

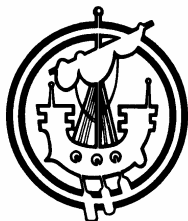
**COMHAIRLE NAN EILEAN SIAR**

**Roinn an Fhoghlaim  
Department of Education**

**Future Strategy for  
Provision of Education  
in the  
Western Isles**

**Community  
Information  
Document**

May 2009



# COMHAIRLE NAN EILEAN SIAR

## Roinn an Fhoghlaim

Department of Education

### Future strategy for provision of education in the Western Isles

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## FOREWORD

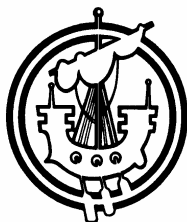
The Comhairle has a statutory duty to provide a range of services to residents of the Western Isles. This creates a requirement to allocate resources in a way which will provide the most effective delivery of such services with appropriate resources dedicated to each of them. The Comhairle is committed to building five new schools which will mean 40% of the school population being educated in modern, fit for purpose buildings. But this comes at a price and means resources will have to be diverted from other services. How Education is delivered in the future has an impact on all services, such as Home Care and Roads and should therefore be of interest to everyone in our community.

Many factors are combining to present major challenges to the Comhairle at this time. In particular, the total number of school pupils in the region, regrettably, has declined each year for the last 30 years from 6300 in 1977 to 3880 in 2007. Furthermore, based on current information, this decline seems set to continue during the next few years. Even a recent increase in birth rates and unprecedented inward migration have been insufficient to arrest this decline. At the same time the proportion of elderly people continues to rise and appropriate provision requires to be made.

The outcome of the current situation is that an ever increasing proportion of the Comhairle's resources has to be spent on Education to operate a much larger number of schools than should be required for the rolls which now exist. The Comhairle is, therefore, faced with the prospect of having to review the situation with a view to redressing the balance to resource appropriately all its services, as well as reprioritising within the resources allocated to education in particular.

Because of the importance of the future of Education provision I would urge as many people as possible to have their say in this vital issue by using the response form contained in this document.

Angus Campbell  
Leader, Comhairle nan Eilean Siar  
May 2009



# COMHAIRLE NAN EILEAN SIAR

## Roinn an Fhoghlaim

### Department of Education

## Future strategy for provision of education in the Western Isles

### 1. INTRODUCTION

Comhairle nan Eilean Siar has decided to give all interested members of the community the opportunity to engage in discussion about its future strategy for provision of education in the Western Isles. The first part of this process involves sharing as full a range of information as possible on the various factors that affect education provision, and inviting responses and reactions to the information provided. That is the purpose of this present commentary. Following that process, a series of workshops will be held throughout the islands to allow interested parties to engage in dialogue and contribute to the process of formulating a sustainable and affordable strategy.

### 2. BACKGROUND

Following the 2003 inspection of the Education Functions of the authority, HM Inspectorate concluded that, with no indication 'that predicted rolls were likely to increase' the Comhairle needed to review its policy for school rationalisation, to reduce over-capacity and reconsider the best options for service delivery. In light of this the Comhairle in December 2003 decided that future educational provision for the primary sector be based on the 'Area School' model.

This approach determined that, in a properly planned and co-ordinated way, there would be a move from 'village' schools to 'area' school or 'community' schools. It is a clear concept which is based on the central provision of improved facilities and enhanced educational viability so that, at the point of transfer, pupils are better served and the authority is fulfilling its statutory duty to secure best value. The first areas to be subject to such an approach were included within the Western Isles Schools Project and the best examples are the Point and Westside models. However, it was never the case that the whole rationalisation strategy would be achieved through Public Private Partnership type arrangements. Each area would have to be examined in light of the condition of the properties available and other factors such as capacities and distances.

In August 2007 the Comhairle, recognising the existence of a number of factors which present unprecedented challenges, decided that Reports be submitted to future meetings of the Education and Children's Services Committee, and no later than March 2009, following a full review of the entire Western Isles Schools Estate on the basis of the following criteria in respect of primary provision:

'that no primary pupil should be required to travel on home to school transport for more than 30 minutes to and from school; and that there is adequate capacity in the proposed receiving school.'

