy programmes on children's literacy skills and the home literacy environment – NRDC

3. Learning Families, Intergenerational Approaches to Literacy Teaching and Learning – UNESCO
4. Increasing the Employability of Parents/Carers - Learning and Work Institute (L&W)

[REDACTED]

Tel: [REDACTED]
Address: [REDACTED]

<https://familylearningscot.wordpress.com/>
#familylearnscot

Web: <https://education.gov.scot/>

Keep up-to-date with the Education Scotland Children and Families team news and news for parents and carers by [signing-up to receive our e-bulletins](#).

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

Tha am post-d seo (agus faidhle neo ceanglan còmhla ris) dhan neach neo luchd-ainmichte a-mhàin. Chan eil e ceadaichte a chleachdadh ann an dòigh sam bith, a' toirt a-steach còraichean, foillseachadh neo sgaoileadh, gun chead. Ma 's e is gun d'fhuair sibh seo le gun fhiosd', bu choir cur às dhan phost-d agus lethbhreac sam bith air an t-siostam agaibh, leig fios chun neach a sgaoil am post-d gun dàil.

Dh'fhaodadh gum bi teachdaireachd sam bith bho Riaghaltas na h-Alba air a chlàradh neo air a sgrùdadh airson dearbhadh gu bheil an siostam ag obair gu h-èifeachdach neo airson

[REDACTED]

From: [REDACTED]
Sent: 12 June 2017 16:14
To: [REDACTED]
Subject: RE: Family Learning Research Cafe

Hi [REDACTED]

I don't seem to have any voting buttons??

My 1st preference would be: The impact of family literacy programmes on children's literacy skills and the home literacy environment – NRDC

3. 2nd preference: Learning Families, Intergenerational Approaches to Literacy Teaching and Learning – UNESCO

Kind regards

[REDACTED]

[REDACTED]

From: [REDACTED]
Sent: 14 June 2017 12:44
To: [REDACTED]
Subject: RE: Family Learning Research Café

Hi [REDACTED]

Great to hear that you had a good break. It sounds like you would have needed it to face busy times ahead!

Happy to help in whatever capacity you need.

See you next week,

[REDACTED]

[REDACTED]

Tel: [REDACTED]
Address: [REDACTED]

<https://familylearningscot.wordpress.com/>
#familylearnscot

Web: <https://education.gov.scot/>

Keep up-to-date with the Education Scotland Children and Families team news and news for parents and carers by [signing-up to receive our e-bulletins](#).

From: [REDACTED]
Sent: 11 June 2017 22:33
To: [REDACTED]
Subject: RE: Family Learning Research Café

Hi [REDACTED]

I had a fab break, thanks...although it is madness at work at the moment and I seem to be more out of the office than in.

I have now read at the reports and these have been useful, thanks. [REDACTED] has also forwarded details of the parameters of the FL review in Glasgow which has also been useful. If you come across anything else that may be of interest then feel free to send in my direction.

Thanks for approximate timings...I will book an appropriate train, and look forward to meeting you on the day.

Kind Regards

[REDACTED]

From: [REDACTED]
Sent: 06 June 2017 15:26
To: [REDACTED]
Subject: RE: Family Learning Research Café

Hi [REDACTED]

I hope that you have had a good break?

I've attached the documents that you requested and hope that they are helpful for you moving forward.

I don't have any notes from the event on Friday as they are being collected by the University, however once they are sent through I'll forward them on.

I'm hoping that we will be finished by 12:30 pm on the 21st. This will be the first event so there may be some mopping up at the end for feedback but feel free to leave when you need to get your train home.

See you soon,

[REDACTED]

[REDACTED]

Tel: [REDACTED]
Address: [REDACTED]

<https://familylearningscot.wordpress.com/>
#familylearnscot

Web: <https://education.gov.scot/>

Keep up-to-date with the Education Scotland Children and Families team news and news for parents and carers by [signing-up to receive our e-bulletins](#).

From: [REDACTED]
Sent: 06 June 2017 09:47
To: [REDACTED]
Subject: RE: Family Learning Research Café

Hi [REDACTED]

Apologies for the delay in my response, I have been out of the office/on leave...

Thanks for the info...I will look to attend the network and strategic meetings.

I missed the opportunity to attend Dundee, but if there was anything significant came out of the meeting I would welcome notes etc.

I would welcome a copy of the Perth and Kinross and East Dunbartonshire reports as these may help shape how we move forward with our review...please email a copy or let me know where I can access them.

A colleague has passed your email on to me...

I have recently commenced the role of Team Leader for Community Learning in Dumfries and Galloway Council. My remit includes the family learning team/function in our organisation and I am also working on the development of family centres.

We are committed to continuing the development of family learning in D&G, in line with the national review, and over the course of this year are going to undertake a review of our own provision to ensure that we are maximising the resource we have allocated. In this light it would be good to be connected to you and the work that you are doing...

I have taken the opportunity to sign up to the Glasgow event so if accepted I hope to meet you then. Can you please also add me to your mailing list with regards family learning (if you have one).

As an aside I have recently started attending CLDMS and now sit on the Exec Group, but Family Learning has not overly featured in the meetings I have attended to date. Is there any network(s) or group(s) that I would potentially benefit from attending in relation to Family Learning?

Let me know your thoughts

[Redacted]

Drop Point: [Redacted]
Telephone [Redacted]
Telephone [Redacted]
Email: [Redacted]
Website: www.dumgal.gov.uk

From: [Redacted]
Sent: 22 May 2017 16:19
To: [Redacted]
Cc: [Redacted]
Subject: Family Learning Research Café

Family Learning Research Café

I would like to invite you all to a series of research café sessions being held across Scotland. The aim of the café is to provide an informal opportunity for practitioners, national stakeholder groups and partners to look at current research on family learning. The research café will also:

- help build the capacity of practitioners
- discuss how to embed research into practice
- help stimulate thinking and challenge practice amongst practitioners
- look at gaps
- enable sharing of ideas and good practice

Sessions will take place in **Glasgow, Inverness and Dundee**. I am hoping that this will be an on-going programme.

To register for one of the sessions please use this link:

<https://www.surveymonkey.co.uk> [REDACTED]

If you would like to know more about this before you register please contact me at any time,

Kindest Regards,

[REDACTED]

[REDACTED]

Tel: [REDACTED]

Address: Unit 7, Blair Court, Clydebank Business Park, Clydebank, G81 2LA

<https://familylearningscot.wordpress.com/>
#familylearnsct

Web: <https://education.gov.scot/>

Keep up-to-date with the Education Scotland Children and Families team news and news for parents and carers by [signing-up to receive our e-bulletins](#).

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

Tha am post-d seo (agus faidhle neo ceanglan còmhla ris) dhan neach neo luchd-ainmichte a-mhàin. Chan eil e ceadaichte a chleachdadh ann an dòigh sam bith, a' toirt a-steach còraichean, foillseachadh neo sgaoileadh, gun chead. Ma 's e is gun d'fhuair sibh seo le gun fhiosd', bu choir cur às dhan phost-d agus lethbhreac sam bith air an t-siostam agaibh, leig fios chun neach a sgaoil am post-d gun dàil.

Dh'fhaodadh gum bi teachdaireachd sam bith bho Riaghaltas na h-Alba air a chlàradh neo air a sgrùdadh airson dearbhadh gu bheil an siostam ag obair gu h-èifeachdach neo airson adhbhar laghail eile. Dh'fhaodadh nach eil beachdan anns a' phost-d seo co-ionann ri beachdan Riaghaltas na h-Alba.

From: [REDACTED]
Sent: 04 August 2017 10:38
To: [REDACTED]
Subject: FW: SPS Strategy

Hi All,

It seems that the email I tried to send yesterday is rather large. There are only two attachments but I have separated them in the hopes that the email doesn't get held in quarantine for being too big,

Sorry about that,

[REDACTED]

[REDACTED]

Tel: [REDACTED]
Address: [REDACTED]

<https://familylearningscot.wordpress.com/>
#familylearnscot

Web: <https://education.gov.scot/>

Keep up-to-date with the Education Scotland Children and Families team news and news for parents and carers by [signing-up to receive our e-bulletins](#).

From: [REDACTED]
Sent: 04 August 2017 10:38
To: [REDACTED]
Subject: FW: SPS Strategy

Part two.

[REDACTED]

Tel: [REDACTED]
Address: [REDACTED]

<https://familylearningscot.wordpress.com/>
#familylearnscot

Web: <https://education.gov.scot/>

Keep up-to-date with the Education Scotland Children and Families team news and news for parents and carers by [signing-up to receive our e-bulletins](#).

From: [REDACTED]
Sent: 03 August 2017 15:33
To: [REDACTED]
Subject: FW: SPS Strategy

Hi All,

I hope you are enjoying the fine Scottish summer that we are having?

I wanted to draw you attention to the SPS Family Strategy attached and to gently remind you all of the Family Learning Programme Delivery in Scotland Survey 2017.

<http://www.smartsurvey.co.uk/> [REDACTED]

Please forward this on as appropriate.

Kindest Regards,

Susan

[REDACTED]

Tel: [REDACTED]
Address: [REDACTED]

<https://familylearningscot.wordpress.com/>
#familylearnscot

Web: <https://education.gov.scot/>

Keep up-to-date with the Education Scotland Children and Families team news and news for parents and carers by [signing-up to receive our e-bulletins](#).

