
Report to Audit and Scrutiny Committee

Date of Meeting: 29 October 2026

Subject: Priority Primary Schools Investment Programme Update

Report by: Wellbeing Directorate

1.0 Purpose

- 1.1. The purpose of this report is to provide Members with an update on the progress of the Priority Primary Schools Investment Programme approved by Council on 29 August 2024.
- 1.2. The report outlines progress made in developing and procuring the programme of works for the five priority primary schools identified by Council, namely:
 - Alva Primary School;
 - Banchory Primary School;
 - Deerpark Primary School;
 - Muckhart Primary School;
 - St Serf's Primary School.
- 1.3. The report also provides Members with an update on the reasons for delays in progressing the programme, the actions taken to mitigate these delays, and the revised programme for delivery.

2.0 Recommendations

Members are asked to:

- 2.1. Note the progress made in developing the Priority Primary Schools Investment Programme approved by Council in August 2024.
- 2.2. Note the factors which have contributed to delays in progressing the programme and the actions taken by officers to address these challenges.
- 2.3. Note the appointment of external property and construction consultants, Egis Group (Egis), who have supported and led the programme's review, development and procurement.

- 2.4. Note the current position and delivery programme for the five priority schools.
- 2.5. Note that the wider estate condition information gathered through this work will support the development of a refreshed Learning Estate Strategy, which will be reported to Council separately.

3.0 Considerations

Background

- 3.1. On 29 August 2024, Council considered the “Learning Estate Primary School Review and Planned Investment Report” and approved a programme of capital investment for five priority primary schools across the learning estate. The report followed analysis of learning estate condition surveys and identified the need for targeted investment to improve building condition, extend asset life and support the delivery of high-quality educational environments.
- 3.2. The approved programme focused on Alva Primary School, Banchory Primary School, Deerpark Primary School, Muckhart Primary School and St Serf's Primary School, with an indicative capital investment of approximately £2.8 million over a three-year period.
- 3.3. At the time of the Council report, officers advised that detailed specifications, risk assessments and programmes for the works were being developed, with procurement activity expected to commence during 2025.

Progress since August 2024

- 3.4. While work has continued throughout this period, delivery of the programme has not progressed at the pace originally anticipated.
- 3.5. A significant factor contributing to the delay was a change in staffing arrangements within the services responsible for leading and managing the programme. This resulted in a loss of capacity and continuity at a critical stage in project development.
- 3.6. In response, officers undertook a procurement exercise to secure specialist external support and expertise to review, develop and progress the programme.
- 3.7. Following this process, Egis was appointed to provide specialist property, project management and construction consultancy services and to lead the development and delivery of the programme.
- 3.8. As part of their appointment, Egis undertook a detailed review of the previously identified works and the condition data available across the learning estate. This review concluded that further condition validation and detailed surveys were required to ensure that investment decisions were informed by robust and up-to-date information.
- 3.9. Whilst this additional work extended programme development timescales, it has provided the Council with a more comprehensive understanding of the

condition of its school estate and has strengthened the evidence base supporting future investment decisions.

- 3.10. The information gathered through this process will also support the development of a refreshed Learning Estate Strategy, which is currently being prepared and will be presented to Council separately.
- 3.11. This report focuses specifically on the progress of the five priority schools approved by Council in August 2024.

Current Position

- 3.12. The programme is now in the pre-construction phase, with detailed scopes of work agreed for each school and procurement activity substantially completed. Officers, Egis and the appointed contractor are currently finalising programme dates, costs and mobilisation arrangements.
- 3.13. The planned programme consists predominantly of external building improvement works, including:
 - Window replacement;
 - Door replacement
 - Curtain Walling Replacement
 - Roofing Repairs and renewals;
 - Render repairs;
 - Rainwater goods replacement; and
 - Associated building fabric improvements.
- 3.14. The delivery strategy has been developed to maximise external construction activities and minimise disruption to school operations wherever possible. The majority of the construction works will therefore be undertaken whilst schools remain operational.
- 3.15. The programme has been phased to ensure a manageable delivery approach, reduce pressure on supply chains and contractors, and minimise the cumulative impact on schools and communities. Banchory Primary School and Deerpark Primary School are anticipated to commence first, followed by Alva Primary School and St Serf's Primary School. Muckhart Primary School will be delivered as a smaller stand-alone project.

