



**Cairngorms**  
National Park Authority

Ùghdarras Pàirc Nàiseanta a'  
Mhonaidh Ruaidh

Formal Board Paper 1 Annex 1.14

13 March 2026

# Paper 1

# Annex 1.14



**Cairngorms**  
National Park Authority  
Ùghdarras Pàirc Nàiseanta a'  
**Mhonaidh Ruaidh**

Liveable places

# Schedule 14: Education

Cairngorms National Park Local Development Plan: Evidence Report

March 2026





# Schedule 14: Education

March 2026

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## Requirements addressed in this schedule

Table 1 Information required by the Town and Country Planning (Scotland) Act 1997, as amended (CNPA003), regarding the issue addressed in this schedule.

Section	Requirement
Section 15(5)(a)	the principal physical, cultural, economic, social, built heritage and environmental characteristics of the district,
Section 15(5)(b)	the principal purposes for which the land is used,
Section 15(5)(c)	the size, composition, health and distribution of the population of the district,
Section 15(5)(ce)	the education needs of the population of the district and the likely effects of development and use of land on those education needs,
Section 15(5)(cg)	the capacity of education services in the district,
Section 15(5)(d)	the infrastructure of the district (including communications, transport and drainage systems, systems for the supply of water and energy, and health care and education facilities),
Section 15(5)(e)	how that infrastructure is used,
Section 15(5)(f)	any change which the planning authority think may occur in relation to any of the matters mentioned in paragraphs (a) to (be)
Section 16(2)(a)	To take into account— <ol style="list-style-type: none"><li>The National Planning Framework and</li><li>Any local outcomes improvement plan (within the meaning of section 6 of the Community Empowerment (Scotland) Act 2015) for the part of their district to which the local development plan relates,</li><li>Any registered local place plan (see schedule 19) that is for the part of their district to which the local development plan relates.</li></ol>
Section 16(2)(b)	Are to have regard to such information and considerations as may be prescribed.
Section 16(2)(c)	May have regard to such other information and considerations as appear to them to be relevant.



Section	Requirement
Section 16B(3)(a)	The evidence report is to set out the planning authority's view on the matters listed in section 15(5) for land in the part of the authority's district to which the local development plan will relate,
Section 16B(3)(e)	Include such other matters as are prescribed.
Section 16B(4)(c)	The evidence report is also to include a statement on the extent to which the views expressed under paragraphs (a) and (b) have been taken into account in the report.
Section 264A	In the exercise, with respect to any land in a National Park, of any power under the planning Acts, special attention shall be paid to the desirability of exercising the power consistently with the National Park Plan as adopted under section 12(7)(a) of the National Parks (Scotland) Act 2000 (asp 10).

Table 2 Information required by the Town and Country Planning (Development Planning) (Scotland) Regulations 2023 (CNPA684), regarding the issue addressed in this schedule.

Regulation	Requirement
Regulation 9(2)(c)	The information and considerations are—...  any local development plan prepared for an area adjoining the local development plan area,



## Links to evidence

### International documents

- CNPA002 - United Nations Sustainable Development Goals

### Legislation

- CNPA003 - Town and Country Planning (Scotland) Act 1997
- CNPA004 - National Park (Scotland) Act 2000
- CNPA438 - Schools (Consultation) (Scotland) Act 2010
- CNPA634 - Natural Environment (Scotland) Bill as passed
- CNPA684 - Town and Country Planning (Development Planning) (Scotland) Regulations 2023
- CNPA749 - Local Government (Scotland) Act 1973
- CNPA875 - Roads (Scotland) Act 1984
- CNPA1216 - Town and Country Planning (Use classes) (Scotland) Order 1997
- CNPA1217 - Children and Young People (Scotland) Act 2014

### National documents

- CNPA008 - National Planning Framework 4
- CNPA009 - Local development planning guidance
- CNPA435 - Learning Estate Strategy 'Connecting People, Places and Learning'
- CNPA436 - The Condition Core Fact - Building better schools: Investing in Scotland's future
- CNPA437 - The Suitability Core Fact – Building better schools: Investing in Scotland's future
- CNPA467 - Determining Primary School Capacity
- CNPA468 - Curriculum for excellence through outdoor learning
- CNPA491 - Place Principle: introduction
- CNPA547 - Planning Circular 4 / 2025 Planning Obligations and Good Neighbour Agreements
- CNPA1128 Additional Support for Learning review: action plan - update
- CNPA1221 - Scottish Government Learning Estate Investment Programme: information

### Key agency documents

- CNPA469 - NatureScot: Young People – Learning Outdoors and Developing Skills



- CNPA1119 - NatureScot: Find a greenspace for outdoor learning

## **National Park Authority documents**

- CNPA010 - Cairngorms National Park Partnership Plan 2022
- CNPA016 - Cairngorms National Park Local Development Plan 2021
- CNPA058 - Grantown Grammar School Place Standard Tool Engagement 2024
- CNPA334 - Cairngorms National Park Local Development Plan 2021 – Delivery Programme 2025
- CNPA337 - Statistical areas used in the analysis of the Cairngorms National Park
- CNPA445 - Cairngorms National Park Local Development Plan Developer Obligations Supplementary Guidance
- CNPA681 - Kingussie High School Higher Criminology Students Place Standard Tool Engagement 2024
- CNPA682 - Kingussie High School S1 Geography Students Place Standard Tool Engagement 2024
- CNPA683 - Kingussie High School S3 Geography Students Place Standard Tool Engagement 2024
- CNPA833 - Cairngorms Local development plan place standard tool engagement with Kingussie High School Youth Forum 2025
- CNPA834 - Local development plan place standard tool engagement with the Cairngorms National Park Junior Rangers 2025
- CNPA835 - Cairngorms Local development plan place standard tool engagement with Aviemore Neurodiversity Support Youth Group 2025
- CNPA028 - Cairngorms National Park Gypsy and Traveller 2024
- CNPA528 - Cairngorms 2030
- CNPA1143 - Cairngorms National Park Authority calculations for revised school roll forecasts in Perth and Kinross
- CNPA1354 - Topic: Education - engagement version

## **Local authority documents**

- CNPA237 - Badenoch and Strathspey Area Committee Item 6: Badenoch and Strathspey Area Plan
- CNPA446 - The Highland Council: Schools Mapping Video
- CNPA447 - Highland Council Learning Policy
- CNPA448 - Highland Council Performance Plan 2022 – 2027
- CNPA449 - Highland Council Report: Establishing the Highland Investment Plan and Mechanisms to Fund and Deliver It. Agenda Item 9. Report number: HC/13/24



- CNPA450 - Highland Council Report: The Highland Investment Plan – Next Steps. Agenda Item 11. Report number: HC/19/24
- CNPA451 - Highland-wide Local Development Plan 2012
- CNPA452 - Highland Council: Economy and Infrastructure Committee Item 16 Report (ECI/30/2023) – Developer Contributions
- CNPA453 - Highland Council: Building Our Future Map
- CNPA454 - Moray Learning Estate Strategy 2022 – 2032
- CNPA455 - Aberdeenshire Council – Learning Estate Strategy 2024 – 2027
- CNPA456 - Aberdeenshire Council – Learning Estate Three Year Plan 2022 – 2025
- CNPA457 - Aberdeenshire Local Development Plan
- CNPA458 - Aberdeenshire Local Development Plan Developer Obligations and Affordable Housing Supplementary Guidance February 2024
- CNPA459 - Angus Council School Investment Strategy 2017 – 2047
- CNPA460 - Angus Council Local Development Plan 2016
- CNPA461 - Angus Council Local Development Plan 2016 Developer Contributions and Affordable Housing Supplementary Guidance July 2023
- CNPA462 - Perth and Kinross Local Development Plan
- CNPA463 - Perth and Kinross Council: Developer Contributions and Affordable Housing Supplementary Guidance December 2023
- CNPA464 - Perth and Kinross Learning Estate Strategy 2021
- CNPA465 - Perth and Kinross Learning Estate Management Plan 2021
- CNPA1368 - Aberdeen City and Aberdeenshire Council Housing Land Audit 2024
- CNPA574 - Aberdeen City and Aberdeenshire Council Housing Land Audit 2025
- CNPA578 - Angus Council Housing Land Audit 2024
- CNPA589 - Perth and Kinross Council Housing Land Audit 2023
- CNPA636 - Aberdeenshire Local Outcomes Improvement Plan 2017 – 2027
- CNPA637 - Angus Community Plan 2022 – 2030
- CNPA638 - Highland Outcome Improvement Plan 2024 – 2027
- CNPA639 - Moray Local Outcome Improvement Plan v2
- CNPA640 - Perth and Kinross Community Plan 2022 – 2032
- CNPA873 - Moray Council: Developer Obligations Supplementary Guidance
- CNPA892 - The Highland Council Local Development Plan Developer Contributions Supplementary Guidance (2018)
- CNPA939 - Perth and Kinross Council: Learning Estate Report by Strategic Lead, Property Services and Executive Director (Education and Children’s Services)
- CNPA1033 - Highland Council Schools and Catchments mapping tool



- CNPA1035 - The Highland Council: School Estate Management
- CNPA1069 - The Highland Council: Schools – additional support needs
- CNPA1076 - Moray Council: School Catchment Areas
- CNPA1091 - 2024 – 2027 HOIP Delivery Plan
- CNPA1108 - Moray Council meeting supplementary agenda
- CNPA1109 - Aberdeenshire Council: School catchments
- CNPA1111 - Aberdeenshire Council: Report to Education and Children’s Services Committee 20 March 2024. 2024 / 25 Based School Roll Forecasts
- CNPA1112 - Aberdeenshire Council: Enhanced Provision Support in Primary Schools Guidance
- CNPA1113 - Angus Council: School roll long range projections
- CNPA1114 - Angus Council: Children and Learning Committee 1 June 2023 - Report No 160 - Angus Learning Estate Update
- CNPA1115 - Angus Council: Additional support needs
- CNPA1116 - Perth and Kinross Council: Map of catchment areas
- CNPA1117 - Perth and Kinross Council: Schools – additional support
- CNPA1121 – The Highland Council Housing Land Audit 2024 Summary
- CNPA1122 - The Highland Council: School roll forecasts
- CNPA1123 - Grantown Grammer School roll forecasts
- CNPA1124 - Kingussie High School roll forecasts
- CNPA1125 - Moray School Roll Forecasts (January 2025)
- CNPA1126 – The Highland Council: Education Committee meeting report: Wednesday 27 August 2025, Item 7
- CNPA1127 - Angus Council Education and Lifelong Learning Plan 2022 – 2027
- CNPA1130 - Perth and Kinross Council: ASN specialist provision
- CNPA1131 - Perth and Kinross council Fairview School information
- CNPA1132 - The Highland Council Report: Draft Learning Estate Strategy (approved at committee 26 February 2025)
- CNPA1133 - The Highland Council: Agendas, reports and minutes. Badenoch and Strathspey Area Committee 3 November 2025. Item 7: Aviemore Primary School Developer Contributions
- CNPA1140 - Perth and Kinross Primary School Roll forecasts Session 2025 – 2026
- CNPA1141 - Perth and Kinross Secondary School Roll forecasts Session 2025 – 2026
- CNPA1142 - Highland Council School Roll Forecast methodology
- CNPA1144 - Aberdeenshire Council School Roll Forecasts (2024 based)



- CNPA1145 - Aberdeenshire Council: Report to Education and Children's Services Committee 20 March 2025
- CNPA1151 - The Highland Council Housing Land Audit 2024 (Storymap)
- CNPA1208 - Moray Council Local Development Plan 2020
- CNPA1219 - Highland Council Local Development Plan Delivery Programme 2025
- CNPA1220 - Aberdeenshire Council school roll forecast methodology
- CNPA1368 - Aberdeen City and Aberdeenshire Council Housing Land Audit 2024

## **Community action plans**

- CNPA063 - Aviemore, Rothiemurchus and Glenmore Community Action Plan: Looking to 2030
- CNPA064 - Blair Atholl Community Action Plan: Looking to 2030
- CNPA066 - Kingussie Community Action Plan: Looking to 2030
- CNPA119 - Ballater and Crathie Community Action Plan 2023
- CNPA121 - Braemar Community Action Plan
- CNPA122 - Carrbridge Community Action Plan: Looking to 2030
- CNPA127 - Kincaig Community Action Plan
- CNPA130 - Mount Blair Community Action Plan
- CNPA131 - Nethy Bridge Community Action Plan: Looking to 2030
- CNPA132 - Newtonmore Community Action Plan: Looking to 2030
- CNPA133 Strathdon Community Action Plan 2025
- CNPA374 - Boat of Garten Community Action Plan: Looking to 2030

## **Data sources**

- CNPA337 - Statistical areas used in the analysis of the Cairngorms National Park
- CNPA439 - Scotland's Census
- CNPA440 - Household Projections for Scottish Areas 2018-based
- CNPA424 - School Catchments – Scotland
- CNPA441 - Scottish Public Health Observatory Profiles
- CNPA442 - Small area population estimates (2011 Data Zone based)
- CNPA444 - Scottish Government: School education statistics (data)
- CNPA470 - Outdoor Learning Directory
- CNPA822 - Scottish Government: School estates supplementary statistics 2025
- CNPA824 - Scottish Government: School attendance and absence statistics 2023-24
- CNPA1120 - Stanford Centre for Education Policy Analysis: Teacher Turnover Affects All Students' Achievement, Study Indicates
- CNPA1150 - Scottish Government School estate statistics 2025 (data)



## Other relevant documents

- CNPA1118 - NAC STEM Hub: Outdoor learning – resources and websites
- CNPA1222 - Building Cost Information Service (BCIS) General Build Cost

## Consultation material

- CNPA1137 – Email from Aberdeenshire Council Education and Children’s Services regarding education infrastructure
- CNPA1138 - Email: Initial engagement attempt with Angus Council 27 September 2024
- CNPA1139 - Email: Follow up request to Angus Council requesting further information on education assets
- CNPA1148 - Email: Moray Council initial detailed information on school condition
- CNPA1149 - Email: Moray Council update on school condition data
- CNPA1225 - Email: Perth and Kinross Council school roll projections 2025 data
- CNPA1286 - Email: Perth and Kinross Council confirming no further information available on school condition
- CNPA1340 - Evidence report engagement responses
- CNPA1371 - Email from Perth and Kinross Council confirming error in Scottish Government reporting on capacity figures for Pitlochry primary and secondary schools
- CNPA1384 - Email from Angus Council confirming the school roll projections published on their website have been calculated taking into account the Housing Land Audit figures
- CNPA1419 – Email engagement with Highland Council regarding education infrastructure, condition and capacity for the schools in the Highland area of the National Park



## Summary of evidence

### Policy context

#### National Planning Framework 4

The National Planning Framework 4 (CNPA008) sets out the national spatial strategy for Scotland and is part of the statutory development plan. Its focus on the three main policy themes of sustainable, liveable and productive places aligns with Scotland's aim of delivering on the United Nations Sustainable Goals (CNPA002). National Planning Framework 4, in relation to Infrastructure and Services aims to deliver an infrastructure first approach to land use planning.

Policy 18 specifically addresses the infrastructure first approach intended to ensure infrastructure considerations are addressed at the earliest stage of the development plan process. The Local Development Plan needs to ensure existing infrastructure assets are being used sustainably and make provision for prioritising low-carbon solutions in development. Proposed infrastructure interventions need to ensure they meet the needs of the community they are intended to serve.

According to the policy local development plans must:

- Reflect evidence-based decisions about the current infrastructure's capacity, condition, needs and deliverability within the plan area.
- Consider the need for additional cross boundary infrastructure where a need is identified.
- Put forward a spatial strategy that reflects the infrastructure priorities, and where, how and by whom they will be delivered.
- Put forward a method of calculation for the type, level and location of the financial or in-kind contributions required, specifying which development (sites) these will be required for.

This schedule covers the provision of education infrastructure.

### Legislation and national documents

#### National Parks (Scotland) Act 2000

The National Park has four distinct aims as set out in The National Parks (Scotland) Act 2000 (CNPA004). As outlined in Schedule 1: Plan outcomes, these will be amended by the Natural Environment Scotland (Scotland) Bill (CNPA634) once enacted. These are, as to be amended by the Natural Environment (Scotland) Bill:



- To conserve and enhance the area's natural and cultural heritage.
- To promote sustainable management and use of the area's natural resources.
- To promote public understanding and enjoyment of the area's natural and cultural heritage.
- To promote sustainable economic, social and cultural development of the area's communities.

All of the aims are relevant to the matters discussed in this schedule. The aims are all to be pursued collectively. However, if there is conflict between the first aim and any of the others, greater weight is given to the first aim (as set out in Section 9(6) of the 2000 Act).

### **Local development planning guidance**

The local development planning guidance (CNPA009) which supports the National Planning Framework 4 (CNPA008) requirements of the new style Local Development Plan sets out the need to consider the following in relation to education infrastructure:

- Education capacity – including early years; primary; secondary; additional support
- needs; further; and higher education services

Data on early years is limited, with no published capacity data available, however this has been requested from the relevant authorities and will inform the Proposed Plan. There are no higher education services in the National Park, the closest being in Inverness. Therefore, no information on higher education is provided in this schedule.

As suggested in line with the guidance a 'Red Amber Green' rating system has been applied in this schedule to both the forecasted capacity of the schools in or serving the residents of the Cairngorms National Park and the condition and suitability rating provided by Scottish Government (CNPA1150).

### **Learning Estate Strategy**

The national Learning Estate Strategy (CNPA435) recognises the importance of the learning estate in supporting outcomes that are necessary for a more successful Scotland. It sets out the vision for: 'a learning estate which supports excellence and equity for all': The National Learning Estate Strategy is aligned to the education policy aims, set out in the National Improvement Framework of achieving excellence and equity for all children and young people and closing the poverty related attainment gap.



The Learning Estate Strategy and its guiding principles provide a platform for investment in the learning estate across Scotland and setting out Scotland's strategic approach for managing the learning estate. The Learning Estate Strategy guiding principles are that:

1. Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners.
2. Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners.
3. The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value.
4. The condition and suitability of learning environments should support and enhance their function.
5. Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle.
6. Learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled.
7. Outdoor learning and the use of outdoor learning environments should be maximised.
8. Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all.
9. Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential.
10. Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

The Strategy also places an emphasis on placemaking. With investment in the learning estate offering the opportunity for a place-based approach to improve local outcomes, co-ordinating and integrating local services to support communities. The Strategy points to the Place Principle (adopted by the Scottish Government in March 2019) (CNPA491) to encourage a shared understanding of place and the need to take a more joined up collaborative approach to services and assets within a place to achieve better outcomes.

Furthermore, the Learning Estate Strategy aligns with Scottish Government's continuing presumption of mainstream education, planning for inclusion must be a main consideration in new school design.



## Learning Estates Investment Programme

The National Learning Estates Investment Programme (CNPA1221) contains set targets based on the principles of the Learning Estate Strategy; Connecting People, Places and Learning. These five targets are a condition of the funding offer from the investment programme; however, the targets are intended to be applied to any project regardless of the funding source:

1. Condition: The Condition and Suitability of the building must remain in category A or B for the duration of the lifecycle period.
2. Energy Efficiency: An energy target of 67kWh/m<sup>2</sup> per annum for core operating hours with certain areas excluded.
3. Digital: The facility must be capable of supporting a 1GB/s digital service throughout all learning spaces.
4. Economic Growth: Create a minimum number of new jobs, dependent of project capital value, as per the Construction Industry Training Board published benchmark.
5. Embodied Carbon: Reducing whole life carbon is key to ensuring the long-term sustainability of the learning estate. There is opportunity to significantly reduce the Construction Embodied Carbon footprint from inception, through design and construction to practical completion.

In addition to the space standards set out by the Scottish Futures Trust (SFT) for internal space, an external metric for outdoor covered space for social, dining, sports and outdoor learning has recently been established.

### Schools (Consultation) (Scotland) Act 2010

The Schools (Consultation) (Scotland) Act 2010 (CNPA438) establishes a consultation process in respect of school closures and other major changes that effect schools. The Act was amended by the Children and Young People (Scotland) Act 2014 (CNPA1217). The final part of those amendments, relating to the School Closure Review Panels, came into force on 30 March 2015.

It provides the framework for Scottish Ministers to 'call in' a local authority decision, special safeguards for rural schools and sets out a five-stage consultation process, including the preparation of an Educational Benefit Statement. Scottish Government has provided further guidance for Local Authorities on the Act.

This guidance sets out the requirement to thoroughly prepare before undertaking any consultation exercise. Local Authorities will need to undertake significant preparation, have robust information and ensure any proposal demonstrates educational benefits



before consulting on any changes. For example, in the case of rural schools if the reason for a proposal to close a school is a falling roll, the Authority should demonstrate what it has done to tackle this within any proposals. The Authority must also identify other reasonable alternatives, and full consideration should be given to maintaining the current school. The Authority is required to invite representations on these alternatives, as well as requesting suggestions regarding other reasonable alternatives.

The 2010 Act makes special arrangements in regard to rural schools, establishing a procedural presumption against the closure of rural schools. Extra financial provision is made for schools with a roll less than 69.

Education Scotland have developed complementary guidance which provides details on the role of the HM Inspectorate of Education. Another aspect to consider is changing a school status to mothballed: In considering alternatives to closure, local authorities may choose to consider 'mothballing' a school (or a stage of education or a nursery class at a school). This is a temporary closure which does not lead to a consultation under the 2010 Act. It is only appropriate in very restricted circumstances. When a school roll falls very low, the authority and / or community may consider that the school is not presently viable but do not wish to close it immediately because there is a reasonable prospect that the number of pupils in the area will increase such that it should be re-opened in the future.

## **National Park Authority documents**

### **Cairngorms National Park Partnership Plan 2022 – 2027**

The Cairngorms National Park Partnership Plan (CNPA010) does not contain any outcomes or policies that specifically address the provision or education infrastructure in the National Park. However, there are a few that have interrelationships.

Outcome B1 aims to increase the proportion of young people and working-age people in the National Park between 2020 and 2045. The actions that support this are:

- Develop and implement a Local Development Plan.
- Develop a green skills / youth apprenticeship project to help grow a strong working-age population (see People objective B4 – Skills and training).
- Grow the influence and level of youth participation in the Cairngorms Youth Action Team.
- Heritage Horizons: Cairngorms 2030 programme (CNPA528).