[Sign up to receive our e-bulletins](#)

[Sign up to receive our e-bulletins](#)

From: [REDACTED]
Sent: 04 August 2017 11:02
To: [REDACTED]
Subject: RE: ALERT: Oversized message received

Hi [REDACTED]

That would be great. You have some wonderful projects that others could learn from so we should get them on the HUB!

I have some forms that you will need to fill in. They are separated by themes but are easy to follow regarding what content to fill in where.

Happy to go over anything with you,

Talk soon,

[REDACTED]

Tel: [REDACTED]
Address: [REDACTED]

<https://family.arningscot.wordpress.com/>
#familylearnsct

Web: <https://education.gov.scot/>

Keep up-to-date with the Education Scotland Children and Families team news and news for parents and carers by signing-up to receive our e-bulletins.

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

From: [REDACTED]
Sent: 04 August 2017 10:39
To: [REDACTED]
Subject: RE: ALERT: Oversized message received

Thanks [REDACTED] Yes all good here, busy doing a summer camp for families addressing food poverty etc. going on down our way. Then when term starts we are going to undertake a review of FL in D&G - so that should be interesting! We will keep you updated.

Actually [REDACTED] I have been thinking recently about getting some of our FL projects on the Education Scotland Hub (we aren't very good at promoting ourselves!) can you tell me how I go about it?

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

From: [redacted]
[mailto:[redacted]]
Sent: 04 August 2017 10:34
To: [redacted]
Subject: RE: ALERT: Oversized message received

Sorry,

You're not alone, I had another email this morning about it. I'll resent it on two parts,

Hope all is well with you?!

Tel:
Address:

<https://familylearnscot.wordpress.com/>
#familylearnscot

Web: <https://education.gov.scot/>

Keep up-to-date with the Education Scotland Children and Families team news and news for parents and carers by signing-up to receive our e-bulletins.

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

From: [redacted]
Sent: 04 August 2017 10:29
To: [redacted]
Subject: FW: ALERT: Oversized message received

Hi [redacted]

Please see email below, I now you are trying to send us something but it can't get through. Can you follow their instructions below to send it.

Thanks [redacted], hope your well.

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

From: [redacted]
Sent: 03 August 2017 15:38
To: [redacted]
Subject: ALERT: Oversized message received

Technology Solutions has automatically stopped an email sent to you by [redacted] because it exceeded the acceptable size limits

defined in Dumfries and Galloway Council's email Acceptable Usage Policy. The servicedesk are not able to bypass this action.

Please ask the sender to reduce the size of the email to less than 10MB. This can be achieved by compressing any attachments (Zip). If there are a lot of attachments the sender should send the attachments in more than one email.

Alternatively please consider using the councils File Transfer system, if you require details of this please contact the servicedesk.

Stopped message details:

To: [REDACTED]
[REDACTED]
[REDACTED]
From: [REDACTED]
Date sent: Thu, 3 Aug 2017 14:34:37 +0000
Subject: FW: SPS Strategy

Thank You

ROUTED VIA THE GCSX NETWORK FROM mail.dumgal.gcsx.gov.uk

Replies to this email will be sent via the GCSX Network

***** This email has been received from an external party and has been swept for the presence of computer viruses. *****

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

Tha am post-d seo (agus faidhle neo ceanglan còmhla ris) dhan neach neo luchd-ainmichte a-mhàin. Chan eil e ceadaichte a chleachdadh ann an dòigh sam bith, a' toirt a-steach còraichean, foillseachadh neo sgaoileadh, gun chead. Ma 's e is gun d'fhuair sibh seo le gun fhiosd', bu choir cur às dhan phost-d agus lethbhreac sam bith air an t-siostam agaibh, leig fios chun neach a sgaoil am post-d gun dàil.

Dh'fhaodadh gum bi teachdaireachd sam bith bho Riaghaltas na h-Alba air a chlàradh neo air a sgrùdadh airson dearbhadh gu bheil an siostam ag obair gu h-èifeachdach neo airson adhbhar laghail eile. Dh'fhaodadh nach eil beachdan anns a' phost-d seo co-ionann ri beachdan Riaghaltas na h-Alba.

From: [REDACTED]
Sent: 09 March 2017 22:18
To: [REDACTED]
Subject: RE: RAISE follow up points [REDACTED]

Thanks [REDACTED] – see [REDACTED] there. Delighted you can make it.

From: [REDACTED]
Sent: 09 March 2017 14:31
To: [REDACTED]
Subject: RE: RAISE follow up points

Hi [REDACTED]

Thanks for this.

I would very much like to attend the Science event at Notre Dame, as would a colleague from our early years team, [REDACTED]

Thank you for the invitation.

D

[REDACTED]

[REDACTED] | t: [REDACTED] | int: [REDACTED]
[REDACTED] | t: [REDACTED] | int: [REDACTED]

Any email message sent or received by the Council may require to be disclosed by the Council under the provisions of the Freedom of Information (Scotland) Act 2002

P SAVE PAPER - Please do not print this e-mail unless absolutely necessary

From: [REDACTED]
Sent: 03 March 2017 13:37
To: [REDACTED]
Subject: RAISE follow up points

Colleagues

Thank you for a stimulating two days of discussion and sharing this week around the RAISE programme. Thoroughly enjoyed it and hope you found it useful too.

Just following up on a couple of actions:

Gender Balance in STEM briefing and Citizen Science briefing – please let me know how many boxes of these you would like sent to you. Our distribution centre is closing so this will be the last chance to get your hands on hard copies of these. Let me know how many copies required and postal address and I'll arrange for them to be sent out. Let me know if you'd like any Lfs material too.

còraichean, foillseachadh neo sgaoileadh, gun chead. Ma 's e is gun d'fhuair sibh seo le gun fhiosd', bu choir cur às dhan phost-d agus lethbhreac sam bith air an t-siostam agaibh, leig fios chun neach a sgaoil am post-d gun dàil.

Dh'fhaodadh gum bi teachdaireachd sam bith bho Riaghaltas na h-Alba air a chlàradh neo air a sgrùdadh airson dearbhadh gu bheil an siostam ag obair gu h-èifeachdach neo airson adhbhar laghail eile. Dh'fhaodadh nach eil beachdan anns a' phost-d seo co-ionann ri beachdan Riaghaltas na h-Alba.

ROUTED VIA THE GCSX NETWORK FROM mail.dumgal.gcsx.gov.uk

ROUTED VIA THE GCSX NETWORK FROM mail.dumgal.gcsx.gov.uk Replies to this email will be sent via the GCSX Network

This email has been received from an external party and has been swept for the presence of computer viruses.

From: [REDACTED]
Sent: 03 May 2017 10:11
To: [REDACTED]
Subject: RE: Sciences Benchmarks with links to other EOs

Thanks [REDACTED] – glad it was useful.

From: [REDACTED]
Sent: 03 May 2017 10:02
To: [REDACTED]
Subject: Re: Sciences Benchmarks with links to other EOs

Thanks [REDACTED]

Much appreciated.

Another good day yesterday - lots to think about on the train home!

Website: <http://www.dumgal.gov.uk>

 SAVE PAPER - Please do not print this e-mail unless absolutely necessary

Any e-mail message sent or received by the Council may require to be disclosed by the Council under the provisions of the Freedom of Information (Scotland) Act 2002.

From: [REDACTED]
Sent: 03 May 2017 08:27
To: [REDACTED]
Subject: Sciences Benchmarks with links to other EOs

Colleagues

Please find attached the version of the Sciences Benchmarks with links to other Experiences and Outcomes, including the newly revised Technologies Experiences and Outcomes.

This new version has just been uploaded to the [Glow Sciences community](#) this morning.

Thanks again for all the support you have provided in developing the Benchmarks. Hugely appreciated!

Best wishes / *Dùrachdan*



T: [redacted] IM: [redacted]
E: [redacted] IW: www.educationscotland.gov.uk/sciences

Stay connected

Sciences>> [STEM ebulletin](#), [STEM blog](#), [Glow sciences](#), [@EdScotSciences](#) on Twitter
Learning for sustainability>> [Lfs ebulletin](#), [Glow Lfs](#), [@EdScotLfs](#) on Twitter
Developing Scotland's Young Workforce>> [DYW ebulletin](#), [DYW Resources](#), [@ESSkills](#) on Twitter

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

Tha am post-d seo (agus faidhle neo ceanglan còmhla ris) dhan neach neo luchd-ainmichte a-mhàin. Chan eil e ceadaichte a chleachdadh ann an dòigh sam bith, a' toirt a-steach còraichean, foillseachadh neo sgaoileadh, gun chead. Ma 's e is gun d'fhuaire sibh seo le gun fhiosd', bu choir cur às dhan phost-d agus lethbhreac sam bith air an t-siostam agaibh, leig fios chun neach a sgaoil am post-d gun dàil.

Dh'fhaodadh gum bi teachdaireachd sam bith bho Riaghaltas na h-Alba air a chlàradh neo air a sgrùdadh airson dearbhadh gu bheil an siostam ag obair gu h-èifeachdach neo airson adhbhar laghail eile. Dh'fhaodadh nach eil beachdan anns a' phost-d seo co-ionann ri beachdan Riaghaltas na h-Alba.

This email has been scanned by the Symantec Email Security.cloud service.
For more information please visit <http://www.symanteccloud.com>

This email has been received from an external party and has been swept for the presence of computer viruses.

From: [REDACTED]
Sent: 01 June 2017 09:15
To: [REDACTED]
Subject: RE: Resources [REDACTED]

Great – thanks [REDACTED]

From: [REDACTED]
Sent: 01 June 2017 08:54
To: [REDACTED]
Subject: Resources for [REDACTED]

Morning [REDACTED]

No problem. If you give them to me tomorrow I'll pass them on to [REDACTED] next week.