The information in this document was included in the latest of these reports, and resulted in the decision to share information and provide workshop opportunities prior to taking any decision on statutory consultation.

### 3. PUPIL POPULATION

The total school rolls have fallen steadily since Comhairle nan Eilean Siar was established as a new Education Authority in 1975. Predictions made about falling school rolls in the past have proved to be accurate and therefore have been reliable. The total roll (primary and secondary) thirty years ago was over 6,300 while in September 2008 this had fallen to 3,730. Even since the current phase of the debate on education provision started in session 2007- 2008 the number has fallen by another 120. The result is that Comhairle nan Eilean Siar has:

- one of the highest proportions of surplus school places in Scotland;
- the highest cost per pupil for primary schools, and the second highest cost per pupil for secondary schools.
- The smallest average primary class size in Scotland;
- The second most generous primary and secondary pupil-teacher ratios in Scotland.

As pupil population has declined, the level of funding has also fallen in line with that decline. This has the effect of making the current pattern of provision an unsustainable one, particularly in the context of a necessity to make major cutbacks on education during the period 2008-2011. This situation is incompatible with having an excessive number of schools for such a small total cohort of pupils. The implications for the repair and maintenance of a large number of buildings are also massive and the reality is that a losing battle on this front is currently being fought.

The number of live births in the Western Isles from 2003 to 2007, as supplied by the General Registrar Office for Scotland, is as follows. Overall the data from 2006 and 2007 show an increase over the previous three years, but are nevertheless indicative of an overall continuing decline when projected as school rolls.

POSTCODE		2003	2004	2005	2006	2007
		Live Births	Live Births	Live Births	Live Births	Live Births
HS1	Stornoway	54	45	43	67	56
HS2	Lewis	136	110	112	132	141
HS3	Harris	7	12	9	11	8
HS5	Harris	3	3	2	4	1
HS6	North Uist	10	10	15	7	9
HS7	Benbecula	19	10	21	23	11
HS8	South Uist	17	20	18	17	20
HS9	Barra	8	10	13	12	17
<b>TOTAL</b>		<b>254</b>	<b>220</b>	<b>233</b>	<b>273</b>	<b>263</b>

No births were recorded for Scalpay, which is the HS4 code.

### 4. LEARNING ENVIRONMENTS FOR CURRICULUM FOR EXCELLENCE

In broad terms, the changes required in the implementation of Curriculum for Excellence do not relate so much to the content of programmes of study but to the way learning and teaching is organised and experienced. This change in emphasis has more implications for the learning environment in schools than previous curricular changes, which were mainly about the content of courses. An active learning approach (including play and practical activities) is advocated especially at the pre-school and early primary stage, but the principles of this approach are promoted at all levels. This has implications for the accommodation provided in schools, as well as for the ethos of the school and the classroom, as the curriculum can best be delivered in buildings which can meet the needs of an active learning approach, and have the accommodation and facilities to encourage diverse approaches to learning and offer a wide range of experiences.

The methodology and principles of curriculum design necessary to implement the curricular changes are being addressed through professional development opportunities for teachers. In terms of accommodation the Western Isles Schools Project will deliver the Comhairle's plans to achieve an overall improvement in the provision of secondary school facilities and an improvement in provision for primary education.

In Curriculum for Excellence, children have an entitlement to a coherent 3-18 curriculum, for example, the transition between pre-school and primary 1 should be less obvious than previously, as these stages are covered by one attainment level. Best practice is seen where both pre-school and primary are on the same campus, where both have a common classroom ethos and where there is a team-teaching approach. The aim should be to create the conditions for such best practice to be built into the experience of all pupils.

Where school rolls are small, and where composite classes, e.g. P1-3, are inevitable there will be organisational problems in promoting the desired smooth transition and joint working at Pre-school-Primary 1 as pupils beyond P1 will need to be taught in the same class grouping.

Curriculum for Excellence promotes choice at all stages, in order to meet pupil needs, and to provide support or opportunities for progression as appropriate. Schools will aim to provide sufficient choice within the programmes being studied and in the teaching methodology adopted to engage and motivate pupils and nurture their talents. In this context being able to organise teaching groups of pupils at particular attainment levels will provide the scope to promote choice and ensure that challenge and enjoyment are evident in classes.

