

**THIS IS A FORMAL
CONSULTATION
DOCUMENT**

Consultation Response :

This is the statutory **Consultation Response Document** in relation to the consultation on entrance criteria for Notre Dame High School, and as a consequence, the potential alteration of catchment areas. The schools and establishments affected by the consultation and/or proposals are detailed below and on page 2.

The consultation process and response are in line with the Schools (Consultation) (Scotland) Act 2010 as amended.

School(s)	Ward(s)	Strategic Planning Area	Learning Communities
<p>The Primary and secondary schools within the Notre Dame, John Paul, St Roch's and St Thomas Aquinas Learning Communities</p> <p><i>The schools in the above Learning Communities are listed on the next page</i></p>	<p>10, 11, 12, 13, 14, 15, 16, 22 and 23</p>	<p>North West</p>	<p>Notre Dame, John Paul, St Roch's and St Thomas Aquinas Learning Communities</p>

REPORT BY EXECUTIVE DIRECTOR OF EDUCATION

This document has been issued by Glasgow City Council for consultation in terms of the Schools (Consultation) (Scotland) Act 2010 as amended.

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Schools/Establishments in Learning Communities

John Paul Academy Learning Community

John Paul Academy
Langa Street Nursery
Maryhill Park Nursery
St Blane's Primary
St Charles' Language and Communication Resource
St Charles' Primary
St Joseph's Primary
St Mary's Primary

St Roch's Secondary Learning Community

St Roch's Secondary
Benview Early Years Centre
Hamiltonhill Family Learning Centre
Keppoch Nursery
Royston Nursery
Sighthill Nursery
St Cuthbert's Primary
St Kevin's Primary
St Mungo's Primary and Nursery Class
St Roch's Hearing Impairment Unit (Secondary)
St Roch's Primary and Hearing Impairment Unit
St Stephen's Primary
St Teresa's Primary

St Thomas Aquinas Secondary/Notre Dame High - Joint Learning Community

Notre Dame High
St Thomas Aquinas Secondary
Corpus Christi Primary
Cranstonhill Nursery
Elle Street Nursery
Knightswood Early Years Service
Notre Dame Primary
Sandy Road Day Nursery
Sandyford Day Nursery
St Brendan's Primary
St Clare's Primary
St Ninian's Primary
St Patrick's Primary
St Paul's (Whiteinch) Primary

BACKGROUND

- 1.1 Notre Dame High School is a denominational, comprehensive secondary school for girls located in the West End of Glasgow. The school celebrated its Centenary in 1997.
- 1.2 Notre Dame High is a successful and popular school. It has two associated primary schools from which girls are entitled to transfer to the High School; Notre Dame Primary School and St Ninian's Primary School. Some girls attending Corpus Christi Primary School are also entitled to transfer due to a shared catchment area.
- 1.3 The school has a capacity of 800, with a roll of 728 (as at 2019 census). The school roll includes 580 placing requests from over 50 primary schools across the city.
- 1.4 Entry criteria for schools are determined by local authorities. Local authorities throughout Scotland adopt a range of differing entry criteria. For schools in Glasgow the key entrance criteria for any mainstream secondary school is based upon a defined geographical catchment area (a 'delineated' area). Every address within Glasgow has a catchment area (or shared catchment area) for both a denominational school, a non-denominational school and a Gaelic Medium school.
- 1.5 Notre Dame High School shares its delineated catchment area with part of the St Thomas Aquinas Secondary School delineated catchment area. This is due to Notre Dame's status as a single-gender (girls) school and the consequent necessary sharing of school catchment areas with the secondary school that the boys attend. Girls who reside within this shared area and who are educated within the denominational sector, are entitled to transfer to either St Thomas Aquinas or Notre Dame High School.
- 1.6 In line with the City Administration's commitment to undertake a public consultation under the Schools (Consultation) (Scotland) Act 2010 to consider the entry criteria for Notre Dame High School, officers initially engaged with Parent Councils and campaign groups between October and December 2018.
- 1.7 Thereafter, a statutory consultation period, approved by the City Administration Committee, commenced on 18 March 2019 and closed on 26 May 2019.

2. PROPOSED OPTIONS

- 2.1 Three options were considered during the consultation period; these were:
1. Leave the Notre Dame High entry criteria as is; that is, no change.
 2. Retain the all-girl status, but change the associated primary schools and thereby alter the local catchment area.
 3. Change to be a co-educational denominational secondary school and alter the local catchment area.
- 2.2 Options 2 and 3 impact upon other denominational secondary school catchment areas in the North West of the city. There are three denominational Learning Communities that would/could be directly affected by changes to the entry criteria at Notre Dame High School. These are the John Paul, St Roch's and St Thomas Aquinas/Notre Dame Learning Communities.

3 THE CONSULTATION PROCESS

- 3.1 The council held three public meetings; in Notre Dame High School, St Thomas Aquinas Secondary School and St Roch's Secondary School. A summary of these meetings is in Appendix 9.
- 3.2 The council advised that requests for alternative forms of consultation papers or response documents would be accommodated wherever possible e.g. audio or by interpreted support. There were interpreters for the 15 languages requested, and/or most used, at each of the public meetings.
- 3.3 The council consulted with parents, children, young people and the wider community in relation to the proposals. Notices to advise of the consultation arrangements were placed in the press and a dedicated page was set up on the council website; for information and to enable interested parties to respond to the consultation.
- 3.4 The majority of consultation responses were via a *Smart Survey* questionnaire on the web-site. All responses received on paper before the end of the consultation period were scanned by council officers and added to the database to facilitate analysis and reporting.
- 3.5 The consultees included:
- Parent Councils
 - Parents/carers
 - Children and Young People
 - Staff
 - Trade Unions
 - Community Councils
 - Area Partnerships

- Groups formed under Part 2 of the Local Government in Scotland Act (2003)
- Archdiocese of Glasgow
- Adjacent local authorities
- Other users of the school premises

3.6 Children and young people were included in the statutory consultation process, in addition, meetings were held with small groups in their schools after the statutory period concluded in order to seek their views on the consultation process.

3.7 The consultation is in line with the Schools (Consultation) (Scotland) Act 2010, and as such, all responses to the consultation were shared with Education Scotland at the conclusion of the statutory consultation period. Education Services subsequently received a report back from Education Scotland. The council took cognisance of this report. This paper references the Education Scotland report and the full report is included at Appendix 8. The report is also available via the Education Scotland website.

4. **CONSULTATION RESPONSES**

4.1 There were 7110 responses to the consultation. Of these, 4747 were 'complete' and 2363 were 'partial' responses. Senior officers read all the responses and checked for duplications and incomplete responses. A significant number of the partial responses did not indicate a choice of option and so were discounted.

4.2 From the 2363 partial responses received, of these only 191 respondents went as far as selecting one of the available options.

4.2.1 These 191 responses were extracted from the partial response dataset and this extracted dataset was then further analysed to determine how many respondents had then gone on to submit a full response in the complete responses dataset. Any of the partial responses that were deemed to align with a complete response were then removed from the initial 191 partial responses. This was to avoid double counting of responses.

4.2.3 The complete responses dataset (i.e. the 4747 responses) was also analysed to determine where respondents had submitted multiple responses. Following analysis of respondents IP addresses, names submitted, and email address provided, any identifiable multiple responses were removed from the final count of responses. Combining the validated responses after these processes gave a response total of 4761. A more detailed analysis is contained in Appendix 7.

4.2.4 All comments left as part of the consultation were considered during the validation process whether the response was counted in the final total or not.

4.2.5 The table below details the overall validated responses for the consultation.

Answer Choice - All Respondents	Response Percent	Response Total
Option 1 - Leave the Notre Dame High entry criteria as it is, that is, no change	39.9%	1898
Option 2 - Retain the all girls' status, but change the associated primary school configuration; and thereby alter the catchment area.	13.4%	638
Option 3 - Change to be a co-educational denominational secondary school and alter the catchment area.	45.9%	2184
None of the Above/Alternative Proposal	0.9%	41
Total	100%	4761

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4.3 The table below shows the various categories of respondents in favour of Option 1.

Answer choice by respondent type: Option 1	Response Percent	Response Total
Parent - GCC Primary School Pupil	18.0%	341
Parent - GCC Secondary School Pupil	11.0%	208
Pupil - GCC Primary School Pupil	2.8%	54
Pupil - GCC Secondary School Pupil	7.3%	138
Staff - GCC Primary School	2.2%	41
Staff - GCC Secondary School	1.2%	22
Staff - GCC (not school staff)	0.5%	10
Resident	23.1%	438
GCC Councillor	0.4%	8
Other (please specify):	33.6%	638
Total	100%	1898

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4.3.1 The following statements are examples of the comments made by respondents in favour of Option 1.

- *“Leave the school as it is fantastic nurturing environment giving so many a chance!”*

- *“The school benefits and promotes young women both in education and the workplace. The achievements of former pupils is evidence of this”*
- *“Notre Dame is the only Single Sex School in Scotland and provides good opportunities for girls that they would not have in coeducational system”*
- *“School provides a great learning experience”*
- *“Notre Dame is giving a choice in same way as the school of dance or school of sport so don’t understand why it’s being challenged. It’s helping raise attainment and encouraging girls in a very unequal world so it should be kept.”*

4.4 The table below shows the various categories of respondents in favour of Option 2.

Answer choice by respondent type: Option 2	Response Percent	Response Total
Parent - GCC Primary School Pupil	18.5%	118
Parent - GCC Secondary School Pupil	17.9%	114
Pupil - GCC Primary School Pupil	2.5%	16
Pupil - GCC Secondary School Pupil	6.6%	42
Staff - GCC Primary School	1.3%	8
Staff - GCC Secondary School	1.7%	11
Staff - GCC (not school staff)	1.6%	10
Resident	17.9%	114
GCC Councillor	0.2%	1
Other (please specify):	32.0%	204
Total	100%	638

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4.4.1 The following statements are examples of the comments made by respondents in favour of Option 2

- *“Widen the schools catchment to encourage more girls to attend city wide”*
- *“Option 2 is a suitable option as it allows more girls to come to this well-reputed school and that it stays as part of single-sex education, something that is very unique and the only all girls' school in Glasgow*
- *“Would like to see the catchment area extended and to keep St Ninian's Primary as a feeder school to Notre Dame Secondary”*

- *“The importance of keeping single sex education that is kicking above its weight. Please keep areas of social deprivation included in Notre Dame. Include St Ninians in the catchment area”*
- *“It makes sense to move the catchments into line with the rest of the city, but I would like to see the choice of an all-girls education retained. It makes such a difference to uptake of STEM in particular”.*

4.5 The table below shows the various categories of respondents in favour of Option 3.

Answer choice by respondent type: Option 3	Response Percent	Response Total
Parent - GCC Primary School Pupil	27.3%	596
Parent - GCC Secondary School Pupil	4.2%	92
Pupil - GCC Primary School Pupil	5.0%	110
Pupil - GCC Secondary School Pupil	1.7%	38
Staff - GCC Primary School	1.8%	39
Staff - GCC Secondary School	1.8%	39
Staff - GCC (not school staff)	0.5%	12
Resident	37.1%	811
GCC Councillor	0.0%	1
Other (please specify):	20.4%	446
Total	100%	2184

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4.5.1 The following statements are examples of the comments made by respondents in favour of Option 3.

- *“I think it is a huge oversight not including St Charles boys in the Catchment. Please re-consider the catchment to include St Charles.”*
- *“The current practice is sex discrimination. It only offers choice for girls, and this choice impacts boys and their families in the local community”*
- *“Education is a right for all, it's time to end gender segregation in our public schools.”*
- *“I think option 3 would best serve the local community, enables equal education for all local boys and girls and means that children at primary schools in the local area can transition to secondary school together”*
- *“A publically funded school should be open to all”*

4.6 The following table shows the various categories of respondents who proposed 'none of the above/alternative proposal'.