[REDACTED]

Tel: [REDACTED] Internal: [REDACTED]
Drop Point: [REDACTED]
email: [REDACTED]

Website: <http://www.dumgal.gov.uk>

 **SAVE PAPER** - Please do not print this e-mail unless absolutely necessary

Any e-mail message sent or received by the Council may require to be disclosed by the Council under the provisions of the Freedom of Information (Scotland) Act 2002.

From: [REDACTED]
Sent: 01 June 2017 08:46
To: [REDACTED]
Subject: RE: LfS Conference

[REDACTED]

I have a couple of boxes of resources that I can bring down for D&G council tomorrow. These include some of our Gender Balance in STEM briefings and Citizen Science flyers.

Could I give these to you tomorrow to use and also pass onto [REDACTED] also for the RAISE Programme? If not, I could swing past the office in Dumfries to drop them off as think [REDACTED] works out there sometimes.

Let me know what suits. Will also bring some LfS resources.

[REDACTED]

To: [REDACTED]
Subject: LfS Conference

Good morning [REDACTED]

I trust that all is well with you and that you are getting some time to enjoy the current fine weather.

Please find attached an itinerary for our LfS Conference at Allanton House next Friday. As I type we currently have 24 attendees from across the sectors.

I wondered if you would like to take part in any of the workshops as a participant? I realise that your time is always pressurised and that you'll probably have to head off somewhere else in the course of the day, but the World Peace Prayer Society's "Education for Peace" materials might be worth having a look at.

I look forward to seeing you next Friday.

All the best,

[REDACTED]

Tel: [REDACTED]
Drop Point: [REDACTED]
email: [REDACTED]

Internal: [REDACTED]

Website: <http://www.dumgal.gov.uk>

 SAVE PAPER - Please do not print this e-mail unless absolutely necessary

Any e-mail message sent or received by the Council may require to be disclosed by the Council under the provisions of the Freedom of Information (Scotland) Act 2002.

ROUTED VIA THE GCSX NETWORK FROM mail.dumgal.gcsx.gov.uk Replies to this email will be sent via the GCSX Network

This email has been received from an external party and
has been swept for the presence of computer viruses.

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

From: [REDACTED]
Sent: 14 September 2017 15:43
To: [REDACTED]
Subject: RE: NWG members - National picture for CPD in expressive arts

Thanks [REDACTED]

This is great! It's not too late. I'm pulling the paper together on Monday, so your timing is very good.
Hope things are going well in D&G.

Very best wishes

From: [REDACTED]
Sent: 14 September 2017 15:40
To: [REDACTED]
Subject: FW: NWG members - National picture for CPD in expressive arts

I am so sorry that I have not replied to your email. I sent on your email to my home one on the 1st September to do that weekend and have forgotten to send the info on.
Hope this is not too late.

What resources are available to you (and your colleagues, including probationers) to develop/improve your ability to teach expressive arts (primary/nursery), or your subject within expressive arts (secondary) -

There are 100 primaries in D & G. Around 60 are using Charanga online music resource. More to follow. This initiative has been supported for the first year of sign up through funding from YMI.

CPD music twilight sessions have been running for class teachers for the last few years: vocal workshops rhythm work ,charanga. All courses offered are early to second level to help upskill and support class teachers in delivery of music in the classroom. This session 2017-2018, CPD sessions will be offered in tuned percussion, listening appraising and responding linked to Classical 100, support twilights in Charanga, vocal workshops: singing games and rhymes (NYCoS resources).These workshops are led by myself and a music colleague.

Many primaries have a range of tuned and untuned percussion and a set of djembes (18 – 24) set of drumsticks (30 pairs) for rhythm work.

We have been and are very fortunate to have a strong music specialist team. The team cover non class contact time so little opportunity for class teacher to upskill.

This session, our primary music team is now decentralised. Our team are now at only a few schools for a longer time. Some will be taking on a role of primary teacher if they are trained in primary.

I have delivered music workshops to the 3rd year group of B.ED students at the University of the West of Scotland Dumfries for the last 3 years. The input till now has been one 2 hr session.

This session 1st,2nd and 3rd year groups will all receive 2 x 2 hr music workshops.

Our music specialist team share resources that we create with each other via a glow group and cascade any music CPD workshops attended to our group on inset days. Our specialist team would run music CPD sessions in clusters. This session, our primary music team is now decentralised. Our team are now at only a few schools for a longer time. Some will be taking on a role of primary teacher if they are trained in primary.

The SAME conference which is held yearly is an opportunity for CPD for all music teachers and class teachers. This session, there is to be a primary music conference which is being held at Stirling Uni on Saturday 13th January. This is a national conference, open to all class teachers

Please get in touch if you need any more information or if this not clear.

Kind Regards,

From: [REDACTED]
Sent: 14 September 2017 03:53
To: [REDACTED]
Subject: Fwd: NWG members - National picture for CPD in expressive arts

Begin forwarded message:

From: [REDACTED]
Subject: FW: NWG members - National picture for CPD in expressive arts
Date: 1 September 2017 12:44:19 BST
To: "[REDACTED]" <[REDACTED]>

reply!

From: [REDACTED]
Sent: 15 August 2017 09:31
To: [REDACTED]
Subject: NWG members - National picture for CPD in expressive arts

Dear colleague,

I'm currently pulling together information about the national picture for CPD in expressive arts and I'd be very appreciative if you could provide me with your answer to the following question:

What resources are available to you (and your colleagues, including probationers) to develop/improve your ability to teach expressive arts (primary/nursery), or your subject within expressive arts (secondary) -

- 1) In your school/setting?**
- 2) In your local authority?**
- 3) Nationally?**

By resources I mean the range of things from online resources/courses to CPD offered in school/local authority/nationally.

I'd be extremely grateful if you were able to get the information to me by **Friday 1 September**.

Best wishes

[Redacted]

Tel: [Redacted]
Mob: [Redacted]
Address: [Redacted]

Web: [Education Scotland](#)
Glow: [Expressive Arts National Network Centre](#)
Facebook: [Expressive Arts Education Scotland](#)
Twitter: [@XpressiveArtsES](#)

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

Tha am post-d seo (agus faidhle neo ceanglan còmhla ris) dhan neach neo luchd-ainmichte a-mhàin. Chan eil e ceadaichte a chleachdadh ann an dòigh sam bith, a' toirt a-steach còraichean, foillseachadh neo sgaoileadh, gun chead. Ma 's e is gun d'fhuair sibh seo le gun fhiosd', bu choir cur às dhan phost-d agus lethbhreac sam bith air an t-siostam agaibh, leig fios chun neach a sgaoil am post-d gun dàil.

Dh'fhaodadh gum bi teachdaireachd sam bith bho Riaghaltas na h-Alba air a chlàradh neo air a sgrùdadh airson dearbhadh gu bheil an siostam ag obair gu h-èifeachdach neo airson adhbhar laghail eile. Dh'fhaodadh nach eil beachdan anns a' phost-d seo co-ionann ri beachdan Riaghaltas na h-Alba.

ROUTED VIA THE GCSX NETWORK FROM mail.dumgal.gcsx.gov.uk

--
Any email message sent or received by the Council may require to be disclosed by the Council under the provisions of the Freedom of Information (Scotland) Act 2002.

ROUTED VIA THE GCSX NETWORK FROM mail.dumgal.gcsx.gov.uk Replies to this email will be sent via the GCSX Network

From: [REDACTED]
Sent: 03 October 2017 09:14
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: BEST delegates from Dumfries & Galloway

Thank you [REDACTED], that is ideal.

I have at least 2 but will try and fill the spaces by the end of the day.

Kind regards,
[REDACTED]

From: [REDACTED]
Sent: 02 October 2017 20:02
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: BEST delegates from Dumfries & Galloway

Hi [REDACTED]

It is completely your choice who you pick to represent your LA – the conference is aimed at practitioners who are willing to take a leadership role in the areas of the Arts.

The aim would be that it is 2 teachers who are willing to cascade the information from the day and help build a network.

I hope that helps and I look forward to seeing you soon.

[REDACTED]

[REDACTED]



[REDACTED]

Mobile - [REDACTED]
Office - [REDACTED]

From: [REDACTED]
Sent: 02 October 2017 09:09
To: [REDACTED]
Subject: BEST delegates from Dumfries & Galloway

Hi [REDACTED]

Just a quick note to say, I have [REDACTED] coming to this event. I contacted other colleagues for AD and Drama, but not been able to secure anyone... Would it be ok if we sent 2 teachers?

Kind regards,

[REDACTED]

[REDACTED]

Tel: [REDACTED] Internal: [REDACTED]
Drop Point:
email: [REDACTED] OR [REDACTED]
Website: <http://www.dumgal.gov.uk>

 **SAVE PAPER - Please do not print this e-mail unless absolutely necessary**
Any e-mail message sent or received by the Council may require to be disclosed by the Council under the provisions of the Freedom of Information (Scotland) Act 2002.