Managing Educational and Operational Risks

- 3.16. A key risk associated with the delivery of the programme is the potential impact that construction activities may have on pupils, staff and the day-to-day operation of school establishments.
- 3.17. Given the scale of the proposed investment, there is potential for temporary disruption through increased contractor activity on site, changes to access

arrangements, construction noise and, in some circumstances, the temporary relocation of teaching activities.

- 3.18. Officers, Egis and the appointed contractor are actively engaging with Headteachers and Council officers to develop detailed delivery plans for each establishment. These plans aim to ensure that construction activities are carefully phased and managed to minimise disruption to learning and teaching while maintaining safe operational environments for pupils and staff.
- 3.19. Where appropriate, temporary accommodation and internal decant arrangements will be utilised to maintain continuity of service and minimise the impact on educational delivery.
- 3.20. Effective communication with stakeholders will be critical to the successful delivery of the programme. Prior to the commencement of works at each establishment, information will be shared with Parent Councils and school communities outlining the scope of the works, expected timescales and any operational arrangements that may affect pupils, staff and families.
- 3.21. Regular progress updates will continue throughout the construction period to ensure that parents, carers, pupils and staff are informed of programme developments and any forthcoming activities that may impact normal school operations.

School Updates

3.22. Muckhart Primary School

The project includes roof repairs, replacement rainwater goods, flat roof improvements, drainage improvements and external refurbishment works. Construction is currently programmed to commence in November 2026 with anticipated completion in January 2027.

3.23. Banchory Primary School

The project includes replacement windows, doors and curtain walling systems, roof renewals, render repairs and associated external fabric improvements. Construction is currently programmed to commence in November 2026 with completion anticipated during June 2027.

3.24. Deerpark Primary School

The project includes extensive window and curtain walling replacement, significant roof renewal works and associated building fabric improvements. Construction is currently programmed to commence in November 2026 with completion anticipated during July 2027.

3.25. St Serf's Primary School

The projects includes replacement windows and curtain walling, flat roof renewals, render improvements and associated fabric repairs. Construction is anticipated to commence during March 2027 with completion programmed for November 2027.

3.26. **Alva Primary School**

The project includes extensive replacement of windows and curtain walling, localised roof repairs, resurfacing works and associated external improvements. Construction is anticipated to commence during March 2027 with completion programmed for November 2027.

Conclusion

- 3.27. Although the programme has taken longer to develop than originally anticipated following Council approval in August 2024, significant progress has now been made.
- 3.28. The appointment of Egis, together with the completion of enhanced condition assessments and programme reviews, has ensured that the proposed investment programme is supported by a more robust evidence base and a clearer understanding of current and future learning estate requirements.
- 3.29. Detailed scopes of work have now been agreed, procurement activity has largely concluded and the programme is progressing towards the construction phase.
- 3.30. Members are therefore asked to note the progress made and the arrangements in place to deliver the approved programme of investment across the five priority primary schools.

4.0 Sustainability Implications

- 4.1. The programme includes improvements to building fabric, thermal performance and asset condition which will contribute towards the Council's wider sustainability and net zero ambitions.

5.0 Resource Implications

5.1. Financial Details

- 5.2. The full financial implications of the recommendations are set out in the report. This includes a reference to full life cycle costs where appropriate. Yes ☒

- 5.3. Finance have been consulted and have agreed the financial implications as set out in the report. Yes ☒

5.4. Staffing

6.0 Exempt Reports

- 6.1. Is this report exempt? Yes ☐ (please detail the reasons for exemption below) No ☒

7.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) Our Priorities

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all ☒

Our families; children and young people will have the best possible start in life ☒

Women and girls will be confident and aspirational, and achieve their full potential ☒

Our communities will be resilient and empowered so that they can thrive and flourish ☒

(2) Council Policies

Complies with relevant Council Policies ☒

8.0 Impact Assessments

8.1 Have you attached the combined equalities impact assessment to ensure compliance with the public sector equality duty and fairer Scotland duty? (All EFSIAs also require to be published on the Council's website) Yes ☒

8.2 If an impact assessment has not been undertaken you should explain why:

9.0 Legality

9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes ☒

10.0 Appendices

10.1 Please list any appendices attached to this report. If there are no appendices, please state "none".

Appendix 1: EQIA

11.0 Background Papers

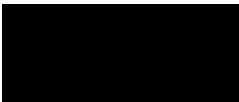
11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes ☒ (please list the documents below) No ☐

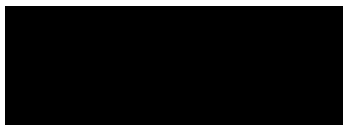
Learning Estate Primary School Review and Planned Investment,
Clackmannanshire Council, 29 August 2024. [\[7954 | PDF\]](#)