If successful, it may increase the requirement for school places in the National Park.



Policy B4 aims to provide opportunities for inspiration, learning and understanding through engaging with people. Part b puts a particular focus on creating opportunities to support the delivery of the Curriculum for Excellence and education beyond school.

The following Cairngorms 2030 project is related to the topic of education:

- Climate learning and education – which aims to empower and inspire young people and educators in the National Park to take forward pro-environmental behaviours and activity.

While the Local Development Plan would not directly influence the delivery of the Curriculum of Excellence or climate learning and education, staff and pupils using education facilities should be appropriately served by infrastructure.

## **Cairngorms National Park Local Development Plan 2021 - Delivery Programme 2025**

The Delivery Programme (CNPA334) sets out how the Cairngorms National Park Authority proposes to deliver the Cairngorms National Park Local Development Plan 2021. The aim of the Delivery Programme is to achieve the intended outcomes of the Cairngorms National Park Local Development Plan, as set out in its vision, spatial strategy, policies and proposals. The Delivery Programme is the Cairngorm National Park Authority's main project management tool for the local development plan and will be used to help monitor progress.

The Community Information section of the Local Development Plan sets out the types of developer contributions that are anticipated in each settlement of the National Park. Policy 11 of the current Plan states that the Delivery Programme will be used to publish any updates to the developer contributions that are anticipated for each settlement.

The Delivery Programme sets out information with regards to the current position on developer contribution for education.

Table 3 Education developer contribution considerations in the Cairngorms National Park Authority Local Development Plan 2021 Delivery Programme 2025 (CNPA334).

<b>Abernethy Primary School</b>	Abernethy Primary School in Nethy Bridge is expected to reach 90% capacity in 2025 / 2026, which will fall to 82% in 2026 / 2027. Although the longer-term forecasts do not indicate any further capacity issue in terms of education capacity falling from 76% in 2028
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	/ 2029, any development should consider its immediate impact on existing primary school provision and Highland Council should be consulted especially in relation to windfall sites in Nethy Bridge.
<b>Carrbridge Primary School</b>	There remain educational capacity constraints in the forecasts for Carrbridge primary school with capacity reaching 103% in 2025 / 2026. This is forecast to fall to 99% in 2026 / 2027 and continue to fall over the forecast period. From 2028 / 2029 there is not expected to be future capacity constraints above 80% until 2038 / 2039
<b>Newtonmore Primary School</b>	At Newtonmore Primary in 2025 / 2026 the capacity is expected to reach 91% and fall to 86% in 2026 / 2027. Although it will continue to fall until 2029/ 2030, it is forecast to rise again from 2031 / 2031 (79%) and continue to rise to 90% in 2037 / 2038. This indicated there could be future capacity constraints at this school.
<b>Aboyne Academy</b>	Capacity at Aboyne Academy is forecast to be 88% in 2025 and will fall to 80% in 2028. As the forecasted capacity remains above 80% for the forecast period, Aberdeenshire Council should be consulted to determine if developer contributions toward education provision are necessary.
<b>Alford Academy</b>	Alford Academy is forecast to be at 102% capacity in 2025, falling slightly to 96% in 2028. Aberdeenshire Council should be consulted to determine if developer contributions toward education provision are necessary.

Although the Delivery Programme provides the current position for developers in terms of education developer contribution requirements in the National Park, this schedule provides the most up to date information (available at the time of writing) in terms of predicted school roll forecasts. Therefore, there are no implications arising for the proposed plan pertaining to the proposed plan as the data presented later in this schedule has been used to inform conclusions and subsequent implications.

## Local authority documents

### **Aberdeenshire Council Learning Estate Strategy 2024 – 2027**

The Aberdeenshire Council's Learning Estate Strategy for 2024 – 2027 (CNPA455) focuses on creating a sustainable, inclusive, and equitable learning environment. The strategy, titled 'Connecting People, Places, and Learning', outlines several key areas:

- Sustainability: emphasis on reducing the carbon footprint of school buildings and promoting environmentally friendly practices.



- Inclusion and equity: ensuring all students have access to high-quality education, regardless of their background or location.
- Digital integration: enhancing digital infrastructure to support modern learning methods.
- Community engagement: involving local communities in the planning and development of the learning estate.

The strategy also includes guidelines for school capacity, transport, catering, and asset management to ensure efficient use of resources.

In Aberdeenshire the Education and Children's Services provide a wide range of services to all communities in Aberdeenshire including Education (Early Years, Primary, Secondary and Additional Support Needs) and Children, Young People and Family Services. In order to provide these services, Education and Children Services manages a large number of property assets including schools, community campuses and community facilities.

The Strategy sets out that due to the large and diverse nature of the Aberdeenshire school estate there are schools that will require improvement and updating over time, improving accessibility will be taken into consideration prior to any planned refurbishment works. Schools are identified and prioritised for refurbishment based on:

- Known requirements for existing pupils.
- Suitability Core Facts.
- Planning for pupils within the cluster.

The analysis of the accessibility facts provides Aberdeenshire Council with robust information to ensure that there is a strategic approach to improving accessibility throughout the Learning Estate. There will be some instances where improvements to a pupil's zoned school is not possible, an accessible alternative will be made available with suitable transport. New buildings will be accessible to all children and adults including those with a non-physical disability.

The strategy sets out that all new schools must have the following accommodation:

- Low sensory stimulation area.
- Multi-sensory spaces.
- The facility to install hoists if required in future.
- Accessible toilets which are wide enough to allow two adult assistants with plinth and to be located with pupil toilets.



- Shared intervention spaces for nurture and small group working.
- Break out spaces adjacent to classrooms.
- Sufficient storage space for specialised equipment.

Within the existing estate, each academy and one primary school in each network is designated as an Enhanced Provision school those in or taking students from the Cairngorms National Park area include Aboyne Nursery, Primary and Secondary (academy) schools and Afford Nursery and Community campus.

### **Aberdeenshire Council Learning Estate Three Year Plan 2022 – 2025**

The Learning Estate Plan (CNPA456) sets out the work plan for the Learning Estates Team supporting the delivery of the Learning Estate Strategy.

In the Marr area of Aberdeenshire, the Plan sets out the following key areas of work:

- Scoping of works at Alford Primary following outcome of post occupancy evaluation.
- Online survey to all residents of Dinnet following a request by Logie Coldstone School Parent Council.
- Major capital investment at Aboyne Primary School to reconfigure facilities, refurbish welfare facilities and enhance the outdoor learning environment.

The proposed plan will also be informed by the next plan covering the next period from 2026, when it has been published.

### **Angus Council School Investment Strategy 2017 – 2047**

The Council School Investment Strategy (CNPA459) sets out guiding principles for the learning estate, rather than a detailed plan for investment. It sets out proposals for addressing the needs of Angus schools over a 30-year period. Projects were identified for delivery across several phases, with the approach to prioritisation approved by elected members. Angus Council also committed to a full review of the Schools for the Future Programme in 2020 (CNPA1114). Due to the pandemic this was not progressed.

Although there are no schools within the National Park boundary in the Angus Council area, the flowing primary and secondary schools have catchments that extend over the National Park boundary:

- Isla Primary School
- Cortachy Primary School
- Edzell Primary School
- Webster' High School



- Brechin High School.

The strategy sets out the proposal to develop Edzell as a rural school for the Brechin Cluster (2018 / 2019). It also sets out the Councils Plans to address early year's needs at Edzell; anticipate needs arising from housing developments at Edzell; and improve its suitability as a school for the future.

The following schools will be reviewed under the Strategy during the period from 2029 – 2047:

- Cortachy Primary School
- Isla Primary School
- Brechin High School

### **Angus Council Education and Lifelong learning Plan 2022 – 2027**

The Education and Lifelong Learning (ELL) Directorate Improvement Plan 2022 – 2027 (CNPA1127) is one element in a wider suite of national and local improvement plans. The Education and Lifelong Learning Directorate plan takes account of both national, regional and local context and is aligned with the Angus Council planning and evaluation cycle. The Plan supports the Angus Community Plan 2022 – 2030 (CNPA637).

The Additional Support for Learning (ASL) Action Plan (CNPA1128) sets out the National Additional Support Needs review and recommendations of 'Support for Learning: All Our Children and All Their Potential'. 32.3% of children and young people in Scotland have an additional support need. In Angus there are increased level of additional support needs. The Plan sets out the outcome to:

- Review the Additional Support for Learning service around themes of support, inclusion and equity

As none of the school in the Angus area serving the residents of the National Park are within the National Park boundary, it is unlikely the outcomes of the review will have any bearing on the proposed plan. It should also be noted that only a very small proportion of the National Park's residents live and study in the Angus area of the National Park. Therefore, there are no implications for the proposed plan, identified at this stage, arising from the Angus Council Education and Lifelong learning Plan.



### **Highland Council Performance Plan 2022 – 2027**

One of the key strategic priority outcomes listed in the Highland Priorities in the plan (CNPA448) is to deliver a 'Fair and Caring Highland'. The priority includes the aim to improve outcomes including attainment, achievement, positive destinations for all children and young people with a particular focus on literacy, numeracy, and our most vulnerable learners. The targets are aimed at attainment and attendance of school children, and while the Local Development Plan would not directly influence these targets, staff and pupils using education facilities should be appropriately served by infrastructure.

Under the priority addressing the delivery of resilient and sustainable communities, Highland Council aim to ensure the annual delivery of Scottish Government Safer Routes to School Grant funding programme which is expected to continue annually through individual schools applying for funding.

### **The Highland Council Raising Attainment and Achievement Strategy 2025 – 2028**

In August 2025, The Highland Council reported its progress in implementing the new structure of the Raising Attainment and Achievement Strategy (RAAS) 2025-2028 and its plans to ensure continuous improvement in Education and Learning (CNPA1126).

The Raising Attainment and Achievement Strategy will be fully realised over the next three years and annually reviewed. As well as covering the four areas outlined as part of the Raising Attainment and Achievement Strategy (Leadership, Learning and Teaching, Curriculum and Data), the new plan will also capture other actions required to ensure a focus on priorities. Therefore, the 2025 / 2026 Education and Learning Improvement / National Improvement Framework (NIF) plan will include key areas of work that require focussed improvement activity to underpin the Raising Attainment and Achievement Strategy: Implementation of the Parental Involvement and Engagement Strategy; an updated Health and Wellbeing Strategy; and a focus on Inclusive Practice and Additional Support Needs.

At present there are no implications arising from the draft Raising Attainment and Achievement Strategy. The published Raising Attainment and Achievement Strategy and 2025 / 2026 Education and Learning Improvement / National Improvement Framework (NIF) plan, when published will be reviewed to establish if there is a further need to consider them during the preparation of the Proposed Plan.



### **Highland Council Learning Policy**

This policy is currently under review by the Highland Council (November 2025) (CNPA447) and is therefore unable to be reviewed in relation to the development of the Proposed Plan.

### **Highland Council Investment Plan**

The Council approved a report in May 2024 (CNPA449) setting out the Highland Investment Plan worth £2 billion over the next twenty years. The Highland Investment Plan will be a long-term investment programme, which incorporates the commitments contained in the existing, approved, core five-year capital programme and adds to this new investment commitments in roads and transport, as well as a longer-term strategy for the school, depot and office estate as outlined in the report.

In the report the Council outline their future plans for schools, stating that the investment will deliver improvements to around half of its Early Learning and Childcare (ELC), primary and secondary school estate. Through it over 4,000 secondary pupils will see their school buildings improved from a C rating for Condition and / or Suitability to at least a B rating over the next ten years, representing a third of the secondary school estate<sup>1</sup>. There will be similar benefits to primary and early years children.

Longer-term investment priorities are subject to a range of factors, such as future building condition issues and demographics. The main categories are as follows:

- Major projects: new build or substantial retrofit projects.
- Medium projects: schools likely to require significant investment; some schools currently rated as 'A' or 'B' will require life-cycle investment at some point in the future, on building elements such as roofs, windows, heating, or electrical installations.
- Remaining 'C' rated buildings: investment will be required to achieve at least a 'B' rating.
- Remaining 'A' or 'B' rated buildings: investment will be required to maintain at least a 'B' rating.
- Sufficiency issues: schools with roll pressures forecast for the coming years.

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<sup>1</sup> The condition of the school buildings is assessed in line with Scottish Government Guidance - Condition Core Fact (CNPA436). All education facilities are graded as follows: A – Good B – Satisfactory C – Poor D – Bad. The Senior Property Inspector and the Property Inspector, employed by Technical and Property Services, visit and survey every school building annually. The buildings are surveyed by carrying out non-intrusive visual inspections to all accessible areas. High level areas are surveyed where access is available, from adjacent vantage points, or from the ground. Each key building element is scored in accordance with the criteria set out in the aforementioned guidance.



Highland Council have published an online video (CNPA446) showing the current capacity and project timelines for planned improvements to all the school in the Highland region. The video shows that the Investment Plan will generate solutions across the Highland area, in line with previously agreed policy regarding maximising best value for future spend. The project included looking at outcomes for 92 schools across the Highland area. Major projects (11 year onwards) include Grantown Grammar School and Kingussie High School in the Cairngorms National Park.

The Highland Council report titled: 'The Highland Investment Plan – Next Steps' (CNPA450) sets out details of the phase one and two projects delivery plans. There are no schools in the National Park listed for phase one delivery. In phase two Grantown Grammer School and Kingussie High School are confirmed as longer-term priorities. No further detail on planned works at these schools is included in this report.

### **Highland Council: Learning Estate Strategy: Connecting People, Places and Learning**

In February 2025 the Council's Education Committee (Wednesday 26 February 2025), Members approved the Learning Estate Strategy (CNPA1132). The Learning Estate Strategy aligns with the local priorities set out within the Highland Investment Plan (HIP) vision for developing its learning estate.

The Learning Estate Strategy (CNPA1126) provides the vision and methodology for creating spaces that will enhance and sustain communities across the Highlands. It aims to support children and young people through their learning journey from early years through to primary and secondary education, including delivering for Additional Support Needs and enhanced provisions to meet the needs of all learners.

The Learning Estate Strategy supports the school estate management planning process allowing the Council to identify the need for investment going forward and to prioritise accordingly and in a way that is open and objective.

The Learning Estate Strategy will support the strategic prioritisation of future capital investment linked to the Highland Investment Plan approach outlined in Section 7. Through the long-term investment strategy, The Plan sets out the intention to bring all the Highland schools up to, or sustain them at, Condition and Suitability ratings of at least "B". The required works will range from minor fabric improvements or refurbishment projects to major renovations and new builds.



The Learning Estate Strategy also sets out how school capacity modelling and roll forecasting is currently carried out for the Highland area schools. In terms of Primary School Capacity Modelling: The Scottish Government issued the guidance document 'Determining Primary School Capacity' in 2014. This was subsequently adopted by Highland Council and is used as the basis to determine the Planning and Working Capacity of all Primary Schools. The guidance stated that "Following consultation with Local Authorities, it was generally agreed that providing guidance on calculating Secondary School capacities was not a priority at this time."

In relation to secondary school capacity modelling, the Strategy reports that Primary School Capacity Modelling: The Scottish Government issued the guidance document 'Determining Primary School Capacity' in 2014. This was subsequently adopted by Highland Council and is used as the basis to determine the Planning and Working Capacity of all Primary Schools. The guidance stated that 'Following consultation with Local Authorities, it was generally agreed that providing guidance on calculating Secondary School capacities was not a priority at this time'.

The Strategy also address special school capacity modelling stating that local authorities are not required to report to the Scottish Government on the capacity of Special Schools, a separate exercise is underway to establish a consistent approach to this as well. This will result in a consistent approach to determining the Planning and Working Capacity of all schools in Highland.

The Strategy also sets out the optimum occupancy levels for education settings which is 90% of the planning capacity.

The Learning Estate Strategy also contains information on the Council's five-year capital programme, outlined as previously mentioned in the section covering the Council's Investment Plan, it contains no investment plans for school in the National park area of the Highland region.

### **Moray Council Learning Estate Strategy 2022 – 2032**

The Moray Council Learning Estate Strategy 2022 – 2032 (CNPA454) aligns with both the Scottish Government's 'Scotland's National Learning Estate Strategy: Connecting Peoples, Places and Learning' and the National Improvement Framework and the local priorities set out in Moray Council's Local Outcomes Improvement Plan (LOIP) and Corporate Plan.



The Strategy sets out a commitment that all learning premises should be a minimum B standard for both condition and suitability, recognising that the quality of the learning environment can impact on learning and attainment.

The Learning Estate Strategy covers Early Learning, Additional Support Needs (ASN), and Primary and Secondary Education. It sets out a ten-year plan on how Moray Council will work to optimise its investment of resources in a prioritised manner to meet the future needs of learning and teaching. The Strategy's aspirations and key drivers of excellence, inclusion, place and sustainability are underpinned by 10 Guiding Principles of the National Learning Estate Strategy.

A range of factors influence the Strategy proposals and their delivery. These include pre-school / school roll trends, Additional Support Need (ASN) requirements, early learning centre/school/enhanced provision capacities, space to grow, building condition (fabric, safety and security), building sustainability, educational factors such as opportunities for outdoor learning and pupil choice, community benefit factors, partnership opportunities to align building investment across local public sector providers, house build completions and net zero targets.

Together these factors will determine future recommendations to close, merge, extend, build, rezone or mothball educational facilities in Moray. The Proposed Plan for the Cairngorms National Park will be informed by the Strategy to determine the future planning and coordination of the learning estate with development in the Moray area of the National Park.

The requirement for an overall Additional Support Needs Strategy is under consideration by Moray Council. Additional Needs Support requirements can have an impact on the learning estate in terms of the size of buildings given higher space ratios per pupil, etc. and outdoor learning environments. Work is in progress at Moray Council with early health data to inform an understanding of the primary school Additional needs Support requirements and similarly with primary school Additional Needs Support data to inform secondary school Additional Needs Support requirements. This will inform an overall Additional Needs Support Strategy which may have an impact on the infrastructure requirements for the learning estate. Where an impact has a spatial implication, for example, the need to identify land for additional accommodation, access to outdoor space, etc. for schools within the National Park this will be reflected in the Proposed Plan.



The Learning Estate Strategy high level programme set out a number of priority projects over the 2022 – 2032 period, none of which are within the National Park.

### **Perth and Kinross Learning Estate Strategy 2021**

Perth and Kinross Council's Education and Children's Services provide a wide range of services to all communities in Perth and Kinross including Education (Early Years, Primary, Secondary and Additional Support Needs) and Children, Young People and Family Services. The Learning Estate Strategy (CNPA464) considers the development and management of the learning estate in the context of meeting national and local outcomes, planning ahead and providing best value and benefits to Perth and Kinross's communities.

The Strategy aligns with and complements the Council's recently approved Investment Blueprint and 30-year Investment Plan. Representing approximately 80% of the Council's property estate, the Learning Estate Strategy will help to inform development of the Council's Corporate Property Asset Management Strategy which will set out the future strategy direction for all Council owned property assets.

The only school associated with the Cairngorms National Park highlighted in the Strategy for investment is Blairgowrie High School, which needed a replacement recreation centre – this was completed in 2023.

### **Perth and Kinross Learning Estate Management Plan 2021**

The Learning Estate Management Plan 2021 (CNPA465) delivers the Learning Estate Strategy 2021.

In January 2024, Perth and Kinross Council published a report (CNPA939) to provide an update on the work undertaken to review the learning estate. The report considered the following:

- The feasibility of introducing Early Learning and Childcare provision in all rural primary schools currently without one.
- Perth and Kinross wide catchment analysis that seeks to utilise available capacity to ensure all current schools have a sustainable future roll.

### **Local Outcome Improvement Plans**

Local outcome improvement plans (LOIPs) outline key priorities for each community board area that have been identified through a range of engagement processes and are based on the needs of local communities.



They set out an approach to working with and empowering our local communities, enabling them to contribute to, influence and shape locally identified actions around the priorities to achieve improved outcomes for their areas.

The Cairngorms National Park overlaps five local authorities which all have individual Local outcome improvement plans (or referred to community plans). A summary of matters relating to the Education Schedule have been included in this section for each local authority. The proposed plan should support the outcomes contained in the Local outcome improvement plans in the National Park.

### **Aberdeenshire Local Outcomes Improvement Plan 2017 – 2027**

There are no implications arising from the Aberdeenshire Local Outcomes Improvement Plan (CNPA636), however no information in the place-based community planning priority is available at the time of writing as it is still being developed. The proposed plan will be informed by any arising relevant priorities published during its preparation.

### **Angus Community Plan 2022 – 2030**

Under the priority: 'Caring for our people' the Angus Community Plan (CNPA637) outlines its commitment to children and young people stating:

- 'Our focus is on ensuring that every child has the best start in life, has access to quality early years provision and support throughout their education, and ensuring children are supported to make good choices for their future.'

The plan sets out the action to:

- Deliver the priorities in the Angus Education Plan.

The plan also sets out targets for the percentages of children travelling to school. More information on active travel to school is provided in Schedule 11: Sustainable Transport.

### **Highland Outcome Improvement Plan 2024 – 2027**

The vision set out in the Highland Outcome Improvement Plan (CNPA638) includes:

- Prosperity: Creating opportunities for all people and places to prosper and to thrive economically.

The proposed plan should support the delivery of the related outcome that:

- Young people have access to employment, education, training and recreational opportunities to retain them in Highland.



There are no implications for this schedule arising from the 2024 – 2027 Highland Outcome Improvement Plan Delivery Plan (CNPA1091).

### **Moray Local Outcome Improvement Plan v2**

The Moray Local Outcome Improvement Plan (CNPA639) highlights one of Morays main issues being:

- An outward migration of young people leaving school for higher education and a poor rate of return in later years.

This could also be considered applicable in the Cairngorms National Park as there are no further education providers in the National Park. The closed further education provider to the National Park would be in Inverness. To address this proposed plan should support any proposal for further education campuses or teaching centres in the National Park. There are also transport considerations for accessing further education for the residents in the National Park and these matters are covered in Schedule 11: Sustainable transport.

Under the overarching priority: Raising aspirations, there is a Moray (baes) priority aimed at building a better future for the area's children and young people. This includes, in the outcome, a place where children and young people 'have opportunities to learn... and reach their full potential'. The plan aims to work toward a reduction in inequalities in educational attainment.

