



# Topic: Education

Engagement version November 2024

## Requirements addressed in this section

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

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)

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

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

- National Planning Framework 4  
<https://www.dpea.scotland.gov.uk/LibraryDocument.aspx?id=2094>
- Local development planning guidance  
<https://www.gov.scot/publications/local-development-planning-guidance/>
- Learning Estate Strategy 'Connecting People, Places and Learning'  
<https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2019/09/scotlands-learning-estate-strategy-connecting-people-places-learning/documents/scotlands-learning-estate-strategy-connecting-people-places-learning/scotlands-learning-estate-strategy-connecting-people-places-learning/govscot%3Adocument/scotlands-learning-estate-strategy-connecting-people-places-learning.pdf>
- The Condition Core Fact - Building better schools: Investing in Scotland's future  
<https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2017/11/condition-core-facts-publication/documents/condition-core-fact-building-better-schools-investing-scotlands-future/condition-core-fact-building-better-schools-investing-scotlands-future/govscot%3Adocument/00527898.pdf>
- The Suitability Core Fact – Building better schools: Investing in Scotland's future  
<https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2017/11/suitability-core-facts-publication/documents/suitability-core-fact-building-better-schools-investing-scotlands-future/suitability-core-fact-building-better-schools-investing-scotlands-future/govscot%3Adocument/suitability-core-fact-building-better-schools-investing-scotlands-future.pdf>
- Schools (Consultation) (Scotland) Act 2010  
<https://www.legislation.gov.uk/asp/2010/2/contents#:~:text=An%20Act%20of%20the%20Scottish%20Parliament%20to>
- Scotland's Census  
<https://www.scotlandscensus.gov.uk/>



- Population Projections for Scottish Areas 2018-based  
<https://www.nrscotland.gov.uk/files//statistics/population-projections/sub-national-pp-18/pop-proj-principal-2018-report.pdf>
- Scottish Public Health Observatory Profiles  
[https://scotland.shinyapps.io/ScotPHO\\_profiles\\_tool/](https://scotland.shinyapps.io/ScotPHO_profiles_tool/)
- Small area population estimates (2011 Data Zone based)  
<https://www.nrscotland.gov.uk/statistics-and-data/statistics/statistics-by-theme/population/population-estimates/2011-based-special-area-population-estimates/small-area-population-estimates>
- Statistical areas used in the analysis of the Cairngorms National Park  
<https://cairngorms.co.uk/wp-content/uploads/2024/07/Statistical-areas-used-in-the-analysis-of-the-Cairngorms-National-Park.pdf>
- Summary statistics for schools in Scotland 2023  
<https://www.gov.scot/publications/summary-statistics-for-schools-in-scotland-2023/>
- School estate statistics 2024  
<https://www.gov.scot/publications/school-estate-statistics-2024/pages/introduction/>
- Cairngorms National Park Partnership Plan 2022  
<https://cairngorms.co.uk/wp-content/uploads/2022/09/Cairngorms-National-Park-Partnership-Plan-full-version-FINAL.pdf>
- Cairngorms National Park Local Development Plan 2021 Action Program  
<https://cairngorms.co.uk/wp-content/uploads/2022/09/Local-Development-Plan-2021-Action-Program-2022.pdf>
- Cairngorms National Park Local Development Plan Developer Obligations  
<https://cairngorms.co.uk/wp-content/uploads/2022/09/LDP-Developer-Obligations-Supplementary-Guidance-.pdf>
- Highland Council - Education and Learning Service Plan for 2023 / 2024  
[file:///C:/Users/nasimmehrabi/Downloads/Item\\_5\\_Education\\_and\\_Learning\\_Service\\_Plan\\_2023\\_24.pdf](file:///C:/Users/nasimmehrabi/Downloads/Item_5_Education_and_Learning_Service_Plan_2023_24.pdf)



- Highland Council Learning Policy  
[https://www.highland.gov.uk/downloads/file/6523/learning\\_policy](https://www.highland.gov.uk/downloads/file/6523/learning_policy)
- Highland Council Performance Plan 2022 – 2027  
[https://www.highland.gov.uk/downloads/file/4620/corporate\\_plan#:~:text=Performance%20Plan%202022-27.%20More%20about%20The%20Highland%20Council,%20our%20wards](https://www.highland.gov.uk/downloads/file/4620/corporate_plan#:~:text=Performance%20Plan%202022-27.%20More%20about%20The%20Highland%20Council,%20our%20wards)
- Highland Council Report: Establishing the Highland Investment Plan and Mechanisms to Fund and Deliver It. Agenda Item 9. Report number: HC/13/24  
[https://www.highland.gov.uk/meetings/meeting/4967/highland\\_council](https://www.highland.gov.uk/meetings/meeting/4967/highland_council)
- Highland Council Report: The Highland Investment Plan – Next Steps. Agenda Item 11. Report number: HC/19/24  
[https://www.highland.gov.uk/meetings/meeting/5003/highland\\_council](https://www.highland.gov.uk/meetings/meeting/5003/highland_council)
- Highland-wide Local Development Plan 2012  
[https://www.highland.gov.uk/info/178/development\\_plans/199/highland-wide\\_local\\_development\\_plan#:~:text=The%20Highland-wide%20Local%20Development%20Plan%20\(HwLDP\)%20is%20our%20vision%20for](https://www.highland.gov.uk/info/178/development_plans/199/highland-wide_local_development_plan#:~:text=The%20Highland-wide%20Local%20Development%20Plan%20(HwLDP)%20is%20our%20vision%20for)
- Highland Council: Economy and Infrastructure Committee Item 16 Report (ECI/30/2023) – Developer Contributions  
[https://www.highland.gov.uk/meetings/meeting/4782/economy\\_and\\_infrastructure\\_committee](https://www.highland.gov.uk/meetings/meeting/4782/economy_and_infrastructure_committee)
- Highland Council: Building Our Future Map  
[https://www.highland.gov.uk/info/1034/land\\_and\\_property/975/building\\_our\\_future/2](https://www.highland.gov.uk/info/1034/land_and_property/975/building_our_future/2)
- Moray Learning Estate Strategy 2022 – 2032  
<http://www.moray.gov.uk/downloads/file149062.pdf>
- Aberdeenshire Council – Learning Estate Strategy 2024 – 2027  
[https://s3-eu-west-1.amazonaws.com/ehq-production-europe/fe68747e77f85720b487992d4439bd2b07a0fd20/original/1718798395/f16fb04aae6810155bd2cd18ee7c3a88\\_Learning\\_Estate\\_Strategy\\_Movement\\_Towards\\_a\\_Sustainable\\_Estate.pdf?1718798395](https://s3-eu-west-1.amazonaws.com/ehq-production-europe/fe68747e77f85720b487992d4439bd2b07a0fd20/original/1718798395/f16fb04aae6810155bd2cd18ee7c3a88_Learning_Estate_Strategy_Movement_Towards_a_Sustainable_Estate.pdf?1718798395)



- Aberdeenshire Council – Learning Estate Three Year Plan 2022 – 2025  
<https://www.aberdeenshire.gov.uk/media/27567/learning-estates-three-year-plan-2022-2025.pdf#:~:text=The%20Learning%20Estates%20Team%20work%20plan>
- Aberdeenshire Local Development Plan  
<https://online.aberdeenshire.gov.uk/ldpmedia/LDP2021/AberdeenshireLocalDevelopmentPlan2023IntroductionAndPolicies.pdf>
- Aberdeenshire Local Development Plan Developer Obligations and Affordable Housing Supplementary Guidance February 2024  
<https://www.aberdeenshire.gov.uk/media/27933/guidancedeveloperobligationsaffordablehousing.pdf>
- Angus Council School Investment Strategy 2017 – 2047  
[https://www.angus.gov.uk/sites/default/files/2021-06/Item\\_11\\_Report%20189\\_School%20Investment%20Strategy\\_Appendix.pdf](https://www.angus.gov.uk/sites/default/files/2021-06/Item_11_Report%20189_School%20Investment%20Strategy_Appendix.pdf)
- Angus Council Local Development Plan 2016  
<https://www.angus.gov.uk/sites/default/files/Angus%20local%20development%20plan%20adopted%20September%202016.pdf>
- Angus Council Local Development Plan 2016 Developer Contributions and Affordable Housing Supplementary Guidance July 2023  
<https://www.angus.gov.uk/sites/default/files/2023-08/Draft%20Developer%20Contributions%20and%20Affordable%20Housing%20Supplementary%20Guidance%20July%202023.pdf>
- Perth and Kinross Local Development Plan  
[https://www.pkc.gov.uk/media/45242/Adopted-Local-Development-Plan-2019/pdf/LDP\\_2\\_2019\\_Adopted\\_Interactive.pdf?m=1576667143577](https://www.pkc.gov.uk/media/45242/Adopted-Local-Development-Plan-2019/pdf/LDP_2_2019_Adopted_Interactive.pdf?m=1576667143577)
- Perth and Kinross Council: Developer Contributions and Affordable Housing Supplementary Guidance December 2023  
[https://www.pkc.gov.uk/media/52557/Part-1-Policy-Implementation-and-Developer-Contribution/pdf/DC\\_\\_\\_AH\\_SG\\_2023\\_Part\\_1\\_complete.pdf?m=1713251360997](https://www.pkc.gov.uk/media/52557/Part-1-Policy-Implementation-and-Developer-Contribution/pdf/DC___AH_SG_2023_Part_1_complete.pdf?m=1713251360997)



- Perth and Kinross Learning Estate Strategy 2021  
<https://perth-and-kinross.cmis.uk.com/perth-and-kinross/Document.ashx?czJKcaeAi5tUFL1DTL2UE4zNRBcoShgo=Bcl7gLbCgOQKkm%2fpHqEfj0CV5F4frlRAF0WFZAw5wa00I7Uuosdl8Q%3d%3d&rUzwRPf%2bZ3zd4E7lkn8Lyw%3d%3d=pwRE6AGJFLDNlh225F5QMaQWCtPHwdhUfCZ%2fLUQzgA2uL5jNRG4jdQ%3d%3d&mCTIbCubSFfXsDGW9lXnlG%3d%3d=hFfIUdN3100%3d&kCx1AnS9%2fpWZQ40DXFvdEw%3d%3d=hFfIUdN3100%3d&uJovDxwdjMPoYv%2bAjvYtyA%3d%3d=ctNJff55vVA%3d&FgPIIEJYlotS%2bYGoBi5oIA%3d%3d=NHdURQburHA%3d&d9Qjj0ag1Pd993jsyOJqFvmyB7X0CSQK=ctNJff55vVA%3d&WGewmoAfeNR9xqBux0r1Q8Za60lavYmz=ctNJff55vVA%3d&WGewmoAfeNQ16B2MHuCuCpMRKZMwaG1PaO=ctNJff55vVA%3d>
- Perth and Kinross Learning Estate Management Plan 2021  
<https://perth-and-kinross.cmis.uk.com/perth-and-kinross/Document.ashx?czJKcaeAi5tUFL1DTL2UE4zNRBcoShgo=9GcYJArgVKVfvM7wu66lmgJW%2bmePws0kHdV6qYKYHb5H123p1QtWtQ%3d%3d&rUzwRPf%2bZ3zd4E7lkn8Lyw%3d%3d=pwRE6AGJFLDNlh225F5QMaQWCtPHwdhUfCZ%2fLUQzgA2uL5jNRG4jdQ%3d%3d&mCTIbCubSFfXsDGW9lXnlG%3d%3d=hFfIUdN3100%3d&kCx1AnS9%2fpWZQ40DXFvdEw%3d%3d=hFfIUdN3100%3d&uJovDxwdjMPoYv%2bAjvYtyA%3d%3d=ctNJff55vVA%3d&FgPIIEJYlotS%2bYGoBi5oIA%3d%3d=NHdURQburHA%3d&d9Qjj0ag1Pd993jsyOJqFvmyB7X0CSQK=ctNJff55vVA%3d&WGewmoAfeNR9xqBux0r1Q8Za60lavYmz=ctNJff55vVA%3d&WGewmoAfeNQ16B2MHuCuCpMRKZMwaG1PaO=ctNJff55vVA%3d>
- Perth and Kinross Council Corporate Asset Management 2023  
<https://perth-and-kinross.cmis.uk.com/perth-and-kinross/Document.ashx?czJKcaeAi5tUFL1DTL2UE4zNRBcoShgo=GYN39yqBdCET%2fNTYwz6u3ZTGeO9VU3kkm7QI9YiAxEZbPO4SaGdlmA%3d%3d&rUzwRPf%2bZ3zd4E7lkn8Lyw%3d%3d=pwRE6AGJFLDNlh225F5QMaQWCtPHwdhUfCZ%2fLUQzgA2uL5jNRG4jdQ%3d%3d&mCTIbCubSFfXsDGW9lXnlG%3d%3d=hFfIUdN3100%3d&kCx1AnS9%2fpWZQ40DXFvdEw%3d%3d=hFfIUdN3100%3d&uJovDxwdjMPoYv%2bAjvYtyA%3d%3d=ctNJff55vVA%3d&FgPIIEJYlotS%2bYGoBi5oIA%3d%3d=NHdURQburHA%3d&d9Qjj0ag1Pd993jsyOJqFvmyB7X0CSQK=ctNJff55vVA%3d&WGewmoAfeNR9xqBux0r1Q8Za60lavYmz=ctNJff55vVA%3d&WGewmoAfeNQ16B2MHuCuCpMRKZMwaG1PaO=ctNJff55vVA%3d>



