

School Estate Pre-consultation Response

Cluster Summary

Responses by Secondary School Cluster

Jedburgh Grammar Cluster of Schools

(a) Response Level

Jedburgh had the highest attendance at the consultation event and the highest response to the on-line questionnaire. 85 people attended the engagement event, there were 70 adult and 285 pupil questionnaire responses received from the Jedburgh cluster- (75% of total from across the authority) were submitted by pupils in the Jedburgh cluster, 260 of these from the Grammar school with Parkside and Ancrum also represented. The messages received were consistent across the stakeholder groups with pupils, parents, staff and community members presenting similar views in response to the areas within the consultation questionnaire.

(b) School Provision

There is a strong response from all stakeholders for a rationalisation of school provision within the Jedburgh cluster. The existing school estate is criticised for the poor condition of the buildings and facilities. Many responses highlighted the potential for the two primary schools to amalgamate, with the benefits of this being identified as provision of enhanced facilities for all pupils, opportunities for teachers to work together more effectively, efficiency and better use of resources. Several respondents suggested taking the amalgamation of the schools further to become a 2-18 campus for all learners in the community.

Very mixed views came from Parkside pupils in relation to the size and location of schools in their area. Some pupils think there is the right number of schools and that they should stay as they are, others think that their school is too small and others suggest amalgamating some or all of the schools. Pupils attend this school because it is big and near their homes.

An equally mixed view was brought forward from the pupils of Jedburgh Grammar and they also highlighted the inequity in sizes of high schools across the authority. These pupils report that people come to their school because it is closest to their homes and because they may prefer the smaller classes however they also acknowledge that a wider choice of subjects in larger schools may be a reason for pupils to go there.

Ancrum pupils like the size of their school and report it is quiet and they think that people may choose to attend the school

because of its size.

(c) Catchment

Where parents opt to send their children to schools outwith catchment, this is reported to be due to wider subject choices and better facilities, particularly for music and sport, being available at larger high schools.

Responses highlighted the anomaly of the catchment areas for Hobkirk and Denholm Primaries, these schools currently choose between Hawick and Jedburgh for secondary education with transport provided to both. A review of existing catchments has been requested to resolve this matter with the view expressed that the ability of Jedburgh Grammar to provide the full range of learning opportunities compared to larger secondary schools in the Borders would be enhanced with greater pupil numbers.

(d) School Transport

Concerns were raised about the safety of transport in the vicinity of Jedburgh Grammar School and the feedback received highlighted general concerns about the road which runs through the campus. Traffic congestion around both Parkside and Jedburgh Grammar School were raised as concerns.

(e) School Buildings and Facilities

Overall the view of the condition of the buildings was considered to be poor with some areas being described as fair. Concern is raised that the schools in Jedburgh have had very little capital investment compared to other areas of the Borders. The overall view of Parkside is that the buildings, particularly the nursery, are in very poor condition and the outdoor spaces are viewed as restricted. Howdenburn is viewed as being in slightly better condition but in need of modernisation. Pupils and respondents from Jedburgh Grammar school were very clear in their view of their buildings and the facilities. They all agree that while the Thomson building, indoor PE facilities and the main building are in good condition, they present a very consistent message about the condition of the annex, canteen, assembly hall and outdoor PE facilities all being in need of improvements. Pupils do however think that the school provides good facilities for learning although they would appreciate new resources.

There is strong criticism that the sports provision at Jedburgh Grammar School does not allow the young people to participate in key sports such as hockey. All groups of respondents are very critical that all other communities have had investment in astro-turf facilities except Jedburgh. A request is made that pupils in the area have sports and building facilities which are equitable with the rest of the Borders.

Ancrum pupils report that most spaces were in good condition. Pupils in this school would like to see the flooring in the hall replaced and some repainting completed as well as car parking for staff removed so they can have a bigger playground

Parkside pupils describe the annex and the dining room to be in the best condition and would appreciate a range of improvements across the rest of the school. They think the school provides good facilities for learning but would like to see more equipment and resources.

