MIDLOTHIAN COUNCIL

LEARNING ESTATE STRATEGY

2017- 2047

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Contents:

1. Forward

1.1 Vision for Education

Committed to the creation of a world-class education system, Midlothian has developed a learning estate strategy to meet the needs of all learners within Midlothian. The Midlothian Local Development Plan proposes significant housing development across the county, including the creation of a new town at Shawfair. Since 2013 Midlothian has been identified as one of the fastest growing local authorities so it is imperative that we address current and future capacity issues. Having in place a Learning Estate Strategy will also strengthen the Council's position in seeking adequate Section 75 contributions from developers and place the Council in a stronger position to secure future "Schools for the Future" funding via The Scottish Futures Trust.

Central to our ambition to create a world-class education system are the core principles of excellence and equity. But why is an aspiration to be word-class so important to a small local authority like us? In Midlothian, we believe that it is about the capacity of Midlothian as a whole to ensure that our next generation can compete in a growing global knowledge economy which will increasingly depend on whether our young people can meet a fast-growing demand for high-level skills and we believe, as McKinsey does, that this hinges on significant improvements in both the quality of schooling outcomes and a more equitable distribution in learning opportunities.

This is why we strongly believe that the possibility of attaining excellence should be available to every one of our learners regardless of background, prior achievement or socio-economic group. We strongly believe that excellence is an equity issue and therefore we are committed to ensuring that every one of our children has the right to aim for excellence and to attain excellence in multiple ways. This is why Midlothian has adopted a holistic approach to help all of our learners move into a sustained positive destination and we are talking with the University of Edinburgh about our plans to grow our new Centre for Research and innovation in Learning and our aspiration to grow Centres of Excellence which will be based in each of our High Schools including the new Centre of Excellence for Digital planned for the new Newbattle High School due to open in March 2018. We know that the seeds of world-class are already here in Midlothian and we are committed to growing this even further.

In Midlothian we promote a *one-size fits one* approach through our Visible Learning programme because we know that learners progress in different ways and we co-hosted, together with Osiris and the General Teaching Council for Scotland, the first ever Scottish Visible Learning Conference to share our practice with other local authorities in Scotland, across the UK and across the world. You can see that we base all of our education programmes on the very best international research and we know that collaborative working and sharing what we know works best is key and that is why we have built a strong programme to develop a growth mindset so that our learners know how to learn, what to do when they get stuck but most importantly

understand that if they can't do something, this really means that they can't do something yet. This is important because we know that with this level of individual care and support every single one of our learners will not only achieve their full potential but will have the very best consistent educational experience which may even help them to exceed their potential – our children are our nation's greatest gift and there is nothing more important than ensuring that each and every one of our children has the resilience, skills, creativity and compassion to help make our world a better place.

Midlothian has a strong history of partnership working and we are proud that our schools are at the heart of their local community working closely with parents and partners. In Midlothian we know that schools alone cannot close the poverty related attainment gap and that is why we are proud of the strong links we have with parents and a wide range of partners including the third sector, all departments of the council, our community councils, community planning partners and faith groups – all working relentlessly to ensure that we really do make a difference to our children and our communities. We know that if we get it right in the early years, we can make a real difference. One of our nurseries, Mayfield Nursery, which is based in an area of multiple deprivation, was recently evaluated as excellent by Education Scotland and we are committed to sharing this best practice locally and nationally. We are committed to the delivery of the 1140 hours and our Family Learning approach is key; in 2016 we opened the new Woodburn Family Learning Centre and we will grow this approach across all of our targeted communities. We have also established the Primary 1 teachers network which is a network of teachers who are working together to close the literacy gap by the end of Primary 1, to ensure that as our learners progress through their education that learning experiences widen rather than narrow. This is of absolute importance because a gap between our most and least deprived which starts at 5% by the end of Primary 1 can easily grow to a gap of 14% by the end of P4, 22% by the end of P7 and a staggering 33% by the end of S3. So you can see why it is so important to close this gap really early on.

We are also committed to more children staying on until the end of S6 by ensuring that our learning pathways are more engaging, blended with a mix of qualifications, work-experience, college placements and wider achievement awards including volunteering. This is beginning to make a big difference, we know this because we now track, together with Skills Development Scotland, our sustained destinations weekly. This year our initial positive destinations were 95.1% ranking Midlothian 5th place when compared with the 32 local authorities in Scotland, showing a 11.1% improvement over a five year period.

This is our 2017 Learning Estate Strategy (LES) which provides information on progress made to date, the current position, challenges and priorities. The LES supports the school estate management planning process allowing the Council to identify the need for spending going forward and to prioritise accordingly and in a way that is open and objective.

1.2 The rationale for the Learning Estate Strategy

Midlothian is now one of the fastest growing local authorities in Scotland due to the Midlothian Local Development Plan which proposes significant housing development across the county, including the creation of a new town at Shawfair. Therefore it is imperative that we address current and future capacity issues. To fully implement our ambition to create a world-class education system through excellence and equity the following core principles are embedded into the learning estate strategy:

- Promoting excellence and equity by delivering a more equitable distribution in learning opportunities by ensuring that every one of our children has the right to aim for excellence and to attain excellence in multiple ways
- Interrupting the cycle of poverty by school hubs having a role at the heart of their community to help address the inequalities that reduce life chances;
- Getting it right for every Midlothian child by utilising the school estate to deliver early intervention strategies through, where possible, the co-location of services together with a family learning approach;
- Taking a community based approach to building schools which meet the needs of communities and enhance the lives of all those who live in those communities.

In short, we aspire to create a learning estate that enhances communities and at its heart supports children and young people through their learning journey from early years, primary and secondary school, college or university to the world of employment, education or training equipped with the skills for life, work and learning both they and society will need to succeed in the growing global knowledge economy of the 21st century.

In order to achieve this vision, the learning estate strategy sets out the sustainability, best value and financial challenges we face.

2.   Design of the Learning Estate Strategy

2.1 The methodology for calculation of house numbers

The methodology used for the calculation of house numbers is based on the assumptions made in the Midlothian Local Development Plan (Proposed Plan) 2014 (MLDP) and Housing Land Audit 2016 (HLA). The HLA sets out the timeline for the proposed housing developments.

Increases in the number of houses in developments set out in the MLDP which are significantly above the indicative site capacity, may be recommended for refusal through the planning consultation process if there is not sufficient education capacity to support the resulting projected increase in pupil numbers.

Similarly, windfall sites typically total 150-180 houses per year, Midlothian Council has been flexible with previous windfall applications, however, after adoption of the Learning Estate Strategy (LES) controls will be put in place in order to a manage the risk of the impact of any additional housing on the capacity of education infrastructure. Future planning applications may be recommended for refusal through the consultation process if there is not sufficient school capacity to support the projected number of pupils which would arise from these additional unexpected developments.

HLA is completed after year end, so figures in the HLA for 2017 may be different to actual houses built at some developments e.g. Shawfair. The total number of houses per development site remains the same, it is the phasing that is to be adjusted. These variations in phasing are corrected in the annual update of the HLA.

2.2 The methodology for roll projection calculations

The methodology for roll projection calculations are based on the best information we have regarding the numbers of children resident in each school catchment area and the housing development, completed and proposed in Midlothian.

The projection of pupil numbers from new housing includes all assumptions in the Local Development Plan (Proposed Plan) 2014 and the Housing Land Audit 2016. The housing development is then used to calculate an anticipated primary pupil product based on 4 years completions (i.e. 2017/18 projection is based on housing completions from 2013/14 to 2016/17). This primary pupil product is then cumulated and divided by 7 (the number of primary school stages) to give an estimate of P1 pupils.