- Determining Primary School Capacity  
<https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2014/10/determining-primary-school-capacity-guidance/documents/00461513-pdf/00461513-pdf/govscot%3Adocument/00461513.pdf>
- Ballater and Crathie Community Action Plan 2023  
[https://www.ballaterandcrathiecommunitycouncil.com/\\_files/ugd/ff0841\\_f2f9573586ef4cf3a753d7a57adcb57c.pdf](https://www.ballaterandcrathiecommunitycouncil.com/_files/ugd/ff0841_f2f9573586ef4cf3a753d7a57adcb57c.pdf)
- Blair Athol Community Action Plan: Looking to 2030  
<https://cairngorms.co.uk/wp-content/uploads/2023/08/Blair-Atholl-Struan-Community-Action-Plan-2023-final.pdf>
- Boat of Garten Action Plan Review 2018  
<https://cairngorms.co.uk/wp-content/uploads/2020/12/2018-Boat-of-GartenAction-Plan.pdf>
- Braemar Community Action Plan  
<https://cairngorms.co.uk/wp-content/uploads/2021/01/2017-BraemarAction-Plan.pdf>
- Carrbridge Community Action Plan: Looking to 2030  
<https://cairngorms.co.uk/wp-content/uploads/2022/07/Carrbridge-Community-Action-Plan-2022.pdf>
- Kincaig Community Action Plan  
<https://cairngorms.co.uk/wp-content/uploads/2015/07/2011-KincaigActionPlan.pdf>
- Kingussie Community Action Plan 2018  
<https://cairngorms.co.uk/wp-content/uploads/2021/01/2018-Kingussie-Action-Plan.pdf>
- Mount Blair Community Action Plan  
[https://cairngorms.co.uk/wp-content/uploads/2021/01/1013\\_18-Mountblair-and-Glenshee-Action-Plan.pdf](https://cairngorms.co.uk/wp-content/uploads/2021/01/1013_18-Mountblair-and-Glenshee-Action-Plan.pdf)
- Nethy Bridge Community Action Plan: Looking to 2030  
<https://cairngorms.co.uk/wp-content/uploads/2024/03/Nethy-Bridge-Community-Action-Plan-2023-1.pdf>



- Newtonmore Community Action Plan: Looking to 2023  
<https://cairngorms.co.uk/wp-content/uploads/2022/07/Newtonmore-Community-Action-Plan-2022.pdf>
- Strathdon Community Action Plan 2016  
<https://cairngorms.co.uk/wp-content/uploads/2015/04/160601StrathdonActionPlan.pdf>
- School estate statistics 2024  
<https://www.gov.scot/publications/school-estate-statistics-2024/pages/introduction/>

## Summary of evidence

### Policy context

#### National Planning Framework 4

The National Planning Framework 4 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. 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.

In relation to this evidence paper the provision of education infrastructure will be considered.

### **Local development planning guidance**

The local development planning guidance which supports the National Planning Framework 4's 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 paper.

As suggested in line with the guidance a 'Red Amber Green' rating system has been applied in this paper 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.

### **Learning Estate Strategy**

The Scottish Government and the Convention of Scottish Local Authorities (COSLA) have shown their commitment to invest in the learning estate through their strategy 'Scotland's Learning Estate Strategy: Connecting People, Places and Learning'. The national strategy recognises the importance of the learning estate in supporting outcomes that are necessary for a more successful Scotland.

This vision is 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) 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 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 2010 Act 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. 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.

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

The National Park Partnership Plan 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.

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 2020 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.

### **Local Development Plan 2021 Action Programme 2022**

The Action Programme, updated annually (will be replaced in 2025 with the Delivery Programme), gives updates on the progress of services infrastructure projects within or affecting the Cairngorms National Park. Under the Active Aviemore Project work has been undertaken to upgrade the path from the Aviemore Primary school to the new Hospital, improving mobility for children accessing the primary school.

The Action Programme provides information on School capacity in relation to Local Development Plan allocated sites; however, this paper provides the most-up-to date school roll forecasts. Where it was identified that school serving the areas/site may go over capacity the Action Programme sets out the requirement that contributions may be required to extend the schools.

There are no implications arising from the last Action Programme pertaining to the preparation of the Proposed Plan. The Action Programme will be updated and adopted as a Delivery Programme in March 2025.

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

One of the key strategic priority outcomes listed in the Highland Priorities 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.

## **Highland Council – Education and Learning Service Plan 2023 / 2024**

The Plan sets out the Service's improvement priorities for the year including how this contributes to delivery of the Corporate Plan. There are no implications for the preparation of the Proposed Plan arising from this Plan.

## **Highland Council Learning Policy 2024**

This policy is currently under review by the Highland Council (30 September 2024) and is therefore unable to be reviewed in relation to the development of the Proposed Plan.

## **Highland Council Investment Plan 2024**

Highland council outline the most recent Investment Plan in the Council report - Establishing the Highland Investment Plan and Mechanisms to Fund and Deliver It. 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.

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<sup>1</sup> The condition of the school buildings is assessed in line with Scottish Government Guidance - Condition Core Fact. 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.



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.

The schools mapping video which can be viewed here:

- <https://www.youtube.com/watch?v=CAwWx0BG8sE>

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' (Report number: HC/19/24) 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 Grammar 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 Estates Strategy**

The Highland Council report: 'Establishing the Highland Investment Plan and Mechanisms to Fund and Deliver It' also sets out the intention to deliver a new Learning Estates Strategy, that will bring all of these schools to, or sustain them at, B ratings or better for both condition and suitability. Works will range from relatively minor improvements to fabric and retrofitting, to major renovations and new build schools, linked to Highland Council's Community Points of Service Delivery approach to future delivery of Council and partner services across all of the Highland Communities.



The report sets out that the Highland Learning Estate Strategy will be established on the following principles:

- Area based mapping will be used to identify gaps in service provision and assess future needs to underpin the overall place-based approach.
- All new or refurbished school building projects will be part of programme to establish community Points of Service Delivery across Highland – to ensure integrated service provision.
- Education solutions will seek to integrate assets into more sustainable and efficient operational models, such as 3 – 18 campus type projects.
- Working towards all school buildings achieving, and maintaining, an 'A' or 'B' rating for condition and suitability, with an initial focus on all schools achieving and being maintained at condition 'B' or better.
- Future capacity issues, either significant over or under will be considered, analysed, and resolved accordingly.

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

The Moray Council Learning Estate Strategy 2022 – 2032 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.

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

The Aberdeenshire Council's Learning Estate Strategy for 2024 – 2027 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 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.

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

The purpose of the document is to set 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. Due to the pandemic this was not progressed.

Although there are no schools within the National Park boundary in the Angus Council area, the following 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 school investment

In 2018 a special meeting of the Children and Learning Committee, published the suitability and condition of the schools in the Angus Council area in relation to the School Investment Strategy 2017 – 2047. Table 3 shows the assessed condition of the schools and planned investment for 2018 – 2023. This is the most up to date publicly available information on the learning estate investment in Angus at time of writing (27 September 2024). Further information has been requested on the Angus learning estate and this will be updated as and when new information becomes available.

Table 3 School condition and planned investment in line with the School Investment Strategy 2017 – 2047 for the Angus Council schools serving residents the Angus area of the Cairngorms National Park.

School	Suitability	Planned maintenance 5 years	Condition
Isla Primary School	A	£8,000	A
Cortachy Primary School	A	£28,050	A
Edzell Primary School	B	£10,600	B
Webster's High School	B	£945,500	B
Brechin High School	A	None	A

### 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.

In order to provide these services, the Council manages a large number of property assets including schools, community campuses and child and family centres. The Strategy considers the development and management of the learning estate in the context of meeting national and local outcomes, planning ahead and providing best value and benefits to Perth and Kinross's communities.

The Learning Estate 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 delivers the Learning Estate Strategy 2021.

In January 2024, Perth and Kinross Council published a report<sup>2</sup> (Report number: 24 / 20) 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.
- Review of secondary learning estate in Perth City.

## **Community action plans**

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

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

Under the strategic goal to provide childcare provision the Action Plan 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

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<sup>2</sup> See <https://perth-and-kinross.cmis.uk.com/perth-and-kinross/Document.ashx?czJKcaeAi5tUFL1DTL2UE4zNRBcoShgo=8F1jCLphpA%2bHhAeSsFAvHfXNjAMQ0Mp1OT6vy10skUY0FizuTjfSEQ%3d%3d&rUzwRPf%2bZ3zd4E7lkn8Lyw%3d%3d=pwRE6AGJFLDNIh225F5QMaQWcTPHwdhUfCZ%2fLUQzgA2uL5jNRG4jdQ%3d%3d&mCTIbCubSFfXsDGW9IXnlg%3d%3d=hFfIUdN3100%3d&kCx1AnS9%2fpWZQ40DXFvdEw%3d%3d=hFfIUdN3100%3d&uJovDxwdjMPoYv%2bAJvYtyA%3d%3d=ctNJFf55vVA%3d&FgPIIEJYlotS%2bYGoBi5oIA%3d%3d=NHdURQburHA%3d&d9Qjj0ag1Pd993jsyOJqFvmyB7X0CSQK=ctNJFf55vVA%3d&WGewmoAfeNR9xqBux0r1Q8Za60IavYmz=ctNJFf55vVA%3d&WGewmoAfeNQ16B2MHuCPMRKZMwaG1PaO=ctNJFf55vVA%3d#:~:text=Perth%20and%20Kinross%20Council%20have%20planned%20for%20sufficient%20Early%20Learning>



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 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 Action Plan Review 2018**

One of the high priorities listed in the Action Plan was to deliver a:

- New school and nursery (community build?)

There was also a high priority set to increase childcare facilities which may work alongside a new primary and early learning setting.

The path to the primary school was flagged as needing maintenance.

### **Braemar Community Action Plan**

The Community Action Plan 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.