### **Perth and Kinross Community Plan 2022 – 2032**

The Perth and Kinross Community Plan (CNPA640) sets out the following actions to support school education in Moray:

- Target families to receive funding for nutritional meals and activities during school holiday periods.
- Investigate and trial integration of Holiday Hunger and Food Bank initiatives to offer consistent support– Fuelled for Fun
- Introduce STEP Starter Sacks for Gypsy and Traveller families with pre-school children (currently a pilot).

There are no implications arising from the Perth and Kinross Community Plan for the proposed plan.



## **Badenoch and Strathspey Area Place Plan**

The Plan (CNPA237) is an overview of local priorities and opportunities expressed in existing plans, strategies and recent community engagement, it aims to provide a clear statement of identified priorities, strengths, challenges, opportunities and community aspirations within one consolidated 'Plan', which can be referred to by Council services, public services, groups and organisations operating in Badenoch and Strathspey. This will help to ensure service provision, funding and developments reflect collective community wants, needs and priorities.

The Plan is split between three headings: People, Place and Prosperity. In relation to this schedule, under the Prosperity heading the plan addresses the following priorities:

- Education and Childcare

The Plan does not set out any specific actions arising from this priority but does highlight the potential issues arising from the fact that the area is shaped by its rural nature, with schools serving small, dispersed communities. The geography and low population density in the area mean pupils often travel long distances to school, impacting attendance, extracurricular participation, and wellbeing. Small school rolls can lead to composite classes, limiting peer interaction and placing additional demands on teachers to differentiate learning. It further notes that recruiting and retaining staff can be adversely affected by housing availability and local amenities and facilities.

The Area Place Plan will serve as a foundational framework from which more detailed and targeted actions can be developed. The intention is that this will be an evolving plan, and this is the first version of an area plan for the Badenoch and Strathspey region. In the first instance an action plan will be created to set out the route for delivery of the priorities within the Badenoch and Strathspey Area Place Plan. The action plan will seek to:

- Further understand and develop priorities, in discussion across all sectors
- Set out to identify the best mechanism for delivery and the range of partners to be involved
- Assess potential barriers
- Assess potential funding opportunities

The Proposed Plan will take into consideration the Action Plan once it has been published and this will inform the preparation of the Proposed Plan.



## Community action plans

The following action plans identified issues and / or priorities relating to education.

### **Aviemore, Rothiemurchus and Glenmore Community Action Plan: Looking to 2030**

Within the Plan (CNPA063), under the theme of 'a socially connected community' the priority to improve leisure facilities for residents includes the action to finish the outdoor classroom. There is a suggestion for a large wooden outdoor play park incorporated within a woodland walk, for children of all ages. This could have a walk incorporated with different play/ sensory / educational areas. This would serve the community as well as the tourists, perhaps with a cafe for during the summer. There are no other direct actions proposed in regard to education provision in Aviemore. It should be noted there are comments praising the local amenities including the school.

### **Ballater and Crathie Community Action Plan 2023**

Under the strategic goal to provide childcare provision the Action Plan (CNPA119) sets the following outcome:

- To work with local community groups and businesses and the relevant agencies to create a framework for Childcare Provision based on current need but aspirational requirements to attract the younger / family demographic to the community. We will deliver the identified requirements from parent and toddler / playgroup / childminder / creche / nursery / breakfast and after school clubs.

A survey suggestion included the suggestion that the Business and Community Consortium could provide nursery; recruitment of childminders; funding for pre and after school clubs.

### **Blair Athol Community Action Plan: Looking to 2030**

The Action Plan (CNPA064) contains a number of properties relating to education and childcare. Under the priority for sustainable community spaces and delivering community needs there was an action set out to:

- Start a Youth Club for after school activities.

A positive response from the community regarding the existing school was that:

- The 'school is great and children can walk to primary school, lots of outdoor learning'

A suggested improvement that was noted regarding education was to:

- Support primary school with polytunnel learning and use.



### **Boat of Garten Community Action Plan: Looking to 2030**

Under the theme of a 'climate conscious community' the plan (CNPA374) sets out the suggestion to improve active travel links and implement a scheme to reduce the number of cars doing the school run every day. There is also the suggestion of a bike bus to school. Under the theme 'supporting our young people' there is the suggestion to provide a bus stop and shelter at Deshar School. Other comments improving safety at the Chapelton / school junction. More information on active travel in the National Park is available in Schedule 11: Sustainable Transport.

Other comments regarding education included upgrades to the school playground and toilets, more play zones in the village and creative workshops.

### **Braemar Community Action Plan**

The Community Action Plan (CNPA121) highlights the awareness in the community that 'although the population of around 450 is small, the school roll is rising, and new houses are being built'.

Under theme 3: Youth and Learning there is an action to restore the school gardens, raised beds, pond and wild areas so that pupils can utilise the space as part of their learning. There is also an action under theme four: Community capacity to create a community garden which would also involve school children.

Braemar Community Action Plan is currently under review and an updated version is expected to be published later in 2026.

### **Carrbridge Community Action Plan: Looking to 2030**

Although the school was praised in comments by the community as something they like, there was a suggestion in the Action Plan (CNPA122) to improve the education setting by installing woodland features, for example sculptures / tree house / forest school experience.

Suggestions by primary and secondary school pupils included:

- More sports facilities – including covered football pitch, basketball court, bigger park, bigger bike park, tennis courts.

### **Kincraig and locality Community Action Plan: Looking to 2030**

In terms of education the Action Plan (CNPA127) sets out an action under the priority to improve local path networks to specifically create a safer walk to school route. The



Action Plan also notes positive comments about the local primary school at Alvie. In terms of accessing the secondary school education, the students commented they would like to see 'better public transport to help school pupils'.

### **Kingussie Community Action Plan Consultations Results: Looking to 2030**

Under the theme 'a socially connected community' the plan (CNPA066) sets out the suggestion to provide local sporting facilities for community and High School use which includes:

- Support the development of a community or publicly owned swimming pool in
- Aviemore (for use by Kingussie residents) to reduce reliance on hotel pools
- Explore options for Common Good land opposite the Badenoch Centre (Padel court, outdoor volleyball court).
- Bouldering wall in Badenoch Centre.

### **Mount Blair Community Action Plan**

The Action Plan (CNPA130), highlights concern about disappearing amenities in the area, including the Staloch School. The Plan sets out the following priority (Under Priority 3: Ensure retention of the primary school, nursery and other vital services):

- In general, there was seen to be a need to retain and support vital services like the schools and post offices and shops – there is a need to ensure the retention of the Primary School and Nursery (Kirkmichael).

### **Nethy Bridge Community Action Plan: Looking to 2030**

The Action Plan (CNPA131) sets out an action to address the safety of school children walking and cycling to the Abernethy School (for all parts of the community). This includes suggestions to introduce traffic calming measures near the school, and improvements maintenance to the school routes.

This falls under the remit of Schedule 11: Sustainable transport. There is also a suggestion or a climbing wall at the school – it is assumed this, if realised, would be within the existing curtilage of the school grounds.

### **Newtonmore Community Action Plan: Looking to 2030**

Under the priority to improve place and activity for Newtonmore's young people, there is an action in the Action Plan (CNPA132) to upgrade the school playing field. It is noted that this needs to be prioritised as has been a long-standing item. There is the suggestion that this may include an outdoor gym for both children and adults to use. A further suggestion for the playing field includes the provision of an all-weather surface,



with some form of flood lighting that could be used for other activities outwith the school day times.

There was also a transport related suggestion to make the bus stop near the Co-op bigger to provide more shelter / cover for school bus stops. This falls under the remit of Schedule 11: Sustainable transport.

### **Strathdon Community Action Plan: Looking to 2030**

Under the theme of 'a climate conscious community' the plan (CNPA133) sets out the priority to improve the path network in the community. This includes proposals to improve the path route between Strathdon School and Poldhuillie Bridge. More information on active travel and path networks is available in Schedule 11: Sustainable Transport.



## Baseline of education matters

This section provides baseline information on the following matters: demographic information, infrastructure information and other matters arising in relation to education in the Cairngorms National Park.

There are links between this policy area and:

- Schedule 1: Plan outcomes
- Schedule 3: Site assessment methodology
- Schedule 4: Climate change
- Schedule 5: Natural heritage
- Schedule 11: Sustainable transport
- Schedule 12: Living locally and 20 minute neighbourhoods
- Schedule 13: Housing
- Schedule 16: Blue and green infrastructure
- Schedule 17: Play, recreation and sport
- Schedule 18: Health and safety
- Schedule 21: Economic development

## Demographic information

### School age population

According to Scotland's Census 2022 (CNPA439), of a total population of 17,531 (table UV102b), 17.4% of the Cairngorms National Park's population were age 0 – 19 (around 3,000 people), compared to the national figure of 20.8% (table UV102). This is a fall from 2011, which estimates the proportion of those aged 0 – 19 living in the Cairngorms National Park was 20.7%<sup>2</sup> (around 3,900 people), while it was 22.4% for Scotland as a whole. Figure 1, Figure 2 and Figure 3 show the structure of the National Park's population in 2011 and 2022, which is ageing, with the median age rising from 46 in 2011 to 51 in 2022. This compares with a median age of 41 for Scotland in 2011 and 42 in 2022.

The most recent population projections (2018-based projections) by National Records Scotland (CNPA440) project that the school age population will continue to fall over the period of the local development plan and beyond. According to the principal migration

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<sup>2</sup> It should be noted that while they may offer an insight into demographic trends, Census estimates for the Cairngorms National Park are not directly comparable between years due to changes in the methodology used to gain an aggregate for its non-standard geography.



scenario, the number of children aged under 16 years is projected to decrease by around 19.7% over the projection period, from 2,828 in 2018 to 2,272 in 2043 (Figure 4).

Population projections are not policy neutral and reflect, among other things, the policy framework in which the data they draw on represents. The application of different policy, for example the development plan, may therefore alter future population projections. The next update of the projections for National Parks is expected in early 2025.

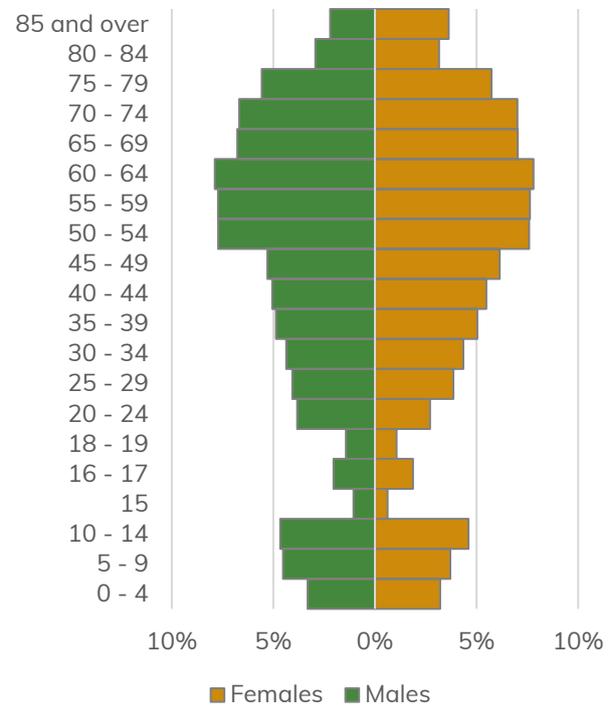
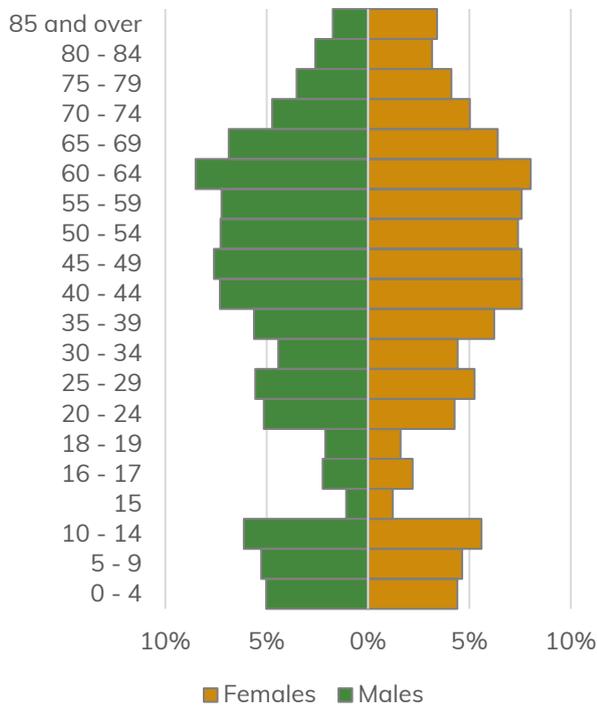


Figure 1 Population pyramid for the Cairngorms National Park in 2011 (Census table LC1117SC) (CNPA439).

Figure 2 Population pyramid for the Cairngorms National Park in 2022 (Census table UV102b) (CNPA439).

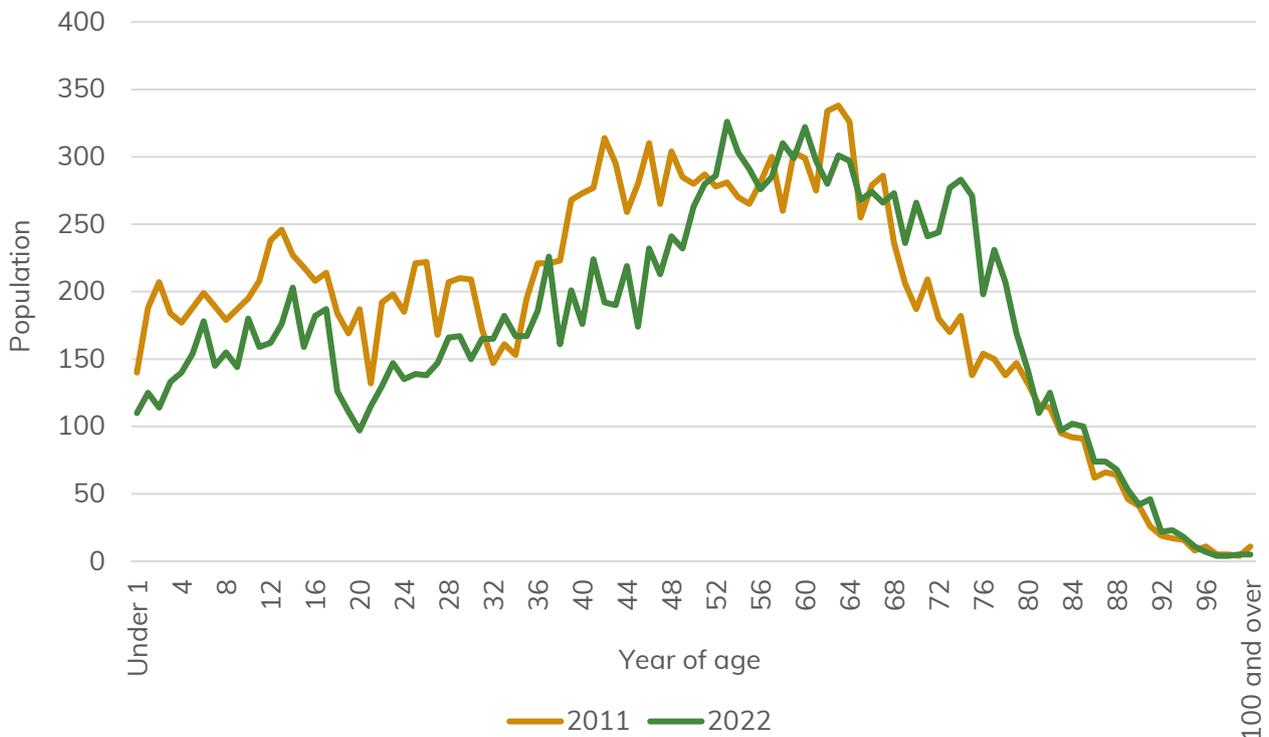


Figure 3 Population of the Cairngorms National Park by single year of age 2011 and 2022 (Census tables QS103SC and UV103) (CNPA439).

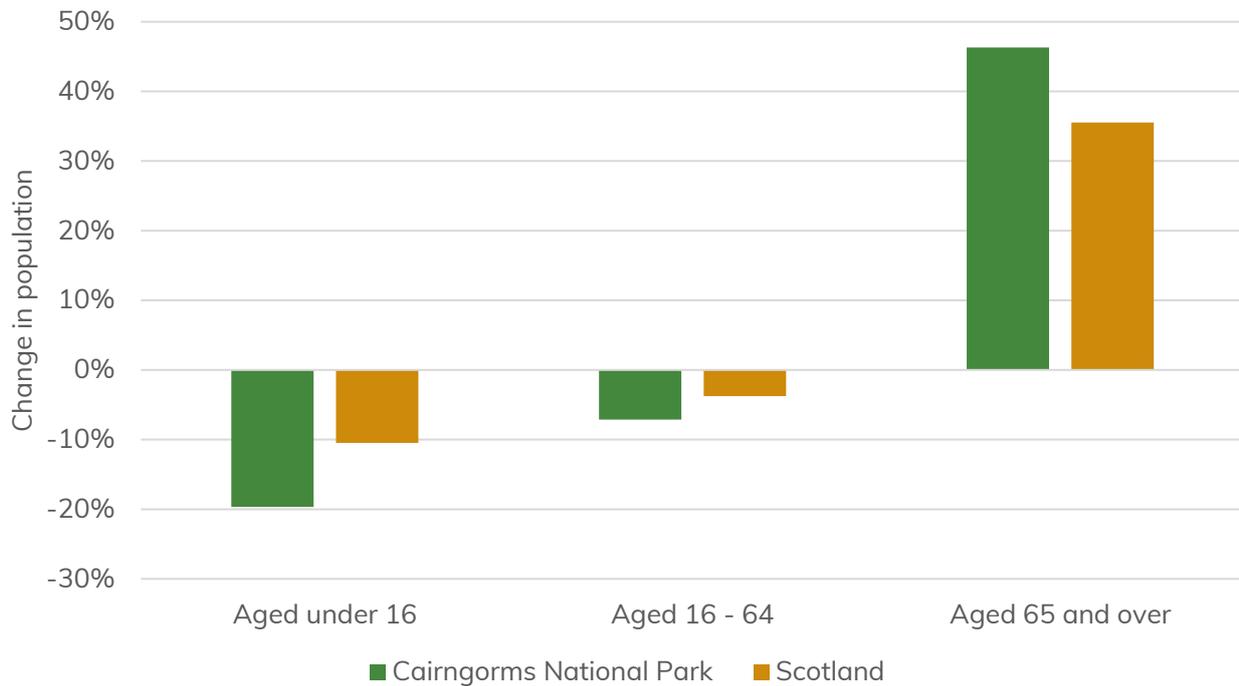


Figure 4 Projected change in the population of the Cairngorms National Park and Scotland between 2018 and 2043 by broad age cohorts. Source: National Records Scotland 2018-based population projections (CNPA440).

## Birth rates

Live births are a component of population change and are used in the modelling of school roll forecasts. Data on birth rates is not released for national park geographies; therefore they must be calculated from other geographies. Data on births is available from the Scottish Public Health Observatory (CNPA441) at an intermediate zone level, therefore this data, alongside mid-year population estimates, has been used to create an aggregate for the Cairngorms National Park<sup>3</sup>.

According to this methodology, in 2021 had a crude live birth rate of about 6 per 1,000 population. This is compared to 8.7 for Scotland as a whole. The rate varies between areas of the National Park, with the highest rate in the Badenoch and Strathspey North intermediate zone<sup>4</sup>, where it was around 8.2 in 2021. This rate is not statistically different to Scotland. The area with the lowest birth rate was Badenoch and Strathspey South intermediate zone<sup>5</sup>, where the birth rate was around 8.9 in 2021. Due to the small sample size, this rate is also not statistically different to Scotland (Figure 5).

<sup>3</sup> For more information see the supporting document on statistical areas used in the analysis of the Cairngorms National Park (CNPA337).

<sup>4</sup> Area includes Grantown-on-Spey, Dulnain Bridge, Nethy Bridge and Cromdale.

<sup>5</sup> Area includes Kingussie, Newtonmore, Kincaig, Dalwhinnie, Inch and Laggan.

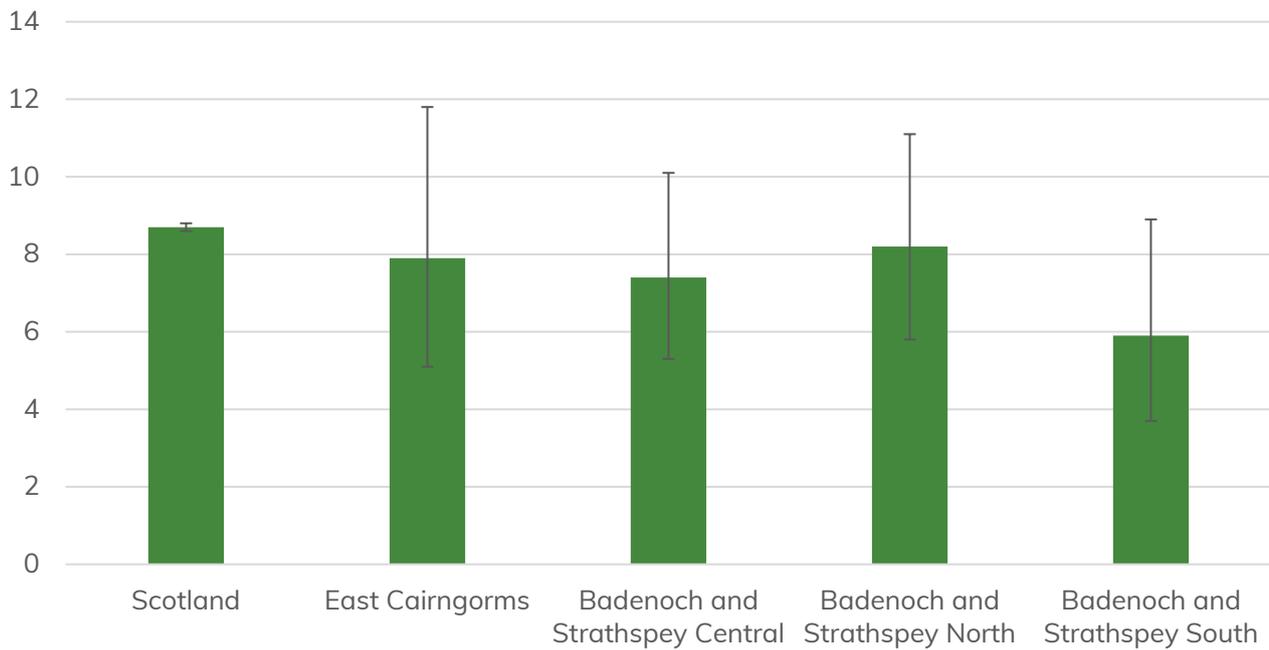


Figure 5 Annual live births expressed crude rate per 1,000 population Intermediate Zones used for an aggregate of the Cairngorms National Park and Scotland, including confidence intervals for estimates. Data from Scottish Public Health Observatory, 2024 (CNPA441).