The primary pupil product used in Midlothian for new housing development has been 30.8 pupils per 100 units i.e. 0.308, this accounts for all pupils in the catchment, including denominational. However we are experiencing levels of growth in some areas higher than the 0.308 therefore a higher pupil product has been applied to the following areas:

- Bonnyrigg   0.47
- Mayfield   0.38
- Danderhall/Shawfair   0.47
- Newton Farm/Cauldcoats 0.47

Developer contributions were previously calculated using a primary pupil product of 0.28 for non-denominational plus 0.028 for denominational. For the purpose of estimating developer contributions a pupil product of 0.47 for both non-denominational and denominational will be used from now on to estimate the number of primary pupils that will result from new housing development.

Pupil numbers from new housing decline over time as settlements mature. The overall primary pupil product, which is the number of pupils per 100 houses, across all of Midlothian is 0.19. The pupil product varies across Midlothian and is higher in areas with significant social housing e.g. 0.24 in Mayfield and Gorebridge compared to 0.11 in Glencorse. The pupil roll projections assume the decline starts twenty years after houses have been completed.

The projected number of P1 pupils from new housing is added to our baseline numbers of catchment pupils, which includes all 4 year olds across the authority in the year prior to them entering P1, this gives the total projected number of P1 pupils for each year.

The numbers attending denominational schools are then projected based on the current uptake in each area where the percentage uptake is under 10%. Where the uptake is higher, a cap of 10% uptake from associated non-denominational primary schools has been applied. In the 2015 census around 10% of the population of Midlothian declared an affinity with the Roman Catholic Church so this approach sets denominational school capacity on the basis of an estimate of Midlothian's Roman Catholic primary aged pupil population.

Secondary stay on rates to S5 and S6 are applied equally across all schools. The stay on rate used for S5 is 90% of the previous year's S4 and for S6 is 60% of the S4 of two years previous.

The projection of secondary school numbers assume all primary pupils attending denominational schools progress to St David's High School except Sacred Heart pupils where the location and trends show these pupils choose to attend a secondary school in Penicuik. Currently St David's High School has an intake of 20 to 25 pupils per year from East Lothian. The impact of the projected major new housing developments in the western part of the East Lothian area is unknown at present.

2.3 Primary school capacities

There are three bases used for the measurement of primary school capacity:

Planning Capacity as defined in the Scottish Government Guidance on Determining Primary School Capacity published in October 2014. Planning Capacity is a physical, theoretical measure of the total number of pupils which could be accommodated in a

school, based on the total number of teaching spaces, the size of those spaces and the class size maxima.

Primary 1: 25 pupils
Primary 2-3: 30 pupils
Primary 4-7: 33 pupils
Composite class: 25 pupils

Two-stream primary school planning capacity																Total
Spaces	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	15
Class	P1	P1	P1	P2	P2	P3	P3	P4	P4	P5	P5	P6	P6	P7	P7	
Class Size	25	25	25	30	30	30	30	33	33	33	33	33	33	33	33	**459**

It is important to note that in reality, Planning Capacity is rarely achieved due to the size of a school and how many classes it can offer and differences in class sizes for different age groups.

Operational Capacity which is expressed as 90% of Planning Capacity provides a more realistic measure of the number of pupils a school can normally accommodate and the point at which additional capacity is required.

A two stream primary school therefore has an operational capacity of 413 pupils.

Design Capacity is a physical, practical measure of the total number of pupils which could be accommodated in a school, based on the total number of teaching spaces, the size of those spaces and the most likely class size for each space.

Two-stream primary school capacity																Total
Spaces	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	15
Class	P1	P1	P1	P2	P2	P3	P3	P4	P4	P5	P5	P6	P6	P7	P7	
Class Size	20	20	20	30	30	30	30	30	30	30	30	30	30	30	30	**420**

Design Capacity is the basis used to specify school accommodation requirements in Midlothian and is used in the tables in this Learning Estate Strategy document. Operational Capacity has been used in the school estate requirements timeline to identify the points at which additional capacity is required (Appendix 1).

2.4 School size

2.4.1 Primary School Estate

The number of primary pupils generated from established housing across the county attending Midlothian primary schools equates to 190 pupils for every 1,000 houses. The number is higher for new housing, which generates between 300 and 470 primary pupils for every 1,000 houses. In recent years we have experienced these higher numbers of pupils coming forward from new housing development in areas such as Bonnyrigg and Mayfield. The effect of this is more rapid pupil growth as a result of new housing than we had originally expected. However we anticipate that

when the new developments mature the pupil numbers will eventually fall back to the established primary pupil product of 190 pupils for every 1,000 houses. This presents a challenge for planning the provision of school capacity.

These factors indicate that a newly built development with 1,000 houses would initially generate 470 pupils, if 90% attend a non-denominational school, that would require a two-stream school, however to maintain full use of that school's capacity would require a community with over 2,000 homes.

Midlothian's preferred model of primary school provision has been a two stream school, designed with capacity to accommodate 60 pupils at every stage of Primary 1 to Primary 7, a total of 420 primary pupils. However, in areas of significant growth officers propose the development of a three-stream model where the population requires this, for example in Bonnyrigg, Dalkeith and Shawfair.

In additional the strategy cautions against the building of single stream primary schools moving forward. A single stream primary school has the capacity to accommodate 30 pupils at every stage of Primary 1 to Primary 7, a total of 210 primary pupils. It is becoming increasingly challenging to attract Head Teachers to single stream schools and the growing population in Midlothian would mean that a combination of two and three stream schools would be the preferred model moving forward.

The 2015 census reports that around 10% of Midlothian's population identified themselves as Roman Catholic, while the analysis of pupils attending Midlothian primary schools in 2016 shows that 898 pupils (12.4%) choose to attend a denominational school. Of these only 337 children are Roman Catholic, spread across the seven denominational primary schools in Midlothian.

Using 10% to estimate the number of Roman Catholic children of primary school age equates to 47 denominational pupils for every 1,000 new houses and 23 denominational pupils for every 1,000 established houses. These smaller numbers mean that a newly built community would need to have about 9,000 houses to require a two-stream denominational school, and to maintain full use of that school's capacity would require a community with over 18,000 houses. The numbers required to support a single stream denominational school would be a community with 4,500 newly built homes and the community would need to grow to 9,000 homes to maintain full use of that school's capacity.

A review of denominational school provision is required to establish the best strategy to continue to provide denominational education in Midlothian and further consultation work needs to be undertaken. Officers will progress this review and bring a report back to Council early in 2018.

2.4.2 Secondary School Estate
The numbers of secondary pupils generated from established housing across the county attending Midlothian non denominational schools equates to 130 pupils for every 1,000 houses. The number is higher for new housing, which we estimate generates between 200 and 330 secondary pupils for every 1,000 houses. These numbers are based on experience to date and on the traditional delivery model for

secondary curriculum, which may change as Curriculum for Excellence becomes more established.

The 2013 Scottish School Estate Statistics show that only 1 out of 365 secondary schools has a roll over 1,800 pupils. Using these parameters indicates that for a Midlothian community to be able to sustain a secondary school with no less than 750 pupils, it should have at least 6,000 houses. It also indicates that a community with more than 13,000 houses is going to generate more pupils than would be seen as optimum for one secondary school.

Views from Midlothian's group of secondary school head teachers vary but there is universal agreement that, in the Midlothian context, schools below 750 pupils are undesirable due to the consequent restrictions in curricula choices, and overall sustainability. The group also felt there were benefits in larger schools being able to attract high calibre staff from a wider pool of candidates as a career pathway would lead to a bigger school with more responsibilities and opportunities. There was general agreement that an upper limit of about 1,800 pupils would achieve a reasonable balance.

Therefore this strategy proposes a secondary school estate with schools of no fewer than 750 pupils moving forward and no larger than 1,800 pupils.