### **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 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 Community Action Plan**

The Action Plan sets out the aim (Theme 1) to create an accessible, outdoor, all-weather, sport facility for all the community at the primary school. It sets out the need to identify and obtain suitable land, and potentially relocate either the existing car park or playing field. This has been given the classification as a High Priority in the Plan.

The Plan also (under Theme 8) the aim to redevelop the school garden to provide and educational resource: to enable the children to grow, cook and eat their own produce. The topography of the site has been raised as an issue / obstacle and therefore the community may wish to utilise a different site.

A new Community Action Plan for Kincraig and locality is due to be published in November 2024.

### **Kingussie Community Action Plan 2018**

A high priority set out in the Action Plan is to:

- improve public transport links to improve work and further education opportunities. This falls under the remit of the Transport paper and subsequent Transport Appraisal to address.

A low priority set out in the Plan is to reduce the manoeuvring of school buses near the school. No further detail is given, however should the community or school wish to address this additional land may be required to enable this.



## **Mount Blair Community Action Plan**

The Action Plan, 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 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 the Sustainable Transport<sup>3</sup> evidence paper. There is also a suggestion of 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 2023**

Under the priority to improve place and activity for Newtonmore's young people, there is an action 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 the Sustainable Transport paper.

## **Strathdon Community Action Plan 2016**

Under theme 4: Employment, business, training and education; the Action Plan noted that residents expressed positive feelings about the local primary school. Access to extracurricular activities for teenagers attending the secondary school in Alford was reported as difficult due to distance and lack of transport. Journey times and costs (by

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<sup>3</sup> See <https://cairngormsldp.commonplace.is/en-GB/proposals/sustainable-transport-survey/step1>





both public and private transport) were seen to represent significant barriers to accessing opportunities for further education. In addition, poor or no broadband access to the internet added a further substantial barrier to accessing further education opportunities and completing online training for work or school homework. A desire for local education opportunities was mentioned, specifically in information technology.

Business, education and employment opportunities are seen as key to attracting and retaining younger people in the area, which the wider population identified as important.

Additional research with young people, aged 16 – 30 years, was carried out by Mar Area Partnership during the community action planning process. Lack of childcare is a problem for parents who wish to return to work or education or seek to expand a business. A number of parents expressed no expectation of returning to work until all their children were of secondary school age. After-school clubs or breakfast clubs would be of interest, but parents commented that this would not resolve issues for preschool children.

Under the theme: Assets and facilities, the community have stated their intention to explore the feasibility of having a playing field for community use and school use, suitable for football and other sports, close to the amenities, school with lighting.

Strathdon's Community Action Plan is due to be reviewed in November 2024.



## Baseline of education matters

This section provides baseline information on the following matters:

- School age population
- Birth rates
- Educational attainment
- Education attendance
- School rolls
- Pupil forecasts
- School capacity
- School estate management
- School condition and suitability
- Nursery provision
- Additional needs support
- Developer contributions for education.

There are links between this policy area and economic development, health and safety housing, and living well locally<sup>4</sup>.

### School age population

According to Scotland's Census 2022, of a total population of 17,531, 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%. 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>5</sup> (around 3,900 people), while it was 22.4% for Scotland as a whole. Figure 1, Figure 2 and 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.

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<sup>4</sup> Topic papers economic development, housing, health and safety and living well locally, which includes 20-minute neighbourhoods will be engaged on in 2025.

<sup>5</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.

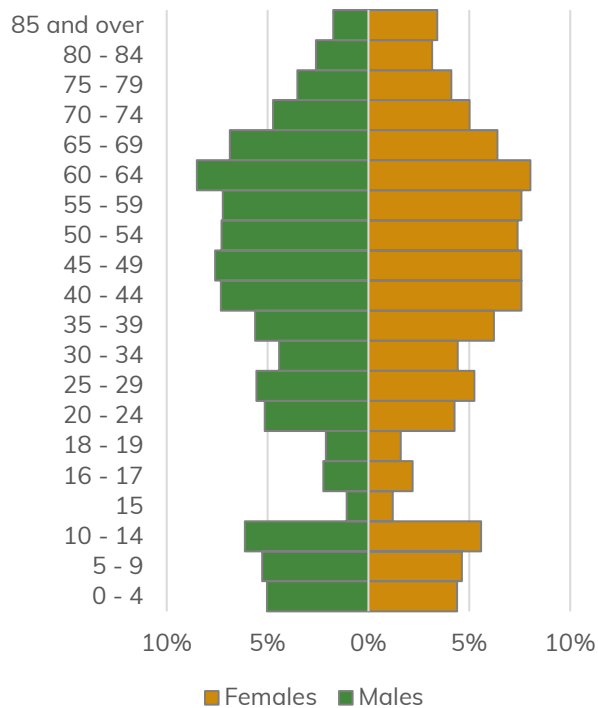


Figure 1 Population pyramid for the Cairngorms National Park in 2011 (Census table LC1117SC).

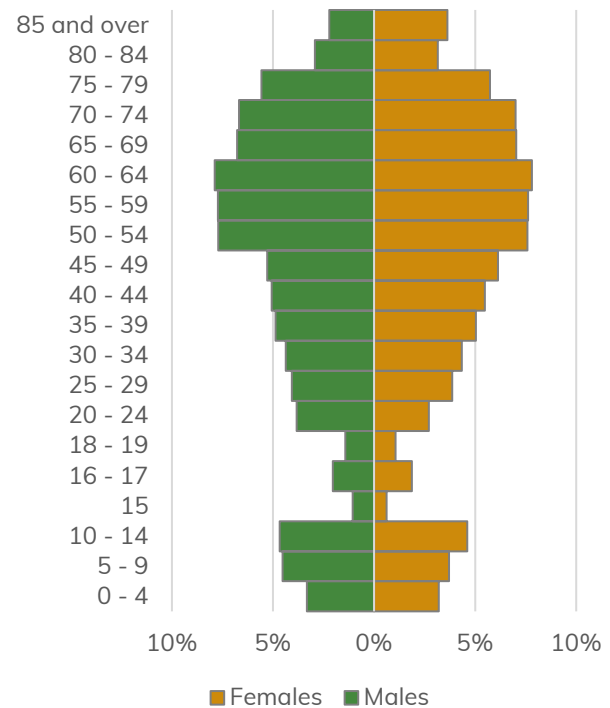


Figure 2 Population pyramid for the Cairngorms National Park in 2022 (Census table UV102b).

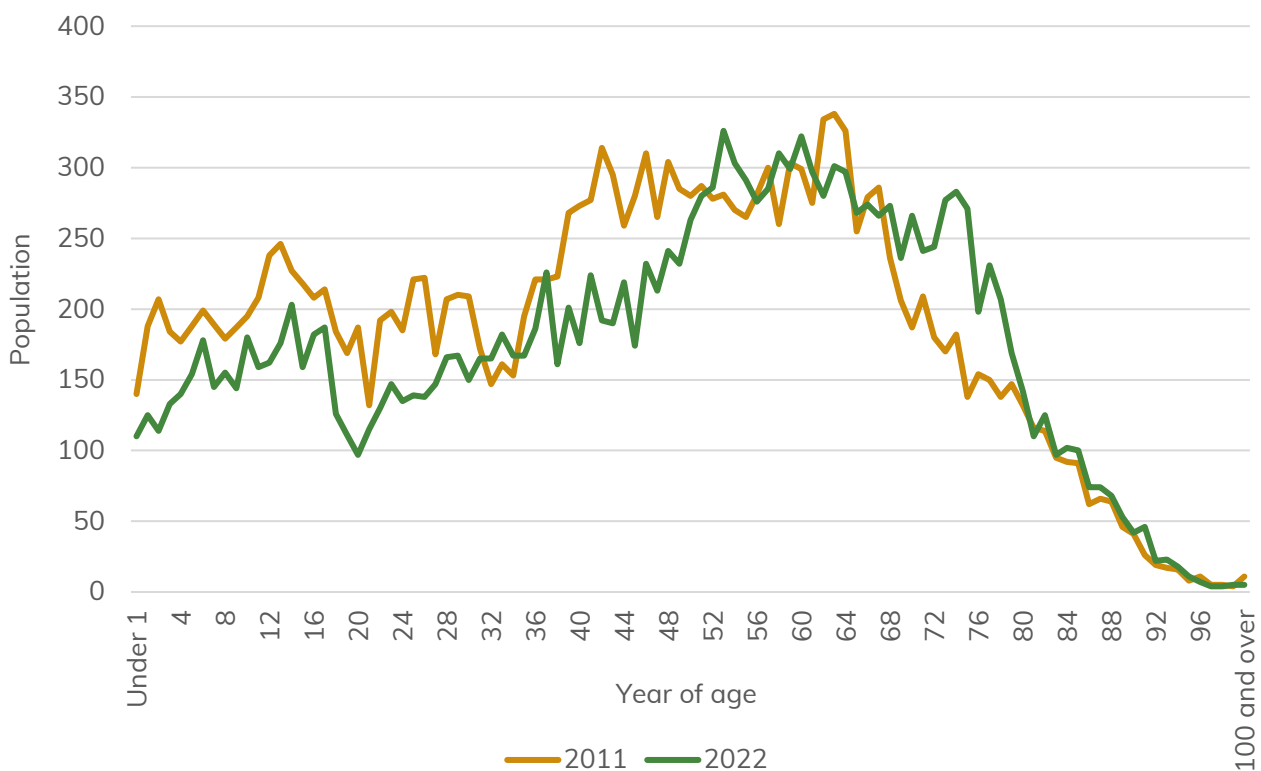


Figure 3 Population of the Cairngorms National Park by single year of age 2011 and 2022 (Census tables QS103SC and UV103).

The most recent population projections (2018 based projections) by National Records Scotland 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 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).

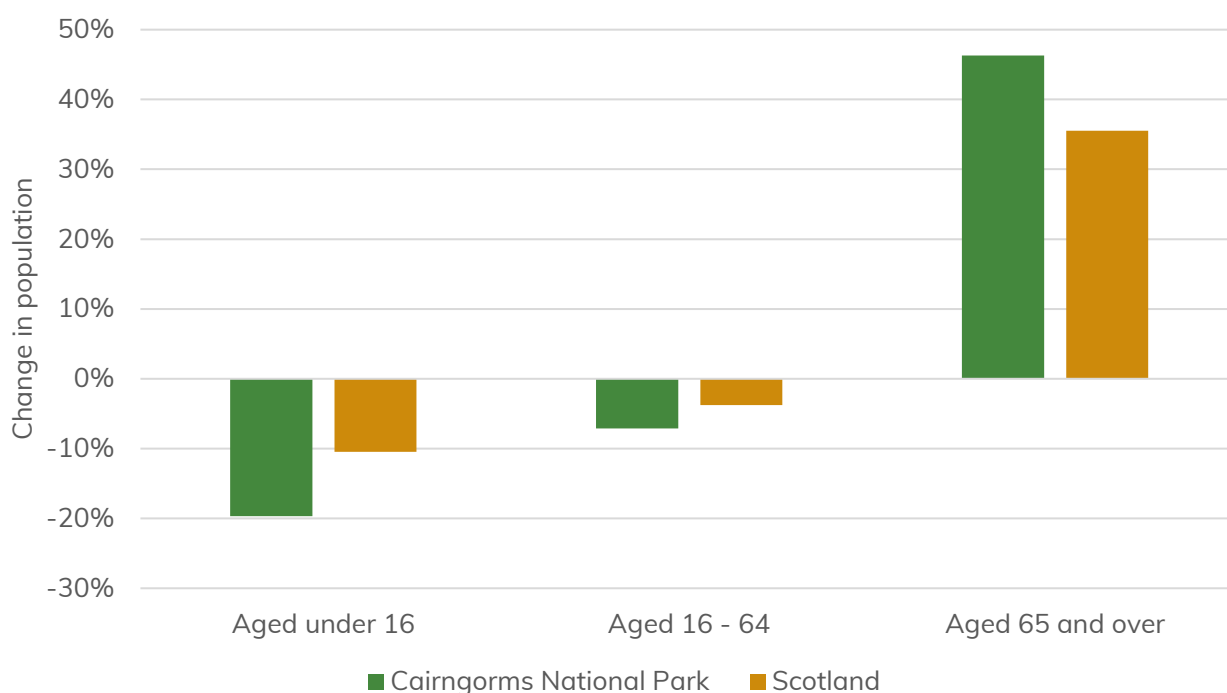


Figure 4 Projected change in the population of the Cairngorms National Park and Scotland between 2018 and 2043 by broad age cohorts (Source: National Records Scotland 2018-based population projections).