(f) Quality of Education and Learning Opportunities

There are mixed views about the quality of education being provided. Strengths highlighted are the quality of pupil:teacher relationships and knowledge of individual children and young people, although a number of key concerns are raised about the quality of some teaching staff, the retention of staff and the ability of Jedburgh Grammar School to provide the range of subjects and learning opportunities in larger secondary schools in the Borders. The improvement of sports facilities in the town is viewed to be a priority to ensure the focus on children's health can be delivered – the young people have expressed that they feel the current situation is unfair when they make comparisons to the facilities for sport in other towns in the Borders. Many respondents believe that the rationalisation of schools and bringing them together in a new campus would address many of the current issues they view to be affecting the current quality of education and learning opportunities.

Ancrum pupils generally felt that their school offered good facilities for learning with IT provision being highlighted as a positive. These pupils suggested active learning, languages, art and craft and resources as ways to improve their experiences. A wide range of activities happen in both Ancrum and Parkside school and pupils from both schools access these and wider opportunities in Jedburgh.

The Grammar school is very well used for sports and PE related activities all week; pupils would like to see a more mixed range of opportunities. The hockey teams made a very strong representation to be able to access appropriate facilities for their sport in line with other schools in the authority.

A good range of clubs and activities are available within the Jedburgh cluster of school communities: sports clubs, drama, dance, Brownies, Rainbows, Cadets and Scouts.

Eyemouth High Cluster of Schools

(a) Response Level

40 people attended the engagement event and 31 people contributed to the on-line questionnaire with the majority of respondents making comments about Eyemouth Primary. There was very limited engagement and responses from the school communities outwith the town of Eyemouth.

(b) School Provision

The majority of respondents state that there is the right number of schools within the Eyemouth cluster of schools. The question of closing one of the smaller schools in the cluster is raised as a better use of the resources available, however parents from village schools express the importance of small village schools as key to the survival and future-proofing of the community in rural areas.

Primary 4-7 pupils from Ayton were all represented in their return and most pupils reported that they liked the size of their school but a few felt it too small. They believe people come to their school because it is friendly and fun.

All pupils from Primary 1-7 in Reston were involved in completion of class responses. They feel that there are too many schools and that the smaller schools need more space.

Eyemouth pupil council are happy with the number of schools in their area and think it is good that even small villages have their own school.

Concerns were raised in relation to the condition and capacity of Eyemouth Primary School with the lack of space being highlighted in most responses. Suggestions to resolve this included a new build on the existing site (which is viewed to be an appropriate location for the Primary), moving the more senior classes from the Primary into the High School building and others suggest creating a 2-18 campus in the High School. This view is supported but feedback from High School parents and comments are made in relation to the "backward step" that was taken in separating the schools previously. It is felt that with access to enhanced facilities there could be more extra-curricular opportunities for the Primary pupils.

The challenge of recruiting and retaining teachers in Eyemouth was raised as an issue and suggestions made that one school for the area would resolve this matter.

Respondents ask that a long term plan for education provision is made in light of possible housing developments and in acknowledgement of the recent increase in roll developments due to additional housing in the area.

(c) Catchment

Parents of Eyemouth Primary raised concern about the increasing roll and ability of the current building to cope with possible roll increases.

The catchment areas around Burnmouth, Lamberton and Chirnside were raised as being potentially worthy of review.

The dropping roll at Cocksburnpath was raised as a concern and its viability and costs raised as an area for consideration.

The increasing number of pupils coming from Berwick to attend Eyemouth High School was highlighted.

(d) School Transport

A number of areas were raised and mixed views expressed about the privilege lifts, safe routes to school, the 2 mile rule application and whether Ayton pupils should receive free bus passes.

(e) School Buildings and Facilities

Most of the respondents from Eyemouth Primary School expressed serious concerns about the very poor condition of Eyemouth Primary School. While the efforts made to upgrade parts of the building were acknowledged to be making a difference to the appearance of the areas such as the Early Years provision and the reception, it was generally reported that the building is viewed as having reached the end of its lifespan and serious concerns were expressed about the impact of the poor building conditions.

Pupils in Eyemouth Primary think that some of the classrooms are in good condition after being painted and that the offices and Early leaning spaces are in good condition. Some classrooms, gym and assembly hall were identified as requiring improvement. The size of the playground is appreciated however the need to demolish unused buildings and develop the space is highlighted.

Other than some mention of the external ground movement, overall the feedback relating to the High School building was very positive and recognised the aesthetic appeal and high quality of facilities offered.