2.5 Early Years
A detailed plan for the expansion of early learning and childcare from the current entitlement of 600 hours to 1,140 hours by 2020 is being developed. The expansion is being phased in from 2017/18 and will reach full capacity in 2020/21. The plan incorporates Council provisions, partner providers (private, third sector and voluntary nurseries) and childminders, and will offer affordability, accessibility, flexibility and quality to parents and carers. The Scottish Government has required that all local authorities submit initial, costed, plans that the government will then use to determine the level of funding it will provide.

The expansion plan has therefore been developed without knowing the level of capital and revenue funding that Midlothian will receive beyond 2017/18. In due course the Scottish Government will provide details of the funding and the expansion plan will be reviewed and may require significant changes. In any case the expansion plan will be iterative and will change as the needs of people who will be parents of 2, 3 and 4 year old children in 2020 are gathered, feasibility studies are carried out and quotes received, recruitment and training of staff progresses, and important guidance on partner providers, childminders and funding follows the child are published by the government. The expansion plan is closely aligned with the Learning Estate Strategy to ensure that learning estate planning takes into account the increased early years provisions required, that the expansion plan takes up the opportunities for efficient use of resources presented by the works required to the school estate in the short term, and is sustainable in the long term.

2.6 Curriculum

The aim of Curriculum for Excellence is intended to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work. Its purpose is often summed up as the four capacities:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors.

Curriculum for Excellence is designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The term curriculum is understood to mean - everything that is planned for children and young people throughout their education, not just what happens in the classroom.

Curriculum for Excellence includes four contexts for learning:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement.

The curriculum has two stages: the broad general education (from the early years to the end of S3) and the senior phase (S4 to S6).

The broad general education has five levels (early, first, second, third and fourth). The senior phase is designed to build on the experiences and outcomes of the broad general education, and to allow young people to take qualifications and courses that suit their abilities and interests.

There are eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages (including English, Gaidhlig, Gaelic learners and modern languages)
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies.

Literacy, numeracy and health and wellbeing are recognised as being particularly important – these areas are seen as being the 'responsibility of all' staff. In addition there are seven broad principles that practitioners should take into consideration when planning children's learning:

- Challenge and enjoyment
- Breadth

- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance.

2.7 Outdoor Learning

Learning for Sustainability (LfS) and Outdoor Learning are becoming prominent integrated elements of the Curriculum for Excellence (CfE). For the service to continue its development and support the educational agenda, opportunities for a new home should be considered for relevant, fit for purpose and sustainable accommodation while Midlothian Council is undergoing rationalisation of their property portfolio. Suitable premises could in turn increase the uptake of outdoor learning and enhance the current provision delivered to education users and a broader approach could benefit the wider community.

The Outdoor Learning service has been based in temporary premises at Penicuik High School since 2008. The Service is housed in an adapted area to the rear of the school which currently consists of five shipping containers and one open converted storage/garage area. There are currently no toilets or changing area for pupils but the Service has access to the toilets of Penicuik High School.

In order to accommodate the Service a new base would need to include, or have suitable access to, a secure building for dry storage, secure covered areas for trailers, secure areas for minibuses, a wash down area for outdoor equipment, a drying room, toilets and changing area(s), an office area, a teaching area and toilet, changing and storage area for staff.

2.8 Centres of Excellence

Research and development on the Centre of Excellence continues and a number of workstreams are planned to support the implementation of the centres of excellence model. Workstreams include:

- Curriculum – exploring the enhancements to the curriculum that will emerge from collaboration with further education, higher education, industry and commerce.
- Community Ownership – ensuring students, staff and wider community have a strong voice in the development of the Centre and its services.
- Professional Learning – addressing the need for the up-skilling of teachers and other centre staff to be comfortable with an enhanced level of technology.
- Digital Technology – identifying appropriate technology to support each curricular area, in particular to straddle the school, further and higher education and industry.
- Support – ensuring that the support arrangements meet the needs of a Digital Centre of Excellence.
- Partnership – developing strong partnerships across education sectors and with local, national and international technology companies.
- Digital Participation – looking for innovative ways of ensuring that the Centre aspires to deliver best practice in digital inclusion, ensuring learners are equipped

for learning in the digital age.
- Enterprise – looking for ways that the centre can engage with the wider community, supporting local business and attracting funding streams to support its activities.
- Digital Hub – establishing the Centre as a hub for the delivery of digital learning across Midlothian, including curriculum for excellence, lifelong learning and professional learning programmes.

Partnership working with the University of Edinburgh: we are continuing to work closely with the University of Edinburgh on developing the concept of the centres of excellence and a draft heads of terms document is currently under development. Working together in this way will help us to develop a number of priorities which we share particularly in terms of a skills solution for Midlothian and potentially the wider South East of Scotland area.

2.9 Inclusion

In line with Scottish Government's continuing presumption of mainstream education, planning for inclusion must be at the forefront of new school design. Recommendations around all pupils being able to be educated within their own local community and not being transported out with will mean equipping our local communities with the environment and resources to get it right for every Midlothian child.

In Midlothian, we are progressing the implementation of Nurture in both Primary and Secondary Schools. Careful consideration of placement within the building is key to getting it right for specifically designed nurture spaces. In addition to this we must plan for the increase in pupils with Additional Support Needs as the pupil population grows, in Scotland 1 in 3 pupils have an additional support need, the levels of pupils with significant complex needs and severe and profound needs will increase in turn and this will require Midlothian Council to evaluate the current specialist school provision (Saltersgate) for severe and profound, as well as our complex needs enhanced provisions. New secondary schools should be able to be self sufficient in supporting pupils with a range of complex needs, and planning of location and size of these spaces must be done in conjunction with specialist staff.

Moving forward, we aspire to ensure that each learning community is equipped to support pupils with a range of complex needs in Primary and Secondary Schools, therefore communities that currently do not have complex needs provision need to have this planned into future School builds where identified.

We also have a growing number of pupils that require alternative education provision, numerous factors contribute to this from social & Emotional to Mental Health. Therefore we should be planning strategies that allow these pupils to remain within Midlothian Council for their education, this will require settings where there can be a focus on life skills and skills for work, in additional to being able to deliver classroom based learning.

2.10   Digital Learning Strategy

Midlothian has a clear vision and strategy for Digital Learning which was approved by council in February 2017. As a result, Midlothian will take full advantage of the opportunities offered by technology to equip our children and young people with the knowledge and digital skills essential for learning, life and work in the 21st century.

Midlothian's Digital Learning strategy is central to the Council's aim of delivering a world class education system. It is closely aligned with Scottish Government's policy and advice on digital learning and it also articulates with key national and local priorities including:

- Scotland's National Improvement Framework for Education (2016)
- The Scottish Attainment Challenge (2016)
- Midlothian's *Delivering Excellence* programme
- Visible Learning

Midlothian's strategy covers 4 key aspects associated with learning in the digital age Curriculum, learning and teaching; Leadership and professional learning; Digital participation; and Infrastructure

In developing our vision and strategy for learning in the digital age, Midlothian carried out an extensive consultation to establish the views of a wide range of stakeholders including education professionals and classroom practitioners, school leaders, parents, children and young people. We also sought the views of some of the leading voices in digital learning both nationally and internationally and reviewed the work of other local authorities in this field. We held a series of focus group sessions where we captured many different perspectives, and feedback from stakeholders has helped to shape our vision for digital learning.

Digital technology is embedded in all aspects of modern life. Today, children, young people, and adults have access to technologies that are transforming how they connect, share, work and play in innovative and exciting new ways. From the rapid growth of the Internet, online services and social networks, to the development of a wide variety of mobile devices and applications, digital technologies offer tremendous opportunities for education.

Innovative use of technology transforms learning and improves educational outcomes for young people. In our schools teachers and learners are making increased use of technology to engage in dynamic learning experiences involving exploration, discovery, collaboration and creation. Learners can access an ever-increasing range of digital tools, resources, and environments that support learning; they can collaborate with others learners far and wide, and learn in a personalised style that best suits their individual needs.