Glasgow - UK Council of the Year 2015

Disclaimer:

This email is from Glasgow City Council or one of its Arm's Length Organisations (ALEOs). Views expressed in this message do not necessarily reflect those of the council, or ALEO, who will not necessarily be bound by its contents. If you are not the intended recipient of this email (and any attachment), please inform the sender by return email and destroy all copies. Unauthorised access, use, disclosure, storage or copying is not permitted. Please be aware that communication by internet email is not secure as messages can be intercepted and read by someone else. Therefore, we strongly advise you not to email any information, which if disclosed to someone else, would be likely to cause you distress. If you have an enquiry of this nature then please write to us using the postal system. If you chose to email this information to us there can be no guarantee of privacy. Any email including its content may be monitored and used by the council, or ALEO, for reasons of security and for monitoring internal compliance with the office policy on staff use. Email monitoring or blocking software may also be used. Please be aware that you have a responsibility to make sure that any email you write or forward is within the bounds of the law. Glasgow City Council, or ALEOs, cannot guarantee that this message or any attachment is virus free or has not been intercepted and amended. You should perform your own virus checks.

ROUTED VIA THE GCSX NETWORK FROM mail.dumgal.gcsx.gov.uk Replies to this email will be sent via the GCSX Network

This email has been received from an external party and has been swept for the presence of computer viruses.

From: [REDACTED]
Sent: 08 June 2017 14:36
To: [REDACTED]
Subject: RE: Expressive Arts National Network

No problem [REDACTED]

We made a lot of progress today! Will send you a note of the meeting soon.

Best wishes

[REDACTED]

From: [REDACTED]
Sent: 08 June 2017 09:32
To: [REDACTED]
Subject: RE: Expressive Arts National Network

[REDACTED]

Please accept my apologies. I had planned to attend today's meeting but just late last night I could see that projects that I am organising really need me to be here to make sure that everything was on course for tonight's performance of a project and there is another project on tomorrow that I have to make sure that everything is covered. I couldn't email you notice of this earlier than just now.

I am so sorry for this late notice and I am disappointed that I am unable to attend. I would like to help in any way I can in any plans you make.

With regard to the expressive arts benchmarks, my understanding is that our schools in D & G are focussing at the moment on literacy and numeracy benchmarks. I can certainly over time can find out information from HTs among discussions I have with them with regard to my post as YMI officer.

Happy to help toward gathering information.

Kind regards,

[REDACTED]

From: [REDACTED]
Sent: 30 May 2017 16:51
To: [REDACTED]
Cc: [REDACTED]
Subject: Expressive Arts National Network

Colleagues,

I'm looking forward to welcoming you to the initial national network meeting on **Thursday 8th June**. For those of you who weren't able to change plans at such short notice, I promise to keep you in the loop.

The agenda hasn't changed since my last e-mail to you and I've attached a few links and a paper for our reference on the day. Please also see below for Benchmarks support events and planning. If you have any questions prior to the meeting, please drop me a line.

Best wishes

Agenda

- 1) Establishing an effective and sustainable network.
- 2) How to collect information about how expressive arts benchmarks are being used.
- 3) How to establish the national 'expressive arts picture'.

Links

Main Benchmarks page:

<https://education.gov.scot/improvement/Pages/Curriculum-for-Excellence-Benchmarks-.aspx>

Expressive arts Benchmarks:

<https://education.gov.scot/improvement/Documents/ExpressiveArtsBenchmarksPDF.pdf>

Benchmarks exemplification page:

<https://education.gov.scot/improvement/Pages/benchmarks-exemplification.aspx>

Support Events

Scottish Learning Festival – Four seminars, each with a generic first half and then a chance for the audience to ask questions about specific curriculum areas.

Quality Assurance and Moderation Support Officer (QAMSO) events – Programme throughout 2017-18.

September Head Teacher Leadership events – Five venues across the country.

Curriculum area network engagements – Guidance on planning social media events (YamJams – see attached file) has been shared with Senior Education Officers. Online events are scheduled to take place in November.

Local authority engagement – Plans currently on-going to support local authority dissemination of curriculum area Benchmarks to schools.

Tel: [REDACTED]

Mob: [REDACTED]

Address: [REDACTED]

Web: [Education Scotland](#)

Glow: [Expressive Arts National Network Centre](#)

Facebook: [Expressive Arts Education Scotland](#)

Twitter: [@XpressiveArtsES](#)

From: [REDACTED]
Sent: 15 May 2017 12:29
To: [REDACTED]
Subject: RE: Expressive arts networks - next steps

Thank you for your email. I will be able to attend on Thursday 8th June.

I will make contact with some of the schools that I work with and find out as much as possible about how well the expressive arts benchmarks are working.

Kind Regards,

From: [REDACTED]
Sent: 12 May 2017 17:14
To: [REDACTED]
Subject: Expressive arts networks - next steps

Dear colleagues,

I realise that the expressive arts networks have been in relative abeyance since the early work on the Benchmarks programme in September 2016. Your work in contributing to the programme was vital and I'm conscious of the need now to regain momentum for the on-going programme of Benchmarks support and 'dissemination'. Not only that, there remains the issue of how to tap effectively into the national picture of expressive arts education in classrooms across the country, with a view to highlighting what is and isn't working.

For these two main reasons, I'd like to invite you to an all-day meeting at Optima on **Thursday 8th June**, starting at 9.45 in the Boardroom. The aim will be to agree how we can effectively establish a network of teachers/practitioners, local authority officers and arts partners to help us:

- Find out how well the expressive arts Benchmarks are working in schools.
- Collect evidence of the expressive arts picture in local authorities across Scotland.

The agenda

- 1) Establishing an effective and sustainable network.
- 2) How to collect information about how expressive arts benchmarks are being used.
- 3) How to establish the national 'expressive arts picture'.

My continuing apologies for not supplying lunch but tea and coffee will be available throughout the day as usual. Please also remember that we cannot reimburse travel costs, so these will have to be met by your establishment or local authority. I'd be grateful if you could let me know by return if you will be able to attend.

Best wishes

[Redacted]

Tel: [Redacted]

Mob: [Redacted]

Address [Redacted]

Web: [Education Scotland](#)

Glow: [Expressive Arts National Network Centre](#)

Facebook: [Expressive Arts Education Scotland](#)

Twitter: [@XpressiveArtsES](#)

From: [REDACTED]
Sent: 28 March 2017 11:57
To: [REDACTED]
Subject: RE: publication of the Benchmarks

█

Thank you for this information. I enjoyed being part of the working group and have gained a lot from the experiences of the development work that we had been asked to undertake.

Thank you for all your support.

Kind regards,

█

From: [REDACTED]
Sent: 24 March 2017 14:35
To: [REDACTED]
Cc: [REDACTED]
Subject: publication of the Benchmarks

Dear Colleagues,

I wanted to let you know that the Benchmark documents for all curriculum areas other than literacy and English and numeracy and mathematics have now been published on the National Improvement Hub.

John Swinney, Deputy First Minister, highlighted the publication of the Benchmarks as part of a speech he gave yesterday at Queen Margaret University.

I also wanted to take this opportunity to thank you once again for your contribution and commitment to the development of these Benchmarks. Your expertise has been invaluable in completing this significant piece of work.

Education Scotland will work closely local authorities to support understanding, dissemination and use of the curriculum area Benchmarks.

Yours sincerely

█

Tel: [REDACTED]
Mob: [REDACTED]
Address: [REDACTED]

Web: [Education Scotland](#)
Glow: [Expressive Arts National Network Centre](#)
Facebook: [Expressive Arts Education Scotland](#)

Twitter: [@XpressiveArtsES](https://twitter.com/XpressiveArtsES)



Twitter: [@XpressiveArtsES](https://twitter.com/XpressiveArtsES)

Twitter: [@XpressiveArtsES](https://twitter.com/XpressiveArtsES)

From: [REDACTED]
Sent: 04 October 2017 10:39
To: [REDACTED]
Cc: [REDACTED]
Subject: Statutory Consultations - Updated documents

Hi [REDACTED]

Please see attached updated Educational benefits statements and curriculum provision statements in response to the statutory public meetings. These will be included in the Public Consultation Report.

With many thanks

[REDACTED]

[REDACTED]

[REDACTED]

Tel: Internal: [REDACTED]
Mobile: [REDACTED]
Drop Point: [REDACTED]
mailto: [REDACTED]

Website: <http://www.dumgal.gov.uk>

Any e-mail message sent or received by the Council may require to be disclosed by the Council under the Freedom of Information (Scotland) Act 2002
📄 SAVE PAPER - Please do not print this e-mail unless absolutely necessary

ROUTED VIA THE GCSX NETWORK FROM mail.dumgal.gcsx.gov.uk Replies to this email will be sent via the GCSX Network

This email has been received from an external party and has been swept for the presence of computer viruses.

Brief description of curriculum provision

4.14 Ae Primary School's rationale for the curriculum takes account of the local context in developing children's capacities as successful learners, confident individuals, effective contributors and responsible citizens. To support delivery of the curriculum, the school makes use of the local area, community visitors, and links with Amisfield Primary - its partnership school, and the other cluster primary schools.

4.15 The curriculum delivers a broad general education planned around Curriculum for Excellence experiences and outcomes. Staff across the partnership of Ae and Amisfield have produced common progressive pathways to support children's skills development in literacy and English, numeracy and Mathematics and Health and Well-Being. The curriculum offers opportunities to develop children's skills for learning, life and work through planned interdisciplinary learning experiences which incorporate literacy and health and well-being – in particular, in the school's focus on outdoor learning and biodiversity which is reflective of the surrounding area. Curriculum for Excellence experiences and outcomes have been bundled differently for interdisciplinary learning at Ae and Amisfield to take account of each school's context.