A continuing challenge for the Comhairle in terms of implementing Curriculum for Excellence concerns the structure of some secondary departments. Curriculum for Excellence describes two attainment levels -Third and Fourth Levels- to guide the curriculum for pupils in S1-3. From the outset, Curriculum for Excellence has assumed the existence of an S1-3 phase, with no transitions during that phase. The two year secondary departments were appropriate for the 5-14 curriculum, but that curriculum will cease to apply to S1 pupils from August 2010. The S1 pupils in 2010, the current Primary 6, will be the first pupils to sit the new SQA examinations in 2014, and their education prior to S4 will need to provide a sound basis for pupils to be able to achieve according to their potential in these examinations. It is anticipated that some pupils will have achieved the Third Level of Curriculum for Excellence by the end of S1 and will then be ready to engage with the Fourth Level. This is where the issue lies in terms of S1-2 provision. From the start of session 2011, any schools which do not have provision that goes beyond S2 will be unable to deliver the full range of education recommended for pupils embarking on the Fourth Level of Curriculum for Excellence, as they are not staffed or resourced to provide the choice necessary to fulfil the aspirations of the broad general education that gives pupils the best basis for embarking on qualifications when they move into S4. A broad general education does not mean that all pupils study the same subjects for the whole of S1-S3.

In July 2008, the Comhairle commissioned an external report into the feasibility of extending S1-2 schools to S1-3. This report concluded that there would be potentially significant additional costs in staffing and in accommodation and that, while financial implications are important, the biggest difficulty related to the curriculum that could be offered in these schools. There would: be significantly less choice than they would have experienced in either the Nicolson Institute or in Sgoil Lionacleit. This would also lead to a situation where those pupils remaining in S3 in the Nicolson Institute and in Sgoil Lionacleit would also experience a significantly reduced curricular choice, as a result of inevitable reductions in staffing. There would also be reduced choice for all pupils in S4-6 as a result.

## 5. GAELIC MEDIUM EDUCATION

The vision for future education provision has to include the strengthening of Gaelic medium education. Gaelic medium education is a success story in terms of the benefits for individual pupils and their communities. Research, both local, national and international confirms various advantages for pupils in being bilingual. These advantages include:

- Literacy and fluency in two languages
- Experience of the culture associated with two languages.

- Increased curriculum achievement.
- Ease in acquiring additional languages.
- Economic and employment opportunities

In December 2008 a questionnaire was issued to all parents of children at the pre-school stage and to parents of children currently in P1-6 Gaelic medium in order to gauge their views on the organisation of Gaelic medium education provision and to ascertain the level of support for a Gaelic school in a central location. A total of 940 questionnaires were issued to which 268 replies were received. This return represents parental views in respect of 382 children. The percentage return was therefore 36.3%. The collated responses indicated the following:

- The number of parents of pre-school children expressing an intention to enrol their children in Gaelic medium education was higher than the number who did not intend to follow this route.
- The number of parents of pre-school children who supported making their local school a Gaelic medium school and/or who supported the establishment of a Gaelic school in a central location was slightly higher than those who were opposed to these ideas.
- The number of parents of children currently between P1-6 of Gaelic medium education who supported making their local school a Gaelic medium school and/or who supported the establishment of a Gaelic school in a central location was higher than for the pre-school group.
- While a reasonable number of parents of children in both categories were prepared to travel 5-10 miles to access a central Gaelic school, the percentage prepared to travel over 10 miles was generally low.

While being mindful of the overall level of response to the questionnaire, variations in response could be seen in terms of more localised analysis. These results will be shared on a more local basis, in the planned workshop sessions.

## **6. FACTS AND FIGURES**

The following pages give a range of fact and figures about schools and gives suggestions as to a possible future pattern of provision.

This exercise aims to provide all members of the community with as full a range of information as possible. The process of information sharing and workshop activity may lead to agreement to proceed to statutory consultation on possible closure of some schools, but it is strongly emphasised that no such decisions have been taken at this stage.

**Catherine M Dunn**  
**Acting Director of Education**  
**May 2009**

**COMHAIRLE NAN EILEAN SIAR**

## Department of Education

**FUTURE STRATEGY FOR EDUCATION PROVISION IN THE WESTERN ISLES****NOTES ON THE TABLE****Current pre-school provision**

- An asterisk indicates pre-school provision which is currently managed by the local authority.