Teachers and other practitioners can access a broad range of resources; network with fellow professionals; collaborate and share approaches to practice; and personalise teaching strategies and methodologies to match specific learner needs.

Midlothian's schools have already embraced a broad range of technologies which support learning and teaching. Learners and teachers are developing skills in using computer programs and software, iPads, digital cameras, robots and web-based applications. The development of Glow (Scotland's online education intranet), Google apps and other web-based tools has created a new and exciting landscape for digital learning which promotes creativity and innovation in schools.

Although the use of learning technology in Scottish schools has grown rapidly in recent years, the prevailing strategy has been for education authorities to determine and provide the technology required, and for teachers and learners to adapt classroom practice accordingly. We have, however, reached a point where learning technology is now so integral to the work of our schools that our teachers and learners require increased flexibility in determining the nature of that technology and how it is deployed.

While decisions about the nature and deployment of technology are important, the key challenge lies in ensuring that Midlothian's young people are equipped with the digital skills required for a rapidly changing world. In the years ahead there needs to be greater focus on the digital skills that young people require to support their learning and to ensure a successful transition to life and work beyond school.

Our schools need to ensure that the curriculum is fit for purpose in the digital age. The development of digital learning should be systematically planned and evaluated, at both school and education authority levels.

As a Council, we need to continue to encourage innovation and embrace new and emerging learning technologies. Technology is changing how young people learn and our classrooms and learning spaces need to more fully reflect this. Learning and teaching should make increased use of mobile technologies, including tablets, netbooks and smart phones, thus facilitating more flexible approaches to learning. Increasingly it is for teachers and learners to determine which solution is best for the learning activity and select the technology which is most appropriate. This means that schools need to have increased ownership over decisions relating to technology, requiring a move away from providing education establishments with a standardised suite of digital technology to a more flexible 'one-size-fits-one' approach.

Technology can provide a catalyst and a mechanism for improving parental engagement and help to bridge the gap between home and school. Schools should actively encourage the use of social technology to communicate with parents and to share pupils' work and achievements. Although this strategy focuses mainly on the work of schools, there is no doubt that digital technology also has a crucial part to play in family learning and adult education, and it is an increasingly important component of lifelong learning and employability.

In the years ahead it is expected that schools will take increased ownership over decisions relating to technology. Schools should, however, continue to work in partnership with the authority with regard to the provision of digital technologies and to ensure adequate technical support. Midlothian should also seek to work collaboratively with neighbouring education authorities to share expertise and maximise the efficiency and effectiveness of service.

Digital learning must be a key aspect of the professional learning of all staff. We need to support teachers in identifying the benefits of using technology to improve pupil learning and staff should be able to access high quality training in the leadership and application of digital learning. Schools should also adopt a 'digital by default' approach to the production of educational content and resources.

It is also important to recognise that many children possess a powerful computer, tablet or smartphone of their own, but the use of personal devices is often prohibited within schools. This is a situation that needs to change in order to help our children fully develop the range of digital skills they require. Learners and teachers should be able to connect their own technology to school wifi networks to support learning and teaching (usually referred to as *Bring-your-own-Technology).* It is important, however, to ensure that all learners are able to access technologies that support learning, irrespective of socio economic background. Ensuring digital participation is central to Midlothian's vision for digital learning.

We must also ensure that teachers and learners benefit from a broadband infrastructure and school networking system capable of meeting the increasing demands placed upon them. This means having sufficient bandwidth to our establishments, robust and reliable wifi networks within school buildings, and easily accessible technical support.

Digital literacy means having the knowledge and ability to use a range of digital technology tools and media for varied purposes. A digitally literate person can use technology to find and evaluate information, connect and collaborate with others, produce, share and present digital content, ideas and knowledge, and use the Internet and technology tools to achieve academic and personal goals.
Digital literacy is much more than being able to use a computer. It's about is about knowing when and why digital technologies are appropriate and helpful to the task at hand and when they are not. It's about cultural and social awareness and understanding, and it's also about being creative. The skills associated with digital literacy can be classified under 6 headings:

- Creativity
- Collaboration
- Communication
- Research and Finding Information
- Critical Thinking and Evaluation
- eSafety

Feedback from employers and further/higher education indicates a skills gap when it comes to programming and coding. In the years ahead we need to promote software development, computing science and the skills associated with coding in primary and secondary schools. The promotion of digital skills for learning, life and work in our schools is at the heart of our vision and strategy for digital learning. These skills are elaborated more fully in Appendix 1 of the Digital Learning Strategy.

Many learners arrive in school with more computing power on their person than the school is able to provide in the classroom. There is a strong educational argument

for enabling pupils to use personal technology devices to support their learning by connecting to the school's wifi network and online learning platforms such as Glow. This connectivity and integration personal devices already happens in many schools throughout the UK and is commonplace in further and higher education.

The ICT in Education Excellence Group Report (2013) concluded that there are no significant technical barriers to a connecting learners' own technology in Scottish schools, and that the barriers that do exist are social, organisational and managerial. The majority of pilot studies worldwide show that this has resulted in positive experiences for learners.

Such a policy assumes that the majority of pupils will own their own internet-enabled device and that they are willing to bring it to school and use it for schoolwork. Of course, there will be pupils who for financial or personal reasons do not own a suitable device; and there may be others who own a device but are unwilling to use it in a school context. To address this issue, and to ensure digital participation for learners from less affluent communities, schools must have a pool of suitable devices for pupils to borrow.

An increasing number of teachers are immersed in digital technology throughout their working and home lives. The technology they use is often much more powerful and their applications more integrated than the devices which are provided in schools. Teaching staff would benefit from being able to integrate their own technology into the classroom and use their devices as part of their teaching. This would also improve the learning experiences of pupils. There is, however, a need to ensure adequate separation and protection for data that must be secure, for example the administrative functions associated with SEEMIS.

If learners and teachers are able to connect their own devices, over time the level of technology required by schools will be significantly reduced. This does not mean that Midlothian Council will stop purchasing and replenishing technology. Schools will continue to require a range of desktops, laptops, netbooks and tablets, the quantity of which depending on the volume and suitability of learners' own devices.

This policy also raises questions about the criterion for lending devices to pupils; about the responsibilities of pupils who borrow a school device, and also about the operational management of both pupil and teacher-owned devices in the classroom. The key technical issue that has to be addressed is the provision of universal wireless network access to the Internet for all schools. This has cost implications, implications for network support and for the broadband capability provided to the school as a whole.

Although there are operational and technical issues relating to learners and teachers connecting their own technology, these are outweighed by the potential significant gains to learning and pupil achievement. The significantly reduced requirement for annual purchasing and replacement of devices will also reduce that financial burden on the Council and allow financial resources to be reallocated to infrastructure – in particular increasing bandwidth and improving wifi networks.

This connectivity is therefore is central to our vision and our digital learning strategy. In some education authorities the technology provided for schools is standardised, ie teachers and learners are provided with an almost identical suite of digital hardware and resources. The rationale for this is to ensure that there is a baseline ICT provision for all pupils, regardless of which establishment they attend and standardisation also makes it easier to manage technical support for schools.

Standardisation, however, places restrictions on creativity and innovation in schools. Many teachers, learners and school leaders believe that schools require more autonomy when it comes to making decisions about which devices, programmes and apps to use to support day-to-day classroom activities. Learners and teachers need to experiment with software and hardware and use technology in innovative ways. It is therefore increasingly important that schools are able to diversify and embrace emerging technology to explore new ways of learning and teaching. The most significant change in the technology landscape in schools in recent years has been the increased use of mobile technology including tablets and netbooks. This allows the technology to come to the learner rather than learner to technology. It facilitates a greater number of devices for the same overhead costs and offers new and more flexible ways of working in and around the classroom.