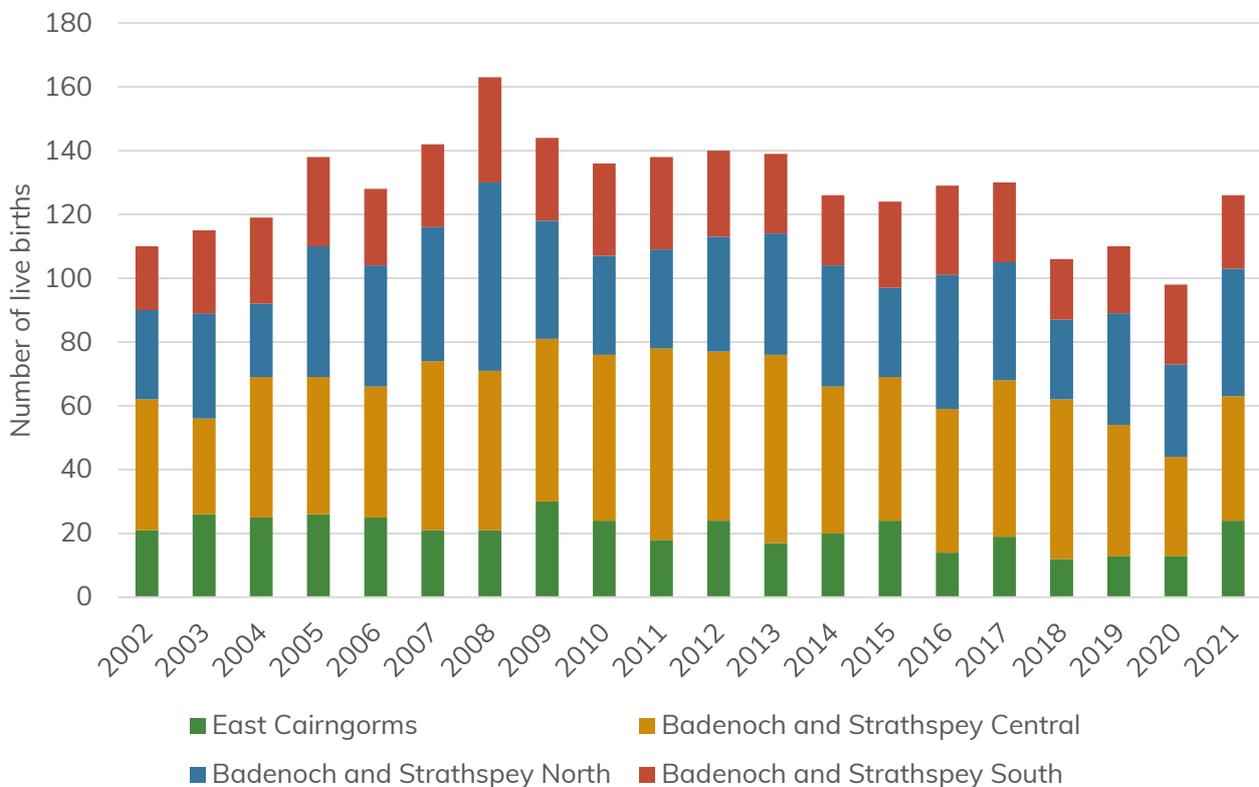


Figure 6 Number of live births 2002 – 2021 in the Cairngorms National Park by Intermediate Zones used for its aggregate. Data from Scottish Public Health Observatory, 2024 (CNPA441).



The available data extends back to 2002 (Figure 6 and Figure 7). While there have been year-to-year fluctuations over the period, the crude birth rate in both 2002 and 2021 in the Cairngorms National Park was around 6.

There were around 2,560 live births during this period, with an annual average of around 128 births (Figure 6). Over the same period in Scotland, it fell from around 10.1 to 8.7. The nature of the estimates means it is difficult to tell what the trend is in the National Park, though it is also likely to be one of decline. It is the role of the local authorities to factor these trends into their school roll forecasts.

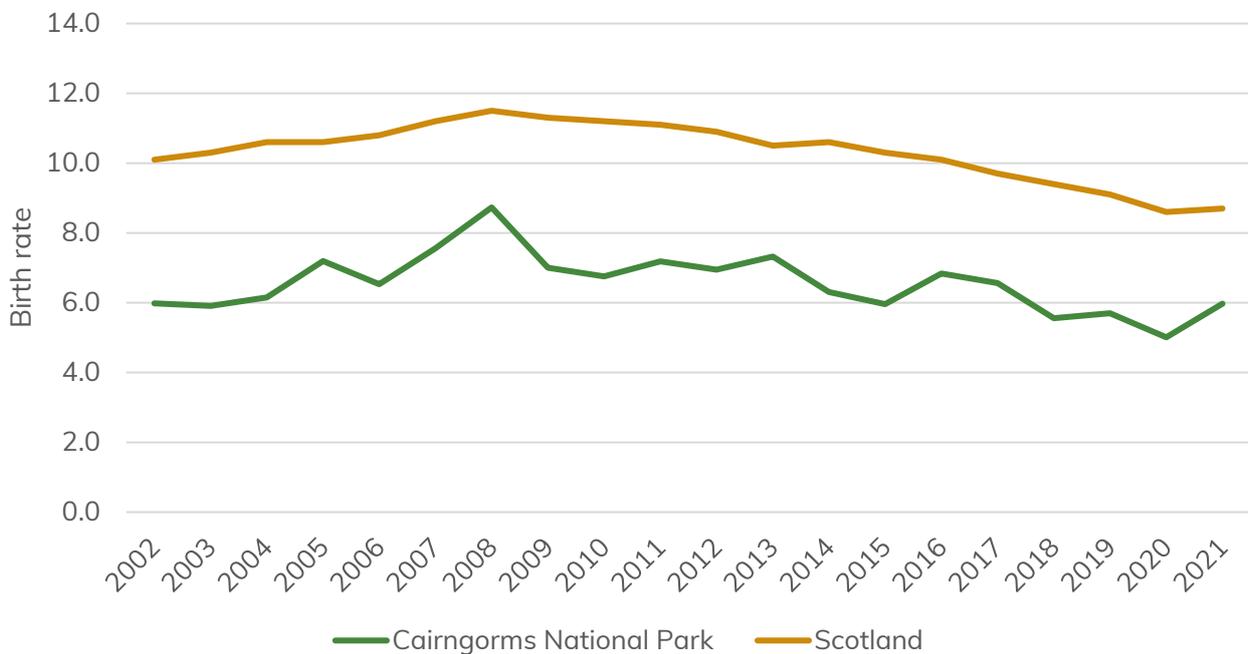


Figure 7 Annual live births expressed crude rate per 1,000 population in the Cairngorms National Park and Scotland. Data from Scottish Public Health Observatory, 2024 (CNPA441).

## Educational attainment

According to the 2022 Census data (Census table UV501b) (CNPA439) 14.4% of people living in the National Park 16 years and over have no qualifications, 18.3% have only lower school qualifications and 10.7% have attained upper school qualifications. 37.0% of the population (16 years and over) of the National Park have a degree level qualification or above. The proportions of people in the National Park with no qualifications or lower or upper school qualifications differs significantly proportionally among age groups (Table 4).



Table 4 Number and proportion of people by age group with a specified level of educational attainment in 2022 (Census table UV501b) (CNPA439).

Age		No qualifications		Lower school qualifications		Upper school qualifications		Apprenticeship qualifications		Further Education and sub-degree Higher Education qualifications <sup>6</sup>		Degree level qualifications or above	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
16 to 24 years	109	8.9%	377	30.7%	351	28.5%	87	7.1%	163	13.3%	147	12.0%	
25 to 34 years	59	3.7%	302	19.1%	195	12.3%	134	8.55%	294	18.6%	599	37.8%	
35 to 49 years	155	5.1%	492	16.2%	321	10.6%	188	6.2%	513	16.9%	1,368	45.0%	
50 to 64 years	474	10.8%	920	20.9%	452	10.3%	350	7.9%	477	10.8%	1,735	39.4%	
65 years and over	1,372	28.4%	672	13.9%	297	6.1%	439	9.1%	320	6.6%	1,731	35.8%	
Total all ages	2,168	14.4%	2,763	18.3%	1,616	10.7%	1,199	7.9%	1,767	11.7%	5,580	37.0%	

<sup>6</sup> Including Higher National Certificate (HNC) and Higher National Diploma (HND).



Table 4 shows that in the National Park the age group with the lowest percentage of people with no qualifications in 2022 was the 25 to 34 years age group (59 people). In 2022 the 16 to 24 year old age group had a higher proportion of people with no qualifications at 8.9% (109 people). The proportions of people with lower and upper school qualifications were highest in the 16 to 24 year old age group (377 people and 351 people respectively) (Table 4).

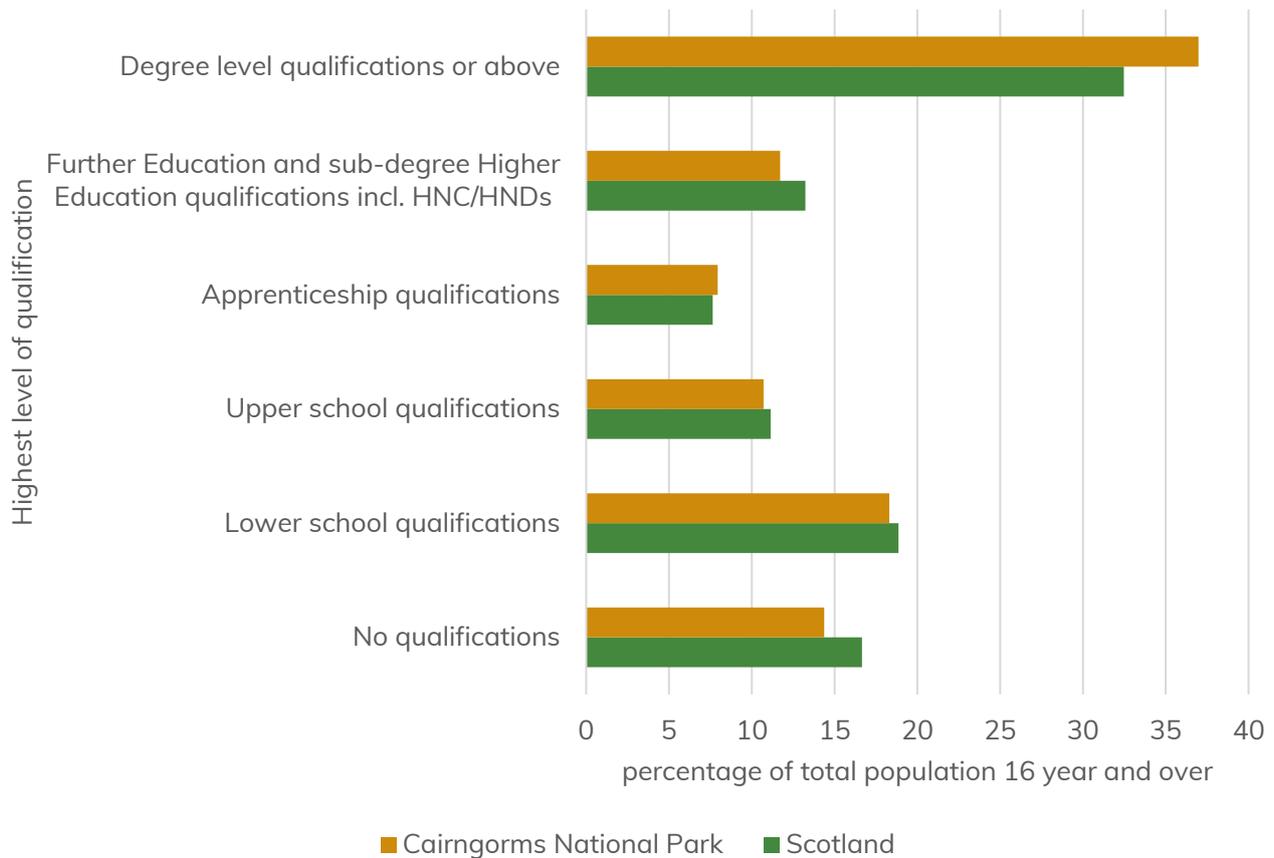


Figure 8 Proportion of all people aged 16 years and over who have the specified highest level of educational qualification in the Cairngorms National Park and Scotland in 2022 (Census table UV501b) (CNPA439).

The proportion of people in the Cairngorms National Park aged 16 and over who have no qualifications is lower than the national averages for Scotland (Figure 8). However, the proportion of people with lower or upper school qualifications is lower in the National Park compared with Scottish averages.

The Local Development Plan would not influence the attainment levels of pupils in schools. However, it is acknowledged that staff and pupils using education facilities need to be appropriately served by the infrastructure.



## Education attendance

Data from Scottish Government (CNPA824) shows that nationally the overall attendance rate for 2023 / 2024 was 90.3%. This means that of all the possible half-days (openings) that all pupils could have attended school, they were recorded as attending for 90.3% of those openings.

In the absence of published data for the geography of the Cairngorms National Park the latest published attendance rates for the five local authorities is shown in Table 5.

Table 5 Attendance by local authority, percentage of half days, 2010 / 2011 to 2023 / 2024. Scottish Government December 2025 (CNPA824).

Local authority	2010 / 2011	2012 / 2013	2014 / 2015	2016 / 2017	2018 / 2019	2020 / 2021	2022 / 2023	2023 / 2024
Aberdeenshire	94.5%	94.5%	94.8%	94.9%	94.4%	94.9%	92.4%	92.3%
Angus	94.2%	94.2%	94.3%	93.7%	93.4%	92.8%	90.5%	90.7%
Highland	92.8%	93.0%	93.2%	93.4%	92.7%	91.5%	89.8%	89.6%
Moray	93.9%	94.2%	94.1%	94.0%	93.9%	93.8%	91.2%	90.8%
Perth and Kinross	93.8%	94.0%	93.9%	93.6%	93.3%	91.9%	90.4%	90.2%

The data (Table 5) on attendance across the five local authorities that overlap the boundary of the National Park shows that the average attendance levels are falling from the 2010 / 2011 figures (Table 5). The area with the lowest attendance rates in 2023 / 2024 is Highland at 89.6%, compared to the highest in Aberdeenshire at 92.3%.

The Local Development Plan would not influence the attendance levels of pupils in schools. However, it is acknowledged that policies relating to liveable neighbourhoods and active travel, including safe routes to school, can support pupils getting to school.

## Infrastructure information

The learning estate serving the resident children of the Cairngorms National Park is managed by the local authorities covering its area. The children are served by primary and secondary schools both within and outwith the National Park's area (Figure 9 and Figure 10) (CNPA424). Data on current and forecasted capacity for the schools serving the National Park is provided by the local authorities (CNPA1122, CNPA1125, CNPA1144, CNPA1113, and CNPA1225) and differs in terms of the length of forward forecast. Therefore, the data presented in this section is arranged by local authority area. School roll capacity data is provided for 2023 – 2024 with future years forecasted.

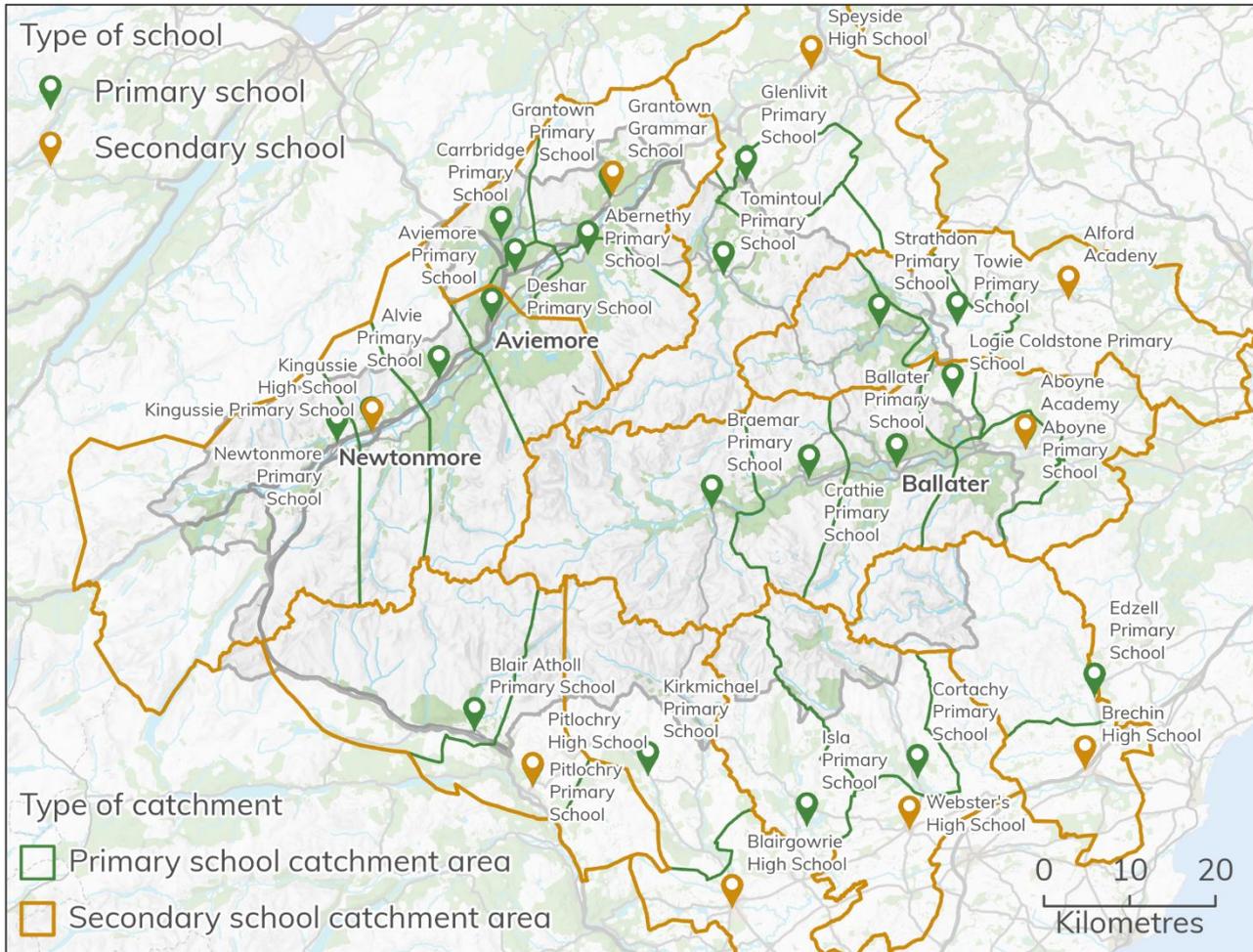


Figure 9 Local authority schools that serve the residents of the Cairngorms National Park and their catchment areas. Cairngorms National Park Authority © Crown copyright and database rights 2026 Ordnance Survey AC0000821810 (CNPA424).

Further information regarding school education statistics (CNPA444) is collected by the Government annually for the purposes of monitoring overall performance, equality and individual policies. This data provides the current geocoded location, contact address, roll numbers, teacher numbers, denomination, and proportion of pupils from minority and ethnic groups for each primary, secondary and special school in Scotland.

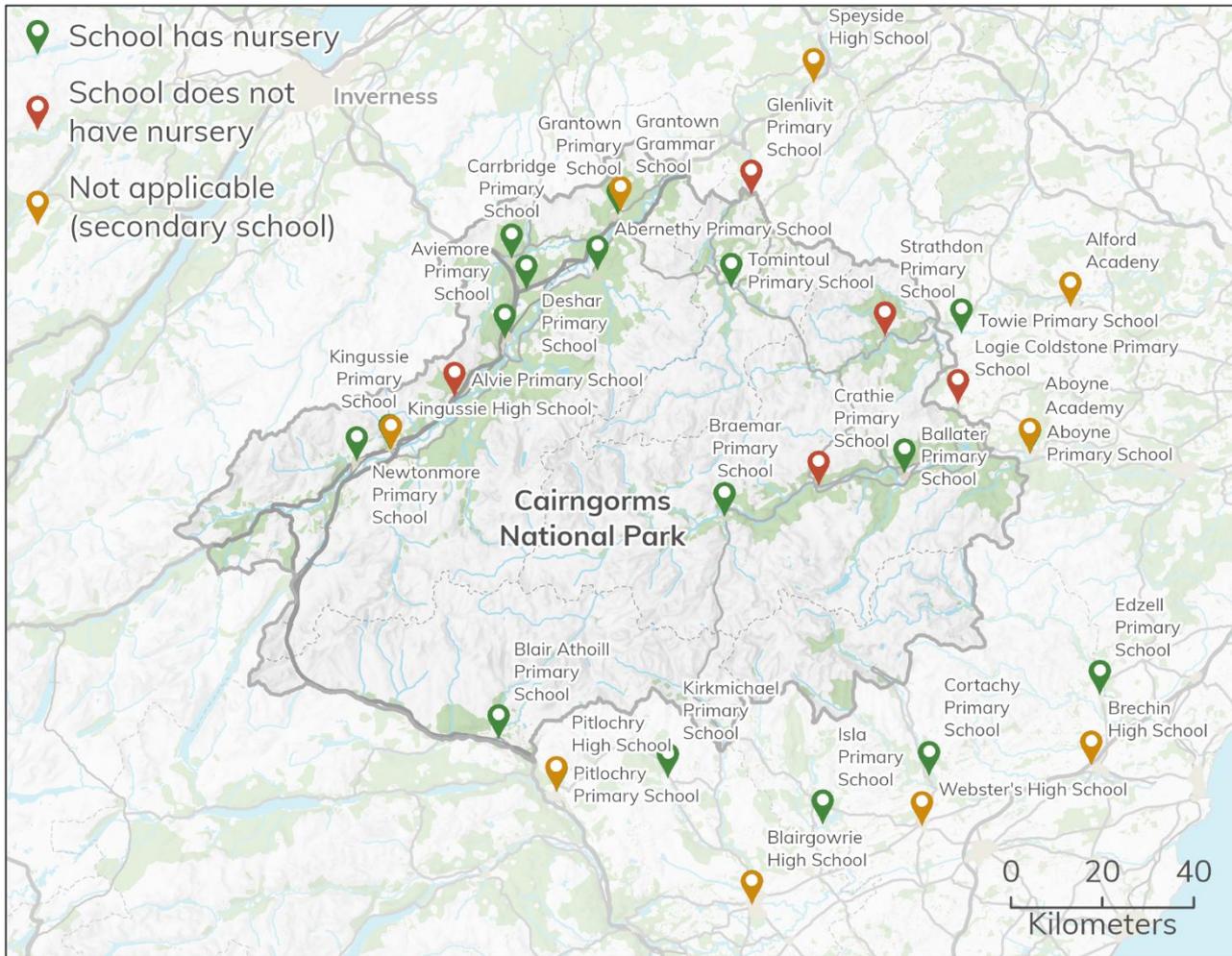


Figure 10 Nursery provision at local authority schools that serve the residents of the Cairngorms National Park. Cairngorms National Park Authority © Crown copyright and database rights 2026 Ordnance Survey AC0000821810.