**No of 3 and 4 year olds**

- This represents the number of eligible 3 year olds up until February 2009. Children become eligible for a funded pre-school place the term after their third birthday.
  - Children born between the 1st of March and the 31st of August are eligible to receive a funded pre-school place in August.
  - Children born between the 1st of September and the 31st of December are not eligible for their funded place until January.
  - Children born between the 1st of January and the 28th of February are eligible for a funded place in April.
- Approximately 34 children were deferred this year so they would add to the total figure for 4 year olds.
- It should also be noted that in some instances the number of pupils attending a pre-school group within a certain catchment area does not necessarily give an indication of likely enrolment in a particular school. Some children attend pre-school provision outwith the school catchment area. For example, the children attending provision in Stornoway are not all from the Stornoway catchment area and some pre-school pupils in the Carloway catchment area attend pre-school provision in Breasclete.

**Proposed Pre-school Footprint**

- This reflects what is considered to be viable pre-school provision based on projections for the future. It can refer either to one provision, based in a school or to a continuation of some current viable provision, located separately from a school, but covering the broad local area indicated.
- In the context of future provision it should be noted that by the end of 2009 any person managing a pre-school provision is required to have a management qualification in line with that of a teacher, social worker or educational psychologist or its equivalent. Twelve pre-school groups are currently managed by the local authority, and it is anticipated that most of the remaining voluntary sector will request transfer in the near future.

**Gaelic Medium**

- The primary schools which provide Gaelic medium education are marked with two asterisks. In terms of the possible receiving school column, it would be anticipated that Gaelic medium would be available in all schools, subject to demand. A Gaelic School, centrally located, may also be an option.

**Distance**

- The mileage given is the distance from school to school. It is appreciated that the mileage for some pupils will be in excess of this. The Comhairle policy that no primary pupil should be required to travel on home to school transport for more than 30 minutes to and from school will also be a consideration.

**Capacity**

- Where there is combined primary/secondary school the capacity refers to the primary department. Calculated Capacity is part of the Comhairle's annual Core Facts submission to the Scottish Government and is determined by:
  1. In all single year Primary School classroom capacities would be capped at a maximum of 25 pupils for primary years 1-3;
  2. In all single year Primary School classroom capacities would be capped at a maximum of 30 pupils for years 4-7;
  3. All composite classes were set at a maximum of 25;
  4. All Gaelic Medium classes were also set at a maximum of 25 pupils.
- Working capacity, which reflects what is considered to be the optimum occupancy level of a school, is 80% of calculated capacity. This allows flexibility in use of space and a more comfortable educational experience for pupils. It is not, however, an official classification.
- School capacities could technically be assessed according to Regulation 8 of The Schools (Scotland) Regulations 1975 using a maximum class size of 33 per classroom where the size of the classroom is 58 square metres or above. The current set of Western Isles school capacity calculations cap the limit of each classroom depending on the designation and size of the class group occupying each class. The use and occupation of each class in each school was recently compiled by the Education Department.

**Condition**

- School Condition is part of the annual Core Facts submission to the Scottish Government and was compiled by consultants who carried out condition surveys on all Western Isles schools. The Education Department can now compare the condition of the Comhairle's schools on a like for like basis, and in terms of national benchmarking. The condition of each school has been categorised using the following four nationally recognised classifications - A(Good), B (Satisfactory), C (Poor), D (Bad)

**Capacity of Receiving School**

- For current primary and secondary schools the capacity includes the accommodation currently used for secondary.