Answer choice by respondent type: None of the Above/Alternative Proposal	Response Percent	Response Total
Parent - GCC Primary School Pupil	19.5%	8
Parent - GCC Secondary School Pupil	9.8%	4
Pupil - GCC Primary School Pupil	0.0%	0
Pupil - GCC Secondary School Pupil	2.4%	1
Staff - GCC Primary School	0.0%	0
Staff - GCC Secondary School	0.0%	0
Staff - GCC (not school staff)	0.0%	0
Resident	46.3%	19
GCC Councillor	0.0%	0
Other (please specify):	22.0%	9
Total	100%	41

OFFICIAL

4.6.1 The following statements are examples of the comments made by respondents proposing alternative proposals.

- *“Change Notre Dame to a non-denominational co-educational secondary school.”*
- *“The school should be co-educational and non-denominational school for all children in the local area”*
- *“St Charles’ boys should be allowed to go”*

4.7 It is clear from an analysis of the responses that there was neither a consensus nor a clear preference from the respondents overall as to how the council should proceed.

5 EDUCATION SCOTLAND (HMI) REPORT ON EDUCATIONAL ASPECTS

5.1 The key educational aspects that HMI raised in their report are looked at in this section. Officers took cognisance of the Education Scotland report prior to compiling the consultation response Document. The Education Scotland extracts are in italics with Education Services’ comment/response thereafter.

5.2 Education Scotland

Staff at Notre Dame High School outlined the challenge of ensuring effective transitions when children are coming from over 50 different primary schools. Continuity in pupils’ learning at the point of transition between Notre Dame Primary School and Notre Dame High School would be more manageable if boys as well as girls were attending Notre Dame High School. The current position sees a fragmentation and dispersal of movement from Notre Dame

Primary school to a wide variety of secondary schools. The variation in arrangements for induction days to secondary schools leads to interruption for learners.

5.2.1 **Education Services**

Officers in Education Services agree that having all Glasgow City Council schools co-educational would lead to a more consistent approach for children when transitioning to secondary school. This would enhance transition planning and progression from primary to secondary. Having a defined local catchment area would allow for enhanced transition visits for all young people as fewer primaries would be involved.

5.3 **Education Scotland**

HM Inspectors have not been provided with convincing evidence to support the claim that girls are attaining better or indeed worse in a single sex environment. There is potential for improvements in terms of planning for transition, parental engagement and reducing travel across the city, should option three be accepted.

5.3.1 **Education Services**

Education Services agrees with these points and has never sought to argue that co-educational, as opposed to girls only, was about improving attainment nor vice-versa. The consultation was about 'how' we should deliver high quality education in Notre Dame High School. Officers are also of the view that Option 3 provides potential for improvement. This is further explored in the Educational Benefit section of this report.

5.4 **Education Scotland**

In finalising its report, it is important that the Council's educational benefits statement demonstrates clearly how the Council has identified and intends to balance the diverse interests and views expressed. The Council should continue to work closely with all stakeholders and give consideration to all evidence when considering which option to take forward.

5.4.1 **Education Services**

Education Services Officers proactively engaged with interested parties prior to, during, and post the consultation period. There will clearly be those who perceive their situation to be affected positively by the final outcome, those who perceive the changes as negatively affecting their situation, and those for whom no perceived change is anticipated. However, the council shall continue to work with all stakeholders around transitions and excellence and equity in Glasgow City Council schools.

5.5 **Education Scotland (SUMMARY)**

Stakeholder groups and individuals hold strong and varied views about the relative merits of the different options. Children, young people and parents have deep-seated views which are mainly polarised into supporting the status quo or supporting a change which will see Notre Dame High School enrol both boys and girls in the future. A much smaller percentage favoured increasing the catchment area to include higher numbers of local girls (option two). HM

Inspectors have not been provided with convincing evidence to support the claim that girls are attaining better or indeed worse in a single sex environment. There is potential for improvements in terms of planning for transition, parental engagement and reducing travel across the city, should option three be accepted. Currently, the educational benefits outlined by the Council do not present a compelling case for any of the three options. In finalising its report, it is important that the Council's education benefits statement demonstrates clearly how the Council has identified and intends to balance the diverse interests and views expressed. The Council should continue to work closely with all stakeholders and give consideration to all evidence available when considering which option to take forward.

5.5.1 Education Services (SUMMARY)

We note that the Education Scotland report contains similar views to those of Education Services Officers. That is, there were strong and varied views expressed during the consultation, that there are significant opportunities to improve transitions, and that there is no compelling evidence around attainment in co-educational schools, as opposed to single gender schools, or vice versa. We agree that we should clearly demonstrate how we shall support the broad and varied interests moving forward and the detail in relation to benefits/transition contained in this response addresses this.

6 RECOMMENDED OPTION

- 6.1 It is recommended that the 'third option' consulted upon is approved (with a minor amendment detailed in 6.1.1). That is, change the entry criteria for Notre Dame High School to be co-educational and change the catchment areas for Notre Dame High School to include Notre Dame Primary School, St Patrick's Primary School and St Joseph's Primary School. In this option, the catchment areas for St Thomas Aquinas Secondary School, St Roch's Secondary School and John Paul Academy would also change.
- 6.1.1 The catchment area that was consulted on for option 3 is detailed in Appendix 2. The proposed catchment area for option 3 is detailed in Appendices 3 and 4; this incorporates the inclusion of an additional small area into the shared St Joseph's and St Charles' catchment area (as shown in Appendix 4) and detailed in section 6.6.
- 6.2 This option would offer co-educational education with the associated primary schools as shown in the following table. St Ninian's Primary School would no longer be associated with Notre Dame High School in order to support the formation of a 'local catchment area'. There had been responses seeking St Ninian's primary to be included. However, officers do not feel that its inclusion is in line with the policy of local schools due to the nature of the resultant catchment area (see Appendix 1). However, in recognition of the current position where girls from St Ninian's Primary School do have a right to transfer. This right would continue until the current P1 leave the primary school, that is, until August 2025.

<u>John Paul Academy</u>	<u>Notre Dame High</u>	<u>St Roch's Sec</u>	<u>St Thomas Aquinas Sec</u>
St Charles'	Notre Dame Primary <i>(Now allocated to Notre Dame High Only)</i>	St Cuthbert's	Corpus Christi
St Blane's	St Patrick's	St Mungo's	St Brendan's
St Mary's	St Joseph's	St Roch's Prim	St Ninian's <i>(Now allocated to St Thomas Aq. only)</i>
		St Stephen's	St Paul's (Whiteinch)
		St Teresa's	
St Joseph's (shared area) <i>moved to Notre Dame</i>		St Joseph's (shared area) <i>moved to Notre Dame</i>	St Patrick's moved to Notre Dame

- 6.3 Alterations would be required to ensure that appropriate toilet and changing facilities were available within Notre Dame High School. The cost estimate is £750,000. Should this proposal be approved then further detailed work would be carried out and this cost estimate may change.
- 6.4 Should this option be approved then officers would ensure that boys would start to enrol from S1 only (from August 2021) which would enable a five year period of transition before the school became fully co-educational. This proposal does not include the option of boys transitioning from other schools into other year groups, either by right due to being in the delineated catchment or by placing request.
- 6.5 Not all families would want their children to transfer to Notre Dame High School. Families with siblings already in secondary school would retain the right to transfer to that secondary school (where they resided within the previous delineated catchment area). For example, a pupil attending St Patrick's Primary School who has an older sibling at St Thomas Aquinas Secondary School, and his parents wish him/her to attend the same school, would be entitled to a place in St Thomas Aquinas as if he/she lived in the catchment area.
- 6.6 It is also proposed that there is a minor change to the catchment area of St Charles' Primary School. The change is that the area, as shown in Appendix 3, becomes a shared catchment area of St Joseph's and St Charles' Primary Schools. Appendix 2 shows a small area which is surrounded by the shared area for St Charles' Primary and St Joseph's Primary. It is therefore proposed to include this in the shared area for both schools as shown in Appendices 3 and 4.
- 6.7 The rationale for recommending co-educational education was on the basis that the consultation was in relation to 'how' to deliver education at Notre Dame High. As previously highlighted by Education Services and Education Scotland, the academic arguments for preferring co-educational education as opposed to single gender, or vice-versa, is not compelling. Glasgow City

Council strives to ensure excellence and equity in its schools irrespective of the nature of them.

7 ALTERNATIVE OPTIONS

- 7.1 There were 41 responses to the option 'none of the above/alternative proposal', that is, less than 1% of respondents. See sections 4.6 and 4.6.1. Of the 41 responses, only a small number proposed an alternative. These are summarised below.
- 7.2 It was proposed that St Charles' Primary School 'replaced' St Joseph's Primary School in Option 3. Officers discounted this as children living in the St Joseph's area would then be walking/travelling through the Notre Dame High School catchment area to attend John Paul Academy. However, a minor change was approved as detailed in section 6.6.
- 7.3 It was proposed that St Charles' Primary School was included alongside St Joseph's Primary School in Option 3. Officers discounted this as this would eventually place pressure on the capacity of Notre Dame High.
- 7.4 It was proposed that Education Services didn't need to retain Notre Dame High School. Officers discounted this as there is insufficient capacity in the other denominational secondary schools in the North West of the city.
- 7.5 It was proposed that the council should have a boys' school if the girls' school was to be retained. The council does not intend to progress this option.
- 7.6 It was proposed that the school should be non-denominational. The council does not intend to progress this option.

8 EDUCATIONAL BENEFIT STATEMENT FOR THE PROPOSED OPTION

- 8.1 The key benefits for recommending option 3 are contained in this section.
- 8.2 **The Children**

Having all Glasgow City Council schools co-educational would lead to a consistent level of equity and parity for children when transitioning to secondary school. It would mean that boys would be able to transition to the same secondary school as their sisters, where appropriate. This would also enhance transition planning and progression from primary to secondary. This was a matter that was also highlighted in the Education Scotland report.

Children would benefit from a better transition. Notre Dame High School, similar to other secondary schools across the city, would be able to work with their associated primary schools and develop a transition programme which introduced children to secondary stage learning from an earlier age. For example, from P5 there could be closer links developed for the science curriculum. This would have a positive impact on children's learning.

Children with additional support needs would be identified at an earlier stage and planning put in place to ensure that the teachers in Notre Dame High School were better informed. More children with additional support needs would also be able to benefit from an enhanced transition programme.

There would be an increase in the number of young people able to walk to school due to a more aligned, local catchment area. This would reduce the traffic congestion around the school at the end and start of the school day and have health benefits for the young people.

8.3 Parents, Carers and Local Community

Should the school become co-educational then parents and carers of children would benefit from having a consistent approach to co-educational education. This would support the council's position of 'local schools for local children' in order to deliver community cohesion; as the key-entry criteria would be based on where you live.

It would enhance parental engagement if parents were more geographically aligned with the school as attendance at parents' evenings, workshops, events, parent council and other ad hoc meetings/events would be easier.

8.4 Other users

There would be no change.

8.5 Future users of the provision

Parents, carers and children progressing through primary school, would have a clearer understanding of the secondary school/s that they would have an entitlement to attend as this/these would be based on their permanent residential address at the time of enrolment into secondary. However, in recognition of the current position where girls from St Ninian's Primary School currently have a right to transfer. This right would continue until the current P1 at St Ninian's leave, that is, until August 2025.

8.6 Other schools/establishments in our authority

Other schools and establishments would be affected; this was highlighted in the consultation paper and explored during the consultation period. Officers would liaise with the Learning Communities and schools listed in section 6.4.3 to ensure that the appropriate advice, guidance and supports are put in place.

8.7 The anticipated effects on other schools are:

- The roll at John Paul Academy may reduce over time as the St Joseph's Primary School catchment area would now be aligned with Notre Dame High School; this would accordingly alter the delineated catchment area of John Paul Academy.
- The roll at St Thomas Aquinas' may alter as the St Patrick's Primary School catchment area would now be aligned with Notre

Dame High School; this would accordingly alter the delineated catchment area of St Thomas Aquinas Secondary School. The roll projections for St Thomas Aquinas includes girls who could previously attend Notre Dame High School by right.

8.8 Our assessment of any other likely effects of the proposal (if implemented)

As is the case in any consultation of this scale, there may be those who perceive their situation to be affected positively, those who perceive the changes as negatively affecting their situation, and those for whom no perceived change is anticipated. Officers are not aware of any material affects that haven't been addressed elsewhere in this document.