Detailed information on individual school in the National Park is available from Scottish Government through the School Education Statistics (CNPA444). However, for the purpose of the Evidence Report, there are no implications arising from this data.

### **Current condition, suitability and capacity of education infrastructure**

The Scottish Government publishes statistics on school estates which categorises Scotland's schools on condition (CNPA822) (Figure 11) and suitability (Figure 12).

The condition of the school buildings is assessed in line with Scottish Government Guidance – The Condition Core Fact (CNPA436). All education facilities are graded as follows:



- Condition A: Good – performing well and operating effectively (physical element carries out function totally as new including consideration of the transverse elements).
- Condition B: Satisfactory – performing adequately but showing minor deterioration (physical element carries out function satisfactorily, may show signs of age and including consideration of some transverse elements).
- Condition C: Poor – showing major defects and / or not operating adequately (physical element does not carry out function effectively without continuous repair, shows signs of age and does not consider most of the transverse elements).
- Condition D: Bad – economic life expired and / or risk of failure.

The Park Authority has applied to following RAG system (Table 6) to the data on condition provided by Scottish Government.

Table 6 Cairngorms National Park Authority RAG rating for school building condition.

Condition A: Good	
Condition B: Satisfactory	
Condition C: Poor / Condition D: Bad	

The suitability of the school buildings is assessed in line with Scottish Government Guidance – The Suitability Core Fact (CNPA437), assessed by the local authorities:

- Suitability A: Good – performing well and operating effectively (the school buildings and grounds support the delivery of services to children and communities).
- Suitability B: Satisfactory – performing well but with minor problems (the school buildings and grounds generally support the delivery of services to children and communities).
- Suitability C: Poor – showing major problems and / or not operating optimally (the school buildings and grounds impede the delivery of activities that are needed for children and communities in the school).
- Suitability D: Bad – does not support the delivery of services to children and communities (the school buildings and grounds seriously impede the delivery of activities that are needed for children and communities in the school).

The Park Authority has applied the following RAG system (Table 7) to the data on suitability provided by Scottish Government.



Table 7 Cairngorms National Park Authority RAG rating for school building suitability.

Suitability A: Good	Green
Suitability B: Satisfactory	Yellow
Suitability C: Poor / Suitability D: Bad	Red

Table 9 also displays the capacity (percentages) for the schools serving the residents of the Cairngorms National Park. The following RAG rating has been applied to the capacity information in Table 9. It should be noted that the data for the pupil roll September 2024 is subject to the following two conditions:

- Refers to pupils on the school roll the previous September except where rolls have been updated to reflect the number of pupils on 1st April.
- Schools opened after September but before April will have no pupils recorded for that school year unless the school roll was supplied during this collection.

The data therefore presented in Table 9 may not reflect the published school roll forecast data supplied by the local authorities<sup>7</sup>

Table 8 Cairngorms National Park Authority RAG rating for school building suitability.

<79%	Green
80% - 89%	Yellow
Over 90%	Red

<sup>7</sup> There are discrepancies in the 2024 school roll data for the following school: Carrbridge Primary School, Grantown Grammar School, Kingussie High School, Aboyne Academy, Alford Academy, Websters High School and Pitlochry High School. There is also a difference in the capacity data held by Scottish Government (2025) (CNPA822) and the figure published by Moray Council (2025). The Capacity of the Glenlivet Primary School was increased in 2021 from 42 to 47, as evidenced by the Moray council School roll forecast (CNPA1125), based on the 2024 Annual School Census (published January 2025). This does not appear to have been updated in the 2025 Scottish Government statistics (CNPA822).



Table 9 School Estate Statistics for the schools in and outwith the National Park serving the learners resident in the National Park. Scottish Government 2025 (CNPA822)<sup>8</sup>.

School name	Local authority	Condition	Latest condition survey date	Suitability of estate	Latest suitability survey date	Investment Plans <sup>9</sup> Yes / No	Planned completion date of improvement works	Pupil roll Sept 2024	Capacity	Capacity (%)
Aboyne Academy (secondary)	Aberdeenshire	B	29/07/2020	B	15/01/2021			659	750	87.9%
Aboyne Primary School	Aberdeenshire	B	07/10/2020	B	01/03/2020	No		234	342	68.4%
Ballater Primary School	Aberdeenshire	B	13/11/2020	A	01/03/2019	No		69	145	47.6%
Braemar Primary School	Aberdeenshire	B	08/09/2021	B	01/03/2019	No		30	50	60%
Crathie Primary School	Aberdeenshire	B	11/01/2022	B	01/03/2019	No		12	47	25.5%
Logie Coldstone Primary School	Aberdeenshire	B	06/03/2020	B	24/09/2024	No		9	47	19.1%

<sup>8</sup> See page 65 for projected school roll forecasts.

<sup>9</sup> To change condition and / or suitability No / Yes



School name	Local authority	Condition	Latest condition survey date	Suitability of estate	Latest suitability survey date	Investment Plans <sup>9</sup> Yes / No	Planned completion date of improvement works	Pupil roll Sept 2024	Capacity	Capacity (%)
Strathdon Primary School	Aberdeenshire	B	01/09/2022	A	01/03/2019	No	-	19	50	38.0%
Towie Primary School	Aberdeenshire	B	30/01/2023	B	01/03/2019	No	-	33	50	66.0%
Alford Academy (secondary)	Aberdeenshire	A	01/10/2023	A	01/03/2019	No	-	687	700	98.1%
Cortachy Primary School	Angus	A	09/05/2023	B	31/08/2023	No	-	29	46	63.0%
Edzell Primary School	Angus	A	28/06/2023	A	26/01/2024	No	-	110	160	68.8%
Isla Primary School	Angus	A	18/04/2023	A	28/10/2024	No	-	28	75	37.3%
Brechin High School	Angus	A	18/07/2023	A	26/06/2017	No	-	542	800	67.8%
Webster's High School	Angus	B	11/04/2023	B	31/01/2017	No	-	667	880	75.8%
Kingussie Primary School	Highland	B	31/03/2025	B	31/03/2025	No	-	71	125	56.8%



School name	Local authority	Condition	Latest condition survey date	Suitability of estate	Latest suitability survey date	Investment Plans <sup>9</sup> Yes / No	Planned completion date of improvement works	Pupil roll Sept 2024	Capacity	Capacity (%)
Newtonmore Primary School	Highland	B	31/03/2025	B	31/03/2025	No	-	108	122	88.5%
Alvie Primary School	Highland	B	31/03/2025	C	31/03/2025	No	-	50	71	70.4%
Aviemore Primary School	Highland	A	31/03/2025	A	31/03/2025	No	-	213	284	75.0%
Deshar Primary School	Highland	C	31/03/2025	B	31/03/2025	No	-	41	47	87.2%
Carrbridge Primary	Highland	B	31/03/2025	B	31/03/2025	No	-	78	75	104%
Grantown Primary School	Highland	B	31/03/2025	B	31/03/2025	No	-	219	254	86.2%
Grantown Grammar School (secondary)	Highland	C	31/03/2025	C	31/03/2025	No	-	352	570	61.8%
Abernethy Primary School	Highland	B	31/03/2025	B	31/03/2025	No	-	86	100	86.0%



School name	Local authority	Condition	Latest condition survey date	Suitability of estate	Latest suitability survey date	Investment Plans <sup>9</sup> Yes / No	Planned completion date of improvement works	Pupil roll Sept 2024	Capacity	Capacity (%)
Kingussie High School	Highland	C	31/03/2025	B	31/03/2025	No	-	384	660	58.2%
Glenlivet Primary School	Moray	C	01/05/2024	A	09/09/2024	No	-	15	42 <sup>10</sup>	35.7%
Speyside High School	Moray	C	05/04/2024	A	22/05/2024	Yes	01/04/2026	378	562	67.3%
Tomintoul Primary School	Moray	C	02/09/2024	A	09/09/2024	No	-	28	75	37.3%
Blair Atholl Primary School	Perth and Kinross	B	25/11/2024	B	30/03/2024	No	-	30	50	60%
Kirkmichael Primary School	Perth and Kinross	B	27/01/2022	B	30/03/2024	No	-	33	72	45.8%
Pitlochry Primary School	Perth and Kinross	B	15/02/2023	B	30/03/2024	No	-	186	300 <sup>11</sup>	62%

<sup>10</sup> The Capacity of the school was increased in 2021 from 42 to 47, as evidenced by the Moray council School roll forecast (CNPA1125), based on the 2024 Annual School Census (published January 2025). This does not appear to have been updated in the 2025 Scottish Government statistics (CNPA822).

<sup>11</sup> This figure was revised following engagement with Perth and Kinross Council who confirmed the figure published by Scottish Government in the School estates supplementary statistics 2025 was incorrect (CNPA1371).



School name	Local authority	Condition	Latest condition survey date	Suitability of estate	Latest suitability survey date	Investment Plans <sup>9</sup> Yes / No	Planned completion date of improvement works	Pupil roll Sept 2024	Capacity	Capacity (%)
Blairgowrie High School	Perth and Kinross	B	09/12/2024	C	30/03/2024	Yes <sup>12</sup>	01/06/2025	915	1,058	86.5%
Pitlochry High School	Perth and Kinross	B	15/02/2023	B	30/03/2024	No	-	128	237 <sup>13</sup>	54.0%

<sup>12</sup> New build replacement of sports facilities in progress.

<sup>13</sup> This figure was revised following engagement with Perth and Kinross Council who confirmed the figure published by Scottish Government in the School estates supplementary statistics 2025 was incorrect (CNPA1371).

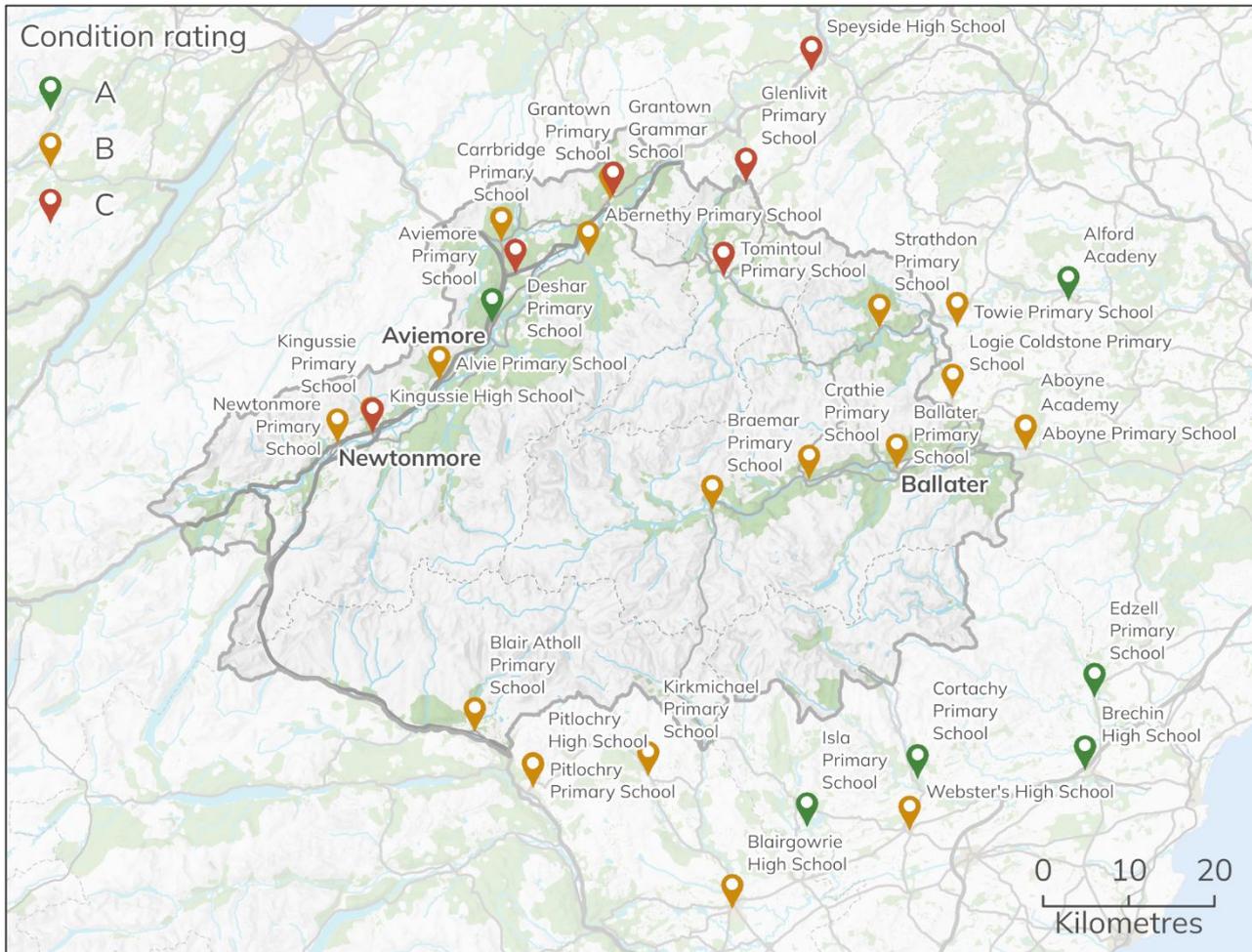


Figure 11 Condition of local authority school buildings that serve the residents of the Cairngorms National Park. Data from Scottish Government, 2025 (CNPA822). Cairngorms National Park Authority © Crown copyright and database rights 2026 Ordnance Survey AC0000821810.

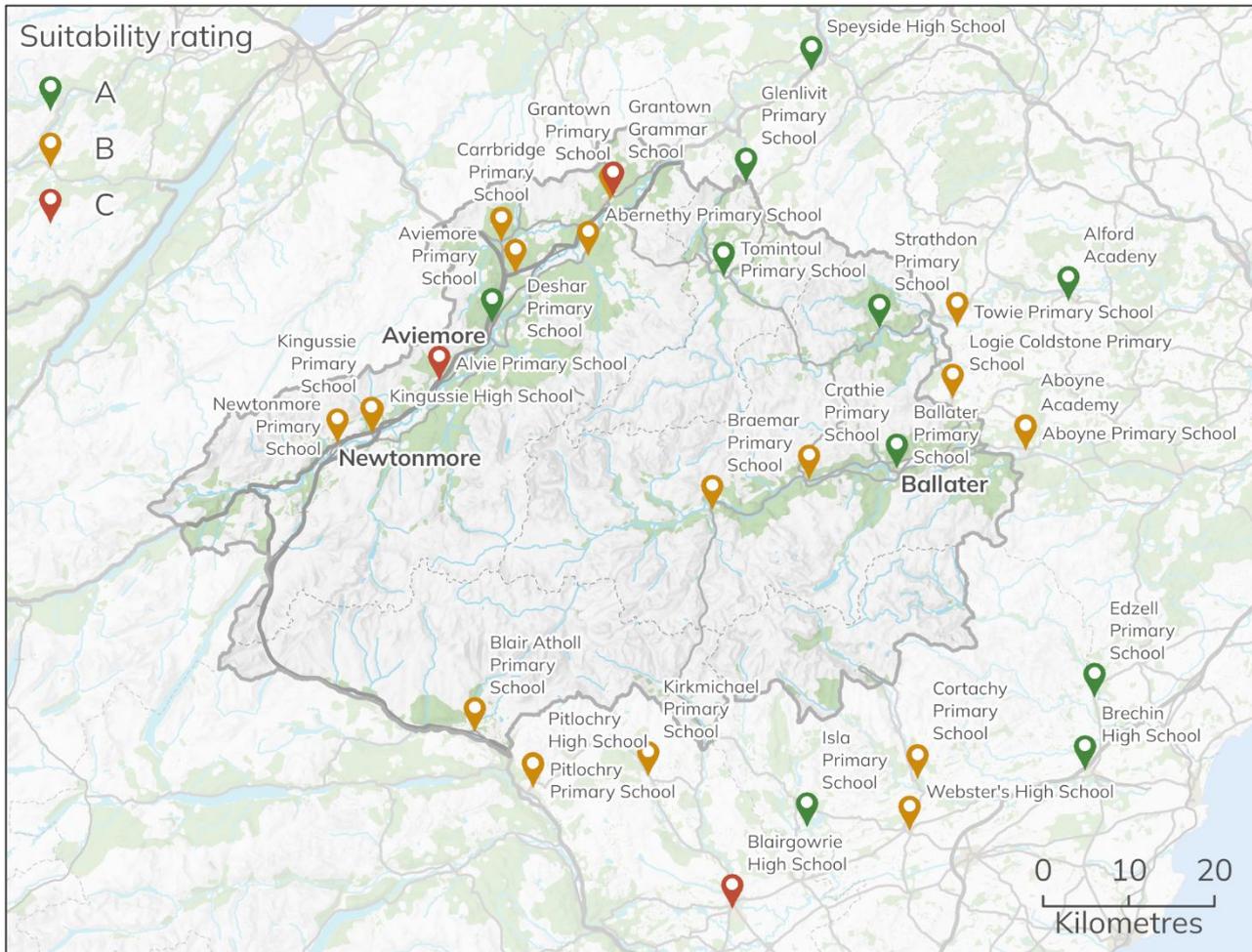


Figure 12 Suitability of local authority school buildings that serve the residents of the Cairngorms National Park. Data from Scottish Government, 2025 (CNPA822). Cairngorms National Park Authority © Crown copyright and database rights 2026 Ordnance Survey AC0000821810.

This section provides more detailed information on the education estate, including the current condition and suitability of schools, for each of the local authorities covering the National Park area and those serving the residents of the National Park.

### The Highland Council

In the Highland area of the National Park there are two secondary schools, with eight primary schools feeding into them (Figure 9 and Table 10).

Information on the Highland Council primary and secondary school catchment areas can be found on the Highland Council website (CNPA1033). This information was used to inform the data presented in this schedule.



Table 10 List of schools in the Cairngorms National Park managed by The Highland Council, Highland Council, 2025 (CNPA1033).

High schools within the Cairngorms National Park	Feeder primary schools	Additional information
Grantown Grammar School	Grantown Primary School	Non-Gaelic medium school catchments
	Abernethy Primary School	
	Carrbridge Primary School	
	Deshar Primary School	
Kingussie High School	Newtonmore Primary School	Gaelic medium school catchments
	Kingussie Primary School	
	Alvie Primary School	
	Aviemore Primary School	

### School estate management

Highland Council publish information on capital funding for new, refurbishments or extension to schools in the highland area online on their website (CNPA1035).

The Council set out education infrastructure projects on their interactive map titled 'Building Our Future Highland Map' (CNPA453).

The map (CNPA453) show that in the Highland area of the National Park the following projects are currently underway or planned (correct as of 1 November 2025):

- Newtonmore Primary School – underway: classroom extension and nursery refurbishment.
- Kingussie High School – project being planned: water tank rainscreen and associated works / security works / installation of extraction canopy and roof repairs.
- Abernethy – project being planned: demolition of redundant wing and internal alterations.
- Grantown Primary School: project being planned: kitchen extension and internal alterations.
- Grantown Grammar School: project being planned: phase 1 - new boilers / roof replacements and associated works.

Within the Highland Council's third phase of its Learning Estate Investment Programme there are no planned major capital school projects planned for delivery in the Cairngorms National Park.

The National Park Authority contacted Highland Council to ascertain if more information is available regarding further information on the condition, and any planned works of



improvement, refurbishment or extension to the schools in the Cairngorms National Park area. The Highland Council informed the Park Authority (CNPA1419) that:

‘Critical infrastructure information for the Education Estate within the Highland Council area is derived from continually updated building condition surveys, school capacity assessments and pupil roll forecasts prepared as part of the Council’s education-focused capital planning and estate strategy processes. Information on building condition and suitability is maintained through corporate asset management records and rolling survey programmes, with planned investment, improvement or refurbishment works identified through the Council’s capital planning and prioritisation processes, having regard to condition, suitability, sufficiency and educational need across the wider school estate. The published figures therefore represent a snapshot of the best available information at the time of reporting and provide a strategic overview rather than detailed, site specific project commitments.’

### **Condition and suitability**

In terms of schools that are graded C or below in terms of condition or suitability (Table 9) the following schools are of concern in the Highland region:

- Alvie Primary School - Suitability C: Poor (assessed 31/03/2025)
- Deshar Primary School – Condition C: Poor (assessed 31/03/2025)
- Grantown Grammer Both condition and suitability was graded at C: Poor (both assessments 31/03/2025)
- Kingussie High School – Condition C: Poor (assessed 31/03/2025)

### **Nurseries**

In The Highland Council area of the National Park there seven are nurseries (Figure 10) associated with the following primary schools:

- Aviemore Primary School
- Grantown Primary School
- Kingussie Primary School
- Abernethy Primary School
- Carrbridge Primary School
- Deshar Primary School
- Newtonmore Primary School.