**COMHAIRLE NAN EILEAN SIAR**

## Department of Education

**FUTURE STRATEGY FOR EDUCATION PROVISION IN THE WESTERN ISLES**

\* CnES pre-school provision

\*\* Gaelic medium primary provision

LEARNING COMMUNITY AREA 1 - BROADBAY											
CURRENT PRE SCHOOL PROVISION	NO. OF 3 YEAR OLDS	NO. OF 4 YEAR OLDS	CURRENT PRIMARY SCHOOL	PRIMARY TOTAL	WORKING / CALCULATED CAPACITY		CONDITION	POSSIBLE RECEIVING SCHOOL	PROPOSED PRE-SCHOOL FOOTPRINT	DISTANCE (MILES)	CAPACITY OF RECEIVING SCHOOL
Sgoil Araich Loch a Tuath*	11	19	Back **	119	120	150	Satisfactory (B)	Back	Back		275
Tong Primary Nursery*	7	10	Tong Primary	63	80	100	Satisfactory (B)		Tong	3	
Tolsta Playgroup	6	9	Tolsta Primary	47	54	68	Satisfactory (B)		Tolsta	7	
Point English Nursery* and Croileagan an Rubha	12	13	Bayble	63	80	100	Poor (C)	Bayble <i>(as agreed by community)</i>	Bayble		150
Point English Nursery* and Croileagan an Rubha			Aird Primary **	50	80	100	Poor (C)		3		
Sandwick Primary Nursery*			Knock Primary	23	60	75	Satisfactory (B)		2		
Laxdale Croileagan	11	9	Laxdale Pri **	222	230	288	Satisfactory (B)	Laxdale	Laxdale		288
An Cotan, Little Teddies*, Stornoway Primary Gaelic and English*, Little Learners*, Stornoway Playgroup	63	95	Stornoway Pri **	302	404	505	Poor (C)	Stornoway	Stornoway		505
Sandwick Primary Nursery*	8	9	Sandwickhill Pri	38	117	146	Poor (C)			2	
	<b>118</b>	<b>164</b>		<b>927</b>							

\* CnES pre-school provision

\*\* Gaelic medium primary provision

LEARNING COMMUNITY AREA 2 - NESS AND WESTSIDE											
CURRENT PRE SCHOOL PROVISION	NO. OF 3 YEAR OLDS	NO. OF 4 YEAR OLDS	CURRENT PRIMARY SCHOOL	PRIMARY TOTAL	WORKING / CALCULATED CAPACITY		CONDITION	POSSIBLE RECEIVING SCHOOL	PROPOSED PRE-SCHOOL FOOTPRINT	DISTANCE (MILES)	CAPACITY OF RECEIVING SCHOOL
Croileagan Nis	7	10	Lionel **	75	100	125	Satisfactory (B)	Lionel	Lionel		125 Pri. 98 Sec.
Croileagan Nis			Cross Primary	19	54	67	Poor (C)			3	
Croileagan an Taobh Siar	6	4	Shawbost **	37	83	104	Satisfactory (B)	Shawbost	Shawbost		105 Pri. 94 Sec.
Croileagan an Taobh Siar			Bragar Primary	34	49	61	Poor (C)			3	
Croileagan an Taobh Siar			Carlaway Pri **	25	60	75	Poor (C)			5	
Sgoil Araich Airidhantuin*	6	7	Airidhantuin Pri **	29	40	50	Poor (C)	Westside (as agreed by community)	Borve	5	100
Sgoil Araich Airidhantuin*			Barvas Primary **	37	64	80	Satisfactory (B)			1	
	<b>19</b>	<b>21</b>		<b>256</b>							

LEARNING COMMUNITY AREA 3 – LOCHS AND UIG											
CURRENT PRE SCHOOL PROVISION	NO. OF 3 YEAR OLDS	NO. OF 4 YEAR OLDS	CURRENT PRIMARY SCHOOL	PRIMARY TOTAL	WORKING / CALCULATED CAPACITY		CONDITION	POSSIBLE RECEIVING SCHOOL	PROPOSED PRE-SCHOOL FOOTPRINT	DISTANCE (MILES)	CAPACITY OF RECEIVING SCHOOL
Croileagan Breascleit	4	7	Breascleite Pri **	23	55	69	Satisfactory (B)	Breascleite	Breascleite		69
Croileagan Breascleit			Berneria Primary **	21	57	71	Satisfactory (B)			12	
Pairc Playgroup	2	5	Pairc Primary **	30	52	65	Satisfactory (B)	Pairc	Pairc		65
Little Lochies*	5	10	Sgoil nan Loch	69	104	130	Satisfactory (B)	Sgoil nan Loch	Sgoil nan Loch		201
Croileagan Bhaile Ailein	0	9	Balallan Primary **	19	57	71	Satisfactory (B)			7	
Croileagan Uig	2	3	Uig Primary	22	60	75	Satisfactory (B)	Uig Primary	Uig		75
	<b>13</b>	<b>34</b>		<b>184</b>							