4.16 The following arrangements are in place for the Expressive Arts this session (2017-18):

- Art: 1 hour delivered weekly each term by an Art specialist
- PE: 2 hours delivered weekly each term by the class teacher. In the months of January to March (Term 3), these lessons will be delivered to the children of Ae Primary only, at the Amisfield Village Hall.
- Music: There is no specialist provision. Music is delivered by the class teacher. Feis Rois deliver a one hour session (once per week) - over a twelve week block.

4.17 The school's long-established, positive links with Ae Forestry Commission enable the children to make good use of their local forest in learning. The Forestry Commission's Community and Education Ranger plan learning experiences alongside school staff. Over the session, learning is enhanced through regular engagement with the forest classroom. Eco School work is embedded in the school's curriculum.

4.18 The school has worked closely with the local Ae Café – the sole business in Ae Village. Each year, through the school's 'Food for Thought' project, the children plant, grow and harvest fruit and vegetables which they take home. They also provide fruit and vegetables for the local café.

4.19 All children at Ae School engage in a minimum of two hours planned and structured Physical Education each week. The Active Schools Coordinator supports delivery of additional physical activities and fitness sessions. Ae Primary School is an established 'Let's Go Walking' Hub with official Ramblers Scotland Medal Routes.

4.20 Children's wider achievements are acknowledged and celebrated with the school community. A P6/7 'Go Getters' Wider Achievement programme is delivered within the Dumfries High School Cluster Wider Achievement Framework.

4.21 There is no education authority early learning and childcare (ELC) provision at Ae Primary School. Early learning and childcare provision is zoned with Locharbriggs Primary School's nursery class / early learning and childcare setting.

Brief description of extracurricular provision

4.22 In Session 16-17, there was no extracurricular after-school activity for children. This session, 'Let's Get Sporty' will provide an eight-week block (one hour on Fridays) in Terms 1 and 3 at Ae Primary.

4.23 School / Community-based activities such as outdoor learning experiences and Book Week for Ae and Amisfield Toddler Groups are hosted at Ae, during the school day.

The current Ae Primary School Handbook (2016-17) is hyperlinked [here](#).

The current Amisfield Primary Handbook (2016-17) is hyperlinked [here](#).

5.0 Educational Benefits Statement

This Educational Benefits Statement has been prepared in compliance with the following national guidance and legislation:

- Children and Young People (Scotland) Act 2014 (Part 15 – School Closure Proposals, etc.)
- Schools (Consultation)(Scotland) Act 2010 – Statutory Guidance (May 2015)
- Participant, Not Pawns: Consulting with Children and Young People on School Closures (March 2010)
- A Guide to the Role of Education Scotland HM Inspectors within School Consultations
- Schools (Consultation) (Scotland) Act 2010 (as amended): Overview and Guidance for Education Authorities - Annex 2: Self-Evaluation Toolkit) Education Scotland, August 2014)

The Statement is written from the perspective of educational benefits associated with the proposal of closing this school and realigning its catchment with Amisfield Primary School. The proposal aims to meet Dumfries and Galloway Council: Children, Young people and Lifelong Learning (CYPLL) vision, as set out in its Business Plan (2016-18), to provide a good start in life for all our children through:

- Learning and teaching designed to raise levels of ambition and attainment
- The Curriculum for Excellence framework for learning to ensure children are provided with continuous opportunities to develop the attributes, knowledge and skills they will need to flourish in life, learning and work
- A range of features at the different stages of learning, experienced by all pupils, as consistent with their learning needs and prior achievements.

Subject to the outcome of the consultation exercise:

5.1 The proposed closure of Ae Primary School is based on the diminished school roll. In seeking to improve opportunities and outcomes for children – educational and social/emotional, the proposal is to close Ae Primary and realign with its partner school, Amisfield. If the outcome of the proposal is closure, children attending Ae Primary will transfer to Amisfield Primary from August 2018.

Schools affected by the proposal

5.2 Both schools, Ae and Amisfield, will be affected by this proposal. Should closure be implemented, the key benefits will be: increased opportunities to meet the needs of children – educational and social / emotional; enhancement of children's learning experiences through depth, pace and challenge in their planned learning; enhanced quality of the curriculum generated through greater collaboration between teachers; a broader range of opportunities available to the children and maximisation of resources.

Strategic leadership and management

5.3 Through the partnership arrangement for Ae and Amisfield schools, there is the strategic leadership of a Headteacher across the two schools. However, there can be challenges in relation to duplicating effort, minimising the potential for - and effects of, polarised views and in securing continuous improvement.

5.4 The proposal has considered the potential for positive impact, ensuring excellence and equality of opportunity for all the children – in particular, the opportunity for the children to experience a more equitable, inclusive primary education. This would be facilitated through increased opportunities for staff to engage in more frequent and focused, rigorous, collegial self-evaluation in relation to: the quality of learning and teaching; approaches to meeting learning needs and more sustainable, consistent staff efforts to deliver the National Improvement Framework priorities for raising attainment and achievement in literacy and numeracy. The proposal has considered that staff confidence, practice and professional judgement with regard to children's achievement of Curriculum for Excellence levels would benefit from increased collegial opportunities for quality assurance and moderation.

Learning and teaching

5.5 Provision of a Headteacher across the two schools allows for consistency in the leadership and management of learning and teaching. In line with national expectations, teachers' planning for learning takes account of the children's individual needs. Currently, in order to minimise isolation and broaden views, the Headteacher brings staff of the two schools together to engage in learning and teaching, and curriculum-focused professional dialogue. Efforts are directed at achieving consistency in the quality of learning and teaching across both Ae and Amisfield schools; however, in one class settings, there can be challenges in delivering learning experiences across the wide range of abilities, and in facilitating age/stage appropriate social interaction and collaborative learning.

The proposal has considered the educational benefit of increased opportunities to develop children's 'higher order' thinking skills. These relate to the ability to analyse, evaluate and create through collaborative working groups, which – in school settings, can be shaped to challenge and deepen children's learning through problem-solving situations –within peer groupings.

Meeting children's needs

5.6 All children at Ae Primary School receive individualised learning and teaching attention from staff. Teaching staff at both Ae and Amisfield schools deliver universal support through planning for learning to meet all children's needs – taking account of any gaps in learning. The allocation of hours for non-teaching support across the two schools is based on children's identified additional needs. The level of needs has been considered, taking account of the number of children on the roll at Ae – along with the number children on the roll at Amisfield. There is scope to increase impact for all learners through maximising non-teaching support, thus shaping more sustainable learning experiences for the children. This would better facilitate individual and group learning opportunities, utilising specific, identified strategies and targeted interventions to benefit of all the children.

5.7 Children at Ae Primary School receive individualised pastoral care and their learning needs are met through individualised child/teacher interactions; however, important elements of their development are: the social/emotional interaction with wider peer groups which provide opportunities to develop strategies to adapt in an ever-changing society, and the ability to independently make choices. Collaborative working within wider friendship groups in school settings can provide such

opportunities to challenge and deepen thinking, whilst developing children's resilience in more realistic, relevant, real life contexts.

Broadening the range of opportunities

5.8 In single class schools, there are implications for teaching the wide ability and age range (5 to 11 years). The children of both Ae and Amisfield schools benefit from opportunities for personalisation and choice in their learning. Currently all children at Ae get a chance to achieve class awards. The small number on the roll makes this arrangement predictable. The proposal has considered that relocation can enhance learning experiences by facilitating more meaningful opportunities to develop leadership at all levels – children and staff. Engagement with a larger pupil population will help to develop, broaden and deepen children's skills for learning, life and work.

5.9 At the early stages of the partnership, children from Ae Primary School travelled to work more closely and more frequently with Amisfield Primary, however transportation costs impacted negatively on these arrangements. Currently, the same curriculum framework for literacy and English, numeracy and Mathematics and Health and Well-Being is in place in both schools; however, learning and teaching is delivered to the children within their own school.

5.10 The proposal has considered the potential to further enhance delivery of a broad curriculum with as wide a range of opportunities as possible. Children at Ae School access the adjacent forest to engage in outdoor learning experiences. They also grow vegetables in their polytunnel. Through these activities, they are developing skills for learning, life and work. Engaging the children of both schools in blocks of planned, outdoor learning/Forest School experiences – along with wider curricular experiences in literacy, numeracy and health and well-being, within larger age/stage peer groupings, would be beneficial to further developing the children's skills – within broader contexts.

Easing transitions and transfer

5.11 The associated secondary school, Dumfries High School has a roll of 761 students as at 29th September, 2017. The premises at the High School are more extensive, with numerous staff and young people, when compared to the one class setting at Ae Primary. In terms of transition to secondary school, this can be perceived as challenging for some children; however, the Primary 7 children experience a planned transitional programme, along with Amisfield and the other feeder primaries. For identified children, partnership transition arrangements with Amisfield take account of personal, social / emotional and learning needs. This is helping to build children's confidence and resilience for the move to secondary school.

There are good cluster arrangements for curricular coherence and progression in Literacy and Numeracy.

5.12 If the outcome of the consultation exercise is closure, discontinuity associated with the children's relocation will be addressed by offering continuity through: the current Headteacher's leadership and management at Amisfield; progression within the curriculum, and consistency in learning and teaching approaches. The individual

child's needs / concerns would be considered within an enhanced transition programme, and strategies and actions put in place to support a positive experience for each – as required

5.13 Children and their families would be given a choice of schools with transport support if a closure was progressed.

Proposal considerations for pupils/future pupils, staff, families and the community

5.14 There are eleven children on Ae's school roll as at 29th September, 2017. This figure includes two entrants to Primary 1, two pupils at each of the P2 to P4 stages and one pupil at each of the P5 to P7 stages. The proposal has considered that children's learning - those currently enrolled, as well as future pupils, can benefit from working within wider peer groups. As at 29th September 2017, there are thirty-eight children on Amisfield's roll: six in P1; six in P2; three in P3; five in P4; seven in P5; nine in P6 and two in P7.