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.

## 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 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>6</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>7</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>8</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).

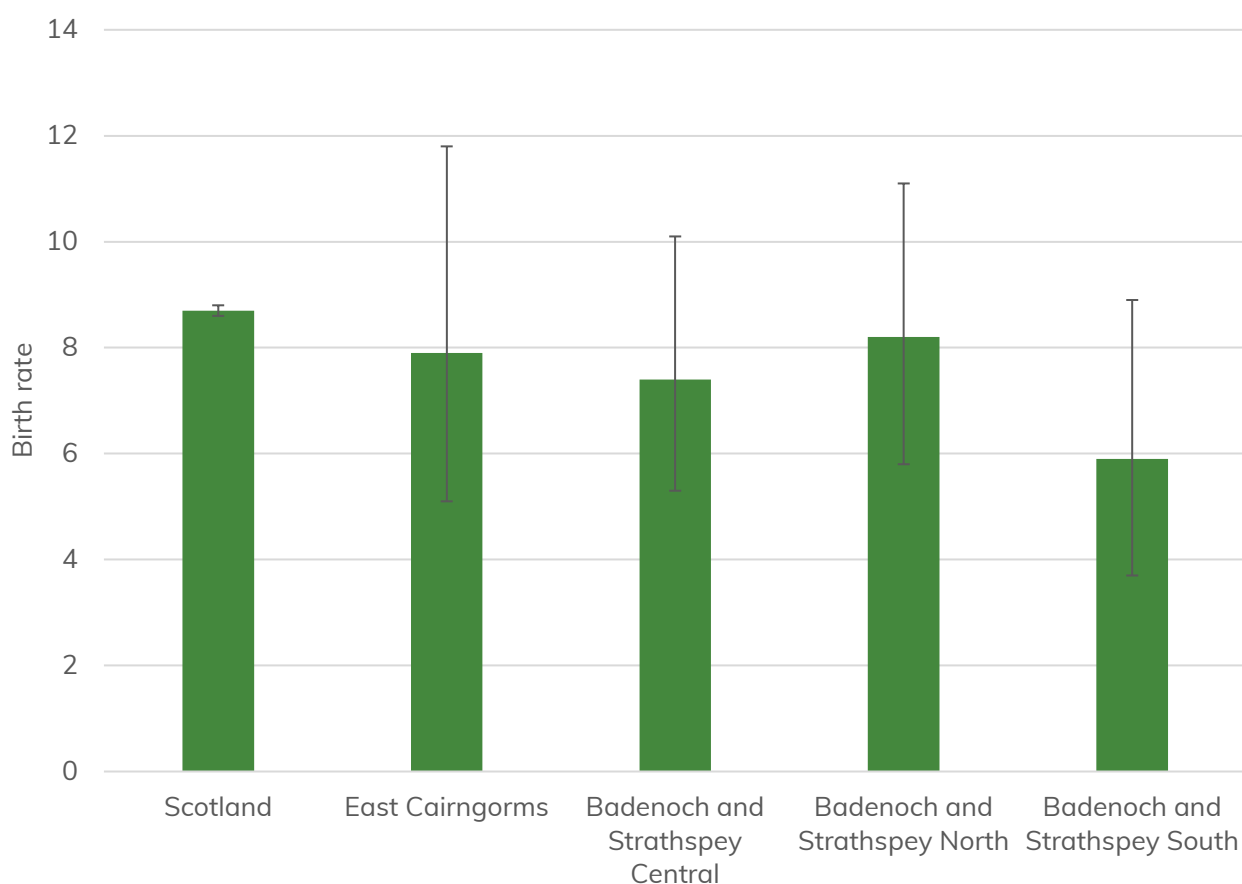


Figure 5 Annual live births expressed crude rate per 1,000 population Intermediate Zones used for an aggregate of the Cairngorms National Park and Scotland, including confidence intervals for estimates. Data from Scottish Public Health Observatory, 2024.

<sup>6</sup> See for information on how aggregate geographies are constructed: <https://cairngorms.co.uk/wp-content/uploads/2024/07/Statistical-areas-used-in-the-analysis-of-the-Cairngorms-National-Park.pdf>

<sup>7</sup> Area includes Grantown on Spey, Dulnain Bridge, Nethy Bridge and Cromdale.

<sup>8</sup> Area includes Kingussie, Newtonmore, Kincaig, Dalwhinnie, Inch and Laggan.

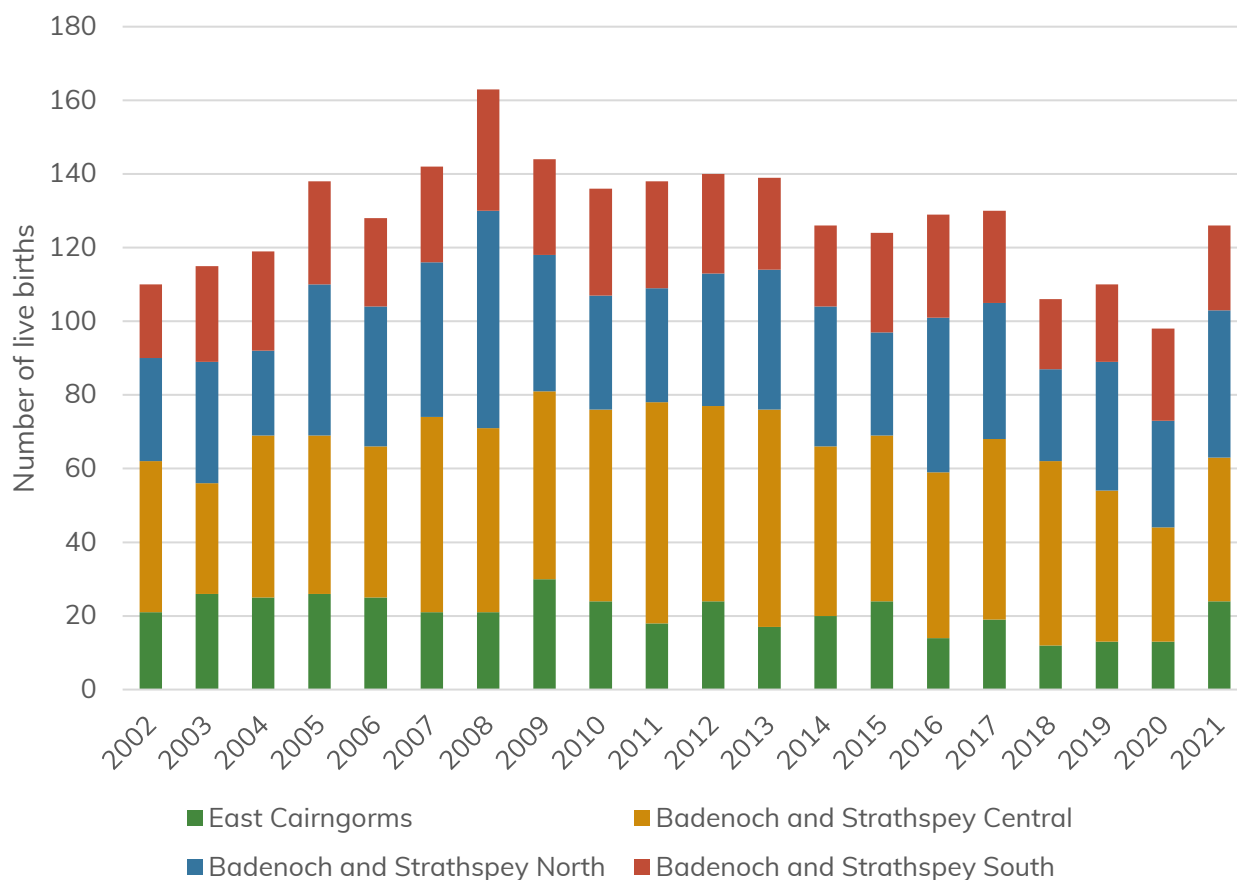


Figure 6 Number of live births 2002 – 2021 in the Cairngorms National Park by Intermediate Zones used for its aggregate. Data from Scottish Public Health Observatory, 2024.

The available data extends back to 2002 (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.

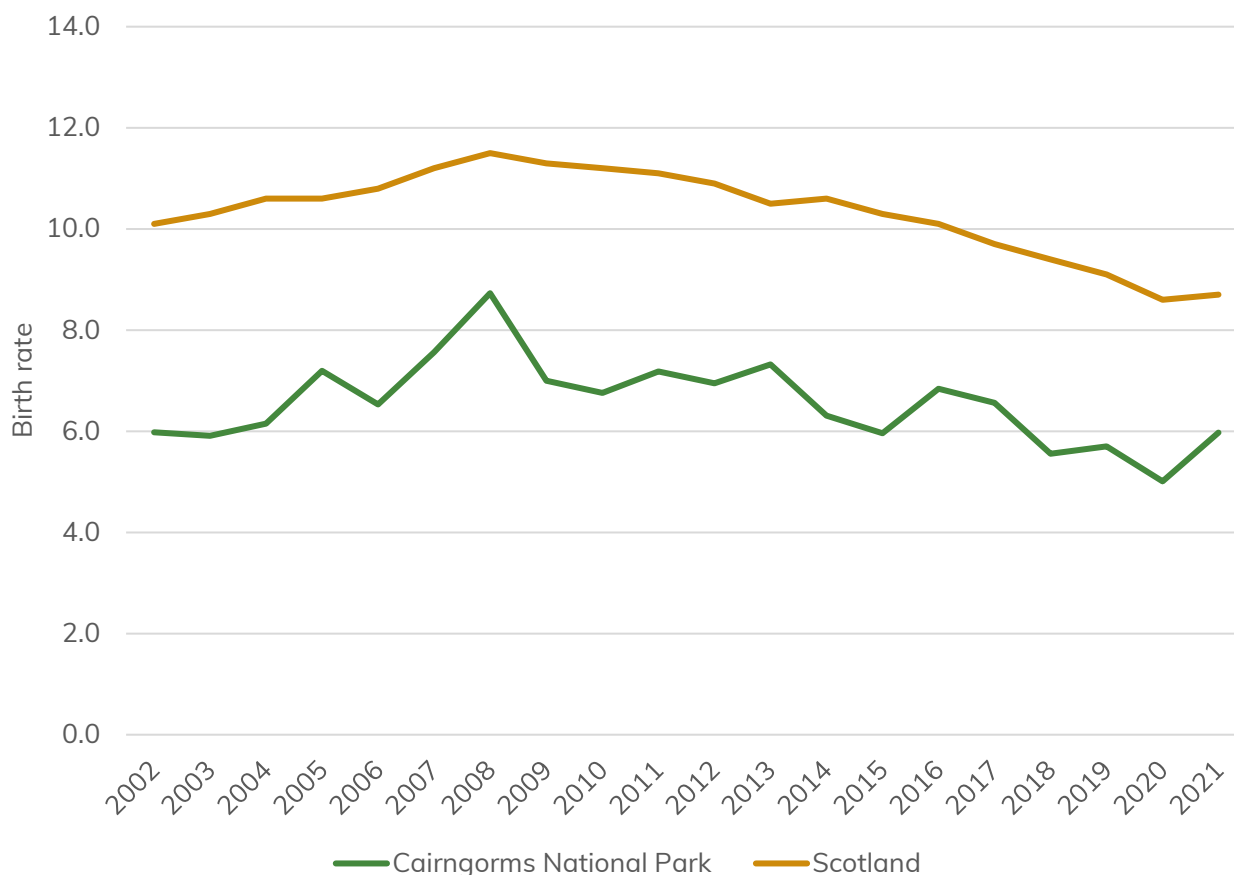


Figure 7 Annual live births expressed crude rate per 1,000 population in the Cairngorms National Park and Scotland. Data from Scottish Public Health Observatory, 2024.