In the near future there will be changes in the way that teachers use technology within day to day learning and teaching. Traditionally teachers share/cast content from a laptop or desktop computer to a large single display (eg a whiteboard) in their classrooms. Technology is now available that allows the teacher to share/cast content to multiple pupil devices, with interactivity taking place on the device instead of solely on the class whiteboard. Learners can also share content with other devices including those belonging to their classmates. In the years ahead this is likely to be an integral feature of digital learning, particularly with the increase in the deployment of mobile technology in schools.

The Scottish Government in partnership with Education Scotland and Midlothian Council provides connectivity to the Glow learning environment for all school-aged learners and teachers. Glow is not the only learning platform, but it is free to schools, offers unlimited storage and contains a wide range of digital tools and resources for teachers and learners to share content and collaborate beyond the walls of their own establishment.

Teachers need to adopt a 'digital by default' approach to the creation and use of learning resources. This requires a change in thinking so that digital becomes the default format for sharing learning activities and resources with learners. The availability of digital versions helps many young people access the curriculum more effectively, for example learners with additional support needs and those unable to attend school. Where resources are being digitized locally, it is essential that the work is shared and not repeated across schools.

Beyond Glow there are many Internet based resources and services that support learning and teaching, for example Google Classroom, Edmodo and Class Dojo. The requirement of schools to carry out privacy impact assessments and a risk assessment on data security and protection, however, makes access to such resources challenging. Although the Headteacher retains the overall responsibility for

data protection, the Council should support schools in carrying out the necessary processes and documentation to access the most popular internet services.

Content filtering is essential in any school environment but it must be fit for purpose. Too rigid and it can stifle creativity and reduce access to content essential for learning. Too loose and it risks allowing inappropriate content. Midlothian teachers have always made decisions about content filtering in conjunction with the school and with advice from the Council's Learning Technology Service. Introducing greater flexibility for schools to adjust filters is an important step in ensuring that decisions relating to online content are supervised primarily by curriculum specialists. Schools should continue to deliver e-Safety education and ensure that young people know how to stay safe online. The use of single sign-on where possible, and improvements to password protocols enhances online security and delivers a more satisfactory user experience.

2.11   Community Use

We aspire to create a learning estate where arrangement for public access to and use of properties owned by the Council are developed as practical resources for the diversity of community needs and aspirations, through a variety of creative management, ownership and delivery models suitable to each setting.

The core principles identified are: Equitable access; Affordability; In the 'Right' location; Multiple use (no domination by a single user); Barrier free (physical and attitudinal); High Quality (including adequate storage and modern ICT); Public spaces without "gatekeepers"; Designed jointly with users and wider communities of interest and place; Where appropriate managed by users as part of community empowerment; For Lifelong learning and employability a combination of front facing, back office and learning delivery space

A guidance document has been developed in order to inform the decision and design process when considering accessible venues within the context of Lifelong Learning & Employability and Community Capacity Building strategies.

2.12   School Design

In session 2016/17 primary pupils participated in the *Inspiring Learning Spaces* project and some pupils presented the results of their work at the School Design conference which was held with Professor Stephen Heppell in Midlothian. This was a joint conference for staff from Midlothian and Edinburgh. This project and the conference was partly funded by Architecture Design Scotland. In addition pupil voice has been central to the design of our new schools and evidence of this approach can be found in the new Bilston Primary school, Gore Glen Primary School, Roslin Primary School and the new Paradykes. As well as designing their own classroom spaces pupils have also been directly involved in the design of the outdoor play areas.

In order to ensure that we continually improve our innovative approach to school design where the pupil voice is at the heart of it, we are in the process of developing a new design brief which will capture the very best of what works in Midlothian together with learning from international research and best practice.

2.13 Sustainability

This strategy would see the addition of new schools and classrooms across Midlothian however it would create the additional accommodation at local schools so that children can access their catchment school. Accordingly it should ensure that travel to school patterns are minimised.

Whilst the proposals in this strategy paper will see the creation of new buildings this would be to meet the objective of providing fit for purpose accommodation which meets present and future demand. Any new building would be designed to minimise the impact on carbon emissions and energy consumption.

3. Learning Communities

This section sets out the specific details by learning community and the estate that will meet the needs of the children and young people as we continue to enable them all to do their very best while enhancing and improving the lives of all the communities of Midlothian. The following information is presented on the basis of six learning communities: Shawfair, Dalkeith, Bonnyrigg, Newbattle, Penicuik and Denominational.

3.1 Shawfair including Danderhall

Catchment	2016 Housing Stock	New Housing	Projected Housing Stock
Danderhall	1,397	490	1,887
Shawfair	13	3,481	3,494
Cauldcoats		550	550
Newton Farm		700	700
	1,410	5,221	6,631

We estimate that house building in **Danderhall and the wider Shawfair area** will increase pupil numbers to over 700 pre-school and 2,450 primary aged pupils This will require a larger primary school at Danderhall as well as a family learning centre, primary and secondary school at the heart of Shawfair and three additional primary schools across the wider Shawfair area. In February 2017 Council agreed to replace Danderhall Primary School with a new three-stream replacement school on the current school site by August 2020. Whether this replacement school will incorporate a library and leisure facilities is subject to the location of the secondary school in Shawfair. Discussions with Network Rail have progressed regarding the purchase of the Shawfair town centre site for a primary and secondary school campus. A

consultation over the schools' location may be required before the final Council decision.

Shawfair Learning Community

	2046/47 Projected Roll	Current Capacity	Planned Capacity	Year Required	Plan for providing additional school capacity
Shawfair HS	1,799		1,800	2026	New secondary school required at Shawfair
Total Secondary	**1,799**		**1,800**		
Danderhall PS	2,461	305	630	2020	Replacement 3-stream Danderhall PS providing additional 11 classes
Shawfair Town Centre PS			630	2024	3 stream (22 class) school required in town centre
Shawfair Newton Village PS			630	2029	3 stream (22 class) school required at Newton Village
Cauldcoats			305	2034	Additional primary school required at Cauldcoats
Newton Farm			355	2038	Additional primary school required at Newton Farm
Total Primary	**2,461**	**305**	**2,550**		

The short term requirement to 2023 is to build a three stream replacement Danderhall Primary School, part Council funded, planned for August 2020.

3.2 Dalkeith

Catchment	2016 Housing Stock	New Housing	Projected Housing Stock
Kings Park	3,246	330	3,576
Tynewater	921	120	1,041
Woodburn	3,113	448	3,561
	7,280	898	8,178

We estimate that house building in **Dalkeith** will increase pupil numbers to over 500 pre-school and 1,900 primary aged pupils. Projections show three streams of additional capacity are needed for the Dalkeith area by 2019. The requirement for 1,900 primary school places will require two three-stream schools, one two stream school and one denominational school. Some additional capacity can be provided by way of extensions to King's Park and St David's Primary Schools, however most of the additional school capacity will require the creation of a third non denominational primary school to serve Dalkeith, for which a suitable site needs to be identified.

Dalkeith Learning Community

	2046/47 Roll	Current Capacity	Planned Capacity	Year Required	Plan for providing additional school capacity
Dalkeith HS	1,440	1,450	1,450	2026	400 pupil extension required to Dalkeith HS
St David's RC HS	674	892	892		
Total Secondary	**2,114**	**1,942**	**2,342**		
King's Park PS	577	510	630	2023	Extend King's Park to 3-stream
Woodburn PS	581	630	630		
Dalkeith PS	390		420	2019	New 2 stream (15 class) school required in Dalkeith
St David's RC PS	186	175	175	2028	Expand St David's PS
Tynewater PS	184	210	210		
Total Primary	**1,917**	**1,525**	**2,065**		

The short term requirements to 2023 is to identify a site for a new two stream primary school in Dalkeith with the capacity to extend to three stream, part developer contribution funded, required for August 2019 and to undertake statutory consultation on the review of school catchments.