8.9 How we would intend to minimise or avoid any adverse effects that may arise from the proposal (if implemented)

Education Services has a duty to secure improvement in education. Through our quality assurance and improvement policy, Education Services monitors and supports the quality of education being delivered in all its establishments. This policy would be used to monitor and support the quality of education being delivered in the various schools affected in order to ensure that provision for young people continues to develop and improve in line with the council's priorities. Education Services would monitor the arrangements for transition to ensure continuity of learning was not compromised.

8.10 The benefits, which we believe, would result from implementation of this proposal

Moving to co-educational would support families who wish siblings (M/F) to attend the same secondary school within their community.

The move to co-educational would allow a better use of resources. In particular, there are existing capacity pressures on St Thomas Aquinas and John Paul Academy; having Notre Dame as a further co-educational denominational secondary in the North West of the city would contribute to the resolution of these pressures.

The council has a duty to demonstrate best value in all aspects of its work. This option would provide better value for money as the council could mitigate against future spend in relation to the physical expansion of schools in order to accommodate local children/young people.

Property and Land Services is currently installing modular accommodation at St Thomas Aquinas in order to support over-capacity. The cost to adapt Notre Dame to be suitable as a co-educational school (circa £750K) is significantly below the cost to build a permanent extension to another secondary school.

As already noted transitions, from over 50 primaries, is a significant challenge. Having a defined catchment area would provide enhanced transition support for

young people as fewer primaries, and people, would be involved in the transition process. Section 8.2 provides detail on the benefits to young people.

9 EQUALITY STATEMENT

9.1 An Equality Impact assessment (Screening) was undertaken as part of the consultation exercise to assess if the proposal discriminates against anyone on the basis of:

- Age
- Gender
- Religion
- Racial Group
- Disability
- Sexual Orientation

9.2 In carrying out the equality impact assessment screening we also took account of any equality issues raised in written or oral representation made as part of the consultation process. The result of the assessment is included in Appendix 10 and is also available on the Glasgow City Council website.

10 Preparation of Consultation Report

10.1 Education Services reviewed every response to the proposals. This report has taken due regard of written/email responses, the Education Scotland report, and the points and oral representations made at the public meetings. The key points made at the public meetings are in Appendix 9.

10.2 This consultation response report has been published in electronic and printed format. It is available on the Glasgow City Council website and at Education Services, City Chambers East Building, 40 John Street, Glasgow G1 1JL and at the affected schools free of charge. All those who received direct notification of the consultation will be sent a response summary which contains the link to the full consultation response document. All those who responded and provided contact details (name, address and email) through the consultation process will also be sent a summary and the link to the full consultation response document.

11 Note on Corrections

11.1 If any inaccuracy or omission is discovered in this proposal document and/or during the consultation either by Education Services or any person, Education Services will determine if relevant information has been omitted or, if there has been an inaccuracy. Education Services will then take appropriate action, which may include the issue of a correction or the reissuing of the proposal document or the revision of the timescale for the consultation period as appropriate. In that event, relevant consultees and Education Scotland will be advised.

11.2 The council is not aware of any inaccuracy or omission.

12 PROPOSED DATE FOR THE IMPLEMENTATION

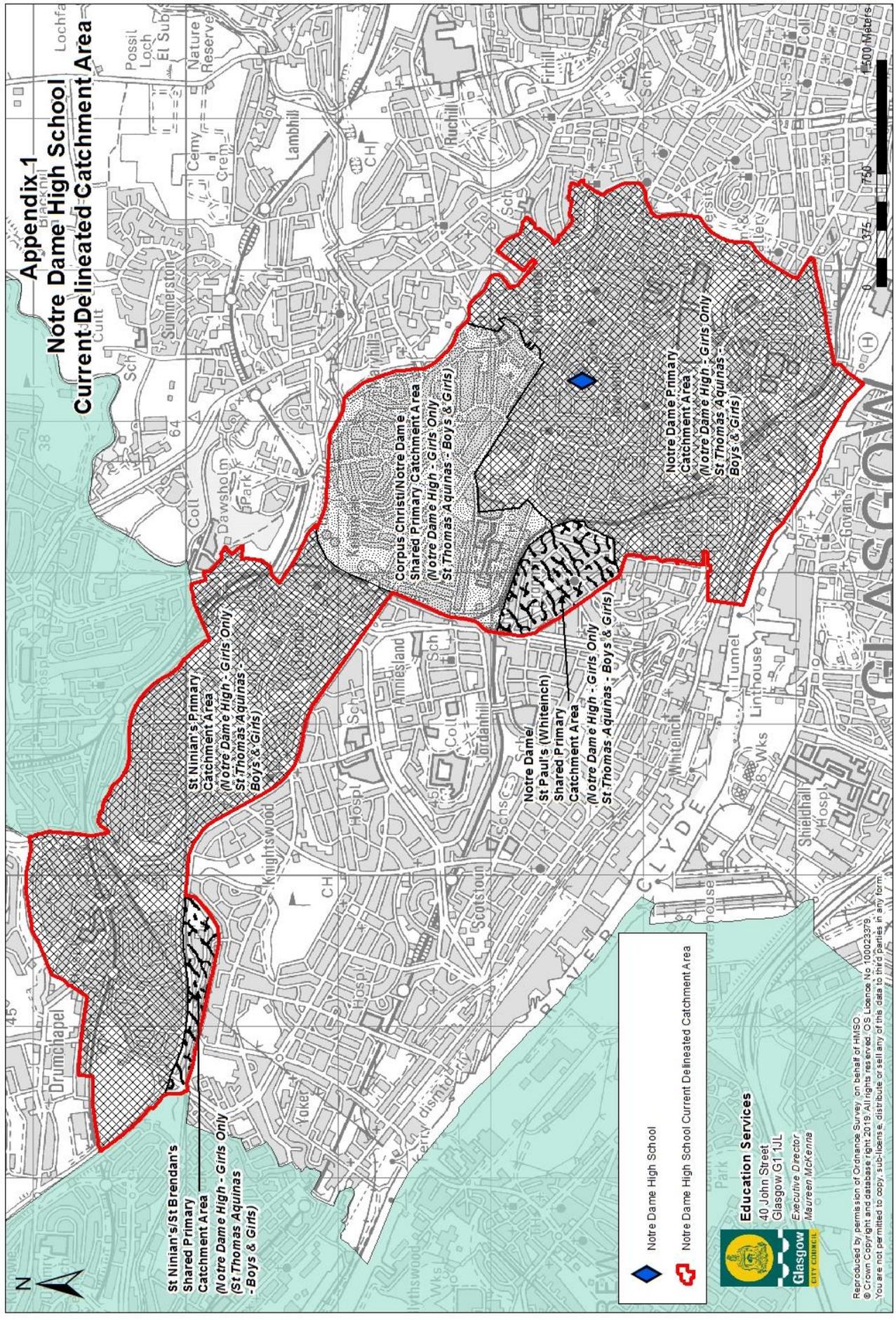
- 12.1 Young people are registered for secondary school in November of the year preceding the August intake. Therefore, should option 3 be approved, it is proposed that the new arrangements come into effect for entry to secondary school for August 2021. The rationale is that there would be insufficient time to make the necessary changes to the enrollment procedures and to carry out the adaptations at Notre Dame High School.
- 12.2 Officers would keep parents, young people and staff fully apprised of progress throughout this period in order to ensure effective transitions.

13 Scottish Ministers' Call-In

- 13.1 The Schools (Consultation) (Scotland) Act 2010 does not require referral to Scottish Ministers in cases other than closure of schools.

Appendix 1

**Notre Dame High School
Current Delineated Catchment Area**



St Niman's/St Brendan's
Shared Primary
Catchment Area
(Notre Dame High - Girls Only
-St Thomas Aquinas
-Boys & Girls)

Corpus Christi/Notre Dame
Shared Primary Catchment Area
(Notre Dame High - Girls Only
-St Thomas Aquinas - Boys & Girls)

Notre Dame/
St Paul's (Whiteinch)
Shared Primary
Catchment Area
(Notre Dame High - Girls Only
-St Thomas Aquinas - Boys & Girls)

Notre Dame Primary
Catchment Area
(Notre Dame High - Girls Only
-St Thomas Aquinas
-Boys & Girls)

-  Notre Dame High School
-  Notre Dame High School Current Delineated Catchment Area

Education Services
40 John Street
Glasgow G1 1JL
Executive Director
Maureen McKenna

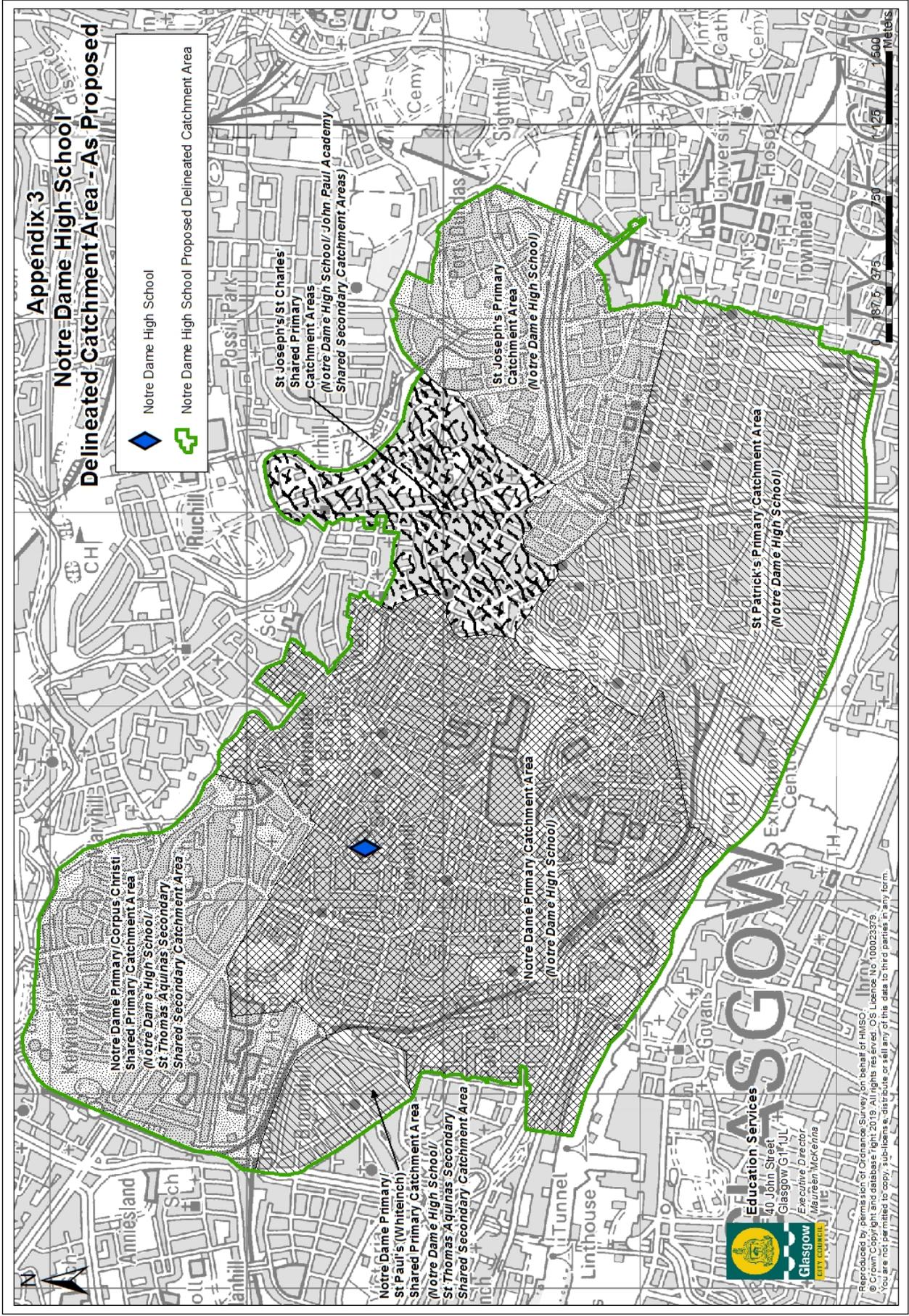


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Appendix 3

Notre Dame High School Delineated Catchment Area - As Proposed

 Notre Dame High School
 Notre Dame High School Proposed Delineated Catchment Area