\* CnES pre-school provision

\*\* Gaelic medium primary provision

LEARNING COMMUNITY AREA 4 - HARRIS											
CURRENT PRE SCHOOL PROVISION	NO. OF 3 YEAR OLDS	NO. OF 4 YEAR OLDS	CURRENT PRIMARY SCHOOL	PRIMARY TOTAL	WORKING / CALCULATED CAPACITY		CONDITION	POSSIBLE RECEIVING SCHOOL	PROPOSED PRE-SCHOOL FOOTPRINT	DISTANCE (MILES)	CAPACITY OF RECEIVING SCHOOL
Leverhulme Gaelic Nursery*	6	4	Leverhulme Mem **	23	57	71	Satisfactory (B)	Leverhulme	Leverhulme		71
Croileagan Tairbeart	6	11	Sir E Scott **	49	n/a	n/a	Temp. Unit	Sir E Scott	Sir E Scott		75
Leverhulme Gaelic Nursery*			Shelibost Primary	13	37	46	Satisfactory (B)			10	
Croileagan Tairbeart			Scalpay	25	38	48	Poor (C)			7	
	<b>12</b>	<b>15</b>		<b>110</b>							

LEARNING COMMUNITY AREA 5 - UISTS AND BARRA											
CURRENT PRE SCHOOL PROVISION	NO. OF 3 YEAR OLDS	NO. OF 4 YEAR OLDS	CURRENT PRIMARY SCHOOL	PRIMARY TOTAL	WORKING / CALCULATED CAPACITY		CONDITION	POSSIBLE RECEIVING SCHOOL	PROPOSED PRE-SCHOOL FOOTPRINT	DISTANCE (MILES)	CAPACITY OF RECEIVING SCHOOL
Saoghal Beag Nursery	10	8	Carinish Primary **	26	58	73	Satisfactory (B)	Carinish	Carinish		73
Dhunsgealair Croileagan	4	2	Lochmaddy Pri	9	20	25	Satisfactory (B)			10	
Saoghal Beag Nursery			Paible **	36	80	100	Poor (C)	Paible	192		
Balivanich Primary Nursery*	11	11	Balivanich Pri **	100	120	150	Poor (C)	Balivanich	Balivanich		120
Croileagan Chinn a Deas	12	17	Daliburgh **	84	120	150	Poor (C)	Daliburgh	Daliburgh		145 Pri. 105 Sec.
Croileagan Chinn a Deas			Eriskay **	13	60	75	Poor (C)			6	
Croileagan lochdair	13	8	lochdar Primary **	60	146	183	Poor (C)	lochdar	lochdar		183
Croileagan lochdair			Stoneybridge Pri **	8	26	33	Satisfactory (B)			12	
Castlebay School Nursery (Gaelic and English)*	13	11	Castlebay **	69	100	125	Poor (C)	Castlebay	Castlebay		125
Castlebay School Nursery (Gaelic and English)*			Eoligarry Primary	25	60	75	Satisfactory (B)			9	
	<b>63</b>	<b>57</b>		<b>430</b>							

# NOTES

**COMHAIRLE NAN EILEAN SIAR**

Department of Education

**SUMMARY OF PRIMARY SCHOOL ROLLS 2008/09****English Medium and Gaelic Medium Area/Feeder School Breakdown Summary May 2009**