Schools Refurbishment Programme. [\[011026 - S...Programme | PDF\]](#)

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Colin Bruce	Head of Service (Wellbeing)	
Robbie Stewart	Senior Manager	

Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Depute Chief Executive and Director of Wellbeing	



Equality and Fairer Scotland Impact Assessment (EFSIA) Summary of Assessment

Title: Priority Primary Schools Investment Programme Update

Key findings from this assessment (or reason why an EFSIA is not required):

The report provides an update on the implementation of the approved Priority Primary Schools Investment Programme and does not introduce any new policy, service change or decision that would have a differential impact on protected groups or socio-economic disadvantage. The proposed works are focused on improving the condition, safety, accessibility and sustainability of existing school buildings. Any temporary disruption during construction will be managed through detailed planning, engagement with schools and stakeholders, and appropriate mitigation measures to ensure continuity of educational provision.

Summary of actions taken because of this assessment:

No significant equalities or socio-economic impacts were identified. Measures will be put in place to minimise disruption through ongoing engagement with schools and stakeholders, careful planning of works, phased delivery, temporary accommodation where necessary, and regular communication to support the safe operation of schools and continuity of learning.

Ongoing actions beyond implementation of the proposal include:

Actions will include ongoing engagement with Headteachers, Parent Councils, pupils, staff and wider school communities throughout the delivery of the programme. The Council will monitor and address any issues arising during the works, provide regular communication and progress updates, and use the lessons learned to inform future learning estate investment and strategic planning. The programme will support the Council's commitment to Getting it Right for Every Child (GIRFEC) by helping to provide safe, inclusive and nurturing learning environments that promote wellbeing, attendance, participation, attainment and achievement for children and young people across Clackmannanshire's school estate.

Lead person(s) for this assessment:

Judith Morrison, Improving Outcomes Engagement Officer

Senior officer approval of assessment:

Colin Bruce, Head of Service (Wellbeing) & Chief Education Officer

DATE: 6 October, 2026

Equality and Fairer Scotland Impact Assessment (EFSIA)

An Equality and Fairer Scotland Impact Assessment (EFSIA) must be completed in relation to any decisions, activities, policies, strategies or proposals of the Council (referred to as 'proposal' in this document). The first stage of the assessment process will determine the level of impact assessment required.

This form should be completed using the guidance contained in the document: Please read the guidance before completing this form.

The aim of this assessment is to allow you to critically assess:

- the impact of the proposal on those with protected characteristics and, where relevant, affected by socio-economic disadvantage (referred to as 'equality groups' in this document);
- whether the Council is meeting its legal requirements in terms of Public Sector Equality Duty and the Fairer Scotland Duty;
- whether any measures need to be put in place to ensure any negative impacts are eliminated or minimised.

The Fairer Scotland Duty requires public authorities to pay 'due regard' to how they can reduce inequalities of outcome caused by socio-economic disadvantage, when making **strategic decisions**. Strategic decisions are key, high-level decisions such as decisions about setting priorities, allocating resources, delivery or implementation and commissioning services and all decisions that go to Council or committee for approval.

Step A – Confirm the details of your proposal

1. Describe the aims, objectives and purpose of the proposal.

The report seeks to progress the approved Priority Primary Schools Investment Programme, delivering improvements to the condition, safety and sustainability of five priority primary schools across Clackmannanshire. Through targeted investment in school infrastructure, the programme will address identified building condition issues, extend the lifespan of key assets, enhance the learning environment for pupils and staff, and contribute to the Council's wider learning estate and sustainability objectives.

2. Why is the proposal required?

The programme is required to address identified building condition issues within five priority primary schools and to ensure that school facilities remain safe, fit for purpose and sustainable. The planned investment will improve the quality of learning environments, extend the lifespan of school buildings and support the delivery of high quality education for pupils across Clackmannanshire.

3. Who is affected by the proposal?

The programme will affect pupils, school staff, parents/carers and the wider school communities of the five priority primary schools. It will also involve Council officers, contractors and other stakeholders responsible for delivering and managing the programme of improvement works.

4. What other Council policies or activities may be related to this proposal? The EFSIAs for related policies might help you understand potential impacts.