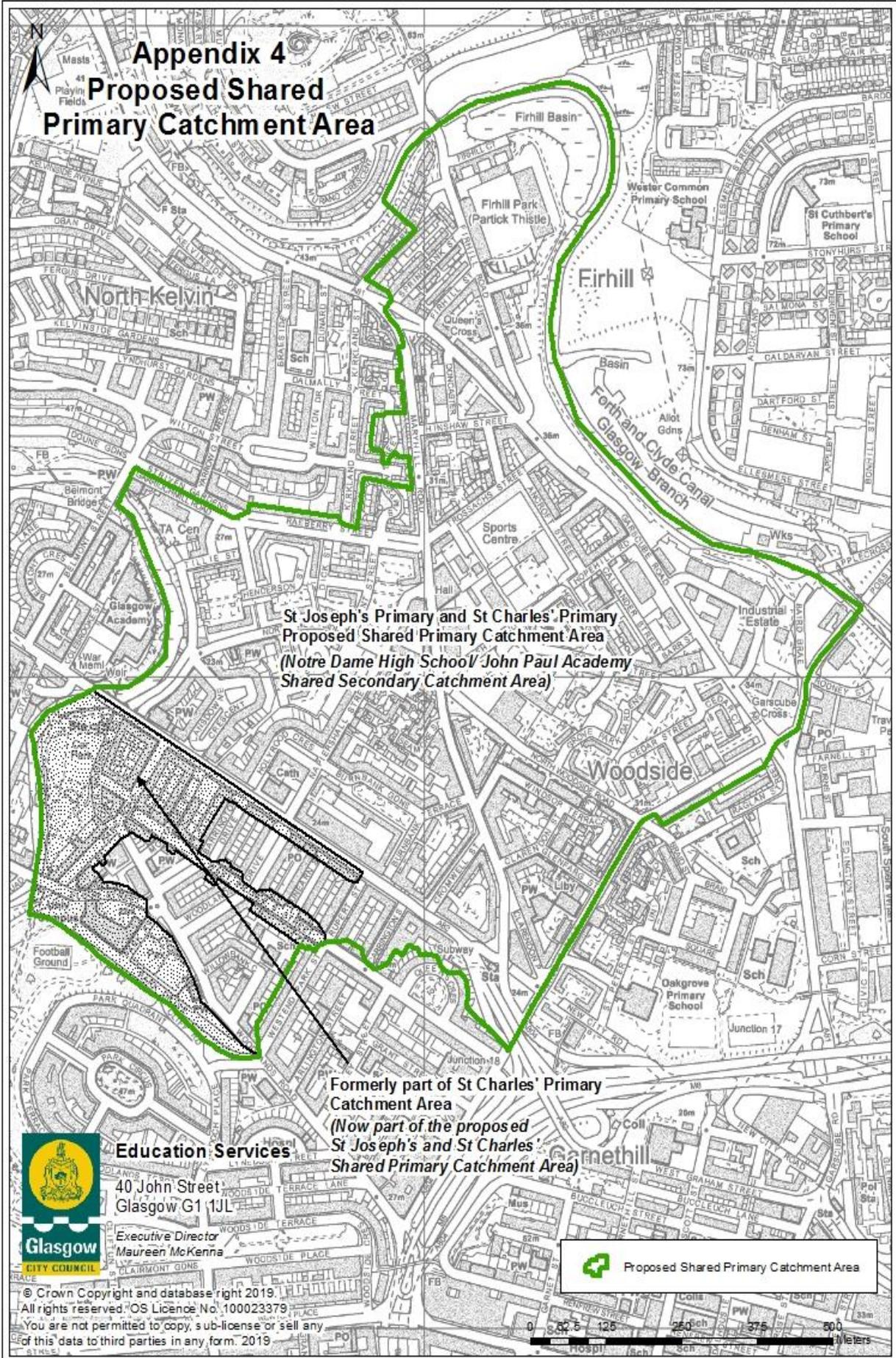



Glasgow
 City Council
 Executive Director
 Maireán McKenna
 115

Education Services
 40 John Street
 Glasgow G1 1JL

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Appendix 4 Proposed Shared Primary Catchment Area



**St Joseph's Primary and St Charles' Primary
Proposed Shared Primary Catchment Area**
(*Notre Dame High School/ John Paul Academy
Shared Secondary Catchment Area*)

**Formerly part of St Charles' Primary
Catchment Area**
(*Now part of the proposed
St Joseph's and St Charles'
Shared Primary Catchment Area*)



Education Services

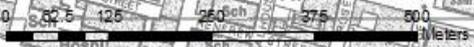
40 John Street
Glasgow G1 1JL



Executive Director
Maureen McKenna

 Proposed Shared Primary Catchment Area

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Glasgow City Council Education Services School Roll Projections Methodology

Purpose of School Roll Projections

School roll projections feed into a number of different policies and strategies for Education Services. They allow the service to anticipate potential capacity issues in schools across the estate. This information can be used in proposals and planning for new school builds if required. It is regularly used as the foundation for public consultations. It can also be used to assist in forward planning for staffing and budget purposes.

Our 10 year school roll projections are produced annually.

Methodology

The roll projections are calculated using a roll projections programme based in Microsoft Excel that is based on previous trends and takes into account the following factors –

For Primary projections:

- Actual school rolls as at the school census for the base year (2017 school census data)
- Primary Migration - This refers to the changes within the school population from one year to the next as they move through the school. It is calculated as the percentage of the total P2 to P7 numbers to the previous year's total P1 to P6 numbers and is displayed in terms of a percentage decrease/increase. These are then averaged to give estimated percentages for future years.
- Birth rates in Glasgow as supplied by the NHS on a school catchment area basis. This data is then used to project P1 intake numbers. The 'catchment retention rate' is calculated for each historic year as the number of births 5 years earlier as a percentage of that year's P1 numbers. The historic values are averaged to give values into the future and these future values are multiplied by the birth data to give a P1 intake.
- Placing request information as a net positive or negative figure at P1.
- Estimated new housing for the next 10 years by school catchment area. The pupil yield ratio is then used to determine the number of pupils we can expect from these new houses. A school's pupil yield ratio signifies the number of students to expect per new house built in the catchment of that school. The total number expected each year is distributed across the stages with a weighting towards the earlier years.
- Previous trends in school rolls are considered as a background check.

For Secondary projections:

- Actual school rolls as at the school census for the base year (2017 school census data)
- Secondary Migration - Is calculated as the percentage of the total S2 to S4 numbers to the previous year's total S1 to S3 numbers and is displayed in terms of a percentage decrease/increase. Historic migration is averaged to give estimated migration figures for future years.
- Staying on Rates – This represents the percentage of pupils from S4 staying on to S5 and the percentage from S5 staying on to S6. The historic percentages are averaged to estimate future rates.
- New housing data for the next 10 years by school catchment area. As with primary school projections the pupil yield ratio is then used to determine the number of pupils we can expect from these new houses.
A school's pupil yield ratio signifies the number of students to expect per new house built in the catchment of that school. The total number expected each year is distributed across the stages with a weighting towards the earlier years.
- A historic primary to secondary transfer rate is calculated each year by taking that year's S1 numbers as a percentage of the sum of the P7 numbers for all feeder primary schools in the year before. It represents the percentage of primary school students transferring to their associated high school. Future transfer rates are then estimated by averaging the historic rates. Future S1 numbers are obtained in each future year by applying the estimated transfer rate to the previous years' P7 totals.
- Previous trends in school rolls are considered as a background check.

The programme then performs a series of algorithmic functions and the end result is an output for each school.

Supplementary Information

It is important to note that school roll projections should be used as an estimate only. This is due to previous trends being used to estimate future rolls.

The background figures are calculated in the same way for each school and using the same data and sources. The roll projection totals are checked against the National Records of Scotland population projections for the city for the appropriate age groups to allow for comparison and to ensure the roll projections follow a similar trajectory.

The roll projections programme that we use is the most accurate and scientific method that is available to us at present. However, it should be noted that any projection algorithm is subject to varying degrees of statistical uncertainty and this is where local and anecdotal knowledge can complement the system.

Appendix 6

Notre Dame High School Roll Projections - Option 3

Establishment	2018 Census Rolls	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Capacities
John Paul Academy - With Placing Requests	919	883	871	867	882	908	932	974	992	1006	1002	920
Notre Dame High School - Without Placing Requests	717	690	683	693	698	667	654	654	652	632	631	800
St. Roch's Secondary School - With Placing Requests	504	521	502	507	505	494	507	518	535	530	526	950
St. Thomas Aquinas Secondary School - With Placing Requests	914	880	834	816	788	747	721	733	739	725	724	950

The above table shows the projected rolls under Option 3, that is, Notre Dame High School to be co-educational and change the catchment areas for Notre Dame High School to include Notre Dame Primary School, St Patrick's Primary School and St Joseph's Primary School. The catchment areas for St Thomas Aquinas Secondary School, St Roch's Secondary School and John Paul Academy would also change.

Placing requests for Notre Dame High School have not been included in the calculation of the figures in Table 3. As Notre Dame has never been a co-educational school there is no historical transfer rate (P7-S1) data to use as a proxy placing request figure for this set of projections.

John Paul Academy, St Roch's Secondary and St Thomas Aquinas Secondary have been considered with placing requests using the current transfer rates for the three schools. Should this option be approved the transfer rate is likely to be different due to the altered catchment areas and, therefore, these projections should be only be used as a proxy indicator of rolls under Option 3.

The capacity figures noted represent the optimal capacities of our secondary school estate. The capacities within our secondary schools will fluctuate from year to year, and indeed at regular intervals throughout the academic year, depending upon the exact numbers of young people at each stage within any given secondary school.

Appendix 7

Table 1 - Notre Dame Consultation Moderated Results

Consultation Options	Original Responses	Original %	Final Responses	Final %
Option 1	1893	39.9%	1898	39.9%
Option 2	650	13.7%	638	13.4%
Option 3	2169	45.7%	2184	45.9%
None of the above	35	0.7%	41	0.9%
Total	4747	100.0%	4761	100.0%

Table 2 - Original Responses - Analysis of Changes

(Removal of duplicate/multiple entries)

Consultation Options	Total Original Responses	Responses Removed	Total following moderation
Option 1	1893	33	1860
Option 2	650	25	625
Option 3	2169	25	2144
None of the above	35	1	34
Total	4747	84	4663

Table 3 - Partial Responses - Analysis of Changes

(Removal/Retention of responses)

Total Partial Responses	2363
Partial Responses - No Option Selected = Removed	2172
Partial Responses - Option Picked = Retain	191

Partial Responses - Total Initially Retained	191
Full Response Submitted/Duplicate = Remove	93
No Full Response Submitted = Retain	98

Partial Responses Retained	98
Option 1	38
Option 2	13
Option 3	40
None of the Above	7

Consultation Options	Total Original Responses	Responses Removed (See Table 2)	Total following moderation (See Table 2)	Responses to be Added (See Table 3)	Total following Partial Analysis (See Table 3)
Option 1	1893	33	1860	38	1898
Option 2	650	25	625	13	638
Option 3	2169	25	2144	40	2184
None of the above	35	1	34	7	41
Total	4747	84	4663	98	4761

Education Scotland Report

1. Introduction

1.1 This report from Education Scotland has been prepared by Her Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of Glasgow City Council's proposal to consult on the entry criteria for Notre Dame High School. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meetings held on 16 April, 25 April and 7 May 2019 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
- consideration of further representations made directly to Education Scotland on relevant educational aspects of the proposal;
- consideration of further information on all schools affected; and
- visits to the sites of Notre Dame High School, St Thomas Aquinas Secondary School, Notre Dame Primary School and St Ninians' Primary School, including discussion with relevant consultees. These included representatives from Parent Councils from across Glasgow City Council.