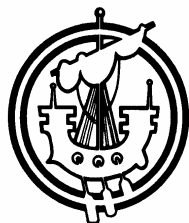
School	EP1	EP2	EP3	EP4	EP5	EP6	EP7	EM Total	GP1	GP2	GP3	GP4	GP5	GP6	GP7	GM Total	Total
Lionel	5	2	2	5	4	4	7	29	10	6	2	10	7	4	7	46	75
Airdhantium	1	2	1	2	2	1	2	11	2	5	0	1	2	4	4	18	29
Cross	1	2	1	2	5	2	6	19	0	0	0	0	0	0	0	0	19
	<b>7</b>	<b>6</b>	<b>4</b>	<b>9</b>	<b>11</b>	<b>7</b>	<b>15</b>	<b>59</b>	<b>12</b>	<b>11</b>	<b>2</b>	<b>11</b>	<b>9</b>	<b>8</b>	<b>11</b>	<b>64</b>	<b>123</b>
Shawbost	2	1	3	2	4	5	6	23	2	2	3	1	3	2	1	14	37
Barvas	1	5	2	4	1	4	3	20	2	3	0	1	6	1	4	17	37
Bragar	5	8	6	7	4	4	0	34	0	0	0	0	0	0	0	0	34
Carloway	0	3	2	1	3	5	3	17	0	1	0	1	1	0	5	8	25
	<b>8</b>	<b>17</b>	<b>13</b>	<b>14</b>	<b>12</b>	<b>18</b>	<b>12</b>	<b>94</b>	<b>4</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>10</b>	<b>3</b>	<b>10</b>	<b>39</b>	<b>133</b>
Bayble	12	14	9	8	9	6	5	63	0	0	0	0	0	0	0	0	63
Aird	4	5	1	4	0	14	4	32	0	6	2	2	3	4	1	18	50
Knock	3	4	2	4	6	2	2	23	0	0	0	0	0	0	0	0	23
	<b>19</b>	<b>23</b>	<b>12</b>	<b>16</b>	<b>15</b>	<b>22</b>	<b>11</b>	<b>118</b>	<b>0</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>18</b>	<b>136</b>
Sgoil nan Loch	11	7	6	16	10	13	6	69	0	0	0	0	0	0	0	0	69
Balallan	0	2	3	1	0	6	2	14	0	1	1	0	1	1	1	5	19
	<b>11</b>	<b>9</b>	<b>9</b>	<b>17</b>	<b>10</b>	<b>19</b>	<b>8</b>	<b>83</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>88</b>
Back	8	7	8	11	16	8	6	64	10	6	9	7	9	8	6	55	119
Tolsta	8	3	7	9	6	7	7	47	0	0	0	0	0	0	0	0	47
Tong	11	11	11	8	6	8	8	63	0	0	0	0	0	0	0	0	63
	<b>27</b>	<b>21</b>	<b>26</b>	<b>28</b>	<b>28</b>	<b>23</b>	<b>21</b>	<b>174</b>	<b>10</b>	<b>6</b>	<b>9</b>	<b>7</b>	<b>9</b>	<b>8</b>	<b>6</b>	<b>55</b>	<b>229</b>
Nicolson Inst	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bernera	1	4	1	2	4	3	1	16	0	0	1	0	1	0	3	5	21
Breaschte	0	0	2	0	1	1	1	5	3	5	3	1	3	1	2	18	23
Laxdale	30	25	18	32	22	24	24	175	7	10	6	7	6	4	7	47	222
Paic	2	3	3	1	3	5	2	19	3	0	3	2	1	1	1	11	30
Sandwickhill	6	4	9	7	3	5	4	38	0	0	0	0	0	0	0	0	38
Stornoway	42	33	28	30	39	36	45	253	9	4	6	8	9	7	6	49	302
Uig	1	4	2	4	4	2	5	22	0	0	0	0	0	0	0	0	22
	<b>82</b>	<b>73</b>	<b>63</b>	<b>76</b>	<b>76</b>	<b>76</b>	<b>82</b>	<b>528</b>	<b>22</b>	<b>19</b>	<b>19</b>	<b>18</b>	<b>20</b>	<b>13</b>	<b>19</b>	<b>130</b>	<b>658</b>
<b>Lewis</b>	<b>154</b>	<b>149</b>	<b>127</b>	<b>160</b>	<b>152</b>	<b>165</b>	<b>149</b>	<b>1056</b>	<b>48</b>	<b>49</b>	<b>36</b>	<b>41</b>	<b>52</b>	<b>37</b>	<b>48</b>	<b>311</b>	<b>1367</b>