There are no nursery facilities at Alvie Primary School. Although no planned nursery development proposals have been published should this change, it may need to be taken into account in the proposed plan.



Newtonmore Primary School has two nurseries:

- English Nursery meeting in the morning 8.45am – 11.55am
- Gaelic Nursery meets in the afternoon 12.05pm – 3.15pm
- There is a joint nursery session on Friday mornings.

### **Additional needs support**

The Highland Council Learning Estate Strategy (CNPA1132) sets out the position that all new builds will support accessibility in mainstream settings through innovative design and technology, including for those with a non-physical disability. They will be suitable for access by the wider community with facilities designed so that they can be used as fully as possible beyond the school day.

Although it is expected that most children and young people who need additional support go to a mainstream school, with a smaller number going to Special Schools. In Highland there are three Special Schools (outwith the National Park) with enrolled pupils: Drummond, St Clement's, and St Duthus. Highland also has a number of schools with enhanced provision to meet the needs of young people who are not able to fully access mainstream education. This list included the following school in the National Park:

- Enhanced Primary Provision at Aviemore Primary
- Enhanced Secondary Provision at Kingussie High
- There is also Secondary School Provision at The Hub in Aviemore

Further information on additional needs support for students studying in the Highland area can be accessed on the Highland Council website (CNPA1069) – there are no implications arising from the information.

### **Moray Council**

There are two primary school catchment areas that extend over part of the Moray area of the Cairngorms National Park (Figure 9). These two primary catchments are within the catchment for the Speyside High School. There is one primary school (Tomintoul Primary School) within the National Park boundary and one (Glenlivet Primary School) outwith, with a catchment area that extends over part of the National Park area. There are no secondary schools within the Moray area of the Cairngorms National Park.

Information on the Moray primary and secondary school catchment areas can be found on Moray Councils website (CNPA1076). This information was used to inform the data presented in this schedule.



### Detailed condition survey

All three school in Moray had condition C: Poor rating in the most recent school estate statistics (2025) with surveys completed in 2024 (Table 9). Further engagement was conducted with by the Park Authority with Moray Council Learning Estate Team (CNPA1148 and CNPA1149).

Table 11 provides a up to date detailed condition survey<sup>14</sup> of the school in or serving the residents of the Cairngorms National Park, provided by Moray Council Learning Estate Team.

Table 11 Detailed survey of the schools in the Moray Council area serving the Cairngorms National Park. Moray Council Learning Estate Team, September 2024 (CNPA1148).

	Weighting	Glenlivet Primary School	Speyside High School	Tomintoul Primary School
Associated School Group		Speyside	Speyside	Speyside
Gross internal area		354 m <sup>2</sup>	8,278 m <sup>2</sup>	970 m <sup>2</sup>
Report date		May 2024	April 2024	September 2024
Roofs	15%	C	B	C
Floors and stairs	7%	C	B	B
Ceilings	1%	B	B	B
External walls, windows and doors	20%	C	D	C
Internal walls and doors	7%	B	D	B
Sanitary services	5%	B	B	B
Mechanical	14%	C	B	B
Electrical	11%	C	B	D
Decoration	2%	C	C	B
Fixed internal facilities, furniture and fittings	5%	C	B	B
External areas	10%	C	C	C
Outdoor sports facilities and permanent fixed furniture	3%	N/A	B	B

<sup>14</sup> The RAG scoring used in **Error! Reference source not found.** reflects the system used in the overall school condition RAG scores. Green = A: Good, Amber = B: Satisfactory, and Red = C: Poor and D: Bad.



	Weighting	Glenlivet Primary School	Speyside High School	Tomintoul Primary School
Overall score		53.35	58.50	58.25
Condition category		C	C	C

All the schools are overall condition C (Poor) with some core components identified as condition D (Bad). Moray Council has committed to make available capital investment over the next 10 years to upgrade and maintain all our schools at condition B (satisfactory) or better. Moray Council have advised they are currently undertaking more focused survey works to support the development of detailed asset management plans for all schools that will facilitate the prioritisation of upgrade works across the Moray Learning Estate.

Moray Council Learning Estate Team, engaged with the National Park Authority in September 2024 (CNPA1148), confirming that there are currently no dates for planned upgrade works at Glenlivet and Tomintoul primary schools and that this will be developed over the next 12 months. There were however plans to complete a full replacement of external windows and doors at Speyside High School over the next 2 years which they expected would see the school re-categorised as condition B.

The Park Authority contacted Moray Council again in November 2025 to check for any update to the information originally provided by Moray Council informed the Park Authority (CNPA1149) that with respect to the School Building Condition there has been no changes with respect to Glenlivet and Tomintoul Primary Schools. The Council are still in the progress of developing detailed asset management plans for all schools that will facilitate the prioritisation of upgrade works across the Moray Learning Estate including those in the Speyside Associated School Group. The windows and doors replacement project at Speyside High School is now complete. They are awaiting an updated building condition review but expect it to confirm it is now an overall Condition B (satisfactory) school.

Given the schools roll capacity and utilisation situation for the 3 schools there are no plans for extensions. All three schools were deemed to have the highest suitability rating (A: Good – performing well and operating effectively (the school buildings and grounds support the delivery of services to children and communities)).

## Nurseries



In the Moray Council area, of the two schools mentioned in this schedule, only Tomintoul Primary School currently offers nursery facilities (Figure 10). The Moray Council local outcome improvement plan reported that uptake of early learning and childcare amongst three and four year olds is very high with up to 100% of children taking up the majority or all of their entitlement across both school and funded provider settings.

### **Additional support needs**

The requirement for an overall Additional Needs Strategy is under consideration by Moray Council (CNPA1108). Moray Council highlight that additional support needs requirements can have an impact on the learning estate in terms of the size of buildings given, for example, higher space ratios per pupil and outdoor learning environments.

Work is in progress with early health data to inform an understanding of the Moray Council's primary school additional needs support requirements and similarly with primary school additional needs support data to inform secondary school additional needs support requirements. This will inform an overall Additional Needs Support Strategy which may have an impact on the infrastructure requirements for the learning estate in Moray. Where an impact has a spatial implication, for example, the need to identify land for additional accommodation, access to outdoor space, etc. in the National Park this will be reflected in the proposed plan.

### **Aberdeenshire Council**

There are no secondary schools within the Aberdeenshire area of the Cairngorms National Park. However, two secondary schools outwith the National Park boundary serve its population (Figure 9 and Table 12).

There are four Primary schools within the National Park in the Aberdeenshire area; Strathdon, Ballater, Braemar and Crathie Primary Schools. There are another three primary school with catchment areas that cover part of the National Park; Aboyne, Towie and Logie Coldstone primary schools (Figure 9 and Table 12).

Information on the Aberdeenshire Council primary and secondary school catchment areas can be found on Aberdeenshire Council's website (CNPA1109). This information was used to inform the data presented in this schedule

Table 12 Aberdeenshire Council schools serving the residents of the Cairngorms National Park.



High schools serving National Park residents	Schools within the National Park boundary	Schools outwith the National Park with catchments overlapping the National Park area
Alford Academy	Strathdon Primary School	Towie Primary School
Aboyne Academy	Ballater Primary School	Logie Coldstone Primary School
	Braemar Primary School	Aboyne Primary School
	Crathie Primary School	

Within Aberdeenshire, the following schools are designated as Enhanced Provision schools, Aboyne Nursery, Primary and Academy schools.

### Condition and suitability

All of the school in Aberdeenshire are rated A (Good) or B (Satisfactory) for both condition or suitability in the 2025 School statistics report (table 9) (CNPA822). It should be noted however that the most recent assessments were conducted in 2023, with some assessments conducted as far back as 2020. The data on the condition of Aboyne Academy (B), Aboyne Primary (B) Ballater primary (B) and Logie Coldstone primary (B) has not been updated since 2020.

Aberdeenshire Council Education and Children's Services and have confirmed (CNPA1137) that there are no extensions planned for any of the listed schools serving the residents of the National Park in Aberdeenshire.

The National Park Authority contacted Aberdeenshire Council during the preparation of the schedule to ascertain if more information is available regarding further information on the condition, and any planned works of improvement, refurbishment or extension to the schools in the Cairngorms National Park area. Aberdeenshire Council Education and Children's Services and have confirmed (CNPA1137) that there are no extensions planned for any of the listed schools serving the residents of the National Park in Aberdeenshire. The Park Authority will continue to engage with the Council during the preparation of the Proposed Plan.

The Council also confirmed that the council operate early learning and childcare provisions at Aboyne Primary, Ballater School and Towie School.

### Nurseries



In the Aberdeenshire Council area of the National Park there are nurseries associated with the following primary schools (Figure 10):

- Ballater Primary School
- Braemar Primary School
- Aboyne Primary School
- Towie Primary School.

There are several schools mentioned in this schedule in Aberdeenshire that currently do not have any provision for early learning (nurseries), which may in the future require additional space to offer these services. There are no plans to develop nurseries at these sites at present, however, should this change, this will need to be considered in the proposed plan.

### **Additional needs support**

Aberdeenshire Council is committed to meeting the additional support needs of children and young people in their local mainstream school (CNPA1112). The presumption of mainstream education forms the basis of planning for all children and young people.

Aberdeenshire states that 'when planning for children and young people with additional support needs the starting point should always be a focus on need rather than place. That is, planning must start with the assumption that the child or young person will attend their local mainstream school.'

### **Angus Council**

There are no secondary schools within the boundary of the Cairngorms National Park in the Angus area of the National Park. There are two secondary school catchment areas that together cover the Angus area of the National Park (Figure 9):

- Webster's High School
- Brechin High School.

There are also no primary schools within the boundary of the National Park in the Angus area. There are however three primary schools outwith the National Park with catchment areas that serve the residents within the National Park boundary, namely (Figure 9):

- Isla Primary School
- Cortachy Primary School
- Edzell Primary School



Isla and Cortachy primary schools feed into Webster's High School and Edzell Primary School feeds into Brechin High school.

All of the primary schools mentioned above offer nursery facilities.

### **Condition and suitability**

All of the Schools in Angus serving the residents of the National Park have a rating of A (Good) or B (Satisfactory) for both condition and suitability (CNPA822) (table 9). All of the school were assessed in terms of condition in 2023, however suitability assessments on two school (Brechin High School and Webster's High School have not been updated since 2017. Beyond the investment outlined in the Learning Estate Strategy no further investment has been announced for the schools in Table 9.

The National Park Authority contacted Angus Council (27 September 2024 -CNPA1138) to ascertain if more information is available regarding further information on the condition, and any planned works of improvement, refurbishment or extension to the schools in the Cairngorms National Park area. The Park Authority did not receive any response and followed up with another email request on 10 November 2025 (CNPA1139). Should further information be provided at a later stage this will inform the development of the Proposed Plan.

### **Additional needs support**

All Angus Council's schools support pupils who have additional support needs. Under the Council's duties under the Education (Additional Support for Learning) (Scotland) Act 2004 Angus Council will support children with additional support needs in reaching their full potential. More information on additional needs support in Angus can be found on the Council's website (CNPA1115). There are no implications arising from this information.

### **Perth and Kinross Council**

There is one primary school within the Perth and Kinross Council area of the Cairngorms National Park – Blair Atholl Primary Schools. There are a further two primary schools outwith the National Park that have catchment areas that cover parts of it, namely:

- Kirkmichael Primary School
- Pitlochry Primary School.



Pitlochry Primary School and Blair Atholl Primary School feed into the Pitlochry High School, outwith the National Park. Kirkmichael Primary School feeds into Blairgowrie High School.

Information on the Perth and Kinross Council primary and secondary school catchment areas can be found on Perth and Kinross Council's website (CNPA1116). This information was used to inform the data presented in this schedule

### **Condition and suitability**

All of the School in Perth and Kinross serving the residents of the National Park have been assessed in terms of condition and suitability between 2022 – 2024 (CNPA822) (Table 9). All the schools have a condition B: Satisfactory rating. In terms of suitability all of the school are rated B: Satisfactory, except Blairgowrie High School which was rated C: Poor.

Perth and Kinross Council engaged with the Park Authority during the preparation of this schedule, confirming that the Council does not publicly publish details maintenance for the schools in its learning estate (CNPA1286). As such no further information has therefore been included on this schedule. Should further relevant information be shared with the Park Authority regarding planned maintenance of extension of the schools in or serving the National Park, if pertinent this will be taken into consideration during the development of the proposed plan.

### **Nurseries**

In Perth and Kinross there are nurseries associated with the following primary schools:

- Pitlochry Primary School
- Blair Atholl Primary School
- Kirkmichael Primary School.

All three nurseries offer attendance in term time only (38 weeks) at 30 hours per week from 9am to 3pm approximately. Pitlochry also offer an extended 45-week option, with sessions offers as: 2 x 8hours 8.30am-4.30pm and 2 x 5hours 8am-1pm or 1pm-6pm.

There are no implications in terms of providing addition nursery provision at the primary schools mentioned in this schedule in the Perth and Kinross area of the National Park.

### **Additional needs support**

In Perth and Kinross almost all children and young people are supported in a mainstream Early Learning and Childcare setting, Primary, All-through or Secondary



school. Some Primary, All-through or Secondary schools have an Intensive Support Provision (ISP) (CNPA1130), the ISPs and Fairview School (CNPA1131) are considered to be special school provision and provide education for a small number of children and young people whose additional support needs require their learning to be supported at Stage 4 (Intensive level supports).

Further information on Additional needs support offered by the Perth and Kinross Council can be accessed on the Council's website (CNPA1117). There are no implications arising from this information.

### **Forecasted capacity of education infrastructure**

This section is organised according to local authority, as they are the source of the information and have responsibility for producing it.

#### **The Highland Council**

School roll forecasts are calculated by Highland Council who are the responsible body for the schools in this area. Schools in this area are managed by the Highland Council Area Education Office South, further information on the condition and possible expansion plans for these schools, if available, will be sought at the proposed plan preparation stage to determine if additional land needs to be allocated for education expansion.

The Council publishes 15 year forecasts which are updated each year to take account of pupil numbers at the start of each session, information from the annual Housing Land Audit (CNPA1121 and CNPA1151) review of actual and predicted new build numbers and timescales for housing developments, and data on the number of pre school age children in each catchment area (CNPA1142). These forecasts are used as a baseline to enable effective management of the school estate and form an essential part of the Council's evidence base for informing planning decision making and to establish if developer contributions are required for any new housing development. The Highland Council Delivery Programme (2025) (CNPA1219) identifies what interventions in the school estate are necessary to support future housing development and the expected rate at which developers will be required to contribute.

The Planning Capacities of schools are reviewed regularly, and any changes are reflected in the information published with the updated School Roll Forecasts and in the annual Core Facts report to the Scottish Government (CNPA444).



School Roll forecasts are provided by secondary school designation (CNPA1122) and each document contains all the school roll forecasts for the feeder primary schools.

The RAG scoring system shown in Table 13 is the same RAG system used throughout this schedule to categorise capacity in schools.

Table 13 RAG system applied to the school roll forecast data provided by the respective local authorities for the school in the cairngorms National Park.

<79% Capacity	Green
80% – 89% Capacity	Yellow
>90% Capacity	Red

In the Highland area of the National Park there are currently potential capacity issues at the following primary schools which are forecast to exceed 90% capacity (Table 14):

- Abernethy
- Carrbridge
- Newtonmore.

However, the data indicates that during the plan period of the next local development plan, there are no schools forecasted to be over capacity, although Newtonmore Primary School remains a concern in terms of capacity rising above 90%



Table 14 School roll forecasts for Grantown Grammer School catchment. The Highland Council, March 2025 (CNPA1123)

School	Capacity	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033	2033/ 2034	2034/ 2035	2035/ 2036	2036/ 2037	2037/ 2038	2038/ 2039	2039/ 2040
Grantown Grammar School	570	354	356	361	348	369	387	382	384	387	379	351	345	354	347	339	337
		62%	62%	63%	61%	65%	68%	67%	68%	66%	62%	61%	61%	62%	61%	59%	59%
Abernethy Primary School	100	86	91	87	93	85	77	76	76	76	71	70	74	73	75	75	74
		86 %	91%	87%	93%	85%	77%	76%	76%	76%	71%	70%	74%	73%	75%	75%	74%
Carrbridge Primary School	75	75	73	78	68	74	72	66	66	63	61	63	56	51	51	54	51
		100%	97%	104%	91%	99%	96%	88%	88%	84%	81%	84%	75%	68%	68%	72%	68%
Deshar Primary School	47	41	41	41	40	35	28	29	25	30	31	28	35	28	35	32	31
		87%	87%	87%	85%	74%	60%	62%	53%	64%	66%	60%	74%	60%	74%	68%	66%
Grantown Primary School	254	219	219	220	223	221	216	222	215	213	212	212	206	195	196	199	197
		86%	86%	87%	88%	87%	85%	87%	85%	84%	83%	83%	81%	77%	77%	78%	78%



Table 15 School roll forecasts March 2025 for Kingussie High School catchment. The Highland Council, March 2025 (CNPA1124).

School	Capacity	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033	2033/ 2034	2034/ 2035	2035/ 2036	2036/ 2037	2037/ 2038	2038/ 2039	2039/ 2040
Kingussie High School	660	382	387	396	374	367	353	338	317	314	310	295	287	281	278	275	279
		58%	59%	60%	57%	56%	53%	51%	48%	48%	47%	45%	43%	43%	42%	42%	42%
Newtonmore Primary School	122	108	112	112	102	100	97	103	110	106	112	115	114	110	112	112	111
		89%	92%	92%	84%	82%	80%	84%	90%	87%	92%	94%	93%	90%	92%	92%	91%
Kingussie Primary School	125	71	69	72	64	58	55	55	50	54	51	56	59	66	67	68	66
		57%	55%	58%	51%	46%	44%	44%	40%	43%	41%	45%	47%	53%	54%	54%	53%
Alvie Primary School	71	50	47	42	43	40	36	35	36	36	33	39	41	42	44	46	43
		70%	66%	59%	61%	56%	51%	49%	51%	51%	46%	55%	58%	59%	62%	65%	61%
Aviemore Primary School	284	213	203	202	205	201	194	193	195	183	186	184	186	189	190	190	190
		75%	71%	71%	72%	71%	68%	68%	69%	64%	65%	65%	65%	67%	67%	67%	67%



The Highland Council also provided comments school capacity (CNPA1419) stating that;

‘School capacity is assessed using net capacity calculations based on existing accommodation, taking account of classroom provision and functional suitability, while projected demand is informed by the Council’s School Roll Forecasting (SRF) methodology, which uses pupil census data, anticipated housing completions and population projections to model future rolls over the short to medium term.’

### **Moray Council**

The school roll forecast for Moray schools is published annually (CNPA1125). It is based on school census data released in September and a number of other data sources such as the National Records of Scotland, NHS Grampian and the Moray Housing Land Audit. More information on the methodology used to calculate the school roll forecasts in Moray is available within the school roll forecast data publication (CNPA1125).

The residents of the Moray area in the National Park fall within the Speyside High catchment area, with two of the feeder primary schools catchment areas (Glenlivet and Tomintoul primary schools) also covering this part of the National Park.

School roll forecast data out to 2032 shows no capacity issues in the Moray Council area of the National Park (CNPA1125) (Table 16).



Table 16 School roll forecasts for school in the Speyside High catchment area that are available to students in the Cairngorms National Park. Moray School Roll Forecast, published January 2025, based on the Annual School Census 2024 (CNPA1125).

School	Capacity	2024 (actual)	2025	2026	2027	2028	2029	2030	2031	2032
Speyside High	562	378	359	358	351	365	375	385	385	384
		67%	64%	64%	62%	65%	67%	68%	68%	68%
Glenlivet Primary School	47 <sup>15</sup>	15	16	16	17	16	16	17	19	20
		32%	34%	34%	36%	34%	34%	36%	40%	42%
Tomintoul Primary School	75	28	27	27	28	30	32	33	35	36
		37%	36%	35%	37%	40%	43%	44%	47%	48%

<sup>15</sup> The Capacity of the school was increased in 2021 from 42 to 47, as evidenced by the Moray council School roll forecast (CNPA1125), based on the 2024 Annual School Census (published January 2025).



## **Aberdeenshire Council**

School roll forecasts for the Aberdeenshire Council's schools (CNPA1144) take the current school population as their starting point (Table 17 and Table 18). They then attempt to identify how that population may change over time. In doing so they take into account demographic factors such as birth and migration rates and changes to the school roll arising from new housing. They also build in information about school choices made under the Parents' Charter. In secondary schools staying-on rates for pupils entering fifth and sixth year are estimated. Finally, numbers are rounded to whole figures, a process which occasionally introduces rounding errors into individual school totals.

There is considerable interest in the effect of new house building on school rolls in Aberdeenshire. Projected new house figures used in these forecasts are based on the 2024 Housing Land Audit (CNPA1368), supplemented, where appropriate, by site specific intelligence. As ever, it cannot be guaranteed that the exact number of houses specified in the Housing Land Audit will be built or that the build rates will follow precisely the build schedule given. More information on Aberdeenshire Council's methodology can be found on Aberdeenshire Council's webpage regarding school roll forecasts (CNPA1220).

The school roll forecast data produced by Aberdeenshire Council is presented in numbers of students rather than a year-by-year capacity percentage (CNPA1144). For consistency, those figures have been presented in this schedule as percentages based on the school's maximum capacity figures. Further detail on the published data can be found in the report to the education and children's services committee (20 March 2025) (CNPA111).

It should also be noted that in relation to numbers are rounded to whole figures, a process which occasionally introduces rounding errors into individual school totals.

Alford Academy is currently over capacity, however in the long term (2029) it is expected it will fall below capacity to 88% (Table 18). None of the other schools in the Aberdeenshire area serving the residents of National Park are currently or forecast (2023 – 2029) to go beyond their capacity.



Table 17 School roll forecasts for schools in the Aboyne Academy catchment area that are available to students in the Cairngorms National Park. Aberdeenshire Council School Roll Forecast, published January 2025, based on the Annual School Census 2024 (CNPA1144).