2. Consultation process

- 2.1 Glasgow City Council undertook the consultation on its proposal(s) with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).
- 2.2 The consultation process ran from 18 March until 26 May 2019. Three public meetings were held in Notre Dame High School, St Thomas Aquinas Secondary School and St Roch's Secondary School. Commendably, to support the inclusion of families with languages other than English, Glasgow City Council made arrangements for interpreters for 15 languages to be present at the public meetings. Each public meeting followed the same format. Two groups of parents and supporters, one representing the status quo and one arguing for change, put forward their views on the proposal through presentations. Council officers then responded to questions from the audience. There was a high level of public interest and response to the council's online questionnaire (4,761 fully completed and over 2,000 partially completed). From the fully completed responses, the percentages in favour of the various options were 39.9% for option one, 13.4% for option two, 45.9% for option three and 0.9% for none of the three options.

3. Educational aspects of proposal

- 3.1 The educational benefits statement contained within the proposal provides some helpful information. However, there is scope for the council to outline more clearly how each of the options being considered supports its aspirations for the future of education within the city, including providing local schools for local children. HM Inspectors note that not all parts of Notre Dame High School are fully accessible to users with mobility issues. Staff at Notre Dame High School outlined the challenge of ensuring effective transitions when children are coming from over 50 different primary schools. Continuity in pupils' learning at the point of transition between Notre Dame Primary School and Notre Dame High School would be more manageable if boys as well as girls were attending Notre Dame High School. The current position sees a fragmentation and dispersal of movement from Notre Dame Primary School to a wide variety of secondary schools. The variation in arrangements for induction days to secondary schools leads to interruption for learners.
- 3.2 HM Inspectors met with a range of stakeholders including children and young people, parents (including Chairs of Parent Councils), staff and a representative of the Catholic Church. A range of views were shared. However, there was no consensus, with stakeholders' views polarised into those strongly in favour of change and those strongly against change. Staff recognised their sensitive position and have supported parents individually and collectively to participate in the consultation process. Almost all staff took a neutral stance, however, a few were in favour of change and a few against. Around half of the parents, children and young people who met HM Inspectors felt that if option three was accepted then the education for young people would more accurately reflect the world of further and higher education and work as well as the community in which they live.
- 3.3 Children and young people who met with HM Inspectors had mixed views with

around half in favour of Notre Dame High School being fully inclusive reflecting society at large with a mix of genders as well as cultures and backgrounds, including gender. A few children argued that if single gender education is appropriate, the council should make a similar opportunity available to boys in Glasgow. Most young people do not think that girls and boys learn in different ways. However, learners currently attending Notre Dame High School believe that single gender education prepares them well as confident individuals.

- 3.4 Around half of the stakeholders who met with HM Inspectors believe that girls are succeeding better in science, technology, engineering and maths (STEM). Other stakeholders have argued that subject choice in Notre Dame High School is more limited in technology than other schools nearby.
- 3.5 Around half of the parents and young people responding to the consultation thought it important for young people themselves, and also to strengthen parental engagement, to have improved access to a local school in their community. They feel that the current situation creates a scattering of local young people to too many different schools. Added to this, a few parents talked about the additional stress on children and families who faced uncertainty in trying to get a placement request for a local school. They saw as a solution each school with its well-defined catchment including places for all local children. A few parents and children expressed concerns over environmental issues, arguing that a higher percentage of local young people attending Notre Dame High School would encourage greater numbers to walk or cycle to school with gains to the environment and health and wellbeing. Children and families talked about the practical difficulties faced by having siblings, boys and girls, attending different high schools and of the importance of having mixed gender peer groups for friendship and support.
- 3.6 The Archdiocese of Glasgow reported that it is grateful to Glasgow City Council for undertaking the school consultation to consider the future of Notre Dame High School. The Archdiocese regard the principle of parental choice to be paramount. They acknowledge the contribution made to Catholic education since the establishment of Notre Dame High School and value the high standards they judge to have been offered to the girls attending over time. Taking account of the aims and objectives within the Charter for Catholic Schools in Scotland, the Archdiocese is passionate in supporting the future growth and development of Catholic education in Glasgow. Whatever the outcome of the consultation, the church is keen to support inclusive schools with a distinct Catholic ethos.

4. Summary

Stakeholder groups and individuals hold strong and varied views about the relative merits of the different options. Children, young people and parents have deep-seated views which are mainly polarised into supporting the status quo or supporting a change which will see Notre Dame High School enrol both boys and girls in the future. A much smaller percentage favoured increasing the catchment area to include higher numbers of local girls (option two). HM Inspectors have not been provided with convincing evidence to support the claim that girls are attaining better or indeed worse in a single sex environment. There is potential for improvements in terms of planning for transition, parental engagement and reducing travel across the city, should option three be

accepted. Currently, the educational benefits outlined by the council do not present a compelling case for any of the three options. In finalising its report, it is important that the council's educational benefits statement demonstrates clearly how the council has identified and intends to balance the diverse interests and views expressed. The council should continue to work closely with all stakeholders and give consideration to all evidence available when considering which option to take forward.

HM Inspectors August 2019

Notes from Public Meetings

Appendix 9

MEETING FOR:	Notre Dame High
DATE OF MEETING	Tuesday 16 April 2019
VENUE	Notre Dame High
NAME OF OFFICER	Jim Wilson
NAME OF SUPPORT OFFICER	Maureen McKenna
HEAD TEACHER(s)	In attendance
APPROX No IN ATTENDANCE	280
COUNCIL REPRESENTATIVES IN ATTENDANCE (if known)	Nil
EDUCATION SCOTLAND REPRESENTATIVES (if known)	Clare Lamont Gary Johnstone
ELECTED MEMBERS IN ATTENDANCE (if known)	Cllr C Cunningham +Cllr K Andrew
RELIGIOUS REPRESENTATIVES IN ATTENDANCE (if known)	Canon Robert Hill
RECORD	Mandie Running

Jim Wilson, Head of Service, opened the meeting and introduced himself, other representatives of Education Services, and representatives of both groups, Notre Dame for All and Notre Dame for Girls.

Jim Wilson gave a short presentation in which he explained the background to the proposed options and the consultation process. He stressed the importance of people responding to the consultation and encouraged alternative proposals and ideas. He then explained the running order of the evening.

Presentations were then delivered by representatives of Notre Dame for All and Notre Dame for Girls.

The meeting was then opened to those present for any questions. Jim Wilson urged those present to be concise and direct when asking a question.

Questions were directed to all parties:

Acronymns	JW	Jim Wilson
MMcK		Maureen McKenna
NDFA		Note Dame for All
NDFG		Notre Dame for Girls
NDHS		Notre Dame High
NDP		Notre Dame Primary
Q		Question
P		Point

QUESTIONS ASKED / AREAS OF CONCERN RAISED: -

- Q** To suggest that my academic success is based on attending single sex school is nonsense. How can I justify single sex education to my children? (asked by former pupil)
- A** NDFG – This is about choice. Our choice!
- Q** If the GCC policy is local school for local children, how is NDHS inclusive if it only serves girls and 0.5% of children (NDP parent)
- A** No response from NDFG
- Q** Where are the capital funds coming from to make all the adaptations required if boys are allowed in? (NDHS Parent from outwith GCC area)
- JW** It would be for councillors to make the decision on where funding would come from.
- NDFA** Whenever there is segregation, you can't put price on equality.
- Q** Would you be allowed to make changes as the building is listed? (Former pupil)
- JW** Adaptations wouldn't be structural. All costs are included
- Q** Where do you get the fact that this area affluent?
- NDFG** We were comparing NDP with other schools
- P** This is catholic school! This fact is being overlooked.
- Q** I live near St Thomas Aquinas Sec and I can get a bus. What is the issue with this?
- NDFA** All we are asking for is the same choice. Notre Dame High is not a citywide school for girls
- Q** What is the difficulty you see in transitioning to another school. My daughter did so without her friends. (NDHS parent)
- NDFA** Academic research proves initial transitions with friendships has a long last effect on attainment and mental health. You chose to place your daughter here, our children do not have that choice.
- Q** Families from NDP also live in Broomhill. Why are Broomhill figures not taken in to consideration?
- JW** There are multiple variations. These figures are examples only.
- Q** What is the evidence base to continue as a single sex school.? Is Design & Manufacture Advanced Higher an option here. What about other stem subjects?
- JW** We are digressing – we need to stick to the options on offer.
- Q** The local impact of cars is tremendous. Do they (NDFG) understand the impact this has? 220 cars. Have figures from own survey and GCC. This volume is due to placing requests. This would reduce if local children were priority. Have you taken into account the local residents.
- JW** Please refer to this in your submission. We would speak to roads dept for consideration.
- NDFA** According to Sustrans figures (wholly independent). NDHS has the lowest active travel school in city. This is due to the number of placing requests.

- Q** It is not being considered to bring St Charles Primary into the area. This is an opportunity lost. It should be included.
- JW** If you view the options as an exemplar. Please mention this in your response and this will be consider.
- Q** The school has 78% placing requests. This gives one more option to girls. What will happen if this is the only option?
- NDFA** We would be removing an 'extra' option that girls currently have. This is currently two more options than the boys have.. Option 3 will still give everyone the option to put in a placing request. Including school like St Joseph's Primary etc would allow more children from more deprived areas the opportunity to be included in the school.
- Q** If you remove St Ninian's PS, my granddaughter's choice would be removed. For girls who enrolled in 2018 is their place granted? (St Ninian's PS grandparent)
- JW** Include this in your submission. YES it is.
- Q** What about the ethos of the schools? This is primarily a catholic schools so it should be open to ALL children. How does excluding boys fit with the catholic ethos.?
- NDFG** Boys can still go to St Thomas Aquinas.
- NDFA** It simply doesn't fit with the catholic ethos.
- Q** How many boys are affected each year from the two associated primary schools?
- JW** It would vary year to year – roughly half the number of pupils the associated primary schools.
- Q** As the stats always tell us, girls are outperforming boys. So why are we pushing money and resources to keep this school as girls only when they are on track to do well anyway. What is GCC doing to address the attainment gap for boys from the St Joseph's PS, St Charles' PS and Notre Dame PS. They are being disadvantaged.
- MMK** The Glasgow Improvement Challenge and additional funding from the Scottish Government. Adding additional staff and widening access programmes. This is city wide.
- MMK** Resources are allocated on the same basis as any other school.
- Q** Where have the statistics used tonight come from.
- NDFA** Scottish Government SIMD and GCC.
- Q** What do we want to achieve here? This is a catholic school. Do we want a girls school or a catholic school? (Catholic Media rep)
- NDFG** No comment
- NDFA** A Catholic school for boys and girls.
- Q** How are the opinions of the pupils shown? (Pupil)
- JW** Someone will come to meet with pupils. You can also respond to the consultation online.
- Q** 64% of pupil council who responded to a survey said that having boys would have a negative impact. How would NDFA listen to what we think? (Head Girl NDHS)
- NDFA** NDFA would listen to the opinion via the results of the consultation. On the same note, how would NDFG listen to the voices of the children in the primary schools?

Not sure how this would make a negative impact having boys. Surely we would require some evidence to support this.

- P** Regarding the issue of capital investment and adaptations, there are already two boys in the school who are transgender. How are they accommodated? Surely you are already addressing the issue of adaptations?
- Q** Our primary schools are bursting as are the secondary schools. Where are our children going to go to secondary? (NDP Parent)
- JW** This clearly demonstrates that the situation here is challenging. Whatever the outcome there will be a lot of change and work to be done.
- NDFA** Going by the actual roll here in NDHS, there are nearly 100 seats unused (capacity is 800, roll is 717). There is plenty room in NDHS.
- Q** Option 2 – are GCC expecting this option to relieve the number of placing requests?. Should pupils attend their local schools?
- JW** We encourage local schools for local children but parents have the right to put in a placing request. It is a challenge but it is our job.
- Q** This is an impossible task. What factors are you going to use to make a decision?
- JW** We don't make a decision. Our role is to make sure the City Administration Committee who make the decision are aware of all the evidence, responses etc. JW explained the process – prepare response, with all feedback and alternative options, costs and viability implications. The councillors on the City Administration Committee will make the decision.
- Q** The number of children in associated primary schools exceeds the capacity of St Thomas Aquinas Sec. Therefore, if the current situation continues and all pupils transition to St Thomas Aquinas Sec, St Thomas Aquinas Sec would it be oversubscribed. (NDP parent)
- JW** There is an oversubscribed process but yes, it is an issue.
- Q** If we do not go for option 3, how do we replace the balance? Are you planning a boys only equivalent school? Or do we continue with inequality. (NDP parent)
- JW** We are only looking at options 1,2 and 3 this evening.
- Q** Why are we looking to fix something that isn't broken? (former teacher)
- NDFA** Whether it is broken or not is a matter of opinion. But it is most definitely broken if boys are excluded from a state funded school.
- Q** How can you justify the loss of opportunity for girls if it goes the school goes co-ed?
- NDFA** This is a huge disservice to all other schools. There are other schools who do out perform NDHS.
- Q** I am undecided. Daughter is on placing request into St Joseph's PS. If St Joseph's comes under catchment under Option 3, will daughter not get into this school.? (Parent of future pupil)
- JW** All schools are delineated so your options are based on your address.