## Educational attainment

According to the 2022 Census data 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 Proportion of people by age group with a specified level of educational attainment in 2022 (Census table UV501b).

Age	No qualifications	Lower school qualifications	Upper school qualifications	Apprenticeship qualifications	Further Education and sub-degree Higher Education qualifications <sup>9</sup>	Degree level qualifications or above
16 to 24 years (1,230 people)	8.9% (109 people)	30.7% (377 people)	28.5% (351 people)	7.1% (87 people)	13.3% (163 people)	12.0% (147 people)
25 to 34 years (1,583 people)	3.7% (59 people)	19.1% (302 people)	12.3% (195 people)	8.55% (134 people)	18.6% (294 people)	37.8% (599 people)
35 to 49 years (3,037 people)	5.1% (155 people)	16.2% (492 people)	10.6% (321 people)	6.2% (188 people)	16.9% (513 people)	45.0% (1,368 people)
50 to 64 years (4,408 people)	10.8% (474 people)	20.9% (920 people)	10.3% (452 people)	7.9% (350 people)	10.8% (477 people)	39.4% (1,735 people)
65 years and over (4,831 people)	28.4% (1,372 people)	13.9% (672 people)	6.1% (297 people)	9.1% (439 people)	6.6% (320 people)	35.8% (1,731 people)

<sup>9</sup> Including Higher National Certificate (HNC) and Higher National Diploma (HND).





Age	No qualifications	Lower school qualifications	Upper school qualifications	Apprenticeship qualifications	Further Education and sub-degree Higher Education qualifications <sup>9</sup>	Degree level qualifications or above
Total all ages (15,089 people)	14.4% (2,168 people)	18.3% (2,763 people)	10.7% (1,616 people)	7.9% (1,199 people)	11.7% (1,767 people)	37.0% (5,580 people)



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).

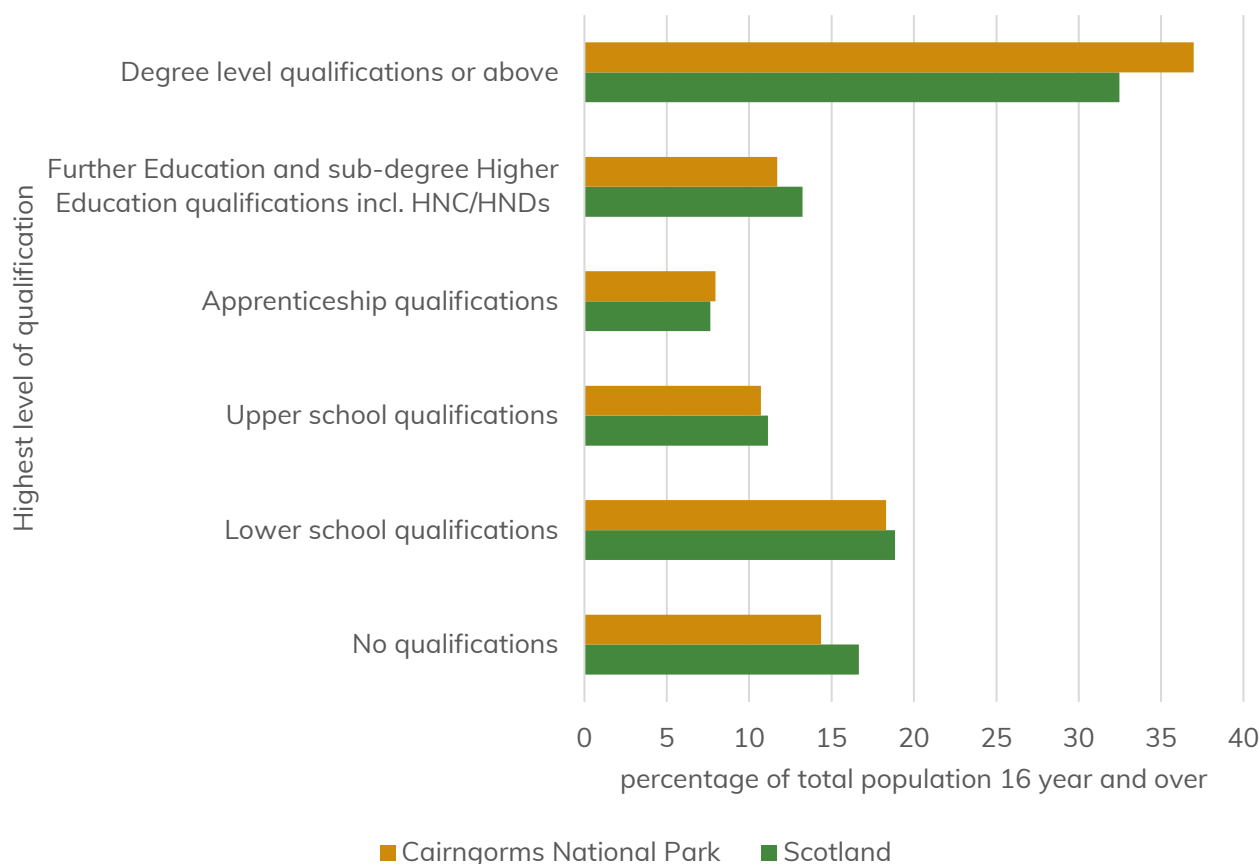


Figure 8 Proportion of all people aged 16 years and over who have the specified highest level of educational qualification in the Cairngorms National Park and Scotland in 2022 (Census table UV501b).

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 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<sup>10</sup> shows that nationally the overall attendance rate for 2022 / 2023 was 90.2%. This means that of all the possible half-days (openings) that all pupils could have attended school, they were recorded as attending for 90.2% 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 below in Table 5.

Table 5 Attendance by local authority, percentage of half days, 2010 / 2011 to 2022 / 2023. Scottish Government December 2023.

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

The data 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 2022 / 2023 is Highland at 89.8%, compared to the highest in Aberdeenshire at 92.4%.

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.

## 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.

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<sup>10</sup> <https://www.gov.scot/publications/summary-statistics-for-schools-in-scotland-2023/pages/attendance-and-absence/>



## Education and the learning estate

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). Data on current and forecasted capacity for the schools serving the National Park is provided by the local authorities 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.

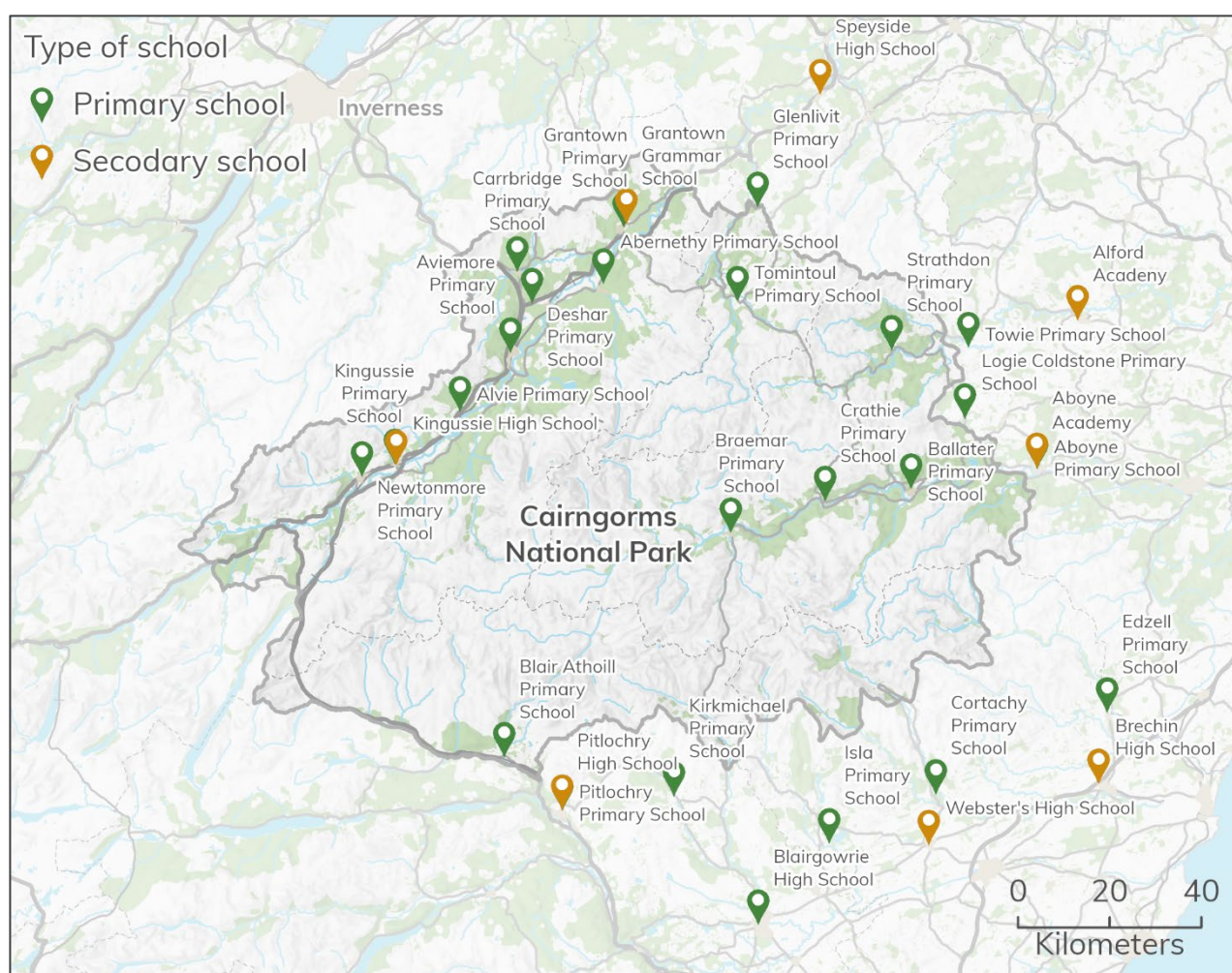


Figure 9 Local authority schools that serve the residents of the Cairngorms National Park. Reproduced by permission of Ordnance Survey on behalf of His Majesty's Stationery Office. © Crown copyright and database right 2024. All rights reserved. Ordnance Survey Licence number AC0000821810, Cairngorms National Park Authority.





Further information regarding school education statistics<sup>11</sup> 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.