School	Capacity	2024	2025	2026	2027	2028	2029
Aboyne Academy	750	667	656	630	631	597	576
		89%	87%	84%	84%	80%	77%
Aboyne Primary School	342	234	222	205	189	181	175
		68%	65%	60%	55%	53%	51%
Ballater Primary School	145	69	70	80	76	82	84
		48%	48%	55%	52%	57%	58%
Braemar Primary School	50	30	31	37	33	31	31
		60%	62%	74%	66%	62%	61%
Crathie Primary School	47	12	14	14	11	12	13
		25%	30%	30%	23%	26%	27%
Logie Coldstone Primary School	47	9	5	6	4	6	7
		19%	11%	13%	9%	13%	15%

Table 18 School roll forecasts for schools in the Alford Academy catchment area that are available to students in the Cairngorms National Park. Aberdeenshire Council School Roll Forecast, published January 2025, based on the Annual School Census 2024 (CNPA1144).

School	Capacity	2024	2025	2026	2027	2028	2029
Alford Academy	700	690	702	679	659	664	614
		99%	100%	97%	94%	95%	88%
Strathdon Primary School	50	19	20	19	20	18	17
		38%	40%	38%	40%	36%	33%
Towie Primary school	50	33	34	31	27	26	29
		66%	68%	62%	54%	52%	58%



## **Angus Council**

Angus Council monitor school roll projections on an annual basis and seek to identify any school where occupancy is projected to exceed 90% (Table 19 and Table 20) (CNPA1113). For any identified school they will then carry out further analysis to determine whether this is expected to be a sustained trend or a temporary pressure on capacity. Where required an options appraisal will then be carried out to assess the feasibility of addressing the capacity concerns. School roll forecasts included in Table 19 and Table 20 are published on Angus Council's website (CNPA1113).

The data is presented in terms of student numbers and not percentages. The data also provided overall school capacity at each site. For consistency with the other local authority data presented in this schedule the data has been extracted, and the percentage values been calculated.

The school roll forecast data (CNPA1113) shows that none of the schools serving residents in the Angus area of the National Park are forecast to exceed capacity (with no single year forecast at any school rising above 75%) before 2023.

During the preparation of this schedule, the Park Authority have contacted Angus Council to request details of the methodology used to calculate the school roll projections shown in this section as the information is not publicly available. Angus Council (Education Service) have informed the Park Authority that they do not think this should be in the public domain. They did, however, confirm (CNPA1384) that the calculated projections to take into account and reflect the Housing Land Audit figures (CNPA578) for Angus.



Table 19 School roll forecasts for schools in the Webster's High School catchment area that are available to students in the Cairngorms National Park. Angus Council School Roll Forecast, published 2025, based on the Annual School Census 2024 (CNPA1113).

School	Capacity	2024 (actual)	2025	2026	2027	2028	2029	2030	2031
Webster's High School	880	668	649	648	659	635	634	620	601
		76%	74%	74%	75%	72%	72%	70%	68%
Isla Primary School	75	28	27	26	26	26	26	27	27
		37%	36%	35%	35%	35%	35%	36%	36%
Cortachy Primary School	46	29	29	30	25	26	24	27	26
		63%	63%	65%	54%	57%	52%	59%	57%

Table 20 School roll forecasts for schools in the Brechin High School catchment area that are available to students in the Cairngorms National Park. Angus Council School Roll Forecast, published 2025, based on the Annual School Census 2024 (CNPA1113).

School	Capacity	2024 (actual)	2025	2026	2027	2028	2029	2030	2031
Brechin High School	800	542	550	559	573	572	584	549	534
		68%	69%	70%	72%	72%	73%	69%	67%
Edzell Primary School	160	110	104	109	111	107	104	105	101
		69%	65%	68%	69%	67%	65%	66%	63%



### **Perth and Kinross Council**

In the Perth and Kinross Council area the Perth and Kinross Council Education and Children's Services use pupil forecasts to determine any impacts upon schools and catchment areas (Table 21 and Table 22).

Data presented in this section is derived from the projected pupil roll for the primary and secondary schools provided by Perth and Kinross Council (CNPA1140 and CNPA1141) and the school capacity figures provided by the school estate statistics (2025) provided by Scottish Government (CNPA822). Please note that school roll forecast data for 2031 – 2032 is not provided for secondary schools.

The following conditions have been applied to the figures for the primary school roll forecasts provided by Perth and Kinross to the Park Authority:

- Figures are a starting point / base line only using the latest pupil census number taken in September 2024
- Annual projected intake figures are based solely on an average of the previous five years intakes. They do not take account of maximum class sizes, placing request or potential pupils from proposed housing developments.

The following conditions have been applied to the production of the figures for the secondary school roll forecasts provided by Perth and Kinross Council:

- Numbers moving into S1 each year are based on the number of P7 pupils attending the feeder primary schools the year before.
- Numbers for S5 and S6 pupils are based on the average percentage of pupils moving on over the past 3 years.
- Projections do not take account of new housing developments.
- Because of teaching sets of 20 reserved places will play a part in the intake numbers. For example, if a school is projected to take in 98 pupils, the maximum intake may well be set at 120 as 100 would leave very little scope for pupils moving into the catchment area. Of the 120 spaces available a certain amount will be reserved for catchment pupils so could, for example, be set at 10. This would mean the initial intake could increase to 110. This sort of scenario could apply to quite a number of our secondary schools.
- These figures are a starting point / baseline only, using the latest pupil census numbers taken in September 2024.



Table 21 School roll forecasts for schools in the Pitlochry High School catchment area that are available to students in the Cairngorms National Park. Perth and Kinross Council School Roll Forecast received November 2025 based on the actual school roll 2024 / 2025 (CNPA1140 and CNPA1141).

School	Capacity	2024 / 2025 (actual)	2025 / 2026	2026 / 2027	2027 / 2028	2028 / 2029	2029 / 2030	2030 / 2031	2031 / 2032	2032 / 2033
Pitlochry High School	237	127	123	118	131	126	131	130	113	Not available
		54%	52%	50%	55%	53%	55%	55%	48%	
Pitlochry Primary School	300	186	188	185	170	174	171	173	175	173
		62%	63%	62%	57%	58%	57%	58%	58%	58%
Blair Atholl Primary School	50	30	32	35	34	36	36	36	36	36
		60%	64%	70%	68%	72%	72%	72%	72%	72%

Table 22 Figure 14 School roll forecasts for schools in the Blairgowrie High School catchment area that are available to students in the Cairngorms National Park. Perth and Kinross Council School Roll Forecast, received November 2025 based on the actual school roll 2024 / 2025 (CNPA1140 and CNPA1141).

School	Capacity	2024 / 2025 (actual)	2025 / 2026	2026 / 2027	2027 / 2028	2028 / 2029	2029 / 2030	2030 / 2031	2031 / 2032	2032 / 2033
Blairgowrie High School	1,058	915	915	886	864	844	812	786	780	Not available
		86%	86%	84%	82%	80%	77%	74%	74%	
Kirkmichael Primary School	72	33	35	37	40	44	43	41	41	42
		46%	49%	51%	56%	61%	60%	57%	57%	58%



The data supplied by Perth and Kinross Council is not directly comparable to school roll forecast data published for the schools in the other four local authority areas, in that it does not take into account new housing development. To address this the Park Authority has applied the same methodology used by The Highland Council to account for the impacts of new housing development in their school roll forecasts (CNPA1142), specifically, the following assumptions:

- Housing delivery rates on sites set out within the Perth and Kinross Housing Land Audit 2023 (CNPA589).
- A windfall rate based on the last two years of completions within the Perth and Kinross area of the National Park<sup>16</sup>.
- The ratio additional pupils expected to derive from newly constructed housing (the Pupil Product Ratio or PPR), which is 0.3 for primary school pupils and 0.13 for secondary school pupils. These figures are comparable with those used across many Scottish Local Authorities.

These assumptions have only been applied to Pitlochry High School and Blair Atholl Primary School (Table 23), as this is the catchment in which all the proposed and windfall development is located (for calculations, see CNPA1143).

The assumptions make no material difference to the original figures; it can therefore be concluded that the school roll forecast data out to 2032 / 2033 shows no capacity issues in the Perth and Kinross Council area of the National Park.

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<sup>16</sup> See Schedule 13: Housing for more information on windfall delivery rates in the National Park.



Table 23 Revised school roll forecasts for schools in the Pitlochry High School catchment area that are available to students in the Cairngorms National Park (CNPA1143).

School	Capacity	2024 / 2025 (actual)	2025 / 2026	2026 / 2027	2027 / 2028	2028 / 2029	2029 / 2030	2030 / 2031	2031 / 2032	2032 / 2033
Pitlochry High School	237	127	123	119	132	127	132	130	113	Not available
		54%	52%	50%	56%	54%	56%	55%	48%	
Pitlochry Primary School	300	186	188	185	170	174	171	173	175	173
		62%	63%	62%	57%	58%	57%	58%	58%	58%
Blair Atholl Primary School	50	30	33	37	36	38	38	36	36	36
		60%	65%	74%	72%	76%	76%	72%	72%	72%



## **Current approach to developer contributions towards education infrastructure**

Within the Cairngorms National Park, the overarching requirements for developer contributions in relation to education are currently set out in the adopted Cairngorms Local Development Plan Developer Obligations Supplementary Guidance (CNPA445). As the Park Authority is not an education authority, the required contributions are determined by the respective local education authorities.

### **The Highland Council**

The Highland Council Local Development Plan Developer Contributions Supplementary Guidance (November 2018) (CNPA892) sets out Council's approach to mitigating the impacts of development on services and infrastructure by seeking fair and realistic developer contributions to the delivery of such facilities. The guidance forms part of the Council's Development Plan which is used in the determination of planning applications. The guidance relates to the area covered by the Highland-wide Local Development Plan (CNPA451) and the associated Area Local Development Plans. The guidance is also used to inform decision making with respect of education contributions within the Highland area of the Cairngorms National Park.

The Highland Council Local Development Plan (CNPA451) sets out that developer contributions may be sought for education provision if there will be an effect arising from the development on secondary, primary and nursery school capacity.

On 4 May 2023 the Economy and Infrastructure Committee agreed updated developer contribution rates for education and community facilities (CNPA452). Education developer contributions are informed by the school roll forecasts. These have been informed by an updated review of Pupil Product Ratios across Highland.

The following approach has been taken by Highland Council to arrive at updated contribution rates that reflect the current state of the construction market and incorporates the impact of the standards required of capital investment projects in school buildings:

- Use of the current Learning Estate Investment Programme area and cost metrics to establish baseline costs for the various capacity bandings of Primary and Secondary schools.
- The Learning Estate Investment Programme (CNPA1221) metrics are applicable to all types of projects (for example new build, extension and refurbishment) and have



been used to arrive at standard contribution rates for schools in each of the capacity bandings.

- Separate factors are applied for specific locations, such as the revised Pupil Product Ratios and a construction cost location factor.
- An allowance is included for the effect of current market conditions that are not currently reflected in the national cost indices that are used to update the cost metrics (this factor will be regularly reviewed).

The first key change proposed was to apply a flat rate across all extensions and new builds, phasing out 1 Class and 2 Class extension rates and simplifying the process. The second change was an increase in the per home contribution rates as follows:

- £13,155 per home for a 16-class primary school (compared to £8,798 – 2018 rate with index-linking).
- £14,623 per home for an 8-class primary school (compared to £8,798 – 2018 rate with index-linking).
- £9,111 per home for an 800-pupil secondary school (compared to £4,163 – 2018 rate with index-linking).
- £8,352 per home for a 1,200-pupil secondary school (compared to £4,163 – 2018 rate with index-linking).

Where accommodation expansion is required, the revised calculation model utilises current Learning Estate Investment Programme area and cost metrics to ensure that projected construction costs are fair and in line with industry standards. Essential uplift costs can be applied where appropriate, thereby tailoring the calculated level of contribution required to ensure that Highland Council fully recover the actual cost of delivering required additional capacity.

More details on how these figures have been derived can be found here (Item 16) (CNPA452):

- [https://www.highland.gov.uk/meetings/meeting/4782/economy\\_and\\_infrastructure\\_committee](https://www.highland.gov.uk/meetings/meeting/4782/economy_and_infrastructure_committee)

### **Aviemore Primary School**

A recent report (3 November 2025) by the Badenoch and Strathspey Committee to the Highland Council members (CNPA1133) provides an update on the proposed approach to re-surfacing the synthetic turf pitch at Aviemore Primary School.



Members are asked to approve the recommendations below to enable continued progress towards the delivery of this community sports facility. Members are asked to:

- Note there is £414,010.46 of developer contributions earmarked for delivery of Aviemore Primary School<sup>17</sup>.
- Note that the Developer Contributions Board has already agreed to the sum of £131,726.91 through a Section 75 agreement, which permits this to be drawn down for pitch re-surfacing.
- Agree that the remaining sum of £282,283.55 can be drawn down for pitch resurfacing - £220,415.55 through Section 69 (up-front payments) and £61,868.00 through a Section 75 agreement.
- Agree that the expected further income of £31,198.00 from an outstanding invoice under a Section 75 agreement can be drawn down for pitch re-surfacing once payment is received.

The report forms part of the Council's revised approach to co-ordinating developer contributions for the delivery of services, facilities, and infrastructure required to support development. Many of these requirements are identified through the Development Plan (CNPA451) and its associated Delivery Programme (CNPA1219). The proposed re-surfacing of the synthetic turf pitch at Aviemore Primary School aligns with these principles, supporting both educational and community use, and ensuring continued access to high-quality sports provision. To help plan for their delivery, the planning service is securing financial contributions from recent and emerging developments and is also carefully monitoring the ongoing financial position including forecasting of developer contributions from anticipated developments – based on the latest Housing Land Audit.

### **Moray Council**

In Moray Council's adopted Local Development Plan 2020 (CNPA1208), developer contributions can form part of the funding for education infrastructure providing the five tests of Circular 3/2012 and National Planning Framework 4 policy 18 (CNPA008) are met. Given that development viability is a key consideration in development planning, the level of developer obligations sought does not cover the full cost of education infrastructure. Therefore, the timescale for delivery is largely dependent on the

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<sup>17</sup> Developer contributions were initially sought for Aviemore Primary School to support a major extension or potential new build in 2020 and 2021. This was scaled back to a two-class extension in 2022. However, as pupil numbers continued to decline, the extension was deemed unnecessary. Consequently, developer contributions are no longer being pursued for Aviemore Primary School. The proposed pitch, however, would improve what the school has to offer.



availability of other forms of funding such as the Scottish Government Learning Estate Investment Programme (CNPA1221).

The adopted Moray Council Local Development Plan Developer Obligations Supplementary Guidance (CNPA873) states that that within the Cairngorms National Park proposals will first be considered against the Cairngorms National Park Local Development Plan Developer Obligations Supplementary Guidance (CNPA445). Where there is a lack of detail in this the National Park Guidance the Moray Council Supplementary Guidance on Developer Obligations will be used.

A review of the Developer Obligations Statutory Guidance at Moray Council is currently underway with the development of the Councils proposed plan. The Learning Estate Strategy (CNPA454), future school roll forecast (CNPA1125) and any other associated documents or decisions by the Moray Council will continue to inform the level and type of developer obligations sought. The review will inform the proposed plan in the National Park in relation to the Moray schools that relate to development within the Moray area of the National Park.

### **Aberdeenshire Council**

Aberdeenshire's Local Development Plan Developers Obligation Supplementary Guidance (CNPA458) states that it only applies to the Aberdeenshire Local Development Plan Area. The guidance states that proposals falling within the Cairngorms National Park Authority will be considered against the Cairngorms National Park Authority Local Development Plan (CNPA016) and its associated Supplementary Guidance on Developer Contributions (CNPA445). The Cairngorms National Park Local Development Plan Developer Obligations Supplementary Guidance states that 'The Park Authority is not an education authority, so the required contributions are determined by the respective local education authorities'. As Aberdeenshire Council is the education authority in this respect details from the Aberdeenshire Council on developer obligations have been included here.

Section 14 of Aberdeenshire Council's adopted Local Development Plan 2023 (CNPA457) sets out the responsibilities of developers that where, by itself or cumulatively, development would give rise to the need for new or improved infrastructure or services, and this is not to be directly provided as an integral part of the development, planning obligations or other appropriate means to secure such provision may need to be put in place. Developer Obligations assessment may be required for any proposed development. This will be undertaken by the Developer Obligations and Infrastructure Team and will set out the required developer contributions.



In relation to education, Aberdeenshire Council's Local Development Plan (CNPA457) states that contributions may be required to ensure there are adequate primary school places for an increase in the number of school pupils likely to result from new residential developments. The Plan also states that Aberdeenshire Council will also need to ensure there are adequate secondary school places to fully accommodate pupils expected as a result of proposed development.

The Council's Developer Obligations and Affordable Housing Supplementary Guidance (CNPA458) sets out that in relation to residential development, only single units will only be assessed for education contributions. The sub-division of larger sites into multiple single dwelling developments to avoid making a contribution towards other necessary infrastructure will not be excluded from the developer obligations process. In cases where multiple related applications are received by the planning authority, consideration will be given to the cumulative impact of the whole development and contributions sought for the overall infrastructure impact.

The Guidance states that in order to ensure the necessary infrastructure is delivered timeously to meet the required need, mitigation will be sought from all residential development where either alone or cumulatively with other development in the catchment area the primary and / or secondary school roll is projected to exceed 100% of the total capacity.

The required additional capacity will be provided by the most appropriate method by either a permanent extension, reconfiguration of the existing building to provide additional classroom space, or through the erection of a new-build school. As these separate methods have differing associated costs, separate rates will be applied to each. These rates are identified below.

If the necessary capacity required by a development can be delivered through a rezoning exercise, then a contribution will be sought towards the cost of the rezoning consultation required. School catchment rezoning is a separate statutory process so in the event that a rezoning application is not approved, then alternative mitigation would need to be explored.

Calculations will be calculated for each development and are based upon the content of the Housing Land Audit (CNPA574) and the 13 published school roll forecasts for Aberdeenshire using the following formula:

- Average Number of Pupils Over Capacity period x Rate of Mitigation = Contribution



The average number of pupils over capacity shall be expressed as a percentage of the number of houses proposed by a development against the total number of houses built within the school catchment during the 5-year period. Contributions are calculated on the basis of the average number of pupils that the school(s) are over capacity over the five-year period following the submission of a planning application.

Contributions relating to applications for Full Planning Permission and Matters Specified in Conditions shall be calculated using Standard House Unit Equivalents. This shall ensure that contributions are proportionate and related in scale and kind to the development proposed.

Where the phasing of development increases the build out period beyond 5 years, contributions for the extended period of development and remaining housing units shall be calculated using the following formula:

- Number of Houses Remaining x Relevant Pupil Product Ratio x Rate of Mitigation Rates

The rates per pupil as set out below reflect an update of the costs incurred by the Council as indexed in line with the Building Cost Information Service (BCIS) Index for delivering education infrastructure and are in line with the Scottish Futures Trust space standards and rates per sqm (Table 24 and Table 25).

Table 24 Developer contributions – rate per pupil for primary education for development in Aberdeenshire Council (CNPA458).

Type of mitigation	Rate per pupil
New build	£27,146
Permanent extension	£23,527
Reconfiguration	£9,948
Rezoning	£4,851

Table 25 Developer contributions – rate per pupil for secondary education for development in Aberdeenshire Council (CNPA458).

Type of mitigation	Rate per pupil
New build	£33,207
Permanent extension	£30,188
Reconfiguration	£13,264



Type of mitigation	Rate per pupil
Rezoning	£4,851

Land requirements on larger developments, where the development as a whole or as part of a masterplan, generates the need for a new school, the developer will be required to reserve and provide an appropriate sized area of fully developable and serviced land for a school based on the following:

Primary school:

- 5.5 acres (2.2 hectares) (based on a 232 – 460 place community school).
- 7 acres (2.8 hectares) (based on a 460+ place community school).

Secondary school:

- 26 acres (10.5 hectares) (based on a 1,200-place community school).

The guidance states that consultation should be undertaken with Aberdeenshire Council in respect of the location of any school sites as part of a development and serviced land provided to be reasonably level topography and at nil value or to proportion of value generated by the development and a proportionate financial contribution towards the buildings. The market value of the remainder of the land shall be based upon its use as a site for an education facility only.

### **Angus Council**

Requirements for developer contributions in Angus are embedded in the adopted Angus Local Development Plan 2016's policies DS5 Developer Contributions and TC3 Affordable Housing (CNPA460). They are supported by Developer Contributions and Affordable Housing Supplementary Guidance 2023 (CNPA461).

Policy DS5 (CNPA460) states that developer contributions may be sought from all types of development where proposals individually or in a combination result in a need for new, extended or improved public services, community facilities and infrastructure, Contributions may be financial or in-kind and will be proportionate in scale to the proposed development and the tests set out in national policy and guidance. Where contributions cannot be secured through a planning condition a Section 75 agreement or other legal agreement will be required. Contributions may be sought for Education under this Policy for residential developments.



Contributions are required where development is likely to place additional pressure on the planning capacity of a primary and / or secondary school, resulting in a requirement for the creation of additional space to accommodate the anticipated pupils.

The Policy states that developer contributions will be required from all proposed development, both allocated and windfall sites, which will place an additional burden on existing provision. Where a school is forecast to operate in excess of 80% capacity, with an upward trajectory which will result in the school reaching or exceeding 100%, a contribution will be required. Where the council has provided additional capacity to support development through a front funded project, the proposed development will be expected to contribute towards the additional capacity created to which it will benefit from.

The school roll forecasts (CNPA1113) are the basis for evaluating where a contribution will be required and are published on the Angus Council's website on an annual basis, taking into account any annual amendments required and Angus Council's Housing Land Audit (CNPA578).

Works to provide additional capacity within a school may include:

- New build provision
- Extension
- Reconfiguration
- Re-zoning.

Exemptions Developer contributions for education will not be required from the following types of development in Angus:

- Student accommodation
- 1 bed units
- Sheltered / supported housing
- Holiday accommodation
- Listed building conversions – including any associated enabling development which is the minimum necessary to make the listed building conversion viable.

Where units are provided as affordable housing (and occupancy is controlled by planning condition or obligation) they will be exempt from contributing towards education. While it is acknowledged that this type of development has an impact on capacity, Angus Council will mitigate any impact of affordable housing.

## **Primary education**



At the time of publication of the supplementary guidance the school roll forecasts demonstrated two primary schools require development to contribute to additional capacity.

No other schools require a contribution at this time. However, this may be subject to change in future years and can be monitored through future school roll.