3.3   Gorebridge, Mayfield and Newtongrange

Catchment	2016 Housing Stock	New Housing	Projected Housing Stock
Mayfield	1,638	722	2,360
Lawfield	2,194	128	2,322
Newtongrange	2,353	173	2,526
Gorebridge	1,412	402	1,814
Gore Glen	1,230	513	1,743
Stobhill	757	30	787
Redheugh		1,300	1,300
Moorfoot	391	39	430
	9,975	3,307	13,282

Gore Glen Primary School opened in 2016 and has been built to accommodate the initial growth in primary pupil numbers from houses recently completed in **Gorebridge** and those due to be constructed in the short-term. The development of the new settlement at Redheugh is planned to include a new primary school.

We estimate that house building in **Mayfield** will increase pupil numbers to 400 pre-school and 1,400 primary aged pupils. We assess that the requirement for school places can be best met by three two-stream schools and one denominational school, which requires the provision of an additional primary school in the area. It had been planned that the housing developments in Mayfield and Newtongrange would deliver a new primary school in South Mayfield, however development on the major Mayfield site has not commenced and shows no sign of doing so. Meantime smaller housing developments have been progressed and social housing developments have been completed with consequent impact on pupil numbers. The current Newbattle High

School site has been identified as the best option for the location of an additional primary school for the Mayfield area which projections show is needed by 2019.

With respect to secondary pupil numbers, this size of community would normally generate more secondary pupils than would be optimally served by one school. However a significant proportion of the pupils in Newbattle High School's catchment area do not attend Newbattle but exercise their entitlement to parental choice and travel instead to Dalkeith High School (8%) or Lasswade High School (8%). In addition, the proportion of pupils resident in Newbattle High School's catchment area who opt to attend St David's High School is significantly greater than that from other school areas. The combined effect of these two factors is to depress the pupil roll at Newbattle High School by approximately 20%.

The replacement Newbattle High School building which will be completed during 2018 is designed with a capacity for 1,200 pupils and the potential to be extended to accommodate 1,500 pupils. The newly built school may prove to be sufficiently attractive to parents to result in a greater proportion of families choosing to send their children to the school built to serve their community, but it will take some time for this to become evident. There is no immediate requirement to make a decision in respect of providing additional secondary capacity for the Gorebridge, Mayfield and Newtongrange areas. However, to ensure the Council is not limited in its future options, it has decided that a potential site should be identified and safeguarded for a secondary school to serve the Gorebridge area.

Newbattle Learning Community

	2046/47 Roll	Current Capacity	Planned Capacity	Year Required	Plan for providing additional school capacity
Newbattle HS	2,575	1,200	1,200	2024	Additional capacity / new secondary school required in Gorebridge
Total Secondary	**2,575**				
Mayfield PS	413	355	420	2027	Extend Mayfield to 2 stream (15 classes)
Mayfield NS	*160*				*Expand Mayfield Nursery School*
Lawfield PS	420	355	420	2025	Extend Lawfield to 2 stream (15 classes)
Easthouses PS	402		420	2019	New 2 stream (15 class) school required in Mayfield/Easthouses
St Luke's RC	138	210	210		
Newtongrange PS	409	392	420	2021	Extend/adapt Newtongrange to accommodate an additional 2 classes
Gorebridge PS	404	420	420		
Gore Glen PS	379	420	420		
Stobhill PS	200	210	210		

Redheugh	412			420	2023/24	New primary school required at Redheugh
Moorfoot PS	74	100	100		
St Andrew's RC	184	175	210	2026	Extend St Andrew's to single stream capacity (8 classes)
Total Primary	**3,434**	**2,637**	**3,670**		

The short term requirements to 2023 are:
- Build a new two stream primary in Easthouses to be located on the old Newbattle High School site, part developer contribution funded, required for August 2019 and undertake statutory consultation on the review of school catchments.
- Review the capacity of Newtongrange Primary School and identify requirements to bring the capacity up to two stream, required for August 2021, developer contribution funded.

3.4   Bonnyrigg and Loanhead

Catchment	2016 Housing Stock	New Housing	Projected Housing Stock
Lasswade	2,160	87	2,247
Bonnyrigg	1,481	670	2,151
Burnbrae	1,586	256	1,842
Hopefield Farm 2		750	750
Hawthornden	2,110	42	2,152
Rosewell	815	801	1,616
Loanhead	1,162	223	1,385
Paradykes	1,503	353	1,856
	10,817	3,182	13,999

We forecast in the longer term the **Bonnyrigg** area will have over 700 pre-school, 2,500 primary and 2,000 secondary pupils. The plan to provide additional primary school capacity for the area in the short-term is to build a joint campus on the former Hopefield Primary School site on Rosewell Road in Bonnyrigg. This new school building, planned for August 2019, will provide a replacement building for St Mary's Roman Catholic Primary School and will provide space for Burnbrae Primary School to expand to three-stream.

An agreed strategy for the provision of primary school places for the wider Bonnyrigg area is required to allow S75 negotiations to progress in the context of the Local Development Plan, which specifies an extension to Lasswade Primary School. A feasibility study was undertaken on an extension to or replacement of Lasswade Primary School and has concluded that it is not feasible to provide a larger primary school on its current site. The solution is to replace Lasswade with a three-stream primary school on an alternative site and extend Lasswade's catchment area to incorporate part of Bonnyrigg's catchment. This requires agreement on the acquisition of a suitable site for the school.

At the other side of the Bonnyrigg area the Hopefield Farm 2 housing development is planned to include a new primary school.

Loanhead has two non-denominational primary schools and one denominational school which shares a campus with Loanhead Primary School. The replacement Paradykes Primary School which opened in 2017 has been built as part of a new hub incorporating a partnership nursery, library and leisure facilities.

Lasswade High School is a modern, recently built school which opened in 2013. This school is currently at its capacity of 1,480 pupils and occupies a site which could accommodate up to a maximum of 2,000 pupils. The planned house building in this area will result in an estimated roll of 2,740 secondary aged pupils by 2046, exceeding the maximum site capacity and exceeding Midlothian's optimal maximum size of 1,800 pupils for a secondary school.

As a result the catchment area of Lasswade High School needs to be reduced. This can be achieved by assigning the Loanhead settlement, and potentially Rosewell, to another secondary school, such as Beeslack High School. The current road links between Rosewell and the A701 corridor are not suitable for large volumes of traffic and the option to cycle or walk is not ideal either, so consideration of Rosewell being associated with a secondary school on the A701 corridor is not being taken forward at this point. This may be revisited in the future if transport links improve and the number of pupils attending Lasswade High School is forecast to exceed the capacity of the school site.