The proposal is linked to a number of Council policies and strategies, including the:

- Learning Estate Strategy
- Asset Management Plan
- Capital Investment Programme
- Climate Change Strategy and Net Zero Commitments
- Getting it Right for Every Child (GIRFEC)

5. Is the proposal a strategic decision? If so, please complete the steps below in relation to socio-economic disadvantage. If not, please state why it is not a strategic decision:

Yes

Step B – Consider the level of EFSIA required

You should consider the available evidence and data relevant to your proposal. You should gather information in order to:

- *help you to understand the importance of your proposal for those from equality groups,*
- *inform the depth of EFSIA you need to do (this should be proportionate to the potential impact), and*
- *provide justification for the outcome, including where it is agreed an EFSIA is not required.*

6. What information is available about the experience of those with protected characteristics in relation to this proposal? Does the proposal relate to an area where there are already known inequalities? Refer to the guidance for sources of evidence and complete the table below.

Equality Group Socio economic disadvantage (if required)	Evidence source (e.g. online resources, report, survey, consultation exercise already carried out)	What does the evidence tell you about the experiences of this group in relation to the proposal? NB Lack of evidence may suggest a gap in knowledge/ need for consultation (Step C).
Age	• Learning Estate Primary School Review and Planned Investment Report (August 2024) • School estate condition surveys and validation assessments, consultancy review undertaken by Egis Group (Egis), • Procurement documentation, and engagement with Headteachers and relevant Council officers	The proposal is expected to have a positive impact on children and young people attending the five priority primary schools by improving the quality, safety and condition of their learning environments.
Disability	As above	The proposed investment is expected to have a positive impact on disabled pupils, staff and visitors by improving the condition, safety and functionality of school buildings. Refurbishment works provide opportunities to maintain and enhance accessibility within the school environment.

Equality Group Socio economic disadvantage (if required)	Evidence source (e.g. online resources, report, survey, consultation exercise already carried out)	What does the evidence tell you about the experiences of this group in relation to the proposal? NB Lack of evidence may suggest a gap in knowledge/ need for consultation (Step C).
		Consideration will also be given to the needs of pupils with Additional Support Needs (ASN) throughout project planning and delivery to support accessibility, inclusion and continuity of learning.
Race	As above	No specific impacts are identified in the available evidence. The proposed works will be delivered in a way that ensures all pupils, staff and visitors can continue to access school services fairly and safely.
Sex	As above	No specific impacts are identified in the available evidence. The proposed works will be delivered in a way that ensures all pupils, staff and visitors can continue to access school services fairly and safely.
Gender Reassignment	As above	No specific impacts are identified in the available evidence. The proposed works will be delivered in a way that ensures all pupils, staff and visitors can continue to access school services fairly and safely.
Sexual orientation	As above	No specific impacts are identified in the available evidence. The proposed works will be delivered in a way that ensures all pupils, staff and visitors can continue to access school services fairly and safely.
Religion or Belief	As above	No specific impacts are identified in the available evidence. The proposed works will be delivered in a way that ensures all pupils, staff and visitors can continue to access school services fairly and safely.
Pregnancy or maternity	As above	No specific impacts are identified in the available evidence. The proposed works will be delivered in a way that ensures all pupils, staff and visitors can continue to access school services fairly and safely.
Marriage or civil partnership (only the first aim of the Duty is relevant to this protected characteristic and only in relation to work matters)	As above	No specific impacts are identified in the available evidence. The proposed works will be delivered in a way that ensures all pupils, staff and visitors can continue to access school services fairly and safely.
Socio economic disadvantage (if required)	As above	The proposal is expected to have a positive impact on children, young people and families experiencing socio-economic disadvantage by improving the quality, safety, accessibility and sustainability of school environments. Investment in Clackmannanshire's school estate will help ensure that all

Equality Group Socio economic disadvantage (if required)	Evidence source (e.g. online resources, report, survey, consultation exercise already carried out)	What does the evidence tell you about the experiences of this group in relation to the proposal? NB Lack of evidence may suggest a gap in knowledge/ need for consultation (Step C).
		pupils, regardless of their background or circumstances, have access to high-quality learning environments that support wellbeing, participation, attainment and achievement. The programme contributes to the Council's commitment to reducing inequalities and improving outcomes for children and young people by providing safe, inclusive and fit for purpose facilities that support learning and development.

7. Based on the evidence above, is there relevance to some or all of the equality groups? Y/ N/ unclear – Yes

If yes or unclear, proceed to further steps and complete full EFSIA

If no, explain why below and then proceed to Step E:

Step C – Stakeholder engagement

This step will help you to address any gaps in evidence identified in Step B. Engagement with people who may be affected by a proposal can help clarify the impact it will have on different equality groups. Sufficient evidence is required for you to show 'due regard' to the likely or actual impact of your proposal on equality groups.