The level of contributions required per unit differs dependent on the type of works to create additional capacity (Table 26).

Table 26 Level of primary education developer contributions required per unit dependent on the type of works to create additional capacity by Angus Council (CNPA461).

Type of works	Rate per unit
New build provision	£7,946
Extension	£7,946
Reconfiguration	£5,967
Re-zoning	Case-by case basis

New build provision may include a new school, or the creation of new capacity by other means. This could be through the provision of new pre-school facilities where it frees up space at an existing primary school location.

Extensions usually refer to the development of additional classroom space and changes to minor core facilities, or through the inclusion of modular provision to create additional capacity. Costs can vary dependant on exact requirements and site characteristics.

Reconfiguration refers to internal works to an existing school to create additional capacity to provide extra classroom space.

Rezoning to make best use of existing resources whilst addressing capacity issues re-zoning may be considered. Where this is identified as the required mitigation, a contribution towards transport costs for up to 13-year period, and the cost of the re-zoning exercise may be required. Due to the nature of this option costs will be established on a case-by case basis.

### **Secondary education**

At the time of publication of the Supplementary Guidance (CNPA461) the school roll forecasts demonstrated only one secondary school requires development a contribution towards additional capacity to support development. No other schools require to



contribute at this time; however, this may be subject to change in future years and can be monitored through future school roll forecasts.

The level of contributions required per unit differs dependent on the type of works to create additional capacity (Table 27).

Table 27 Level of secondary education developer contributions required per unit dependent on the type of works to create additional capacity by Angus Council (CNPA461).

Type of works	Rate per unit
New build provision	£7,057
Extension	£7,057
Reconfiguration	£5,292
Re-zoning	Case-by case basis

The Council sets out which schools will require contributions in the Supplementary Guidance, and this is reviewed annually, the most recent information available will be used to inform the Proposed Plan.

More information on the methodology used to calculate developer contribution in the Angus Council area is contained in the Angus Council Local Development Plan 2016 Developer Contributions and Affordable Housing Supplementary Guidance July 2023 (CNPA461).

### **Perth and Kinross Council**

Perth and Kinross's adopted Local Development Plan 2019 (CNPA462), which is supported by Supplementary Guidance (CNPA463), includes policy for securing developer contributions toward the Council's costs of providing additional school roll infrastructure to accommodate pupils generated from new developments. Developers may also be required to enter into planning agreements to deliver appropriate school roll infrastructure.

Perth and Kinross Local Development Plan Policy 5: Infrastructure Contributions (CNPA462 states that 'the Council currently seeks specified developer contributions towards Primary Education' with other contribution requirements assessed on a case-by-case basis.

The Supplementary Guidance (CNPA463) is applied to new housing in areas where a primary school capacity constraint has been identified. A capacity constraint is defined as where a primary school has been operating at over 80% for 5 out of the previous



seven years and is likely to be operating following completion of the proposed development, extant planning permissions and Local Development Plan allocations, at or above 100% of total capacity. Where the Council has funded an increase in Primary School capacity to meet the needs of new development contributions may be required from future development until a proportionate cost of the school improvements is received. This position will be reviewed annually.

The following key principles apply:

- Proposed residential dwellings of two or more bedrooms, along with consents for the change of use from or replacement of sheltered accommodation, or for conversions from alternative uses to residential where the units comprise two or more bedrooms, will make a full contribution (Table 28).
- Proposed one-bedroom apartments, where it is clear that no additional rooms could be used as bedrooms, will not be required to pay a contribution. A one bedroom 14 apartment can consist of the following rooms, sitting room, kitchen, bathroom, single bedroom. Proposed ancillary accommodation linked to an existing dwellinghouse will not be required to pay a contribution.
- Proposed extension of a single bedroom dwelling to create residential units of two or more bedrooms will not be required to make a contribution if the existing dwelling has been occupied as a single bedroom dwelling for the 7-year period prior to the registration of a planning application. Where this 7-year exemption is not met then the contribution requirement will be assessed on an individual basis.
- Affordable and Council housing will not be required to pay contributions.
- Developments of 20 units or less in the Perth City Centre Zone as defined in Appendix 4 will not be required to make a contribution. Where a proposal is for 20+ units then the contribution requirement will be assessed on an individual basis.
- Applications for dwellings which are not likely to place an additional burden on the existing schools, for example, student accommodation linked to a College / University or holiday accommodation would not be expected to make a contribution.
- Sheltered housing may not be required to pay a contribution. The proposed Use Class in line with the Town and Country Planning (Use classes) (Scotland) Order 1997 (CNPA1216) will be used in the determination of the requirement. Proposals which fall under Use Class 8: Residential institutions will be exempt. Proposals which fall under Use Class 9: Houses will be determined on an individual basis.

All developer contributions will be paid into a fund to facilitate the education provision needs in Perth and Kinross. The costs of education provision vary between each individual projects. The Council state that there is a need to look at the school estate in its totality, as a constraint within one primary school catchment area can, on occasions,



be resolved by either the creation of a new school elsewhere or the expansion of an adjacent primary school. Where possible, contributions will be invested within the relevant primary school's catchment area (including denominational schools where they exist). Where it is not possible to invest in the same area, the Council reserves the right to invest the contributions received within the corresponding secondary school catchment areas to help alleviate the capacity issue. In relation to the Supplementary Guidance, the four Perth non-denominational secondary catchment areas will be treated as a single catchment area.

Where a development proposal includes replacement or refurbishment of existing houses, the education contributions guidance may not apply to all units. The test will be whether the proposal will effectively create additional residential units which were not available as houses previously.

Where a dwellinghouse has been subject of change of use and consent is sought to revert back to residential use a full contribution will be required. The exception being, if the change of use from residential was implemented within the 7-year period prior to the registration of a planning application to revert back to residential use, in such cases a contribution will not be required.

In order to provide a clear picture of expectations and to ensure parity of contribution across areas of need, it is considered that a formula based on the average number of children per household and the average cost of creating additional primary school capacity would be appropriate. This introduces both a demographic and construction cost variable. The rate may be revised annually to include indexation based on the Building Cost Information Service (BCIS) General Build Cost Index (CNPA1222).

Table 28 Developer contribution rates per dwelling in Perth and Kinross 2023 (CNPA463).

Type of dwelling	Contributions
1-bedroom dwellinghouse	No contributions required
Sheltered housing	Determined on an individual basis
Affordable housing	No contributions required
2+ bedroom dwellinghouse	£6,300

Further information on the methodology used to calculate developer contributions in Perth and Kinross Council area are set out in the Developer Contributions and Affordable Housing Supplementary Guidance (December 2023) (CNPA463).



## Education infrastructure implications for Proposed Plan

There are eight secondary schools and 22 primary schools with catchments covering areas within the National Park area. These are spread across five local authorities and the evidence in this schedule has examined school roll forecasts and condition and suitability data pertaining to those schools.

### Capacity

The evidence on school capacity does not indicate the need for developer contributions in most areas, except in a few locations where the school roll currently exceeds 90% and / or is forecasted to exceed 90% capacity during the Plan period. These schools are:

- Abernethy Primary School
- Carrbridge Primary School
- Newtonmore Primary School
- Alford Academy

Newtonmore Primary School is located within a Strategic Settlement according to the spatial strategy set out within the Cairngorms National Park Partnership Plan (CNPA008)<sup>18</sup>. It is therefore likely to be a location where additional housing land is identified, given that Strategic Settlements are expected to accommodate a higher proportion of the indicative housing land requirement of 645 dwellings for the Highland Council area<sup>19</sup>. This indicates a likely need for developer contributions during the next plan period.

Alford Academy is outwith the National Park and its catchment only covers a small area of the National Park, within which there are no Strategic or Intermediate Settlements. Most of the Aberdeenshire area feeds into Aboyne Academy, which has sufficient capacity. Residential development within the Alford Academy catchment is likely to be limited, but given the constraints on capacity within the school, developer contributions are likely to be required.

Abernethy Primary School, in Nethy Bridge, and Carrbridge Primary School are within Intermediate Settlements in the Highland Council area of the National Park and therefore will also likely be a focus for identifying housing land, although at a lower level than the Strategic Settlements. The need for developer contributions during the next plan period is therefore likely for these schools.

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<sup>18</sup> See Schedule 1: Plan outcomes for information on the National Park Partnership Plan's spatial strategy.

<sup>19</sup> See Schedule 13: Housing, Table 53 for further information on the indicative housing land requirement.



The Park Authority will continue to review the implications of proposed development throughout the preparation of the Proposed Plan. This will take account of the proposed level of residential development within settlements and be based on the latest available school roll capacity data.

The Park Authority will continue to work in partnership with the local authorities that provide education services for residents of the National Park to determine the level of developer contributions to be levied for education infrastructure and the triggers for determining when developer contributions are needed.

Any developer contributions sought will need to be linked to specific developments, meet the tests set out in Circular 4 / 2025 (CNPA547) and embody the infrastructure first principles with National Planning Framework 4. Developer contributions may be secured through upfront payments under Section 69 of the Local Government (Scotland) Act 1973 (CNPA749), Section 48 of the Roads (Scotland) Act 1984 (CNPA875) or a Planning Obligation under Section 75 of the Town and Country Planning (Scotland) Act 1997 (CNPA003).

At present there are no capacity issues identified at the other schools serving the residents of the National Park, which indicates that the delivery of the indicative housing land requirement of 889 dwellings is realistic<sup>20</sup>. Furthermore, following an infrastructure first approach, this indicates that there exists the potential for new residential development within the settlements these schools serve. This may support the sustainability of schools with falling school roles. The exact level of development would however depend on a range of factors, including the status of the location within the settlement hierarchy<sup>21</sup>, any environmental constraints<sup>22</sup> and the remaining capacity of the schools. This will be reviewed during the preparation of the Proposed Plan.

### **Condition and suitability**

In terms of condition, most of the schools are B: Satisfactory, or above, with the exception of the following, which are rated C: Poor:

- Grantown Grammer School
- Kingussie High School

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<sup>20</sup> See Schedule 13: Housing, Table 53 for further information.

<sup>21</sup> See Schedule 1: Plan outcomes for further information on the spatial strategy and its settlement hierarchy.

<sup>22</sup> Environmental constraints are covered in a number of schedules, including Schedule 5: Natural heritage, Schedule 6: Landscape, Schedule 7: Historic and cultural heritage, Schedule 8: Land use, soil and resources and Schedule 19: Flood risk and water management.



- Glenlivet Primary School
- Speyside High School
- Tomintoul Primary School
- Deshar Primary School

The following schools are also graded C: Poor for suitability:

- Alvie Primary School
- Grantown Grammer School

It is important to note that the local development plan cannot require infrastructure provision or financial contributions from housing developments to address existing deficiencies in the school estate unless there is clear evidence that the proposed development would exacerbate those deficiencies. However, in accordance with the principles of infrastructure first, the condition and suitability of a school may be factors in evaluating the appropriateness of candidate sites for inclusion in the Proposed Plan. It is also recognised that the school estate may require works to update it – the Park Authority will need to engage with education authorities throughout the implementation of the Local Development Plan to ensure that these can be enabled.

## **Other matters**

### **Higher and further education services**

There are no higher or further education sites in the Cairngorms National Park. Although some students may wish to attend the closest university in Inverness, it is expected that university choice will be based on career choice or academic subject preference meaning presenting meaningful data on further or higher education choices of young people in the National Park is problematic. As such no further information on further or higher education facilities is presented here.

### **Outdoor learning**

Outdoor learning benefits children, young people and adults alike. Outdoor learning is highly valued in Scotland, and it is an integral part of the education system. Scotland explicitly includes the use of the outdoor environment as a necessary approach and context for delivering its education curriculum.

Outdoor learning can take place anywhere from school grounds to local green spaces, high streets to National Parks, from your front door to the rest of the world.



There are links to natural infrastructure through an Infrastructure First approach, and this can be met through the inclusion of green and blue infrastructure as part of school / education facility design which can provide several benefits. These are nature-based solutions to tackling climate change and biodiversity loss, active travel options, plus opportunities to connect with nature as part of learning. Nature rich green spaces within educational facilities would also provide similar benefits.

Scottish Governments Curriculum for excellence through outdoor learning document (CNPA468) outlines the integral role outdoor learning has in the new curriculum. It signposts ways for teachers, educators and their partners to plan for and use the outdoor environment to provide imaginative. Developments in outdoor learning are underpinned and supported through Glow and by the Learning and Teaching Scotland outdoor learning online resource (CNPA1118), which was initially developed in partnership with NatureScot, Forestry Commission Scotland and the Scottish Advisory Panel for Outdoor Education. The online resource provides support for all those involved in outdoor learning and provides detail on issues such as planning experiences and selecting locations.

Curriculum for Excellence through Outdoor Learning has set out a vision for all schools and educational settings to provide frequent and progressive outdoor learning opportunities which are clearly part of the curriculum. It is the responsibility of all involved in education to recognise the place of outdoor learning within the curriculum and plan accordingly to ensure that all children and young people in Scotland receive these opportunities as part of their learning journey.

NatureScot provides a Greenspace Map for Outdoor Learning which allows teachers, educators and others to quickly identify greenspaces close to their education establishment that may provide outdoor learning potential (CNPA1119). The map is available here:

- <https://www.nature.scot/professional-advice/young-people-learning-outdoors-and-developing-skills/learning-local-greenspace/greenspace-map-outdoor-learning>

The map includes types of greenspaces that may provide some opportunity for outdoor learning. The types include natural sites, public parks, amenity spaces, play spaces, allotments, land that is changing its use (these can provide good temporary spaces for schools to use), institutional grounds, playing fields, golf courses and cemeteries. The greenspaces have been broadly categorised according to the likelihood of its value to outdoor learning.



The Outdoor Learning Directory is another online resource providing outdoor learning services and information provided by Scottish public bodies for environment forestry, heritage and education (CNPA469).

More information on the blue and green infrastructure and open space and play sufficiency is available in Schedule 16: Blue and green infrastructure and Schedule 17: Play, recreation and sport.

### **Links to housing**

Studies have shown that when teachers leave schools, overall morale appears to suffer enough that student achievement declines – both for those taught by the departed teachers and by students whose teachers stayed put (Stanford Centre for Education Policy Analysis – CNPA1120). A lack of locally available affordable housing may contribute to teaching staff seeking employment elsewhere, negatively affect staff retention and become a barrier to acquiring new permanent staff. The delivery of affordable housing therefore has implications for the delivery education services within the National Park.

Detail on housing and affordable housing provision is available in Schedule 13: Housing.

### **Evidence gaps**

The Park Authority contacted all local authorities to provide information on the condition of the learning estate assets serving the residents of the National Park. While Moray and Perth and Kinross Councils provided information, the others did not respond to the requests. This therefore represents minor gap in evidence for following local authorities in terms of asset condition:

- The Highland Council (page 52)
- Aberdeenshire Council (page 58)
- Angus Council (page 60).

Since this information is not required to determine the need for developer contributions, the Park Authority does not consider it to be a barrier to preparing the Proposed Plan.

The Park Authority remain committed to attempting to engage with all local authorities during the preparation of the Proposed Plan. Should further information be provided at a later stage this will inform the development of the Proposed Plan.



## Summary of stakeholder engagement

Engagement Gypsy and Traveller Communities noted that access to education is easier for settled families, whereas transient families face greater barriers, including limited continuity in schooling and challenges in maintaining enrolment while travelling (CNPA028).

Engagement with children and young person's lead to participants suggesting the development of a new High School in Aviemore and improvements to the existing facilities in Kingussie, emphasising the importance of accessible and modern learning environments that reflect the needs of local young people (CNPA058, CNPA681, CNPA682, CNPA683, CNPA833, CNPA834 and CNPA835).

Participants went on to further highlight the lack of higher and further education opportunities within the National Park, suggesting that the Park Authority in conjunction with Local Authorities should explore future campus development to support continued learning and skills training locally.

The Park Authority has also attempted to engage with all local authorities during the production of this document as outlined in the respective local authority summary sections. Perth and Kinross and Moray Councils have positively engaged with the Park Authority. Aberdeenshire, Angus and Highland Councils have not. The Park Authority will continue to attempt to engage with all of the local authorities during the preparation of the proposed plan to determine the level of developer contributions to be levied for education infrastructure and the triggers for determining when developer contributions are needed.

Public engagement on this schedule (See CNPA1354 for engagement version) was carried out from 18 November 2024 – 6 January 2025. Seven completed responses were received (CNPA1340).

## Summary of implications for Proposed Plan

Based on the available evidence and engagement with key agencies and other interested parties, the Park Authority consider this schedule to provide a sufficient evidence base on which to prepare the Proposed Plan.

The Proposed Plan needs to be prepared in accordance with:



- The four aims of the National Park as set out in The National Parks (Scotland) Act 2000 (CNPA004), in particular the fourth aim 'to promote sustainable economic, social and cultural development of the area's communities'.
- Section 9(6) of the 2000 Act, which states that while the aims are to be pursued collectively, if there is conflict between the first aim and any of the others, greater weight is given to the first aim.
- The spatial strategy and principles of National Planning Framework 4 (CNPA008).

In the preparation of the Proposed Plan, and throughout the implementation of the adopted Local Development Plan, the Park Authority will work in partnership with the local authorities that provide education services for residents of the National Park to determine the level of developer contributions, if any, to be levied for education infrastructure and the triggers for determining when developer contributions are needed.

At present, the Park Authority anticipates that developer contributions may be required if development is proposed within the catchments of the following schools:

- Abernethy Primary School
- Carrbridge Primary School
- Newtonmore Primary School
- Alford Academy.

The fact that there are no significant capacity issues in most schools supports the delivery of the indicative housing land requirement of 889 dwellings. See Schedule 13: Housing for further information.

In locations, where at present, there are no capacity issues identified within the schools that serve them, an infrastructure first approach to development may be taken, through the allocation of sites for residential development. The exact level of development would however depend on a range of factors, including the remaining capacity of those schools. This will be reviewed during the preparation of the Proposed Plan.

The Proposed Plan should also:

- Ensure that appropriate information on the type, level and location of education infrastructure, that is likely to be required to support development, is set out in the plan. Where appropriate, this may include the level of developer contributions expected at each site.



- Identify how, when and by whom (for example, which local authority) infrastructure will be delivered. This information should be reflected in the Delivery Programme.

## Statements of agreement

The following people / organisations agree that the evidence presented is sufficient to inform the preparation of the proposed Plan:

- Historic Environment Scotland (C002)
- NatureScot (C004)
- Aberdeenshire Council (C017)
- Dan Walker (C076)
- Douglas Mitchell (C078)

### Historic Environment Scotland (C002)

Historic Environment Scotland agree that the evidence correctly identifies the characteristics of the Cairngorms National Park. They did not know of any additional information that would help inform the preparation of the next Local Development Plan and agreed that the correct implications for the next Local Development Plan had been identified.

### NatureScot (C004)

NatureScot agree that the evidence correctly identifies the characteristics of the Cairngorms National Park. Although they agreed that the evidence presented in this report is sufficient to inform the preparation of the next Local Development Plan, they suggested the following additions:

- Links to National Planning Framework 4 policies: Tackling the Climate and Nature Crises; Climate Mitigation and Adaptation; Biodiversity; and green and blue infrastructure.
- Links to natural infrastructure through an infrastructure first approach.
- Reference to the Curriculum for excellence through outdoor learning.
- Reference to NatureScot's Young People Learning Outdoors and Developing Skills.
- Reference to the Outdoor learning directory.

When asked if they knew of any additional information that would help inform the preparation of the next Local Development Plan, they responded yes and commented:

### Park Authority response

Amendments to the schedule have been made to reflect NatureScot's comments.



## **Aberdeenshire Council (C017)**

Aberdeenshire Council did agree that the evidence presented in this report correctly identifies the characteristics of the Cairngorms National Park. When asked if they knew of any additional information that would help inform the preparation of the next Local Development Plan, they replied yes and commented:

‘We don't have any issue with the content or direction this is going in. There are number of points of accuracy that require to be amended.’

### **Park Authority response**

The Park Authority has attempted to contact the individual from Aberdeenshire council to clarify which points of accuracy required amending. No response has been received, and the Park Authority have now been informed the person who made the comments is no longer working or the Council. No further follow up on this is now possible.

## **Moray Council (C023)**

Moray Council provided following comments were:

- The accuracy of the data relating to school condition needs to be reviewed. Table 10 on page 50 correctly reports a C Condition grade both Glenlivet and Tomintoul primary schools however the map on page 40 has both schools incorrectly graded as Condition B.
- On page 49 it states, ‘Table 9 Shows there are no forecast capacity issues for the schools in the Moray Council area of the National Park up until 2031’. It could be interpreted that there is a capacity issue from 2031 which is not the case. It is suggested this should be amended to ‘School roll forecast data out to 2031 shows no capacity issues in the Moray Council area of the National Park’.

### **Park Authority response**

Amendments to the schedule have been made to reflect Moray Council's comments.

## **Douglas Mitchell (C078)**

Douglas Mitchell also agreed that the evidence presented in this report correctly identifies the characteristics of the Cairngorms National Park. When asked if they knew of any additional information that would help inform the preparation of the next Local Development Plan, they responded that:



‘Staff turnover can have a significant impact on the quality of education provided as well as how connected a school is with its local community. Limited affordable housing stock within the Park means that teachers are often commuting considerable distances, limiting the time they have to contribute to after-school activities and increasing the chance of them taking a new job nearer to where they live whenever one becomes available.’

### **Park Authority response**

While the Park Authority welcomes the comments and agrees that it is possible that ‘Staff turnover can have a significant impact on the quality of education provided as well as how connected a school is with its local community’ and as such a statement the following statement has been added to the schedule to highlight the issue:

‘Studies have shown that when teachers leave schools, overall morale appears to suffer enough that student achievement declines—both for those taught by the departed teachers and by students whose teachers stayed put (Stanford Centre for Education Policy Analysis<sup>23</sup>). A lack of locally available affordable housing may contribute to teaching staff seeking employment elsewhere, negatively affect staff retention and become a barrier to acquiring new permanent staff.’

Matters relating to the availability and provision of affordable housing are covered in Schedule 13: Housing.

## **Statements of dispute**

There are no outstanding statements of dispute.

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<sup>23</sup> CNPA1120 - Stanford Centre for Education Policy Analysis: Teacher Turnover Affects All Students' Achievement, Study Indicates