Lasswade Learning Community

	2046/47 Roll	Current Capacity	Planned Capacity	Year Required	Plan for providing additional school capacity
Lasswade HS	2,741	1,480	1,800	2017/ 2028	Extend Lasswade to 1,800 and rezone Loanhead area to relocated Beeslack HS
Total Secondary	**2,741**				
Lasswade PS	608	355	630	2023	Replace Lasswade with 3-stream school on an alternative site & extend catchment
Bonnyrigg PS	413	420	420		Rezone some catchment to Lasswade PS
Burnbrae PS	608	420	630	2019	Additional capacity at Rosewell Road campus to extend Burnbrae to 3 stream
Hawthornden PS	413	380	420	2025	Require additional P1 class space to bring Hawthornden up to 2 stream (15 classes)
Mount Esk NS					
Hs12 School	360		420	2022	New school required
St Mary's RC	206	210	210	2029	Replacement St Mary's planned for August 2019
Rosewell PS	330	175	420	2022	Extend Rosewell to 15 classes (2 stream)
St Matthew's RC	37	75	75		

Loanhead PS	175	175	175		
Paradykes PS	358	420	420		New 2-stream (15 class) primary school opened Aug 2017
St Margaret's RC	67	100	100		
Total Primary	**3,576**	**2,730**	**3,920**		

The short term requirements to 2023 are:

- Expand Burnbrae Primary School to three-stream by building additional capacity at the school campus on Rosewell Road, as approved by Council on 29 August 2017, part Council funded, planned for August 2019.
- Enhance core facilities, such as toilets and changing facilities, at Lasswade High School to provide capacity for 1,600 pupils, required immediately, developer contribution funded.
- Build a new primary school in Bonnyrigg on Hopefield Farm 2 housing development (Hs12), required for 2022, developer contribution funded.
- Secure a site for a new three stream school for Lasswade Primary School and move to statutory consultation on relocation and catchment review when the new site is secured, required for 2023, part developer contribution funded.
- Extend Rosewell Primary School from single stream to a two stream primary school, required for 2022, developer contribution funded.

3.5 Penicuik

Catchment	2016 Housing Stock	New Housing	Projected Housing Stock
Bilston	958	845	1,803
Roslin	858	541	1,399
Glencorse	499	362	861
Mauricewood	1,060	583	1,643
Cuiken	1,629	504	2,133
Cornbank St James	2,052	31	2,083
Strathesk	2,286	32	2,318
	9,342	2,898	12,240

We forecast the **Penicuik** area, in the longer term, will have 680 pre-school, 2,380 primary and 2,000 secondary pupils.

The plan to provide additional primary school capacity for the area in the short-term is to extend Bilston, Cuiken and Strathesk Primary Schools to two-stream and to expand Sacred Heart Primary School to single stream. The plan to provide additional primary capacity for Glencorse is to build a replacement single stream school in Auchendinny which will require an input of capital from the Council for the cost of replacing existing capacity. The replacement school will be built with the flexibility to be extended, providing for possible future developments in the area such as the Glencorse Barracks.

The proposal to relieve the pressure on capacity at Lasswade High school is to reassign the Loanhead settlement to another secondary school on the A701 Corridor. Taking these pupils into account, we project there will be 2,475 secondary aged pupils residing in **Penicuik and the A701 Corridor**. Pre-consultation on secondary school provision for the area was undertaken in September 2016. A report on World-Class Secondary School Provision for Penicuik & A701 Corridor was submitted to Council in December 2016. The proposal is to build a replacement Beeslack High School on a new site in the Midlothian West Ward, to serve Loanhead, Paradykes, Bilston, Roslin and Glencorse, and to extend and refurbish Penicuik High School, to serve Mauricewood, Cuiken Cornbank and Strathesk.. There are ongoing discussions with Edinburgh University on securing a suitable site for a secondary school on the A701 corridor. Once a suitable site is identified we will move on to developing a funding proposal, which will require an input of capital from the Council for the cost of replacing existing capacity at Beeslack High School and upgrading existing capacity at Penicuik High School.

Penicuik Learning Community

	2046/47 Roll	Current Capacity	Planned Capacity	Year Required	Plan for providing additional school capacity
Beeslack HS	1,054	860	1,200	2022	Replace with new secondary school on A701 - rezone Loanhead area to new school and Mauricewood to Penicuik HS
Penicuik HS	967	945	1,300	2022	Penicuik HS requires adaptations & extension to accommodate Mauricewood
Total Secondary	**2,021**	**1,805**	**2,500**		
Bilston PS	387	210	420	2023	Extend Bilston to 2 stream (15 classes)
Roslin PS	282	305	305		Replacement Roslin opened (11 classes) Aug 2017
Glencorse PS	161	100	210	2023	Replace with new school at Auchendinny and relocate Glencorse
Mauricewood PS	379	420	420		
Cuiken PS	357	255	420	2018	Extend Cuiken to 2 stream - additional 6 classes required
Cornbank PS	276	330	330		
Strathesk PS	396	380	420	2022	Extend to 2 stream – 1 additional class required
Sacred Heart RC	145	125	210	2018	Extend to single stream - additional 2 classes
Total Primary	**2,383**	**2,125**	**2,735**		

Short term requirements to 2023
- Extend and refurbish Sacred Heart Primary School, including early years' expansion, initial cost estimate £3 million, part developer contribution funded.
- Extend Cuiken Primary School to two stream, relocate ASN provision and expand early years' provision, initial cost estimate £1.8 million, developer contribution funded.

- Present a further report to Council when a potential site has been identified for a secondary school along the A701. The cost of building the new school is part developer contribution funded with the aim to also secure funding in the next round of "Schools for the Future" funding via SFT. A catchment review will be required to rezone the Loanhead settlement to the A701 school and Mauricewood to Penicuik High School.
- Penicuik High School extension and adaptations required by 2022 to coincide with A701 school catchment review and accommodate pupils from Mauricewood area, part developer contribution funded.
- Extend Strathesk Primary School, one class extension, required for 2022, developer contribution funded.
- Extend Bilston Primary School to two stream, required by 2023, developer contribution funded.
- New primary school at Auchendinny to replace Glencorse Primary School, required by 2023, part developer contribution funded.

3.6 Denominational

Midlothian currently has 7 denominational primary schools. The 2011 census reports that 9.8% of Midlothian's population identified themselves as Roman Catholic while the analysis of pupils attending Midlothian primary schools in 2016 shows that 12.35% choose to go to a denominational school. It is notable that the school catchments where the proportion of pupils attending denominational primary schools is considerably in excess of 10% are Woodburn, Mayfield, Gore Glen and Rosewell. So in these areas the denominational schools are providing a significant amount of capacity for non-denominational pupils.

Of the 898 pupils attending our denominational primary schools, only 337 of those are Roman Catholic, which is 4.6% of our primary pupil population.

School	Capacity	Roll	Occupancy	Roman Catholic	Percentage of roll RC
Sacred Heart	125	119	95%	53	45%
St Andrew's	175	159	91%	54	34%
St David's	175	200	114%	69	35%
St Luke's	210	184	88%	53	29%
St Margaret's	100	63	63%	17	27%
St Mary's	210	142	68%	74	52%
St Matthew's	75	31	41%	17	55%
Total	**1,070**	**898**	**84%**	**337**	**38%**

The long term pupil roll projections for denominational schools have been prepared on the basis of the current proportion choosing denominational schools capped at 10% where the current uptake is greater.

Denominational Schools (also included in the preceding geographical learning community tables)

	2046/47 Roll	Current Capacity	Planned Capacity	Year Required	Plan for providing additional school capacity
St David's RC HS	674	892	892		
Total Secondary	**674**	**892**	**892**		
St David's RC PS	186	175	175	2028	Expand St David's PS
St Luke's RC	138	210	210		
St Andrew's RC	184	175	210	2026	Extend St Andrew's to single stream capacity (8 classes)
St Mary's RC	206	210	210	2029	Replacement St Mary's planned for August 2019
St Matthew's RC	37	75	75		
St Margaret's RC	67	100	100		
Sacred Heart RC	145	125	210	2018	Extend to single stream - additional 2 classes
Total Primary	**963**	**1,070**	**1,190**		

The requirement to consult on the development of a strategy for denominational school provision across Midlothian was agreed by Council in December 2015. Some progress has been made on the review of denominational school provision and further consultation work needs to be undertaken. Officers will progress the review of denominational school provision across Midlothian and bring a report back to Council early in 2018

3.7   Special School Provision - Saltersgate School

Based on the current rate of pupils requiring specialist support at Saltersgate we estimate that the increase in population will require a doubling of the number of places available. This is in addition to the four existing primary provisions and the enhanced nurture bases in secondary schools.