End of session

MEETING FOR:	Notre Dame High
DATE OF MEETING	Thursday 25 April 2019
VENUE	St Thomas Aquinas Secondary
NAME OF OFFICER	Jim Wilson
NAME OF SUPPORT OFFICER	Maureen McKenna
HEAD TEACHER(s)	In attendance
APPROX No IN ATTENDANCE	120
COUNCIL REPRESENTATIVES IN ATTENDANCE (if known)	Nil
EDUCATION SCOTLAND REPRESENTATIVES (if known)	Clare Lamont Gary Johnstone
ELECTED MEMBERS IN ATTENDANCE (if known)	Cllr Cunningham + reps from the ward
RELIGIOUS REPRESENTATIVES IN ATTENDANCE (if known)	Canon Robert Hill
RECORD	Mandie Running

Jim Wilson, Head of Service, opened the meeting and introduced himself, other representatives of Education Services, and representatives of both groups, Notre Dame for All and Notre Dame for Girls.

Jim Wilson gave a short presentation in which he explained the background to the proposed options and the consultation process. He stressed the importance of people responding to the consultation and encouraged alternative proposals and ideas. He then explained the running order of the evening.

Presentations were then delivered by representatives of Notre Dame for All and Notre Dame for Girls.

The meeting was then opened to those present for any questions. Jim Wilson urged those present to be concise and direct when asking a question.

Questions were directed to all parties:

QUESTIONS ASKED / AREAS OF CONCERN RAISED: -

Q Where are the capital funds coming from to make all the adaptations required if boys are allowed in?

JW It would be for councillors to make the decision on where funding would come from.

Q In regards to equality, surely if boys are not included, will there be a boys only school created?

- JW** This is not an option.
- NDFA** It would cost considerably more to build a new school than to allow boys into NDHS.
- Q** I'm struggling to understand the projected rolls in all the options.
- JW** This is a lengthy, complicated process. Many factors are taken into consideration. We can provide more information offline.
- Q** What is the perceived difficulty you see in transitioning to another school.
- NDFA** Academic research proves initial transitions with friendships has a long last effect on attainment and mental health.
- Q** The impact of cars (due to placing requests) is a huge issue. How can this be addressed?
- JW** Please refer to this in your submission. We would speak to roads dept for consideration.
- Q** What is the distance criteria for a bus pass.
- JW** 2.2 miles
- Q** Why is St Charles' Primary not being considered in this consultation?
- JW** If you view the options as an exemplar. Please mention this in your response and this will be consider.
- Q** Where have the statistics used tonight come from?
- NDFA** Scottish Government SIMD and GCC.
- Q** If NDHS was based in the East End, would you still be fighting to make it co ed?
- NDFA** Absolutely. It isn't about location, it's about provision and equality.
- Q** If boys are not allowed into NDHS, where are our children going to go to secondary? STA is full.
- JW** This clearly demonstrates that the situation here is challenging. Whatever the outcome there will be a lot of change and work to be done.
- Q** Option 2 – are GCC expecting this option to relieve the number of placing requests?. Should pupils attend their local schools?
- JW** We encourage local schools for local children but parents have the right to put in a placing request. It is a challenge but it is our job.
- Q** If boys are allowed in, where is the space?
- JW** There is not a great deal of spare ground but this will be looked at.
- Q** How do you reach a decision. What indicators are you going to use to make a decision?

- JW** We don't make a decision. Our role is to make sure the City Administration Committee who make the decision are aware of all the evidence, responses etc. JW explained the process – prepare response, with all feedback and alternative options, costs and viability implications. The councillors on the City Administration Committee will make the decision.
- Q** The number of children in associated primary schools exceeds the capacity of St Thomas Aquinas Sec. Therefore, if the current situation continues and all pupils transition to St Thomas Aquinas Sec, St Thomas Aquinas Sec would it be oversubscribed.
- JW** There is an oversubscribed process but yes, it is an issue.
- Q** If we do not go for option 3, how do we replace the balance? Are you planning a boys only equivalent school? Or do we continue with inequality.
- JW** We are only looking at options 1,2 and 3 this evening.

End of session

MEETING FOR:	Notre Dame High
DATE OF MEETING	Tuesday 7 May 2019
VENUE	St Roch's Secondary
NAME OF OFFICER	Jim Wilson
NAME OF SUPPORT OFFICER	Maureen McKenna
HEAD TEACHER(s)	In attendance
APPROX No IN ATTENDANCE	75
COUNCIL REPRESENTATIVES IN ATTENDANCE (if known)	Nil
EDUCATION SCOTLAND REPRESENTATIVES (if known)	Clare Lamont Gary Johnstone
ELECTED MEMBERS IN ATTENDANCE (if known)	Cllr Cunningham + reps from the ward
RELIGIOUS REPRESENTATIVES IN ATTENDANCE (if known)	Canon Robert Hill
RECORD	Mandie Running

Jim Wilson, Head of Service, opened the meeting and introduced himself, other representatives of Education Services, and representatives of both groups, Notre Dame for All and Notre Dame for Girls.

Jim Wilson gave a short presentation in which he explained the background to the proposed options and the consultation process. He stressed the importance of people responding to the consultation and encouraged alternative proposals and ideas. He then explained the running order of the evening.

Presentations were then delivered by representatives of Notre Dame for All and Notre Dame for Girls.

The meeting was then opened to those present for any questions. Jim Wilson urged those present to be concise and direct when asking a question.

Questions were directed to all parties:

QUESTIONS ASKED / AREAS OF CONCERN RAISED: -

Q What about the girls who are already there?

NDFA Boys will only join from S1. All girls already there will not be affected.

Q Are pupils being consulted?

MMcK It's a public consultation and there is a category for pupils. JW will also be meeting with pupils for the schools.

Q Isn't this hypocritical. What about religion?

JW Reminded audience about the options. This is not about religion.

Q To what extent are you going to use the info you gather.

JW It's not the total number of votes alone that will be relevant. It's also the comments and alternative proposals. We try to give the cllrs an indication of the views out there before they make a decision. Our job is to inform the cllrs of the views and of the impact of the implications and of Education Scotland.

Q If we opt for option 1 or 2, how can GCC justify financially supporting a system that mirrors private schooling?

JW We don't make any school unique

MMcK We also provide a broad range of schools.

NDFA You can work to improve for specialism but not gender

Q Cost impact – has the costing been complete?

JW Cost analysis has been done for Option 3 for adaptations. Any other costs that arise as part of this will be considered

Q £750000 – what impact will this have on St Roch's? Will budgets be cut?

JW It's the cllrs who will decide how to distribute the budget.

If any alternative proposal highlights costs – eg a boys school, costings will be sought so as to advise cllrs.

Q If it is Option 3, will there be reassurances for a timeous transition?

- JW** Whatever the result, we need to advise Cllrs that there will be processes in place to mitigate the impact on all parties.
- Q** If Option 3 is not successful, where will the children go? There are more children than places in St Thomas Aquinas Sec.
- JW** We are in continual talks about this matter.
- Q** Why will my class be split up next year?. Are girls more important?
- JW** Everyone is equally important, but please put in a response. GCC will come to speak to the pupils too.
- Q** What constitutes active travel?
- JW** We will work with colleagues Neighbourhood & Sustainability to look at safe routes etc. Traffic impact assessments will be conducted if deemed necessary.
- Q** If child who currently attends NDHS from outwith GCC, how will criteria apply if a sibling wishes to attend? Will they take preference?
- JW** There is set criteria that is changing this year. If there were too many then it could come down to distance. JW explained the placing request criteria.
- Q** Is there plan to look at social inclusion?
- JW** There will be an Equality Impact Assessment conducted.
- Q** It was stated that only 60 boys will be affected but it will be over 400 boys.
- JW** Principle is it is 60 in the first year but will increase to half the roll.
- Q** If single sex is retained. How can you ensure the equality for all Glasgow girls? Surely if it is to be single sex then should it not be for all girls?
- JW** NDHS is not a citywide school. If you feel it should be a citywide school please respond to the consultation. All alternatives will be considered.

End of Session

EQUALITY IMPACT ASSESSMENT (EQIA): SCREENING FORM

Introduction to the EQIA screening process

A successful EQIA screening will look at 5 key areas:

1. **Identify the Policy, Project, Service Reform or Budget Option to be assessed**

A clear definition of what is being screened and its aims

2. **Gathering Evidence & Stakeholder Engagement**

Collect data to evidence the type of barriers people face to accessing services (research, consultations, complaints and/or consult with equality groups)

3. **Assessment & Differential Impacts**

Reaching an informed decision on whether or not there is a differential impact on equality groups, and at what level

4. **Outcomes, Action & Public Reporting**

Develop an action plan to make changes where a negative impact has been assessed. Ensure that both the assessment outcomes and the actions taken to address negative impacts are publically reported

5. **Monitoring, Evaluation & Review**

Stating how you will monitor and evaluate the **Policy, Project, Service Reform or Budget Option** to ensure that you are continuing to achieve the expected outcomes for all groups.

1. IDENTIFY THE POLICY, PROJECT, SERVICE REFORM OR BUDGET OPTION:

a) Name of the Policy, Project, Service Reform or Budget Option to be screened

Public Consultation on the Entry Criteria for Notre Dame High School

GCC Consultation to propose options in relation to the entrance criteria for Notre Dame High School, and potentially, as a consequence of this, alter catchment areas of affected schools within the Notre Dame, John Paul, St Roch's and St Thomas Aquinas Learning Communities. This is in line with City Administration's commitment to undertake a public consultation under the Schools (Consultation) Scotland Act 2010 to also consider the entry criteria for Notre Dame High School.

b) Reason for Change in Policy or Policy Development

There have been many differing views from parents over the years and requests to consider amending the catchment area and entry criteria. Following a consultation and review of all secondary school entry criteria and school catchment areas across the city in 2018, a consultation on both the entry criteria and catchment for Notre Dame High School was required.

c) List main outcome focus and supporting activities of the Policy, Project, Service Reform or Budget Option

The main focus was to propose **three options**:

1. Leave the Notre Dame High entry criteria as is, that is, no change.
2. Retain the all girl status, but change the associated primary school configuration; and thereby alter the catchment area.
3. Change to be a co-educational denominational secondary school and alter the catchment area.

Options 2 and 3 would also have an impact on other secondary school catchment areas and the potential impact of each option would need to be considered.

In considering these options, the physical limitations/capacities of buildings, the practicalities of operation and the educational benefit/s of options for the children and young people affected were taken in to account.

d) Name of officer completing assessment (signed and date)

Samir Sharma, Quality Improvement Officer, 11 October 19

e) Assessment Verified by (signed and date)

Maureen McKenna, Executive Director of Education Services, 31 October 19
Jim Wilson, Head of Service, Education Services, 31 October 19

2. GATHERING EVIDENCE & STAKEHOLDER ENGAGEMENT

The best approach to find out if a policy, etc is likely to impact positively or negatively on equality groups is to look at existing research, previous consultation recommendations, studies or consult with representatives of those groups. You should list below any data, consultations (previous relevant or future planned), or any relevant research or analysis that supports the Policy, Project, Service Reform or Budget Option being undertaken.