Realignment with Amisfield Primary School would be beneficial in forming wider relationships. It is noted that a small school experience is available at Amisfield Primary.

5.15 Information provided by Ae school for roll projections as at 29th September are as follows: Session 2018-19 – fourteen children (includes four entrants to P1) and Session 2019-20 – fifteen children (includes two entrants to P1).

5.16 The Parent Council and Community Council have informed the Local Authority that there is a new childminder in the village with children from within and out with the catchment area. The proposal notes the historical information which indicates no guarantee that non-catchment children will attend Ae Primary School.

5.17 The proposal acknowledges that staff can feel isolated despite the current supportive partnership and cluster arrangements. The ability to engage in long term planning of the children's journey throughout primary and into secondary education is important for meeting learning needs but also in supporting staff professional development to meet these needs.

5.18 The proposal has considered that the diminished roll and current staffing arrangements at Ae can lead to a sense of instability for the staff, children and families. The challenge is that the roll is low. This can act as a deterrent to enrolment and is unsettling for staff and families.

5.19 If the outcome of the proposal is closure, the staff members (teaching and non-teaching) currently attached to the school would be offered the opportunity to be redeployed to other schools. Distribution of resources to partner and cluster schools for the benefit of other learners would be pursued along with transitional requirements to support the children.

5.20 The proposal acknowledges views that the school is at the centre of Ae's community. The view that there will be diminished attraction for families with younger families to settle in Ae Village is noted.

5.21 The proposal has considered the unsettling nature of a low school roll on staff, families and the community. Currently no children access transport ; however, arrangements for access to Amisfield Primary School which is located 5 miles from Ae Primary School have been considered.

Maximising resources

5.22 Currently, Ae and Amisfield schools share resources within the partnership arrangement. The impact of the limited number of staff at Ae is offset by opportunities provided for staff of both schools to engage in professional dialogue and to plan jointly.

5.23 The children engage with the community through the community's use of the facilities. The Ae All Sorts Club access the school from early September to end of May (two hours during the school day) on a fortnightly basis. The club consists of fifteen senior community members. Speakers from various organisations, such as D&G Life magazine, Home Energy and the Justice of Peace, are invited to engage with the members. The school premises are used as a meeting place by the Community Council. Each Tuesday night members of the community use the premises for their weekly Bingo event.

Brief description of curriculum provision

4.12 Through its curriculum, Garlieston Primary School aims to raise standards, improve knowledge, develop skills and close the gap between the lowest and highest performers. The school seeks to nurture young people as successful learners, confident individuals, effective contributors and responsible citizens.

4.13 The curriculum places Literacy and English – and language overall, as being of personal, social and economic importance. Through the different forms of language, and the range of texts, learning experiences in this area are planned and delivered to develop children's skills to engage in learning and in society. Skills development in listening and talking are covered in all areas of the curriculum and include both informal language and planned activities.

The school aims to foster a love of reading and develop a proficiency in reading skills to enable children to read for enjoyment and for information. The children are given opportunities to engage with a wide range of texts to develop an appreciation of Scotland's literary and linguistic heritage. Children's writing skills are developed through a wide range of activities, including story writing, poetry, instruction, reporting, making posters and through technology. They are provided with opportunities to write in all areas of the curriculum. French is taught to pupils throughout the school. This focuses mainly on the listening and talking aspects from P1 to P5, with the written element introduced in P6 and P7.

4.14 The curriculum is designed to develop children's understanding of the concepts, principles and processes of mathematics, and to be numerate in applying these in different contexts, including the world of work.

4.15 The school's health and well-being programme aims to enable the children to develop the knowledge, understanding, skills, capabilities and attributes to make informed decisions about their emotional, social and physical well-being in present time and in the future. Children receive their entitlement to two-hours of physical education each week.

4.16 The school aims to make learning meaningful and to allow the children to transfer knowledge to other areas of the curriculum. Therefore, while emphasis is placed on children's skills development in each curriculum area, the different subjects are linked through a variety of topics to deliver learning experiences in context. It is intended that children develop skills, attitudes and techniques which will enable them to be independent and responsible in learning situations. Eco Schools is an ongoing programme that is integrated into the curriculum and is worked on throughout the year. At the end of June 2017, the school was awarded its fifth Green Flag. The school also organises visits and trips to help build children's understanding of the world around them. These are usually based on a topic which pupils are studying at that time.

4.17 A 'Wider Achievement' programme is delivered over sixteen weeks of the school year, in blocks of four weeks (one hour per week), each term. All children participate in activities such as Tai Chi, yoga, sport, cooking, technology and science-oriented sessions. Opportunities to achieve are also provided through the following:

- Recorder: All P4-7 children (one hour each Wednesday)

- Choir : All P4-7 children (1/2 hour each week)

Children participate in joint events such as cross country, rugby festival, curling, Active Schools led activities and school trips with Whithorn Primary. Transport costs to these events are shared with Whithorn.

4.18 The following arrangements are in place to deliver Expressive Arts for Session 2017-18:

- PE will be delivered by the specialist one hour weekly for each of the four terms. The class teacher will deliver one hour weekly.
- All children will receive ½ hour per week input from Charanga Music over the four terms.
- Art will be delivered by the class teacher.

4.19 There is no early learning and childcare (ELC) setting at Garlieston Primary school. ELC provision is zoned with Whithorn Primary School.

Brief description of extracurricular provision

4.20 At different times throughout the year, school staff and Active Schools staff offer a variety of extra-curricular activities; such as badminton, tennis and football. These are dependent on pupil interest for sustainability. The Parent Council and community members offer art, craft, sport and beach exploration clubs.

The current [Garlieston Primary School Handbook \(2016-17\)](#) is hyperlinked here.

The current [Whithorn Primary School Handbook \(2016-17\)](#) is hyperlinked here.

5.0 Educational Benefits Statement

This Educational Benefits Statement has been prepared in compliance with the following national guidance and legislation:

- Children and Young People (Scotland) Act 2014 (Part 15 – School Closure Proposals, etc.)
- Schools (Consultation)(Scotland) Act 2010 – Statutory Guidance (May 2015)
- Participant, Not Pawns: Consulting with Children and Young People on School Closures (March 2010)
- A Guide to the Role of Education Scotland HM Inspectors within School Consultations
- Schools (Consultation) (Scotland) Act 2010 (as amended): Overview and Guidance for Education Authorities - Annex 2: Self-Evaluation Toolkit) Education Scotland, August 2014)

The Statement is written from the perspective of educational benefits. The proposal aims to meet Dumfries and Galloway Council: Children, Young people and Lifelong Learning (CYPLL) vision as set out in its Business Plan (2016-18) to provide a good start in life for all our children through:

- Learning and teaching designed to raise levels of ambition and attainment
- The Curriculum for Excellence framework for learning to ensure children are provided with continuous opportunities to develop the attributes, knowledge and skills they will need to flourish in life, learning and work
- A range of features at the different stages of learning, experienced by all pupils, as consistent with their learning needs and prior achievements.

Subject to the outcome of the consultation exercise:

5.1 The proposed closure of Garlieston Primary School is based on the diminished school roll. In seeking to improve opportunities and outcomes for children – educational and social/emotional, the proposal is to close Garlieston Primary and realign with its partner school, Whithorn. If the outcome of the proposal is closure, from August 2018, children attending Garlieston Primary will transfer to Whithorn Primary or to other appropriate Primary Schools – based on parental choice.

5.2 Schools affected by the proposal

Both schools, Garlieston and Whithorn, will be directly affected by this proposal. If the outcome of consultation is closure of Garlieston Primary, the key benefits will be: improvement in meeting the holistic needs of children – educational and social / emotional; enhancement of children’s learning experiences through depth, pace and challenge in learning; improvement in the quality of the curriculum; a broader range of opportunities available to the children and maximisation of resources.

5.3 Strategic leadership and management

A shared Headteacher provides strategic leadership and management across the Garlieston and Whithorn Primary Schools Partnership. The Headteacher brings staff of the two schools together to engage in curriculum and learning and teaching focused professional dialogue and to avoid polarisation of staff’s views. For the past

three sessions (2014-15, 2015-16, 2016-17), all collegiate sessions have taken place jointly, with the venue alternating between Garlieston and Whithorn schools.

5.4 Learning and teaching

5.4.1 In single teacher / class schools, there can be challenges in delivering learning experiences which facilitate age/stage appropriate social interaction and collaborative learning. Children at Garlieston Primary would benefit from more sustained and frequent opportunities to: widen age/stage appropriate peer and collaborative learning groups; allow children to build on and deepen learning; challenge each other's thinking and develop the 'higher order' thinking skills which are required to analyse, evaluate and create as we learn and engage with the world around us. Relocation to Whithorn School would more consistently address the issues that are inherent in teaching the wide age and ability range (5 to 11 years).

5.4.2 The same curriculum framework is in place in both schools. Efforts are directed at achieving consistency in the quality of learning and teaching across both schools. Learning and teaching in subject areas such as Literacy, Numeracy and elements of Health and Well-Being is delivered in each school separately. Some aspects of Health and Well-Being are delivered through the 'Wider Achievement' programme alongside Whithorn's children. Relocating Garlieston's children to Whithorn School would facilitate continuity in learning and teaching and delivery of the curriculum.