## SUMMARY OF PRIMARY SCHOOL ROLLS 2008/09

## English Medium and Gaelic Medium Area/Feeder School Breakdown Summary May 2009

School	EP1	EP2	EP3	EP4	EP5	EP6	EP7	EM Total	GP1	GP2	GP3	GP4	GP5	GP6	GP7	GM Total	Total
Sir E Scott	0	5	4	5	9	4	10	37	5	2	1	1	1	1	1	12	49
Leverhulme	1	0	0	3	1	1	3	9	3	3	2	3	2	1	0	14	23
Scalpay	1	2	2	5	6	6	3	25	0	0	0	0	0	0	0	0	25
Shelibost	1	2	1	1	4	1	3	13	0	0	0	0	0	0	0	0	13
<b>Harris</b>	<b>3</b>	<b>9</b>	<b>7</b>	<b>14</b>	<b>20</b>	<b>12</b>	<b>19</b>	<b>84</b>	<b>8</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>26</b>	<b>110</b>
Paible	1	1	3	2	4	6	9	26	0	6	2	2	0	0	0	10	36
Carinish	0	0	1	3	3	1	3	11	5	2	4	0	2	1	1	15	26
Lochmaddy	1	5	0	1	1	1	0	9	0	0	0	0	0	0	0	0	9
<b>North Uist</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>8</b>	<b>12</b>	<b>46</b>	<b>5</b>	<b>8</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>25</b>	<b>71</b>
Lionacleit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Balivanich	11	8	7	10	6	18	12	72	3	8	0	5	3	4	5	28	100
Eriskay	0	0	0	1	3	3	0	7	1	2	2	0	0	1	0	6	13
lochdar	3	1	8	4	4	6	5	31	6	4	5	3	3	4	4	29	60
Stoneybridge	0	0	0	0	0	0	0	0	0	2	2	1	0	1	2	8	8
<b>Benbecula</b>	<b>14</b>	<b>9</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>27</b>	<b>17</b>	<b>110</b>	<b>10</b>	<b>16</b>	<b>9</b>	<b>9</b>	<b>6</b>	<b>10</b>	<b>11</b>	<b>71</b>	<b>181</b>
Daliburgh	5	3	9	4	2	11	10	44	9	7	5	7	5	5	2	40	84
<b>S. Uist</b>	<b>5</b>	<b>3</b>	<b>9</b>	<b>4</b>	<b>2</b>	<b>11</b>	<b>10</b>	<b>44</b>	<b>9</b>	<b>7</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>40</b>	<b>84</b>
Castlebay	4	5	4	7	6	7	6	39	4	5	3	5	6	3	4	30	69
Eoligarry	2	4	4	3	5	5	2	25	0	0	0	0	0	0	0	0	25
<b>Barra</b>	<b>6</b>	<b>9</b>	<b>8</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>8</b>	<b>64</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>30</b>	<b>94</b>
<b>All Totals</b>	<b>184</b>	<b>185</b>	<b>170</b>	<b>209</b>	<b>206</b>	<b>235</b>	<b>215</b>	<b>1404</b>	<b>84</b>	<b>90</b>	<b>62</b>	<b>68</b>	<b>74</b>	<b>58</b>	<b>67</b>	<b>503</b>	<b>1907</b>

# NOTES



**COMHAIRLE NAN EILEAN SIAR**  
**Roinn an Fhoghlaim**  
 Department of Education

**Future strategy for provision of education in the Western Isles**  
**RESPONSE SHEET**

Your comments are invited on the following questions. Please feel free to include additional information.

1 What do you see as the main challenges for the Comhairle in keeping the same number of schools as at present?	
2 Does this document provide you with sufficient information on schools?	
3 What additional information should be presented in workshop sessions?	
4 What would be the issues in your community if the number of schools were to reduce?	
5 Some communities have decided to close schools so that pupils can attend a new or better-equipped provision. How appropriate would that type of scenario be to your community?	

<b>6 From the information in this document, do you see any areas that could benefit from having one school, rather than a number of small schools?</b>
<b>7 What do you see as the advantages and disadvantages for pupils in attending a small school?</b>
<b>8 What do you see as the advantages and disadvantages for pupils in attending a larger school?</b>
<b>9 A recent survey showed encouraging support for Gaelic medium provision. Do you feel you have enough information about Gaelic medium education to make an informed decision about choosing Gaelic or English medium education for your children?</b>
<b>Any other comments.</b>

<b>Name:</b>	<b>DATE:</b>
<b>Address:</b>	

**Please return this form to:**

Acting Director of Education  
 Comhairle nan Eilean Siar  
 Sandwich Road  
 Stornoway  
 Isle of Lewis  
 HS1 2BW

or Email to - [dsmith@cne-siar.gov.uk](mailto:dsmith@cne-siar.gov.uk)

# NOTES