Please name any research, data, consultation or studies referred to for this assessment:	Please state if this reference refers to one or more of the protected characteristics: <ul style="list-style-type: none"> ➤ age ➤ disability, ➤ race and/or ethnicity, ➤ religion or belief (including lack of belief), ➤ gender, ➤ gender reassignment, ➤ sexual orientation ➤ marriage and civil partnership, ➤ pregnancy and maternity, 	Do you intend to set up your own consultation? If so, please list the main issues that you wish to address if the consultation is planned; or if consultation has been completed, please note the outcome(s) of consultation.
A public consultation was conducted and ran for 10 weeks from 18 March 2019 to 26 May 2019.	Views were sought from all members of the public including staff, pupils, residents and others regardless of the above characteristics.	
Emails with details of the consultation and link to consultation webpage issued to: <ul style="list-style-type: none"> • all schools (all sectors) within the four learning communities affected ie Notre Dame High, St Thomas Aquinas Sec, 	Views were sought from all members of the public including staff, pupils, residents and others regardless of the above characteristics.	Yes – consultation conducted in line with the Schools (Consultation) Scotland Act 2010. For report - https://www.glasgow.gov.uk/Schoolconsultations

<p>John Paul Academy and St Roch's Secondary. This also included pdf versions of the full consultation document and summary documents. Schools were requested to share on own social media and with Parent and Pupil Councils.</p> <ul style="list-style-type: none"> • All elected members • All MPs in area • All MSPs in area • All religious members of the Education, Skills and Early Years City Policy Committee • Archdiocese of Glasgow • All Directors and Executive Directors of GCC Services and ALEOs • Strathclyde Passenger Transport • Democratic Services (to cascade to Community Councils) • GCC Chief Executive 		
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<ul style="list-style-type: none"> • Trade Unions • Glasgow council for the Voluntary Sector (GCVS) • Executive Director for Education in relevant, neighbouring authorities. • Education Scotland • Details of the consultation were published in the local press • Details of the consultation were published through GCC social media channels 		
<p>Public Meetings</p> <p>Three public meetings were facilitated during the course of the consultation:</p> <ol style="list-style-type: none"> 1. Tuesday 16 April - Notre Dame High 2. Thursday 25 April - St Thomas Aquinas Secondary 3. Tuesday 7 May - St Roch's Secondary 	<p>Views were sought from all members of the public including staff, pupils, residents and others.</p>	<p>Yes – consultation conducted in line with the Schools (Consultation) Scotland Act 2010.</p> <p>For report - https://www.glasgow.gov.uk/Schoolconsultations</p>

<p>Additional Support</p> <p>Requests for interpreters for 15 languages were made for all public meetings:</p> <ul style="list-style-type: none"> • Arabic • Dari • French • Italian • Mandarin • Pashto/Afghani • Polish • Portugese • Punjabi • Somalian • Swahili/Kishwahili • Tigrinya • Urdu • Yoruba • BSL 	<p>Yes – Race and/or ethnicity.</p> <p>The 15 most spoken languages in the proposed affected schools were targeted.</p>	<p>Yes – consultation conducted in line with the Schools (Consultation) Scotland Act 2010.</p> <p>For report - https://www.glasgow.gov.uk/Schoolconsultations</p>
<p>Hard Copy Responses:</p>	<p>Hard copy response documents were made available and issued to Notre Dame High and Notre Dame Primary Parent Councils on request.</p>	<p>Yes – consultation conducted in line with the Schools (Consultation) Scotland Act 2010.</p> <p>For report - https://www.glasgow.gov.uk/Schoolconsultations</p>

3. ASSESSMENT & DIFFERENTIAL IMPACTS

Use the table below to provide some **narrative** where you think the **Policy, Project, Service Reform or Budget Option** has either a positive impact (contributes to promoting equality or improving relations within an equality group) or a negative impact (could disadvantage them) and note the reason for the change in policy or the reason for policy development, based on the evidence you have collated.

Protected Characteristic	Specific Characteristics	Positive Impact (it could benefit an equality group)	Negative Impact – (it could disadvantage an equality group)	Socio Economic / Human Rights Impacts
SEX/ GENDER	Women	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> All girls in the extended catchment area will have a right to a place and will not require to submit a placing request application. <p>Impact – Medium</p> <p>Option 3</p> <ul style="list-style-type: none"> Girls will have the benefits of co-education. Socially inclusive More realistic preparation for future study/work Improved primary/secondary transition linked to the proposed 	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> Potential reduction of availability of spaces for placing requests <p>Impact – Medium</p> <p>Option 3</p> <ul style="list-style-type: none"> Potential reduction of availability of spaces for placing requests 	<p>For Options 2 & 3:</p> <p>Girls will be able to attend Notre Dame High School may have potential savings in cost and time for travel.</p> <p>Girls who will not be able secure a place at Notre Dame High by placing request, may have potential savings in cost and time for travel, as they will potentially attend their local school.</p> <p>For Option 3:</p> <p>Families will be able to send all their children to one school, having a positive impact on both the young people and their families.</p>

		<p>catchment area.</p> <ul style="list-style-type: none"> • Young people can transition with their peers from primary school. <p>Impact - High</p>	<p>Impact – Medium (progressing to high)</p>	
	Men	<p>Option 1</p> <ul style="list-style-type: none"> • No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> • No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> • Boys living in the proposed catchment area would be able to have choices and if desired attend Notre Dame which may be a more local school. • Boys would be able to attend the same school as their siblings. • Improved primary/secondary liaison. • Young people can transition with their peers from primary school. <p>Impact - High</p>	<p>Option 1</p> <ul style="list-style-type: none"> • No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> • No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> • No significant impact identified at this stage 	<p>For Options 3:</p> <p>Boys will be able to attend Notre Dame High School may have potential savings in cost and time for travel.</p> <p>Boys who will not secure a place at Notre Dame High by placing request, may have potential savings in cost and time for travel, as they will potentially attend their local school.</p> <p>Families will be able to send all their children to one school, having a positive impact on both the young people and their families.</p>

	Transgender	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> With all genders in the school, there would be specific facilities and procedures in place making gender transition less challenging for a young person and school. There would also be the potential to form a peer group for all gender choices. <p>Impact - High</p>	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	<p>For Option 3:</p> <p>Transgender young people will be able to attend Notre Dame High School and may have potential savings in cost and time for travel.</p> <p>Transgender young people who will not be able to secure a place at Notre Dame High by placing request, may have potential savings in cost and time for travel, as they will potentially attend their local school.</p> <p>Families will be able to send all their children to one school, having a positive impact on both the young people and their families.</p> <p>Gives transgender young people “the right to freedom from inhuman and degrading treatment” – within the Equality and Human Rights Approach.</p>
RACE*	White	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> All girls in the extended catchment area will have a right to a place and will 	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> Having less capacity for placing requests, this may impact on this 	<p>For Options 2 & 3:</p> <p>Young people will be able to attend Notre Dame High School may have potential savings in cost and time for travel.</p> <p>Young people who will not be able secure a place at Notre Dame High by placing request, may have potential</p>

		<p>not require to submit a placing request application.</p> <p>Impact - Medium</p> <p>Option 3</p> <ul style="list-style-type: none"> All young people in the extended catchment area will have a right to a place and will not require to submit a placing request application. <p>Impact - Medium</p>	<p>group.</p> <p>Impact - Medium</p> <p>Option 3</p> <ul style="list-style-type: none"> Having less capacity for placing requests, this may impact on this group. <p>Impact - Medium</p>	<p>savings in cost and time for travel, as they will potentially attend their local school.</p> <p>For Option 3:</p> <p>Families will be able to send all their children to one school, having a positive impact on both the young people and their families.</p>
<p><i>Further information on the breakdown below each of these headings, as per census, is available here.</i></p> <p><i>For example Asian includes Chinese, Pakistani and Indian etc</i></p>	<p>Mixed or Multiple Ethnic Groups</p>	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> All girls in the extended catchment area will have a right to a place and will not require to submit a placing request application. <p>Impact - Medium</p> <p>Option 3</p> <ul style="list-style-type: none"> All young people in the extended 	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> Having less capacity for placing requests, this may impact on this group. <p>Impact - Medium</p> <p>Option 3</p> <ul style="list-style-type: none"> Having less capacity for placing 	<p>For Options 2 & 3:</p> <p>Young people will be able to attend Notre Dame High School may have potential savings in cost and time for travel.</p> <p>Young people who will not be able to secure a place at Notre Dame High by placing request, may have potential savings in cost and time for travel, as they will potentially attend their local school.</p> <p>For Option 3:</p> <p>Families will be able to send all their</p>

		<p>catchment area will have a right to a place and will not require to submit a placing request application</p> <p>Impact - Medium</p>	<p>requests, this may impact on this group.</p> <p>Impact - Medium</p>	<p>children to one school, having a positive impact on both the young people and their families.</p>
	Asian	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> All girls in the extended catchment area have a right to a place and do not require to submit a placing request application. <p>Impact – Medium</p> <p>Option 3</p> <ul style="list-style-type: none"> All young people in the extended catchment area have a right to a place and do not require to submit a placing request application. <p>Impact - Medium</p>	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> Having less capacity for placing requests, this may impact on this group. <p>Impact – Medium</p> <p>Option 3</p> <ul style="list-style-type: none"> Having less capacity for placing requests, this may impact on this group. <p>Impact - Medium</p>	<p>For Options 2 & 3:</p> <p>Young people will be able to attend Notre Dame High School may have potential savings in cost and time for travel.</p> <p>Young people who will not be able to secure a place at Notre Dame High by placing request, may have potential savings in cost and time for travel, as they will potentially attend their local school.</p> <p>For Option 3:</p> <p>Families will be able to send all their children to one school, having a positive impact on both the young people and their families.</p>
	African	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	<p>For Options 2 & 3:</p> <p>Young people will be able to attend Notre Dame High School may have</p>

		<p>Option 2</p> <ul style="list-style-type: none"> All girls in the extended catchment area have a right to a place and do not require to submit a placing request application. <p>Impact – Medium</p> <p>Option 3</p> <ul style="list-style-type: none"> All young people in the extended catchment area have a right to a place and do not require to submit a placing request application. <p>Impact - Medium</p>	<p>Option 2</p> <ul style="list-style-type: none"> Having less capacity for placing requests, this may impact on this group. <p>Impact – Medium</p> <p>Option 3</p> <ul style="list-style-type: none"> Having less capacity for placing requests, this may impact on this group. <p>Impact - Medium</p>	<p>potential savings in cost and time for travel.</p> <p>Young people who will not be able to secure a place at Notre Dame High by placing request, may have potential savings in cost and time for travel, as they will potentially attend their local school.</p> <p>For Option 3:</p> <p>Families will be able to send all their children to one school, having a positive impact on both the young people and their families.</p>
	Caribbean or Black	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> All girls in the extended catchment area will have a right to a place and will not require to submit a placing request application. <p>Impact – Medium</p>	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> Having less capacity for placing requests, this may impact on this group. <p>Impact – Medium</p>	<p>For Options 2 & 3:</p> <p>Young people will be able to attend Notre Dame High School may have potential savings in cost and time for travel.</p> <p>Young people who will not be able to secure a place at Notre Dame High by placing request, may have potential savings in cost and time for travel, as they will potentially attend their local school.</p> <p>For Option 3:</p>

		<p>Option 3</p> <ul style="list-style-type: none"> All young people in the extended catchment area will have a right to a place and will not require to submit a placing request application. <p>Impact - Medium</p>	<p>Option 3</p> <ul style="list-style-type: none"> Having less capacity for placing requests, this may impact on this group. <p>Impact - Medium</p>	<p>Families will be able to send all their children to one school, having a positive impact on both the young people and their families.</p>
	Other Ethnic Group	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> All girls in the extended catchment area will have a right to a place and will not require to submit a placing request application. <p>Impact – Medium</p> <p>Option 3</p> <ul style="list-style-type: none"> All young people in the extended catchment area will have a right to a place and will not require to submit a placing request application. <p>Impact - Medium</p>	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> Having less capacity for placing requests, this may impact on this group. <p>Impact - Medium</p> <p>Option 3</p> <ul style="list-style-type: none"> Having less capacity for placing requests, this may impact on this group. <p>Impact - Medium</p>	<p>For Options 2 & 3:</p> <p>Young people will be able to attend Notre Dame High School may have potential savings in cost and time for travel.</p> <p>Young people who will not be able to secure a place at Notre Dame High by placing request, may have potential savings in cost and time for travel, as they will potentially attend their local school.</p> <p>For Option 3:</p> <p>Families will be able to send all their children to one school, having a positive impact on both the young people and their families.</p>