5.5 Meeting children's needs

5.5.1 There are fifteen children on the school roll at Garlieston Primary. Current numbers indicate limitations in terms of learners' opportunities to work in larger age / stage appropriate peer groups, in their own school setting. Through the partnership and cluster approaches, opportunities are provided for learners to work with age / stage appropriate peer groups. Currently, Garlieston's children develop leadership skills through engagement within an active pupil council and by organising events and activity days. Relocation to Whithorn School would more consistently widen the age/stage appropriate peer groups, enhancing collaborative working and opportunities for children to lead - within larger groups of children.

5.5.2 Pupils at Garlieston Primary receive individualised pastoral care and their learning needs are met through individualised pupil/teacher interactions. However, important elements of their development are the social /emotional interaction with their peers, negotiating wider friendships and the opportunities to widen, challenge and deepen thinking through collaborative working. This would be addressed through their relocation alongside peers at Whithorn.

5.5.3 Over the past three school years, in order to provide opportunities for children to engage with a wider group of peers, children of both schools participate in joint Christmas parties. This takes place for all P1-3 children at Garlieston and all P4-7 at Whithorn. Sports days and concerts take place in individual schools. Relocating Garlieston's pupils to Whithorn Primary will further enhance opportunities to widen children's friendship groups within the school setting.

5.6 Broadening the range of opportunities

Garlieston's focus on Eco-Schools work is developing the children's skills for life and work. Through the 'Wider Achievement' sixteen-week programme a range of opportunities is provided for children to achieve; for example Tai Chi, yoga, cooking, sport, technology and science-oriented sessions, recorder and choir. These are delivered through one-hour sessions at Whithorn School in four week blocks, over the course of the school year. The schools share the transport costs for this. The proposal has considered the potential for sustainability, which would further enhance learning experiences and help to develop leadership at all levels – children and staff. There is potential for engagement with a larger pupil population to further develop, broaden and deepen children's skills for learning, life and work.

5.7 Easing transitions and transfer

5.7.1 The associated secondary school, Douglas Ewart High School has a roll of 581 students as at 28th September, 2017. The premises at the High School are more extensive, with numerous staff and pupils, when compared to the setting at Garlieston Primary. This can be perceived as challenging for learners in terms of transition. However, the Garlieston's children already experience an identical transition programme to the pupils of Whithorn Primary and the associated feeder schools.

5.7.2 All of the cluster's P7 teachers attend staff meetings at Douglas Ewart High school. The transition programme, developed by Douglas Ewart High School and all feeder primary schools, consists of activities and experiences to ensure that primary / secondary transition is as smooth as possible. The P7 children share learning experiences with the children of Whithorn and the other feeder primary schools in Literacy and English; Expressive Arts; Health and Well Being; Sciences; Technologies and Social Studies.

In terms of transition to secondary school, personal, social, emotional and learning needs are being met through this cluster's arrangements with Whithorn and feeder primaries. Community Learning Development (CLD) Family Learning offers events such as barbeques during the summer holiday for P7 children. This helps to sustain children's relationships over the summer break. The arrangements outlined above are helping to build pupils' confidence and resilience for the move to secondary school. There should be no negative impact regarding primary/secondary transition as a result relocating Garlieston's pupils to Whithorn Primary.

5.8 Proposal considerations for pupils/future pupils, staff, families and the community

5.8.1 There are two pupils at each stage for P1 and P2, one pupil in P3, two in P4 and P5 and three at each stage for P6 and P7, as at 29th September, 2017. Whilst it is acknowledged that children's learning can benefit from working alongside more able peers - not necessarily older pupils, there is no age / stage peer group present at P1, P2, P3, P4 and P5.

5.8.2 The proposal has considered that the diminished roll and current staffing arrangement at Garlieston can lead to a sense of instability for the pupils, families and the staff.

5.8.3 Current partnership and cluster arrangements support staff. The ability to plan in the longer term for the learner's journey is important for meeting learners' needs and also for supporting the professional development of staff to meet these needs. The challenge is that the roll is low. This can act as a deterrent to enrolment.

5.8.4 The staff members currently attached to the school would be offered the opportunity to be redeployed to other schools. Distribution of resources to partner and cluster schools for the benefit of other learners would be pursued.

5.8.5 There is local community use of the premises at Garlieston during the school day:

- Parents have set up a Toddler Group (approximately 10 children attending). This takes place each Monday at Garlieston School and is funded by local community members and the Community Council.
- An adult dancercise club (six - ten people attending) takes place on Thursday each week per term.
- Over the course of the session, Children and community members participate in a book lending club and author visits.

If the outcome of the consultation exercise is closure, consideration would be required with regard to accommodating these activities.

5.9 Maximising resources

5.9.1 Garlieston and Whithorn schools share resources which support learning and teaching. The limited number of staff at Garlieston is offset by the opportunities provided for joint working and collegiate sessions with Whithorn's staff.

5.9.2 The proposal acknowledges views that the school sits at the heart of the local community and has considered the unsettling nature of a low school roll on staff, families and the community. Transport arrangements for access to Whithorn School which is located 5 miles away, and Kirkinner School (5 miles), from Garlieston Primary have been considered.

Brief description of curriculum provision

4.22 In rationalising its curriculum, Kirkbean Primary School takes account of the local context in developing children's capacities. The school focuses on developing children's skills, attitudes and behaviours. Planning for learning is directed at ensuring the principles of curriculum design support children's skills development. Learning takes place across the eight curricular areas with children working through the levels, according to their individual needs.

4.23 The school deploys flexible approaches, with all children across the school working and learning together. Progressive programmes of learning are in place. It is intended that these raise children's attainment in literacy, numeracy and health and wellbeing. French is taught at all stages. Spanish was introduced as an additional language to the P5/6 children in session 2016/17.

4.24 Through the interdisciplinary learning programme, children develop an understanding of the world, knowing how they can contribute. As pupils progress through the stages, they broaden their understanding of the local community, the wider community, and their place in Scotland and the wider world. The children learn about current affairs and global issues. Interdisciplinary study tasks and activities encourage children to make connections, and relate learning to real life situations.

4.25 Children have opportunities to apply and transfer their learning in new and different contexts. A number of community members visit the school to speak about their jobs. This is providing opportunities for the children – in particular older pupils, to think about their own skills for learning, life and work. The children also learn through charitable work such as Children in Need, World Wildlife Fund (WWF), the RSPCA and Operation Child. The selection of charities to support is based on the children's interests. The quality and nature of learning experiences are continuously reviewed.

4.26 To support delivery of the curriculum, the local community is involved in projects such as recycling for Eco Schools. John Paul Jones Museum, RSPB Mersehead and various local businesses input to the curriculum – as and when appropriate. Christmas and biennial Burns celebrations are supported by friends and neighbours from the five villages in the catchment area.

4.27 Children are encouraged to achieve both in and out of school. Wider achievements are celebrated on the school's Wall of Fame. Achievements are recognised at weekly assemblies.

4.28 There is no early learning and childcare (ELC) provision at Kirkbean Primary School. Early learning and childcare provision is zoned with Cargenbridge Primary ELC.

Brief description of extra-curricular provision

4.29 In session 16 -17, Active Schools offered a 'Let's Get Sporty' after-school club. This is the only extra curriculum item offered by the school. Children participate

in out-of-school hours community clubs such as cross country, Queen of the South football club training and swimming.

The current [Kirkbean Primary School Handbook](#) is hyperlinked here.

The current [New Abbey Primary School Handbook](#) is hyperlinked here.

5.0 Educational Benefits Statement

This Educational Benefits Statement has been prepared in compliance with the following national guidance and legislation:

- Children and Young People (Scotland) Act 2014 (Part 15 – School Closure Proposals, etc.)
- Schools (Consultation)(Scotland) Act 2010 – Statutory Guidance (May 2015)
- Participant, Not Pawns: Consulting with Children and Young People on School Closures (March 2010)
- A Guide to the Role of Education Scotland HM Inspectors within School Consultations
- Schools (Consultation) (Scotland) Act 2010 (as amended): Overview and Guidance for Education Authorities - Annex 2: Self-Evaluation Toolkit (Education Scotland, August 2014)

The Statement is written from the perspective of educational benefits as a result of closing this school. The proposal aims to meet Dumfries and Galloway Council: Children, Young People and Lifelong Learning (CYPLL) vision as set out in its Business Plan (2016-18) to provide a good start in life for all our children through:

- Learning and teaching designed to raise levels of ambition and attainment.
- The Curriculum for Excellence framework for learning to ensure children are provided with continuous opportunities to develop the attributes, knowledge and skills they will need to flourish in life, learning and work.
- A range of features at the different stages of learning, experienced by all pupils, as consistent with their learning needs and prior achievements.

Subject to the outcome of this consultation exercise:

5.1 The proposed closure of Kirkbean Primary School is based on the diminished school roll. The proposal seeks to improve opportunities and outcomes for children – educational and social/emotional. If the outcome of the proposal is closure, the catchment would be aligned with the partnership school New Abbey. The children of Kirkbean Primary School would be relocated at New Abbey Primary; however, parents would have the right to request a place at their preferred school.

Schools affected by the proposal

5.2 Kirkbean and New Abbey Schools would be affected by this proposal. Should closure be implemented, the key benefits will be: improvement in meeting the needs of children – educational and social / emotional; enhancement of children's learning experiences through depth, pace and challenge in learning; improvement in the quality of the curriculum; a broader the range of opportunities available to the children and maximisation of resources .