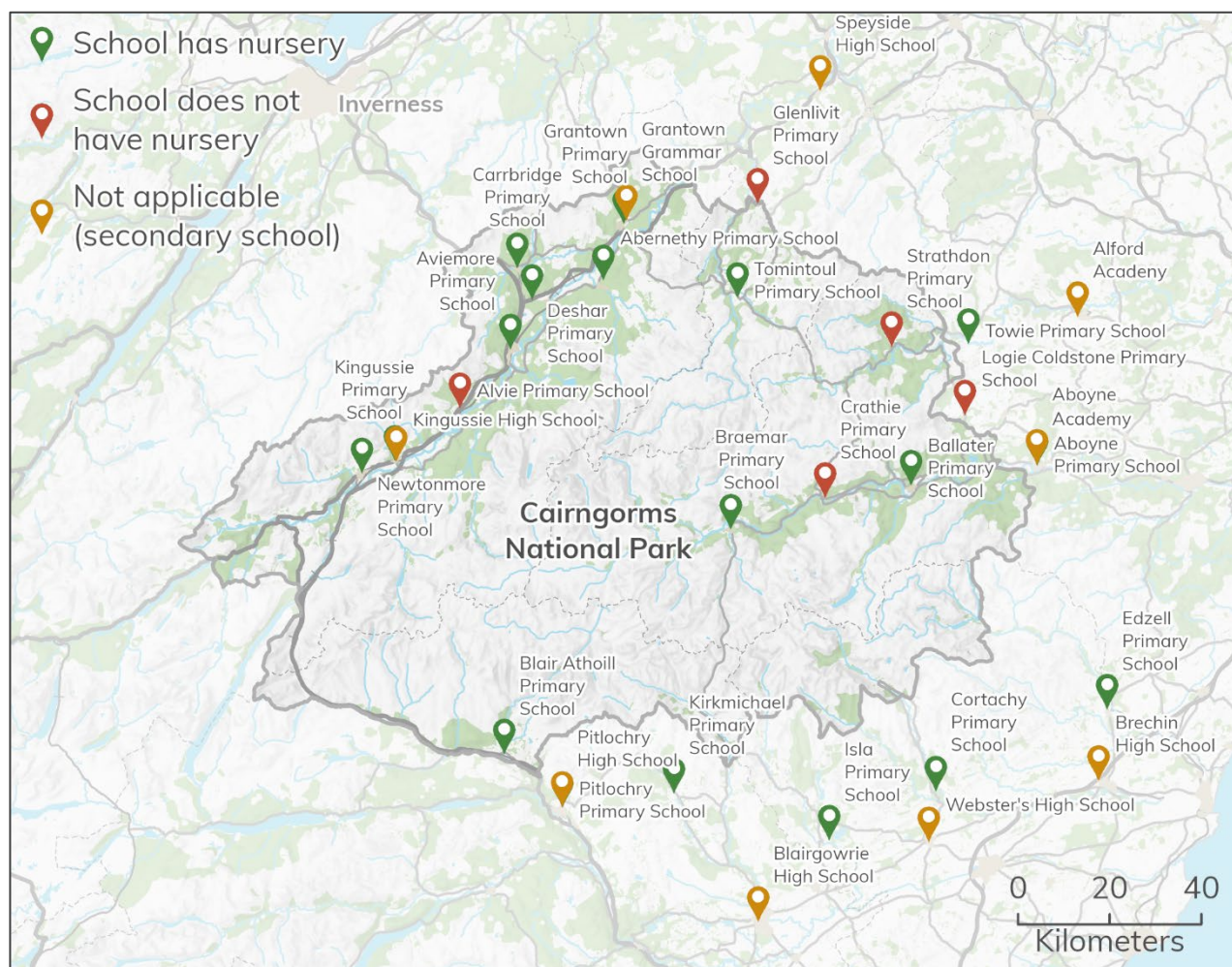


Figure 10 Nursery provision at local authority schools that serve the residents of the Cairngorms National Park. Reproduced by permission of Ordnance Survey on behalf of His Majesty's Stationery Office. © Crown copyright and database right 2024. All rights reserved. Ordnance Survey Licence number AC0000821810, Cairngorms National Park Authority.

The data is reflective of the July 2022 school location data (published 10 October 2022) and July 2022 school roll, full-time equivalent teachers, proportion minority background, and proportion 20% most deprived data (published 21 March 2023). Additional information is not available for all schools, but where it has been attributed to the

<sup>11</sup> See <https://www.gov.scot/collections/school-education-statistics/>



individual schools located within the National Park, it has been reported in this evidence paper.

All the schools in the Cairngorms National Park are classed as non-denominational. In terms of proportion of pupils identifying as from an ethnic minority background all but two schools had 0% of pupils from ethnic minority backgrounds. Aviemore primary recorded 5% as did Kingussie High School. It should be noted data is not available for all schools, however Ballater, Blair Athol, Glenlivet, Grantown Grammer and Newtonmore recorded no children of ethnic minority backgrounds. All the schools are classed as being either in remote rural areas, or very remote rural areas. None of the schools fall within the bottom 25% of Scottish Index of Multiple Deprivation (SIMD) rated areas.

### **School Estate Statistics 2023 – condition and suitability data**

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

The condition of the school buildings is assessed in line with Scottish Government Guidance - Condition Core Fact. 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.



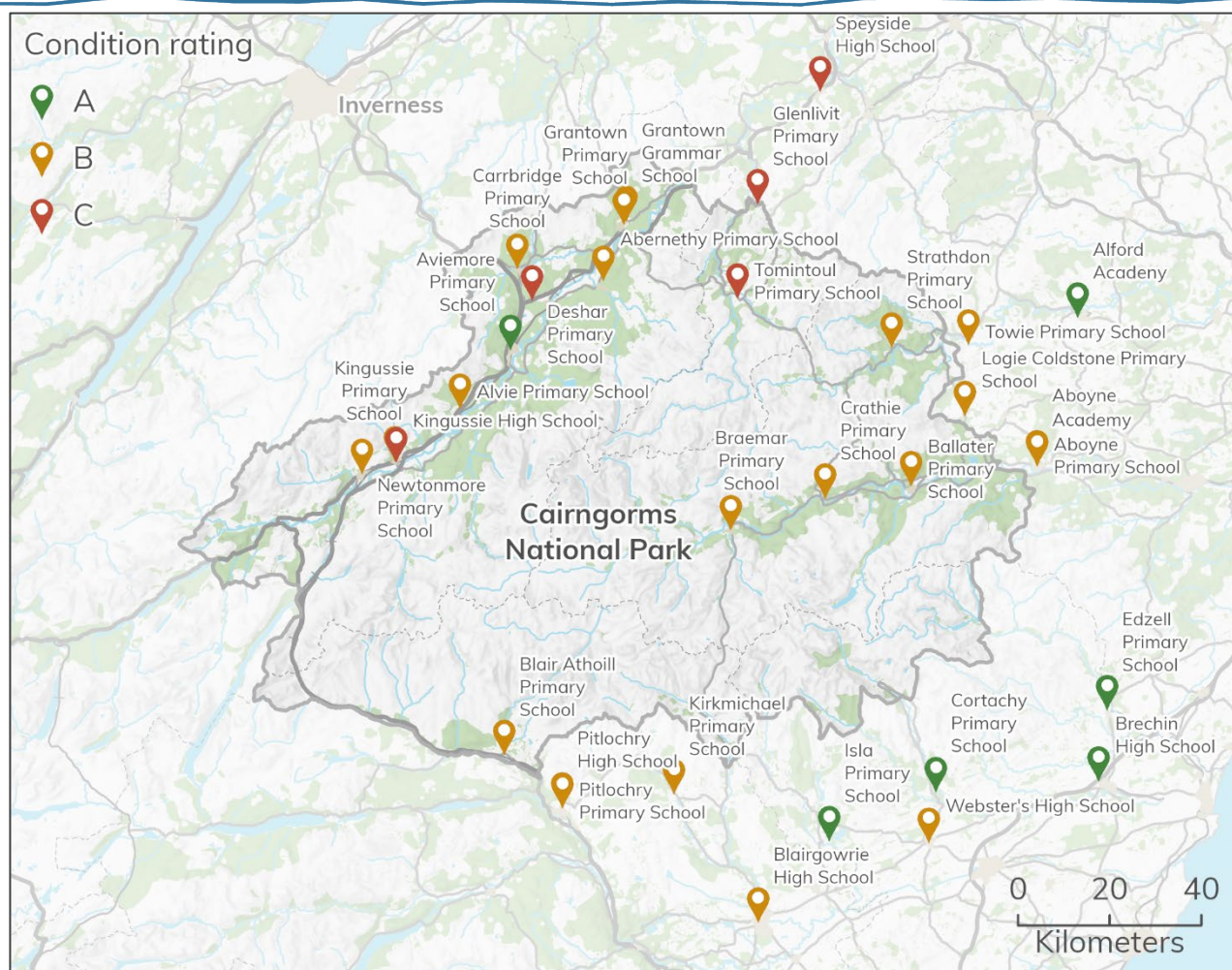


Figure 11 Condition of local authority school buildings that serve the residents of the Cairngorms National Park. Reproduced by permission of Ordnance Survey on behalf of His Majesty's Stationery Office. © Crown copyright and database right 2024. All rights reserved. Ordnance Survey Licence number AC0000821810, Cairngorms National Park Authority.

The suitability of the school buildings is assessed in line with Scottish Government Guidance, 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).

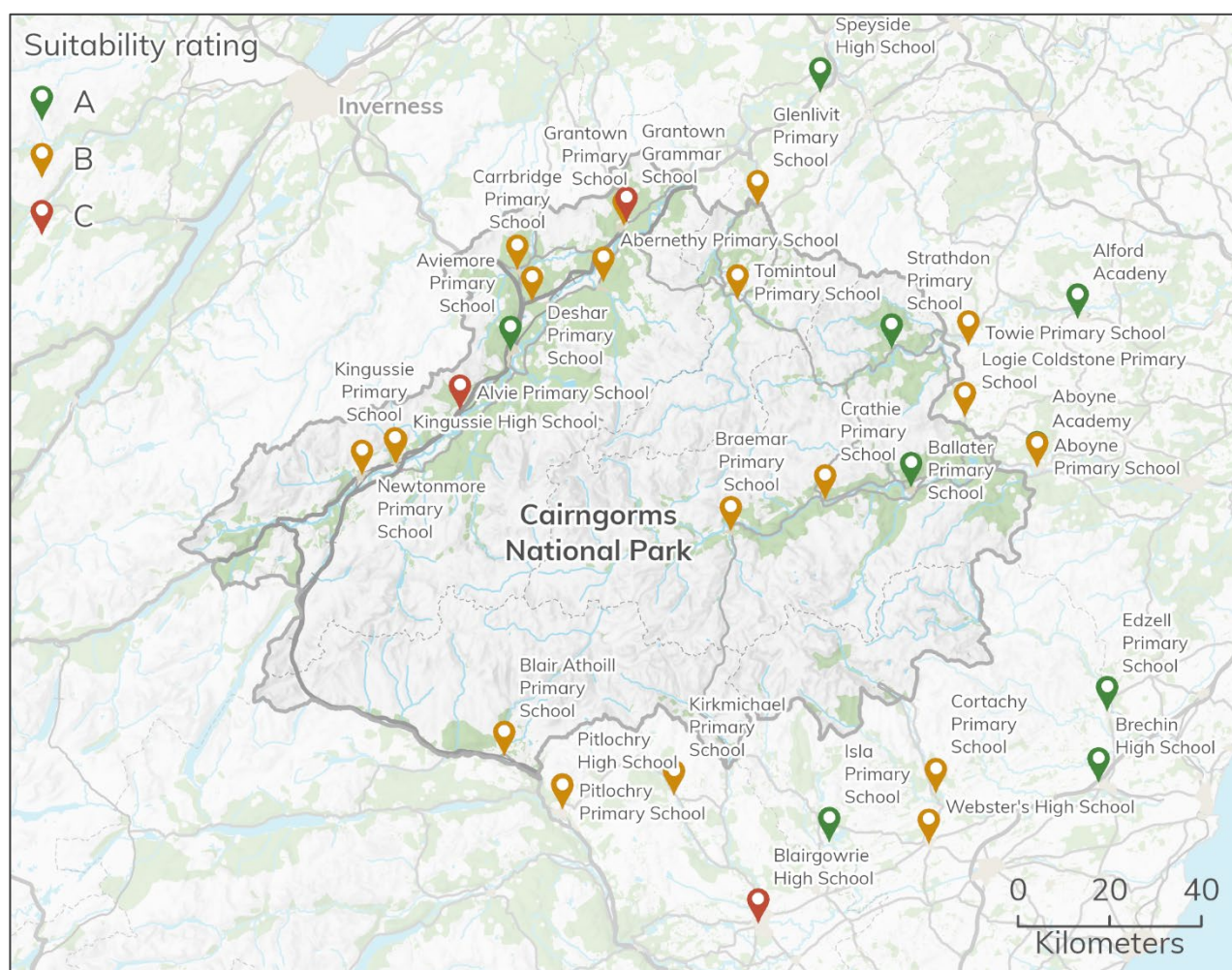


Figure 12 Suitability of local authority school buildings that serve the residents of the Cairngorms National Park. Reproduced by permission of Ordnance Survey on behalf of His Majesty's Stationery Office. © Crown copyright and database right 2024. All rights reserved. Ordnance Survey Licence number AC0000821810, Cairngorms National Park Authority.