4.   Technical Information

Further information regarding the phasing and technical information can be found in the planning spreadsheet 2017-2047 in appendix 1.

5.   Financial Impact

Following the seminar and presentation of the Learning Estate Strategy in September 2017, Officers will undertake further work on the financial implications of the short term strategy so that these can be considered as part of the Council's Capital Strategy and General Service Capital Plan report which is expected to be presented to Council in November 2017.

6. Priority Projects and Phasing

Danderhall/Shawfair
1. Build a three stream replacement Danderhall Primary School, as agreed by Council in February 2017, required for August 2020.

Dalkeith
2. Build a new two stream primary school in Dalkeith with the capacity to extend to three-stream, required for August 2019.

Mayfield
3. Build a new two-stream primary in Easthouses to be located on the old Newbattle High School site, required for August 2019.
.
Gorebridge
4. Identify and safeguard a potential site for a secondary school to serve the Gorebridge area.

Newtongrange
5. Bring the capacity of Newtongrange Primary School up to two-stream, required for August 2021.

Bonnyrigg
6. Expand Burnbrae Primary School to three-stream by building additional capacity at the school campus on Rosewell Road, as approved by Council on 29 August 2017, planned for August 2019.
7. Enhance core facilities, such as toilets and changing facilities, at Lasswade High School to provide capacity for 1,600 pupils, required immediately.
8. Build a new primary school in Bonnyrigg on Hopefield Farm 2 housing development site (Hs12), required for 2022.
9. Build a three stream replacement Lasswade Primary School on a new site, required for 2023.

Rosewell
10. Extend Rosewell Primary School from single stream to a two-stream primary school, required for 2022.

Bilston
11. Extend Bilston Primary School to two-stream, required by 2023.

Penicuik
12. Extend and refurbish Sacred Heart Primary School, including early years' expansion, required for 2018.
13. Extend Cuiken Primary School to two-stream, required for 2018.
14. Present a report to Council when a potential site has been identified for a secondary school along the A701.
15. Penicuik High School extension and adaptations, required for 2022.
16. Extend Strathesk Primary School, one class extension, required for 2022.

Glencorse

17. New primary school at Auchendinny to replace Glencorse Primary School, required by 2023.

Denominational

18. Progress the review of denominational school provision across Midlothian and bring a report back to Council early in 2018.

The School Estate Requirements Timeline

[Please refer to A1 Overview]

Midlothian School Capacities & Pupil Census 2016

Primary School Name	P1	P2	P3	P4	P5	P6	P7	Total Roll	Planning Capacity	Occupancy
Bilston	15	13	9	9	10	5	--	**61**	242	25%
Bonnyrigg	57	60	63	57	63	66	65	**431**	459	94%
Burnbrae	66	58	58	54	45	35	32	**348**	459	76%
Cornbank	33	36	23	33	46	40	27	**238**	342	70%
Cuiken	38	30	27	38	31	26	38	**228**	267	85%
Danderhall	34	39	40	39	26	40	35	**253**	317	80%
Glencorse	3	5	4	2	6	5	--	**25**	100	25%
Gore Glen	20	5	9	5	5	5	1	**50**	459	11%
Gorebridge	39	56	52	35	40	40	51	**313**	459	68%
Hawthornden	49	52	35	45	53	49	61	**344**	434	79%
Kings Park	70	73	72	60	62	61	79	**477**	530	90%
Lasswade	44	57	49	56	50	60	63	**379**	367	103%
Lawfield	56	55	51	26	42	41	25	**296**	367	81%
Loanhead	26	23	28	26	28	31	31	**193**	217	89%
Mauricewood	51	37	53	57	57	55	41	**351**	484	73%
Mayfield	43	49	46	32	45	25	24	**264**	367	72%
Moorfoot	14	14	10	14	16	15	8	**91**	100	91%
Newtongrange	53	52	55	56	43	48	42	**349**	414	84%
Paradykes	39	41	30	47	29	46	28	**260**	342	76%
Rosewell	16	21	24	12	19	16	10	**118**	203	58%
Roslin	23	25	25	23	22	32	24	**174**	317	55%
Sacred Heart	18	23	19	17	13	18	11	**119**	125	95%
St Andrew's	26	19	25	25	22	18	24	**159**	199	80%
St David's	28	30	30	29	29	27	27	**200**	206	97%
St Luke's	34	21	25	22	35	24	23	**184**	242	76%
St Margaret's	12	9	12	5	10	7	8	**63**	100	63%
St Mary's	14	22	22	15	26	24	19	**142**	263	54%
St Matthew's	4	7	6	5	1	6	2	**31**	75	41%
Stobhill	30	30	30	26	32	21	25	**194**	242	80%
Strathesk	51	53	41	49	51	48	39	**332**	434	76%
Tynewater	27	28	20	23	27	22	22	**169**	242	70%
Woodburn	71	70	68	64	56	55	51	**435**	676	64%
Total	**1,104**	**1,113**	**1,061**	**1,006**	**1,040**	**1,011**	**936**	**7,271**	**13,438**	**54%**

Secondary School Name	S1	S2	S3	S4	S5	S6	Total Roll	Capacity	Occupancy
			Student Stage Breakdown						
Beeslack	106	120	107	125	120	77	**655**	860	76%
Dalkeith	160	110	145	154	123	83	**775**	1,050	74%
Lasswade	300	297	287	256	223	163	**1,526**	1,480	103%
Newbattle	191	147	152	171	144	101	**906**	1,050	86%
Penicuik	99	117	100	98	85	55	**554**	945	59%
St David's	111	103	83	97	106	71	**571**	945	60%
Total	**967**	**894**	**874**	**901**	**801**	**550**	**4,987**	**6,330**	**79%**

Special School Name	Roll	Capacity	Occupancy
Saltersgate	120	124	97%
Total	**12,378**	**19,892**	**62%**

Housing Development in Midlothian by Primary School Catchment Area

School	Total Properties in Catchment 2001	Total Properties in Catchment 2008	Total Properties in Catchment 2016	Proposed Housing Development 2016 onwards	Total future no. of properties in catchment
Danderhall/Shawfair	1,397	1,397	1,410	3,971	5,381
Newton Farm/Cauldcoats				1,250	1,250
Kings Park	3,063	3,232	3,246	330	3,576
Tynewater	832	856	921	120	1,041
Woodburn	1,673	1,911	3,113	448	3,561
Mayfield	1,418	1,436	1,638	722	2,360
Lawfield	1,978	2,037	2,194	128	2,322
Newtongrange	2,030	2,206	2,353	173	2,526
Gorebridge	2,234	2,292	1,412	402	1,814
North Gorebridge	0	0	1,230	513	1,743
Stobhill	479	479	757	30	787
Redheugh				1,300	1,300
Moorfoot	359	412	391	39	430
Bonnyrigg	1,500	1,567	1,481	670	2,151
Lasswade	1,928	1,943	2,160	87	2,247
Hawthornden	1,290	1,306	2,110	42	2,152
Burnbrae	1,216	1,218	1,586	256	1,842
Hs12				750	750
Rosewell	631	762	815	801	1,616
Loanhead	1,310	1,407	1,162	223	1,385
Paradykes	1,468	1,474	1,503	353	1,856
Bilston			958	845	1,803
Roslin	1,332	1,355	858	541	1,399
Glencorse incl Auchendinny	325	329	499	362	861
Mauricewood	1,476	1,645	1,060	583	1,643
Cuiken	1,702	1,725	1,629	504	2,133
Cornbank	1,025	1,025	2,052	31	2,083
Strathesk	2,256	2,386	2,286	32	2,318
Total	**32,922**	**34,400**	**38,824**	**15,506**	**54,330**
Growth in Housing Stock since 2001			**5,902**		**21,408**
			18%		**65%**

Map of Midlothian primary school catchments