Strategic leadership and management

5.3 There is a partnership arrangement in place for Kirkbean and New Abbey Primary schools, under the leadership and management of a Partner Headteacher. This arrangement across the two schools provides strategic leadership and management. There are, however, challenges in that effort can be duplicated in securing continuous improvement, in minimising the potential for, and effects of,

polarisation of views and in maximising resources for the benefit of all. To alleviate this, the Headteacher brings staff of the two schools together; for example, for joint staff meetings and fortnightly Principal Teacher working and planning days.

5.4 The small number of the staff compliment in the single class arrangement at Kirkbean Primary School can impact of the robustness, rigour and validity of approaches to self-evaluation for school improvement. Quality assurance and moderation approaches are being developed through the partnership and cluster arrangements. The proposal has considered the potential for positive impact on ensuring excellence and equality of opportunity for all the children – in particular, the opportunity for Kirkbean's children to experience a more equitable, inclusive primary education.

Learning and teaching

5.5 The shared Headteacher across the two schools provides leadership and management of learning and teaching. To minimise isolation and broaden views, staff of the two schools are brought together for professional dialogue which focuses on learning and teaching and the curriculum. Joint staff meetings take place and the Principal Teachers work collaboratively fortnightly (one day per fortnight), over the course of each term. The same curriculum framework for literacy and English, numeracy and Mathematics and Health and Well-Being is in place in both schools. Learning and teaching is delivered to the children within their own school.

5.6 Whilst efforts are directed at achieving consistency in the quality of learning and teaching across both schools, the single class arrangement can present challenges in delivering learning experiences which facilitate age/stage appropriate social interaction and collaborative learning at Kirkbean. Relocating the pupils would address challenges that are inherent in teaching the wide ability and age range (5 to 11 years) in the single teacher/class setting at Kirkbean Primary School.

5.7 The proposal takes into account provision of more sustained and increased opportunities to: widen age/stage appropriate peer and collaborative learning groups; allow children to build on and embed learning and challenge each other's thinking in order to develop the 'higher order' thinking skills. This refers to skills to analyse, evaluate and create which are required for learning, life and work, and which can be delivered within widened groups of peers - within the learning environment.

Meeting children's needs

5.8 All children at Kirkbean Primary School receive individualised pastoral care and their learning needs are met through individualised pupil/teacher interactions. Teachers' planning for learning takes account of the children's universal and individual support needs. The Headteacher allocates hours for non-teaching additional support across the two schools. Allocation is based on children's identified additional needs.

5.9 The proposal has considered the level of additional needs and the number of children on the roll at Kirkbean. There is scope to increase impact for all learners through maximising non-teaching support. Relocation would better facilitate targeted group learning opportunities, utilising specific strategies and interventions within one setting to the benefit of all the children.

5.10 The children of Kirkbean and New Abbey schools socialise across the partnership at their annual joint Halloween party. An important element of their development is regular social/emotional interaction with their peers. To facilitate this, opportunities within wider friendship groups are required to negotiate identity - develop strategies to adapt in an ever-changing society, and to develop the ability to make choices independent of the influence of others. School settings contribute to this by providing opportunities for children to widen, challenge and deepen thinking through collaborative working. The proposal has considered that the children would benefit from more consistent and frequent opportunities to negotiate friendships and identity, and to interact with a wider group of peers. This is important for developing skills for life and work.

Broadening the range of opportunities

5.11 In school year 2016-17, a literacy-focused opportunity was arranged for the children to work within age / stage appropriate peer groups across the partnership. If the outcome of this proposal is closure, children would benefit from more sustainable, increased opportunities to engage in active and collaborative learning experiences, delivered through more realistic and meaningful contexts.

Easing transitions and transfer

5.12 The associated secondary school, Dumfries Academy has an approximate roll of 646 students as at 29th September, 2017. The Academy presents new entrants to S1 with more expansive premises and numerous staff and pupils, when compared to the one class setting at Kirkbean Primary School. This can be perceived as challenging for learners in terms of transition to secondary school. The Primary 7 children experience a planned transitional programme, along with New Abbey and the other feeder primaries. This is helping to build pupils' confidence and resilience for the move to secondary school. There are good cluster arrangements for curricular progression and coherence for Literacy and Numeracy.

5.13 If the outcome of the consultation exercise is closure, adverse elements in relation to discontinuity associated with the children's relocation will be addressed by ensuring the individual child's needs / concerns are considered. Strategies and actions will be put in place to ensure a positive experience/outcome for each child.

Proposal considerations for pupils/future pupils, staff, families and the community

5.14 The proposal has considered that the diminished roll and current staffing arrangement at Kirkbean Primary School can lead to a sense of instability for the staff, pupils and families. Whilst parents/carers choose to send their child to Kirkbean because of the small number of children at the school, the wider community can perceive the low roll as a deterrent to enrolment. This can be unsettling for staff and families with children currently enrolled, and the future pupils, at Kirkbean.

5.15 Information provided by the school on 29th September confirmed there are twelve pupils on the roll at Kirkbean. There are no pupils at P1, three at P2, one at P3, none at P4, one at P5, two at P6 and five children at P7. Whilst children's learning can benefit from working alongside more able peers - not necessarily older pupils, there are insufficient numbers within age / stage peer groups at P3, P5 and

P6. As at 29th September, the number on the roll at New Abbey School is thirty-four. There are four pupils in P1, seven in P2, four in P3, three in P4, five in P5, six in P6 and five in P7.

5.16 The proposal has considered that staff can feel isolated despite the current partnership and cluster arrangements. The ability to plan in the longer term for the learner's journey is important in meeting learners' needs but also in supporting the professional development of staff to meet these needs.

5.17 If the outcome of this proposal is closure, the staff members currently attached to the school would be offered the opportunity to be redeployed to other schools. Distribution of resources to partner and cluster schools for the benefit of other learners would be pursued.

5.18 Non-teaching staff would be offered redeployment opportunities.

Maximising resources

5.19 Currently, within the partnership arrangement, the staff of both schools work to maximise the use of resources to deliver the Curriculum for Excellence. The impact of the limited number of staff at Kirkbean Primary School is offset by opportunities provided for staff of both schools to engage in professional dialogue and to plan jointly.

5.20 The proposal acknowledges views that the school sits at the heart of its community; however, the school is not used by the community.

5.21 The proposal has considered the unsettling nature of a low school roll on staff, families and the community. Transport arrangements for access to New Abbey Primary School which is located 5 miles away and notes Colvend Primary School is located 8 miles and Dalbeattie Primary School is located 11 miles away, have been considered.

From: [REDACTED]
Sent: 27 July 2017 16:02
To: [REDACTED]
Subject: RE: Dumfries and Galloway : School Consultations - timelines / provisional public meeting dates

That's great. Thank you [REDACTED]

With best regards
[REDACTED]

From: [REDACTED]
Sent: 27 July 2017 11:04
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: Dumfries and Galloway : School Consultations - timelines / provisional public meeting dates

[REDACTED]
Thank you for this. I will be able to attend all of the public meetings.
[REDACTED]

Tel: [REDACTED]
Address: [REDACTED]

Web: www.educationscotland.gov.uk

From: [REDACTED]
Sent: 27 July 2017 10:53
To: [REDACTED]
Cc: [REDACTED]
Subject: Dumfries and Galloway : School Consultations - timelines / provisional public meeting dates

Hi [REDACTED]

Please find attached the timelines [REDACTED] and proposed public meeting dates / times [REDACTED]. The public meetings are provisionally in the diary. Can you confirm if these are suitable to you [REDACTED] will forward on the invites and proceed with additional paperwork / adverts etc.

AE Primary School – Statutory Consultation Public Meetings

Date	Time	Location
Monday 28 th August 2017	3.30pm to 4.30pm	AE Primary School
Monday 28 th August 2017	6.00pm to 7.00pm	Amisfield Primary School

Kirkbean Primary School – Statutory Consultation Public Meetings

Date	Time	Location
Wednesday 30 th August 2017	3.30pm to 4.30pm	Kirkbean Primary School
Wednesday 30 th August 2017	6.00pm to 7.00pm	New Abbey Primary School

Garlieston Primary School – Statutory Consultation Public Meetings

Date	Time	Location
Wednesday 6 th September 2017	3.30pm to 4.30pm	Garlieston Primary School
Wednesday 6 th September 2017	6.00pm to 7.00pm	Whithorn Primary School

With best regards

[Redacted]

[Redacted]

[Redacted]

Tel: Internal: [Redacted]
 Mobile: [Redacted]
 Drop Point: [Redacted]
 mailto: [Redacted]

Website: <http://www.dumgal.gov.uk>

Any e-mail message sent or received by the Council may require to be disclosed by the Council under the Freedom of Information (Scotland) Act 2002

📄 SAVE PAPER - Please do not print this e-mail unless absolutely necessary

ROUTED VIA THE GCSX NETWORK FROM mail.dumgal.gcsx.gov.uk Replies to this email will be sent via the GCSX Network

This email has been received from an external party and

has been swept for the presence of computer viruses.

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

[REDACTED]

From:

Sent:

[REDACTED]
27 July 2017 13:17

To:

Cc:

Subject:

[REDACTED]
[REDACTED]
RE: Dumfries and Galloway : School Consultations - timelines / provisional public meeting dates

And the slightly adjusted timeline is also fine for the HMI involved.

Kindest regards.

[REDACTED]

[REDACTED]