In Scotland the School Premises (General Requirement and Standards) (Scotland) Regulations 1967 (as amended) apply to schools and nursery schools under the management of education authorities.

The Additional Support for Learning (Scotland) Act 2004 (as amended 2009), which requires Education Authorities to identify and assess children and young people with additional support needs, review the additional support needs identified, and the adequacy of the support provided.

This paper provides information on the condition and suitability of schools by the local authorities covering the National Park area.





## Developer obligations

Any developer obligations sought will need to be linked to specific developments, meet the tests set out in Circular 3/2012 and embody the infrastructure first principles with National Planning Framework 4. Developer obligations may be secured through upfront payments under Section 69 of the Local Government (Scotland) Act 1973, Section 48 of the Roads (Scotland) Act 1984 or a Planning Obligation under Section 75 of the Town and Country Planning (Scotland) Act 1997.

Within the Cairngorms National Park, the overarching requirements for developer contributions in relation to education is currently set out in the adopted Cairngorms Local Development Plan Developer Obligations Supplementary Guidance. As the Park Authority is not an education authority, the required contributions are determined by the respective local education authorities. This paper therefore provides a summary the current approach taken to developer obligations by the local authorities covering the National Park area.

## 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 6). Information on the catchment areas for schools managed by Highland council within the National Park can be found here:

- <https://www.arcgis.com/apps/webappviewer/index.html?id=531a30ee33564231866ff94e96607f26>

Table 6 List of schools in the Cairngorms National Park managed by The Highland Council, Highland Council, 2024.

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	
	Carr-bridge Primary School	
	Deshar Primary School	
Kingussie High School	Newtonmore Primary School	Gaelic medium school catchments
	Kingussie Primary School	
	Alvie Primary School	
	Aviemore Primary School	



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### **Capacity - school roll forecasts**

In the Highland area of the National Park there are potential capacity issues at the following primary schools which are forecast to exceed 90% capacity (Table 7):

- Abernethy
- Carr-bridge
- Newtonmore.

Of these schools Carr-bridge is off particular concern as in 2025 / 2026 it is forecast the school will be at 101% capacity, rising to 103% capacity the following year. 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.



Table 7 School roll forecasts for The Highland Council managed schools in the Cairngorms National Park. Data correct as of 18 September 2024.

School	2023/ 2024	2025/ 2026	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
Grantown Grammar School	64 %	62%	59%	58%	56%	58%	60%	59%	60%	59%	57%	52%	49%	49%	48%	49%
Abernethy Primary School	89 %	87 %	90%	82%	85%	76%	71%	70%	67%	63%	68%	68%	71%	72%	70%	69%
Carr-bridge Primary School	95 %	101%	103%	99%	95%	93%	87%	80%	79%	77%	75%	76%	73%	76%	73%	73%
Deshar Primary School	83%	83%	83%	79%	74%	57%	45%	47%	47%	53%	57%	60%	70%	66%	72%	62%
Grantown Primary School	80%	80%	79%	76%	76%	74%	70%	73%	72%	72%	71%	72%	73%	72%	72%	73%
Kingussie High School	63%	60%	60%	62%	58%	58%	55%	52%	48%	47%	45%	42%	41%	42%	43%	43%
Newtonmore Primary School	94%	93%	91%	86%	81%	74%	71%	74%	79%	80%	83%	85%	89%	87%	90%	88%
Kingussie Primary School	54%	53%	52%	51%	50%	46%	48%	50%	48%	50%	47%	53%	50%	54%	54%	53%
Alvie Primary School	65%	59%	52%	46%	48%	45%	48%	46%	48%	48%	49%	51%	51%	52%	54%	51%



School	2023/ 2024	2025/ 2026	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
Aviemore Primary School	83%	81%	78%	73%	74%	69%	68%	68%	67%	65%	66%	68%	68%	69%	68%	66%



### **School estate management**

Highland Council publish information on capital funding for new, refurbishments or extension to schools in the highland area which can be accessed here:

- [https://www.highland.gov.uk/info/878/schools/845/school\\_estate\\_management](https://www.highland.gov.uk/info/878/schools/845/school_estate_management)

Highland Council set out education infrastructure projects on their interactive map titled 'Building Our Future Highland Map', which can be accessed here:

- [https://www.highland.gov.uk/info/1034/land\\_and\\_property/975/building\\_our\\_future/2](https://www.highland.gov.uk/info/1034/land_and_property/975/building_our_future/2)

The maps show that in the Highland area of the National Park the following projects are currently underway or planned (correct as of 9 October 2024):

- 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.

Under 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 have 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. Should further information be provided at a later stage this will inform the development of the Proposed Plan.

### **Condition and suitability**

There are two schools with grade C ratings for condition and two with a grade C for suitability within the Highland are of the Cairngorms National Park (Figure 11, Figure 12 and Table 8). Grantown Primary School was upgraded in 2024 from a C for condition



and C for suitability in 2023, following a £3.6m investment from local authority funding to refurbish and extend the school.

Table 8 Condition and suitability of Highland Council schools in the Cairngorms National Park. School Estate Statistics 2024<sup>12</sup>. Latest condition and suitability checks undertaken on 31 March 2024.

School	Condition	Suitability
Grantown Grammar School	B	C
Abernethy Primary School	B	B
Carrbridge primary School	B	B
Deshar Primary School	C	B
Grantown Primary School	B	B
Kingussie High School	C	B
Newtonmore primary School	B	B
Kingussie Primary School	B	B
Alvie Primary School	B	C
Aviemore Primary School	A	A

## 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.

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<sup>12</sup> See <https://www.gov.scot/publications/school-estate-statistics-2024/documents/>



### **Additional needs support**

Information on additional needs support for students studying in the Highland area can be accessed here:

- [https://www.highland.gov.uk/info/886/schools\\_-\\_additional\\_support\\_needs](https://www.highland.gov.uk/info/886/schools_-_additional_support_needs)

### **Current approach to developer contributions**

The Highland Council Local Development Plan Developer Contributions Supplementary Guidance (November 2018) 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 and the associated Area Local Development Plans. The guidance is also used to inform decision making within the Highland area of the Cairngorms National Park.

The Highland Council Local Development Plan 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. 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 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):

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

## **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 in the Moray area of the Cairngorms National Park.





Information on the Moray primary and secondary school catchment areas can be found here:

- [http://www.moray.gov.uk/moray\\_standard/page\\_114991.html](http://www.moray.gov.uk/moray_standard/page_114991.html)

### Capacity – school roll forecasts

The school roll forecast for Moray schools is published annually. 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 can be found here:

- <http://www.moray.gov.uk/downloads/file155083.pdf>

Table 9 School roll forecasts for Moray Council managed schools serving the Cairngorms National Park. Data correct as of March 2024, based on the Annual School Census 2023.

School	2024	2025	2026	2027	2028	2029	2030	2031
Speyside High	68%	67%	68%	67%	68%	68%	69%	69%
Glenlivet Primary School	32%	32%	34%	34%	29%	29%	29%	29%
Tomintoul Primary School	39%	38%	35%	36%	36%	34%	32%	30%

Table 9 Shows there are no forecast capacity issues for the schools in the Moray Council area of the National Park up until 2031.

Moray council announced in 2020 that 25 primary and six secondary schools in Moray fall below the required standard for school buildings, meaning more than 50% of pupils in Moray were learning in below-standard premises at the time<sup>13</sup>.

### Condition and suitability

The condition of all the schools in the Moray area highlighted in this report (Figure 11, Figure 12, and Table 10) are graded C: Poor, meaning they are showing major defects and / or not operating adequately (physical element does not carry out function

<sup>13</sup> <https://newsroom.moray.gov.uk/news/strategy-reveals-gbp-300m-investment-in-moray-schools-over-next-20-years#:~:text=Moray%20Council%20today%20agreed%20to%20consult%20on%20a,learning%20environment%20can%20impact%20on%20learning%20and%20attainment.>



effectively without continuous repair, shows signs of age and does not consider most of the transverse elements).

Table 10 Condition and suitability of Moray Schools serving the Cairngorms National Park. School Estate Statistics 2024<sup>14</sup>.

School	Condition (date)	Suitability (date)
Speyside High School	C (05/04/2024)	A (12/03/2020)
Glenlivet Primary School	C (01/05/2013)	B (01/03/2020)
Tomintoul primary School	C (01/05/2013)	B (01/03/2020)

### Detailed condition survey

Table 11 provides a up to date detailed condition survey 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.

	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

<sup>14</sup> <https://www.gov.scot/publications/school-estate-statistics-2024/documents/>



	Weighting	Glenlivet Primary School	Speyside High School	Tomintoul Primary School
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
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, confirming that there are currently no dates for planned upgrade works at Glenlivet and Tomintoul primary schools – this will be developed over the next 12 months. There are however plans to complete a full replacement of external windows and doors at Speyside High School over the next 2 years which should see the school re-categorised as condition B.

Given the schools roll capacity and utilisation situation for the 3 schools there are no plans for extensions.

### Nurseries

In the Moray Council area, of the two schools mentioned in this paper, only Tomintoul Primary School currently offers nursery facilities (Figure 10).



### **Additional support needs**

The requirement for an overall Additional Needs Strategy is under consideration by Moray Council<sup>15</sup>. 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.

### **Current approach to developer contributions**

In Moray Council's adopted Local Development Plan 2020, 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 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 availability of other forms of funding such as the Scottish Government Learning Estate Investment Programme.

The adopted Moray Council Local Development Plan Developer Obligations Supplementary Guidance 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. Where there is a lack of detail in this the National Park Guidance the Moray Council Supplementary Guidance on Developer Obligations will be used.

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<sup>15</sup> See

<https://moray.cmis.uk.com/moray/Document.ashx?czJKcaeAi5tUFL1DTL2UE4zNRBcoShgo=WQCaVbGRit9L1kLW6Lwuo67agEww4cRld93RBuCRozEXFZsTfGJkog%3d%3d&rUzwRPf%2bZ3zd4E7lkn8Lyw%3d%3d=pwRE6AGJFLDNIh225F5QMaQWCtPHwdhUfCZ%2fLUQzgA2uL5jNRG4jdQ%3d%3d&mCTIbCubSFfXsDGW9IXnlg%3d%3d=hFflUdN3100%3d&kCx1AnS9%2fpWZQ40DXFvdEw%3d%3d=hFflUdN3100%3d&uJovDxwdjMPoYv%2bAjvYtyA%3d%3d=ctNJFf55vVA%3d&FgPIIEJYlotS%2bYGoBi5oIA%3d%3d=NHdURQburHA%3d&d9Qjj0ag1Pd993jsyOJqFvmyB7X0CSQK=ctNJFf55vVA%3d&WGewmoAfeNR9xqBux0r1Q8Za60lavYmz=ctNJFf55vVA%3d&WGewmoAfeNQ16B2MHuCpMRKZMwaG1PaO=ctNJFf55vVA%3d>



A review of the Developer Obligations Statutory Guidance at Moray Council is currently underway. The Learning Estate Strategy, school roll forecast 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

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).