8. Based on the outcome of your assessment of the evidence under Step B, please detail the groups you intend to engage with or any further research that is required in order to allow you to fully assess the impact of the proposal on these groups. If you decide not to engage with stakeholders, please state why not:

As this proposal relates to the delivery of a previously approved school investment programme, ongoing engagement will be undertaken with Headteachers, school staff, Parent Councils, parents/carers and pupils throughout the planning and construction phases to understand and mitigate any impacts arising from the works. Consideration will be given to the needs of children and young people, individuals with disabilities, and those who may require additional support during periods of construction activity.

9. Please detail the outcome of any further engagement, consultation and/or research carried out:

Ongoing engagement will continue with Headteachers, school staff, Parent Councils, parents/carers and pupils throughout the planning and delivery stages of the programme. Any issues identified will be considered and addressed as appropriate.

Step D - Impact on equality groups and steps to address this

10. Consider the impact of the proposal in relation to each protected characteristic under each aim of the general duty:

- Is there potential for discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010? How will this be mitigated?
- Is there potential to advance equality of opportunity between people who share a characteristic and those who do not? How can this be achieved?
- Is there potential for developing good relations between people who share a relevant protected characteristic and those who do not? How can this be achieved?

If relevant, consider socio-economic impact.

Age	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Positive impacts	Negative impacts	No impact	
risk of discrimination	X			No specific risk of discrimination has been identified. The proposed works relate to improving the condition, safety and sustainability of school buildings and are expected to have a positive impact on children and young people by providing enhanced learning environments.
potential for developing good relations	X			The programme will support positive relationships through ongoing engagement and clear communication with pupils, parents/carers, staff and the wider school community.
potential to advance equality of opportunity	X			The investment will improve the quality, safety and accessibility of learning environments, helping to ensure that children and young people have access to facilities that support learning, wellbeing and achievement.

Disability	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Positive impacts	Negative impacts	No impact	
risk of discrimination	X			Where temporary relocation or decant arrangements may be required during the construction works, consideration will be given to the needs of disabled children to ensure they can continue to access education, support services and school facilities on an equitable basis. Individual needs will be considered in consultation with school staff, parents/carers and relevant support services, and reasonable adjustments will be implemented where necessary. Any temporary accommodation or alternative arrangements will be assessed to ensure accessibility, safety and inclusion are maintained throughout the project. These measures will help minimise disruption and maximise the positive benefits of the investment for disabled pupils.

potential for developing good relations	X			Ongoing engagement with pupils, families, school staff and support services will help ensure that the needs of disabled pupils are understood and addressed throughout the project.
potential to advance equality of opportunity	X			The proposal will help improve the quality, safety and accessibility of school environments for all users. Accessibility and inclusion will be considered throughout project planning and delivery to ensure everyone can benefit equally from the improvements.

Race	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Positive impacts	Negative impacts	No impact	
risk of discrimination			X	No specific risk of discrimination has been identified.
potential for developing good relations				
potential to advance equality of opportunity				

Sex	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Positive impacts	Negative impacts	No impact	
risk of discrimination			X	No specific risk of discrimination has been identified.
potential for developing good relations				
potential to advance equality of opportunity				

Gender Reassignment	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Positive impacts	Negative impacts	No impact	
risk of discrimination			X	No specific risk of discrimination has been identified.
potential for developing good relations				
potential to advance equality of opportunity				

Sexual Orientation	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Positive impacts	Negative impacts	No impact	
risk of discrimination			X	No specific risk of discrimination has been identified.
potential for developing good relations				
potential to advance equality of opportunity				

Religion or Belief	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Positive impacts	Negative impacts	No impact	
risk of discrimination			X	No specific risk of discrimination has been identified.
potential for developing good relations			X	
potential to advance equality of opportunity			X	

Pregnancy/maternity	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Positive impacts	Negative impacts	No impact	
risk of discrimination			X	No specific risk of discrimination has been identified.
potential for developing good relations				
potential to advance equality of opportunity				

Marriage/civil partnership	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Positive impacts	Negative impacts	No impact	
risk of discrimination (only the first aim of the Duty is relevant to this protected characteristic and only in relation to work matters)			X	No specific risk of discrimination has been identified.