<p>DISABILITY</p>	<p>Physical disability</p>	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> Girls with a physical disability, living in the proposed catchment area would be able to attend Notre Dame which may be a more local school. <p>Impact – High</p> <p>Option 3</p> <ul style="list-style-type: none"> Young people with a physical disability, living in the proposed catchment area would be able to attend Notre Dame which may be a more local school. <p>Impact - High</p>	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> Having less capacity for placing requests, this may impact on this group. <p>Impact – Medium</p> <p>Option 3</p> <ul style="list-style-type: none"> Having less capacity for placing requests, this may impact on this group. <p>Impact - Medium</p>	<p>For Options 2 & 3:</p> <p>Young people will be able to attend Notre Dame High School may have potential savings in cost and time for travel.</p> <p>Young people who will not be able to secure a place at Notre Dame High by placing request, may have potential savings in cost and time for travel, as they will potentially attend their local school.</p> <p>For Option 3:</p> <p>Families will be able to send all their children to one school, having a positive impact on both the young people and their families.</p>
<p><i>A definition of disability under the Equality Act 2010 is available here.</i></p>	<p>Sensory Impairment (sight, hearing,)</p>	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> Girls with a sensory impairment, living in the proposed catchment area 	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> Having less capacity for placing requests, this may impact on this 	<p>For Options 2 & 3:</p> <p>Young people will be able to attend Notre Dame High School may have potential savings in cost and time for travel.</p> <p>Young people who will not be able to secure a place at Notre Dame High by placing request, may have potential</p>

		<p>would be able to attend Notre Dame which may be a more local school.</p> <p>Impact – High</p> <p>Option 3</p> <ul style="list-style-type: none"> Young people with a sensory impairment, living in the proposed catchment area would be able to attend Notre Dame which may be a more local school. 	<p>group.</p> <p>Impact – Medium</p> <p>Option 3</p> <ul style="list-style-type: none"> Having less capacity for placing requests, this may impact on this group. 	<p>savings in cost and time for travel, as they will potentially attend their local school.</p> <p>For Option 3:</p> <p>Families will be able to send all their children to one school, having a positive impact on both the young people and their families.</p>
	Mental Health	<p>Impact - High</p> <p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> Girls with mental health issue, living in the proposed catchment area would be able to attend Notre Dame which may be a more local school. <p>Impact – High</p> <p>Option 3</p> <ul style="list-style-type: none"> Young people with mental health issues, 	<p>Impact - Medium</p> <p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> Having less capacity for placing requests, this may impact on this group. <p>Impact – Medium</p> <p>Option 3</p> <ul style="list-style-type: none"> Having less capacity for placing 	<p>For Options 2 & 3:</p> <p>Young people will be able to attend Notre Dame High School may have potential savings in cost and time for travel.</p> <p>Young people who will not be able to secure a place at Notre Dame High by placing request, may have potential savings in cost and time for travel, as they will potentially attend their local school.</p> <p>For Option 3:</p> <p>Families will be able to send all their children to one school, having a</p>

		<p>living in the proposed catchment area would be able to attend Notre Dame which may be a more local school.</p> <p>Impact - High</p>	<p>requests, this may impact on this group.</p> <p>Impact - Medium</p>	<p>positive impact on both the young people and their families.</p>
	Learning Disability	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> Girls with a learning disability, living in the proposed catchment area would be able to attend Notre Dame which may be a more local school. <p>Impact – High</p> <p>Option 3</p> <ul style="list-style-type: none"> Young people with learning disability, living in the proposed catchment area would be able to attend Notre Dame which may be a more local school. <p>Impact - High</p>	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> Having less capacity for placing requests, this may impact on this group. <p>Impact – Medium</p> <p>Option 3</p> <ul style="list-style-type: none"> Having less capacity for placing requests, this may impact on this group. <p>Impact - Medium</p>	<p>For Options 2 & 3:</p> <p>Young people will be able to attend Notre Dame High School may have potential savings in cost and time for travel.</p> <p>Young people who will not be able to secure a place at Notre Dame High by placing request, may have potential savings in cost and time for travel, as they will potentially attend their local school.</p> <p>For Option 3:</p> <p>Families will be able to send all their children to one school, having a positive impact on both the young people and their families.</p>
LGBT	Lesbians	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this 	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at 	

		<p>stage</p> <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	<p>this stage</p> <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	
	Gay Men	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> Boys living in the proposed catchment area would be able to have choices and if desired attend Notre Dame which may be a more local school. Boys would be able to attend the same school as their siblings. Improved primary/secondary liaison. 	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	<p>For Options 3:</p> <p>Boys will be able to attend Notre Dame High School and may have potential savings in cost and time for travel.</p> <p>Boys who will not be secure a place at Notre Dame High by placing request, may have potential savings in cost and time for travel, as they will potentially attend their local school.</p> <p>Families will be able to send all their children to one school, having a positive impact on both the young people and their families.</p>

		<ul style="list-style-type: none"> Young people can transition with their peers from primary school. <p>Impact - High</p>		
	Bisexual	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	
AGE	Older People (60 +)	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	
	Younger People (16-25)	Option 1	Option 1	

		<ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	<ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	
	Children (0-16)	Impacts noted above under gender and LGBT sections for young people		<p>Boys will be able to attend Notre Dame High School may have potential savings in cost and time for travel.</p> <p>Boys who will not be secure a place at Notre Dame High by placing request, may have potential savings in cost and time for travel, as they will potentially attend their local school.</p> <p>Families will be able to send all their children to one school, having a positive impact on both the young people and their families.</p>
MARRIAGE & CIVIL PARTNERSHIP	Women	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	

		<p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	<p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	
	Men	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	
	Lesbians	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	
	Gay Men	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	

		<p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	<p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	
PREGNANCY & MATERNITY	Women	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 3</p> <ul style="list-style-type: none"> No significant impact identified at this stage 	
RELIGION & BELIEF** A list of religions used in the census is available here .	See note	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> Catholic girls living in the proposed catchment area would be able to attend Notre Dame which may be a more local school. 	<p>Option 1</p> <ul style="list-style-type: none"> No significant impact identified at this stage <p>Option 2</p> <ul style="list-style-type: none"> Having less capacity for placing requests, may impact on some faith groups choices available. 	<p>For Options 2 & 3:</p> <p>Young people will be able to attend Notre Dame High School may have potential savings in cost and time for travel.</p> <p>Young people who will not be able to secure a place at Notre Dame High by placing request, may have potential savings in cost and time for travel, as they will potentially attend their local school.</p>

		<ul style="list-style-type: none"> Girls of other faiths living in the proposed catchment area who would chose to attend a denominational school would be able to attend Notre Dame which may be a more local school. <p>Impact – High</p> <p>Option 3</p> <ul style="list-style-type: none"> Catholic young people living in the proposed catchment area would be able to attend Notre Dame which may be a more local school. Young people of other faiths living in the proposed catchment area who would chose to attend a denominational school would be able to attend Notre Dame which may be a more local school. <p>Impact - High</p>	<p>Impact - Medium</p> <p>Option 3</p> <ul style="list-style-type: none"> Having less capacity for placing requests, may impact on some faith groups choices available <p>Impact - Medium</p>	<p>For Option 3:</p> <p>Families will be able to send all their children to one school, having a positive impact on both the young people and their families.</p>
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For reasons of brevity race is not an exhaustive list, and therefore please feel free to augment the list above where appropriate; to reflect the complexity of other racial identities.

** There are too many faith groups to provide a list, therefore, please input the faith group e.g. Muslims, Buddhists, Jews, Christians, Hindus, etc. Consider the different faith groups individually when considering positive or negative impacts. A list of religions used in the census is available [here](#).

Summary of Protected Characteristics Most Impacted

- There is a strong impact on gender
- There may be an impact on choices available for some faith groups. Currently there is a high percentage of placing requests from BME young people.

Summary of Socio Economic Impacts

- For a substantial number of young people who would now be able to attend Notre Dame High, the journey from home to school would be shorter both financially and in time, this would have a positive impact on both young people and their families.
- For young people who would not secure a place in Notre Dame High by placing request, the journey from home to school would be shorter both financially and in time, as they will potentially attend their local school. This would have a positive impact on both young people and their families
- Families with boys and girls would be able to send their children to one school. This would have a positive impact on both young people and their families.
- There is an anticipated increase in the number of young people walking to school.

Summary of Human Rights Impacts

- Gender equality for all young people.
- The right for families to send all their children to the same school.
- More inclusive environment for transgender young people.

4. OUTCOMES, ACTION & PUBLIC REPORTING

Screening Outcome	Yes /No Or / Not At This Stage
Was a significant level of negative impact arising from the project, policy or strategy identified?	Not at this stage
Does the project, policy or strategy require to be amended to have a positive impact?	Not at this stage
Does a Full Impact Assessment need to be undertaken?	Not at this stage

Actions: Next Steps

(i.e. is there a strategic group that can monitor any future actions)

Further Action Required/ Action To Be Undertaken	Lead Officer and/or Lead Strategic Group	Timescale for Resolution of Negative Impact (s) / Delivery of Positive Impact (s)
Subsequent to the decision of the City Administration Committee, a full impact assessment may be required.	Jim Wilson, Head of Service	Linked to CAC diary. To be reviewed at Education Directorate meeting May/June 2020.

Public Reporting

All completed EQIA Screenings are required to be publically available on the [Council EQIA Webpage](#) once they have been signed off by the relevant manager, and/or Strategic, Policy, or Operational Group. (See [EQIA Guidance](#): Pgs. 11-12)

5. MONITORING OUTCOMES, EVALUATION & REVIEW

The Equalities Impact Assessment (EQIA) screening is not an end in itself but the start of a continuous monitoring and review process. The relevant Strategic, Policy, or Operational Group responsible for the delivery of the Policy, Project, Service Reform or Budget Option, is also responsible for monitoring and reviewing the EQIA Screening and any actions that may have been take to mitigate impacts.

Individual services are responsible for conducting the impact assessment for their area, staff from **Corporate Strategic Policy and Planning** will be available to provide support and guidance.

Legislation

Equality Act (2010) - the Equality Act 2010 (Specific Duties) Scotland Regulations 2012

The 2010 Act consolidated previous equalities legislation to protect people from discrimination on grounds of:

- race
- sex
- being a transsexual person (transsexuality is where someone has changed, is changing or has proposed changing their sex – called 'gender reassignment' in law)
- sexual orientation (whether being lesbian, gay, bisexual or heterosexual)
- disability (or because of something connected with their disability)
- religion or belief
- having just had a baby or being pregnant
- being married or in a civil partnership, and
- age.

Further information: [Equality Act Guidance](#)

As noted the Equality Act 2010 simplifies the current laws and puts them all together in one piece of legislation. In addition the **Specific Duties (Scotland Regulations 2012)** require local authorities to do the following to enable better performance of the general equality duty:

- report progress on mainstreaming the general equality duty
- publish equality outcomes and report progress in meeting those
- impact assess new or revised policies and practices as well as making arrangements to review existing policies and practices gather, use and publish employee information
- publish gender pay gap information and an equal pay statement
- consider adding equality award criteria and contract conditions in public procurement exercises.

Further information: [Understanding Scottish Specific Public Sector Equality Duties](#)

Fairer Scotland Duty

Authorities should also consider Socio-Economic Impacts where appropriate. Further information: [Fairer Scotland Duty Interim Guidance](#)

Enforcement

Judicial review of an authority can be taken by any person, including the Equality and Human Rights Commission (EHRC) or a group of people, with an interest, in respect of alleged failure to comply with the general equality duty. Only the EHRC can enforce the specific duties. A failure to comply with the specific duties may however be used as evidence of a failure to comply with the general duty.