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	

Information on the Aberdeenshire Primary and Secondary School catchment areas can be found here:

- <https://www.aberdeenshire.gov.uk/schools/school-info/admissions/school-zones/>

## Capacity - school roll forecasts

School roll forecasts for the Aberdeenshire Council's schools take the current school population as their starting point (Table 13). 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. Projected new house figures used in these forecasts are based on the 2023 Housing Land Audit, 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 here:

- <https://www.aberdeenshire.gov.uk/schools/school-info/admissions/school-roll-forecasts/#:~:text=View%20our%202023%20based%20school%20roll>

The school roll forecast data produced by Aberdeenshire Council is presented in numbers of students rather than a year-by-year capacity percentage. For consistency with this topic paper those figures have been presented here as percentages based on the school's maximum capacity figures. Further detail on the published data can be found here:

- <https://www.aberdeenshire.gov.uk/media/28081/2023schoolforecast.pdf>

Table 13 School roll forecasts for the schools in Aberdeenshire serving the Cairngorms National Park.

School	2023	2024	2025	2026	2027	2028
Aboyne Academy	89%	90%	88%	82%	83%	80%
Ballater Primary School	41%	43%	42%	46%	41%	44%
Crathie Primary School	21%	23%	23%	28%	23%	24%
Braemar Primary School	62%	58%	52%	64%	60%	58%
Aboyne Primary School	69%	65%	61%	54%	49%	47%
Logie Coldstone Primary School	32%	23%	15%	15%	11%	7%
Alford Academy	105%	103%	102%	96%	95%	96%
Strathdon Primary School	36%	28%	32%	30%	32%	28%
Towie Primary School	78%	72%	72%	64%	56%	52%

Alford Academy is currently over capacity, however in the long term (2028) it is expected it will fall below capacity to 96% (Table 13). None of the other school in the



Aberdeenshire area serving or within the National Park are currently or forecast (2023 – 2028) to go beyond their capacity.

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

### Condition and suitability

All of the schools in the Aberdeenshire Council area serving the residents of the National Park are graded A – B in terms of condition and suitability (Figure 11, Figure 12 and Table 14).

Table 14 Condition and suitability of Aberdeenshire schools serving the Cairngorms National Park. School Estate Statistics 2024<sup>16</sup>.

School	Condition (date)	Suitability (date)
Aboyne Academy	B (29/07/2020)	A (01/03/2019)
Ballater Primary School	B (13/11/2020)	A (01/03/2019)
Crathie Primary School	B (11/01/2022)	B (01/03/2019)
Braemar Primary School	B (08/09/2021)	B (01/03/2019)
Aboyne Primary School	B (07/10/2020)	B (01/03/2020)
Logie Coldstone Primary School	B (06/03/2020)	B (01/03/2019)
Alford Academy	A (01/10/2023)	A (01/03/2019)
Strathdon Primary School	B (01/09/2022)	A (01/03/2019)
Towie Primary School	B (30/01/2023)	B (01/03/2019)

The National Park Authority have contacted Aberdeenshire 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. Should further information be provided at a later stage this will inform the development of the Proposed Plan.

### 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

<sup>16</sup> See <https://www.gov.scot/publications/school-estate-statistics-2024/documents/>



- Towie Primary School.

There are several schools mentioned in this paper 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<sup>17</sup>. 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.'

### **Current approach to developer contributions**

Aberdeenshire's Local Development Plan Developers Obligation Supplementary Guidance 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 and its associated Supplementary Guidance on Developer Contributions. 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 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.

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<sup>17</sup> See <https://asn-aberdeenshire.org/wp-content/uploads/2024/06/Enhanced-Provision-Support-in-Primary-Schools-Guidance.pdf>





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 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 (February 2024) 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 and 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 15 and Table 16).

Table 15 Developer contributions – rate per pupil for primary education for development in Aberdeenshire Council.

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



Table 16 Developer contributions – rate per pupil for secondary education for development in Aberdeenshire Council.

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

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

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 Websters High School and Edzell Primary School feeds into Brechin High school.

All of the primary schools mentioned above offer nursery facilities.

### **Capacity – school roll forecasts**

Angus Council monitor school roll projections on an annual basis and seek to identify any school where occupancy is projected to exceed 90%. 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 17 are published on the Angus Council webpages and can be accessed here:

- [https://www.angus.gov.uk/schools\\_and\\_young\\_people/schools/school\\_roll\\_long\\_range\\_projections](https://www.angus.gov.uk/schools_and_young_people/schools/school_roll_long_range_projections)

This data has been combined with capacity data obtained from a learning estate update from Angus Council stating the working capacity of each school. This document can be accessed here:

- [https://www.angus.gov.uk/sites/default/files/2023-05/Report%20160\\_23\\_Angus%20Learning%20Estate%20Update\\_App%201.pdf](https://www.angus.gov.uk/sites/default/files/2023-05/Report%20160_23_Angus%20Learning%20Estate%20Update_App%201.pdf)

Table 17 School roll forecasts for the schools in Angus serving the Cairngorms National Park.

School	2024	2025	2026	2027	2028	2029	2030
Webster's High School	74%	73%	71%	72%	70%	70%	68%
Isla Primary School	33%	33%	31%	29%	29%	27%	27%
Cortachy Primary School	61%	65%	70%	57%	57%	50%	57%
Brechin High School	71%	71%	72%	74%	72%	72%	69%
Edzell Primary School	68%	68%	70%	69%	69%	69%	71%



Table 17 displaying the school roll forecast data shows that none of the schools serving residents in the Angus area of the National Park are forecast to exceed capacity before 2023.

### Condition and suitability

All schools in the Angus Council area that serve the residents of the National Park are graded A – B in terms of condition and suitability (Figure 11, Figure 12 and Table 18). Beyond the investment outlined in the Learning Estate Strategy no further investment has been announced for the schools in Table 18.

Table 18 Condition and suitability of Angus schools serving the Cairngorms National Park. School Estate Statistics 2024<sup>18</sup>.

School	Condition (date)	Suitability (date)
Webster's High School	B (11/04/2023)	B (31/01/2017)
Isla Primary School	A (18/04/2023)	A (01/02/2017)
Cortachy Primary School	A (09/05/2023)	B (31/08/2023)
Brechin High School	A (18/07/2023)	A (26/06/2017)
Edzell Primary School	A (28/06/2023)	A (26/01/2024)

The National Park Authority have contacted Angus 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. 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 here:

- [https://www.angus.gov.uk/schools\\_and\\_young\\_people/additional\\_support\\_needs](https://www.angus.gov.uk/schools_and_young_people/additional_support_needs)

### Current approach to developer contributions

Requirements for developer contributions in Angus are embedded in the adopted Angus Local Development Plan 2016's policies DS5 Developer Contributions and TC3

<sup>18</sup> See <https://www.gov.scot/publications/school-estate-statistics-2024/documents/>



Affordable Housing. They are supported by Developer Contributions and Affordable Housing Supplementary Guidance 2023.

Policy DS5 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 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.

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 19).

Table 19 Level of primary education developer contributions required per unit dependent on the type of works to create additional capacity by Angus Council.

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 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 20).

Table 20 Level of secondary education developer contributions required per unit dependent on the type of works to create additional capacity by Angus Council.

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 can be found here:

- <https://www.angus.gov.uk/sites/default/files/2023-08/Draft%20Developer%20Contributions%20and%20Affordable%20Housing%20Supplementary%20Guidance%20July%202023.pdf>





## **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.

Further information and a map showing the school catchments in the Perth and Kinross Council area can be found here:

- <https://www.pkc.gov.uk/article/18680/Map-of-catchment-areas>

## **Capacity – school roll forecast**

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.

Data presented in this section is derived from the projected pupil roll for the primary and secondary schools provided by Perth and Kinross Council and the school capacity figures provided by the school estate statistics (2024) provided by Scottish Government. Please note that school roll forecast data for 2031 – 2032 is not provided for secondary schools (Table 21).



Table 21 School roll forecasts for the schools in Perth and Kinross serving the Cairngorms National Park.

School	2024 – 2025	2025 – 2026	2026 – 2027	2027 – 2028	2028 – 2029	2029 – 2030	2030 – 2031	2031 – 2032
Pitlochry High School	55%	53%	51%	59%	58%	58%	57%	Not applicable
Pitlochry Primary School	65%	66%	64%	59%	60%	61%	62%	61%
Blair Atholl Primary School	68%	72%	78%	72%	74%	76%	74%	74%
Blairgowrie High School	87%	87%	84%	82%	79%	77%	74%	Not applicable
Kirkmichael Primary School	58%	63%	61%	61%	69%	68%	64%	65%

### Condition and suitability

All schools in Perth and Kinross considered in this paper received a rating of B for both condition and suitability, with the exception of Blairgowrie High School which was graded C for suitability (Figure 11, Figure 12 and Table 22).

Table 22 Condition and suitability of Perth and Kinross schools serving the Cairngorms National Park. School Estate Statistics 2024<sup>19</sup>.

School	Condition (date)	Suitability (date)
Pitlochry High School	B (15/02/2023)	B (30/03/2024)
Pitlochry Primary School	B (15/02/2023)	B (30/03/2024)
Blair Atholl Primary School	B (13/12/2022)	B (30/03/2024)
Blairgowrie High School	B (15/12/2023)	C (30/03/2024)
Kirkmichael Primary School	B (27/01/2022)	B (30/03/2024)

Perth and Kinross Council engaged with the Park Authority during the preparation of this topic paper confirming that the Council does not publicly publish details maintenance for the schools in its learning estate. As such no further information has

<sup>19</sup> See <https://www.gov.scot/publications/school-estate-statistics-2024/documents/>



therefore been included on this topic in this section. 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 paper 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), the ISPs and [Fairview School](#) 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 here:

- <https://www.pkc.gov.uk/article/17278/Schools-additional-support->

### **Current approach to developer contributions**

Perth and Kinross's adopted Local Development Plan 2019, which is supported by Supplementary Guidance, 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 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 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.
- 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 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.



Table 23 Developer contribution rates per dwelling in Perth and Kinross 2023.

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) which can be viewed here:

- [https://www.pkc.gov.uk/media/52557/Part-1-Policy-Implementation-and-Developer-Contribution/pdf/DC\\_\\_\\_AH\\_SG\\_2023\\_Part\\_1\\_complete.pdf?m=1713251360997](https://www.pkc.gov.uk/media/52557/Part-1-Policy-Implementation-and-Developer-Contribution/pdf/DC___AH_SG_2023_Part_1_complete.pdf?m=1713251360997)

## Summary of implications for 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), in particular the fourth aim 'to promote sustainable economic and social development of the area's communities'.
- The spatial strategy and principles of National Planning Framework 4.

In its preparation the Proposed Plan should seek 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.
- Ensure the 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 based on the volume of delivery.
- Identify how, when and by whom infrastructure will be delivered. The timeframe for review will influence this (e.g. rates, exemptions, etc. may be more suited to planning guidance given this can be updated quicker to reflect changing local circumstances, inflation, etc.).





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- Where necessary, set out the spatial implications of education infrastructure to support development within the Proposed Plan.