Socio-economic disadvantage	Place 'X' in the relevant box(es)			Describe any actions you plan to take, eg. to mitigate any impact, maximise positive impact, or record your justification to not make changes
	Yes	No	No impact	
(If required) Will the proposal reduce inequalities of outcome caused by socio-economic disadvantage?	X			The proposal is not expected to have an adverse impact on people experiencing socio-economic disadvantage. The investment will improve the quality, safety and sustainability of school buildings, benefiting all pupils and school communities. Any temporary disruption during construction will be managed through careful planning and communication to minimise impacts on families.

11. Describe how the assessment might affect the proposal or project timeline?

Examples of the items you should consider here include, but are not limited to:

- **Communication plan:** do you need to communicate with people affected by proposal in a specific format (e.g. audio, subtitled video, different languages) or do you need help from other organisations to reach certain groups?
- **Cost:** do you propose any actions because of this assessment which will incur additional cost?
- **Resources:** do the actions you propose require additional or specialist resource to deliver them?
- **Timing:** will you need to build more time into the project plan to undertake research, consult or to complete any actions identified in this assessment?

No significant impacts have been identified that would require changes to the overall project timeline. However, appropriate consideration will be given to accessibility, inclusion and communication needs throughout the project. Where temporary accommodation or alternative arrangements are required, additional planning may be needed to ensure these are suitable for all users, including disabled pupils and staff. Works will be carefully scheduled, wherever possible, to minimise disruption during term time and when children are present within school buildings. Ongoing engagement with stakeholders will be undertaken as necessary to ensure any emerging issues are identified and addressed in a timely manner.

12. **Having considered the potential or actual impacts of your proposal, you should now record the outcome of this assessment.** Choose from one of the following:

Please select (X)	Implications for the proposal
X	No major change Your assessment demonstrates that the proposal shows no risk of unlawful discrimination and that you have taken all opportunities to advance equality of opportunity and foster good relations, subject to continuing monitoring and review.
	Adjust the proposal and/or implement mitigations You have identified ways of modifying the proposal to avoid discrimination or to better advance equality of opportunity or foster good relations. In addition, or alternatively, you will introduce measures to mitigate any negative impacts. Adjustments and mitigations should be recorded in the tables under Step D above and summarised in the summary sheet at the front of the document.
	Continue the proposal with adverse impact The proposal will continue despite the potential for adverse impact. Any proposal which results in direct discrimination is likely to be unlawful and should be stopped and advice taken. Any proposal which results in indirect discrimination should be objectively justified and the basis for this set out in the tables under Step D above and summarised in the summary sheet at the front of the document. If objective justification is not possible, the proposal should be stopped whilst advice is taken.
	Stop the proposal The proposal will not be implemented due to adverse effects that are not justified and cannot be mitigated.

Step E - Discuss and review the assessment with decision-makers

13. **You must discuss the findings of this assessment at each stage with senior decision makers during the lifetime of the proposal and before you finalise the assessment. Record details of these discussions and decisions taken below:**

The assessment findings were reviewed with senior officers responsible for the programme. No significant adverse equality impacts are anticipated, and that ongoing stakeholder engagement, monitoring and mitigation measures will be implemented throughout project delivery. The proposal was supported on the basis that it will improve the condition and sustainability of the school estate while minimising disruption to pupils, staff and school communities.

Step F – Post-implementation actions and monitoring impact

It is important to continue to monitor the impact of your proposal on equality groups to ensure that your actual or likely impacts are those you recorded. This will also highlight any unforeseen impacts.

14. Record any post-implementation actions required.

Ongoing monitoring of project delivery, stakeholder engagement, review of any operational impacts, and evaluation of the investment outcomes to inform future learning estate planning and asset management decisions.

15. Note here how you intend to monitor the impact of this proposal on equality groups.

Equality impacts will be monitored through regular stakeholder engagement, project reviews, consideration of complaints or concerns raised, and ongoing assessment of access and inclusion during the construction and post completion phases.

16. Note here when the EFSIA will be reviewed as part of the post-implementation review of the proposal:

The EFSIA will be reviewed throughout delivery of the programme and at completion of the final project phase, or sooner should any significant equality issues arise.

Step G – Assessment sign off and approval

Lead person(s) for this assessment:

Signed: Judith Morrison, Improving Outcomes Engagement Officer

Date: 6 October, 2026

Senior officer approval of assessment:

Signed: Colin Bruce, Head of Service (Wellbeing) & Chief Education Officer

Date: 6 October, 2026

All full EFSIAs must be published on the Council's website as soon as possible after the decision is made to implement the proposal.