The smaller Primaries all had minor upgrade works highlighted, while Reston was felt to need more significant work to provide better spaces for learning.

A number of potential improvements were identified by the Reston pupils including the classrooms which are currently dark, the toilets and the hall.

Ayton School is seen to have good facilities for leaning and the hall, library and dining room are in good condition but they would like the class bays and toilets improved and would like to see more computers and smartboards.

The under-utilisation of Eyemouth High School building was commented upon by parents from other schools.

(f) Quality of Education and Learning Facilities

The challenge of attracting and retaining teachers to work in Eyemouth Primary is raised as having a detrimental impact upon the quality of education being provided. Teacher absence was raised as a significant area of concern. Parents express concern that many teachers do not remain in the area and move on quickly. It will be important to communicate back to parents that extra teaching staff are being allocated for school session 2016/17 and HR support being provided to address these concerns.

The lack of supply staff in the Eyemouth cluster is raised as an issue. It will be important to communicate to parents that the size of the supply team has been doubled for school session 2016/17 and surplus staff available for the Eyemouth area.

The lack of provision of nursery in Ayton is resulting in some children not accessing their nursery entitlement for families who do not have access to transport.

Parents express that they want their children to have access to the same opportunities as other schools and would like to see IT provision improved. They would like to see more extra-curricular learning opportunities and opportunities for work based learning.

Children in Reston are engaged in a very wide range of after-school activities both in the village and in the wider area. In Eyemouth Primary they would like to see learning improved through the addition of an ICT suite, library and cooking facilities.

Berwickshire High Cluster of Schools

(a) Response Level

The lowest turnout at the engagement events was in the Berwickshire area. Almost half of the questionnaires from Berwickshire were from Swinton Primary School. No responses were received from Eccles/Leitholm or Duns Primary School stakeholders. There was only one response from Chirnside and Coldstream Primary Schools.

(b) School Provision

The respondents expressed mixed views on the number of schools within the Berwickshire cluster area. There is recognition that

some schools are uneconomical and have too few pupils whilst there are larger and more sustainable schools nearby. However, the point is made that schools can nurture rural communities to continue to thrive and this must be considered as a key theme when considering the future of schools.

(c) Catchment

A number of catchment changes are suggested for review: Abbey St Bathans, Reston and Ayton; Marchmont and Charterhall currently in the Duns catchment but closer to Greenlaw; Hume in the Greenlaw catchment area but closer to Kelso. Chirnside and Reston catchment areas were raised at the engagement event, in particular that Foulden is in the Reston catchment but closer to Chirnside.

(d) School Transport

Parents raise concern about buses not being full, the quality of some buses and the routes taken which can impact upon pupil travel time.

(e) School Buildings and Facilities

The quality of Berwickshire High School building is viewed as excellent. Respondents raise concerns about the quality of the buildings, facilities and general fabric of Swinton Primary School. The school has a top floor which cannot be used and the front entrance is not accessible to wheelchair users.

The respondent from Coldstream, whilst accepting the recent improvements at the school, expressed that the school has other areas in need of upgrading. The respondent from Chirnside rated the condition as fair/poor and raised concerns about parking.

Many of the Primary Schools are viewed to be in need of upgrading or refurbishment.

(f) Quality of Education and Learning Opportunities

All of the respondents have the view that the quality of Education is good or better. Any concerns are about the quality of facilities. Overall, respondents believe that children are being provided with high quality learning opportunities and good quality care from staff.

Swinton parents express the importance of the strengths of their school: strong knowledge of individual pupils. However, they express concern about the ability of small schools to provide breakfast clubs/after school provision and sustain nursery provision.

Teacher recruitment and retention is expressed as an area of concern in the Berwickshire area.

Parents raise the challenge transport can have on the ability of the school to participate in learning opportunities beyond the school due to the cost and lack of availability of transport.

Earlston High Cluster of Schools

(a) Response Level

40 people attended the engagement event and 27 people contributed to the on-line questionnaire. The number of responses was relatively low and is not viewed as representative except the representation made at the meeting by parents who live in the Mertoun catchment (see Appendix 4(i)).

(b) School Provision

Overall almost all respondents felt that the cluster had the right number of schools. Both Melrose and Earlston High School parents expressed concern about the growing roll in their schools and the number of placing requests from families outwith the catchment area. The Lauder Primary respondents expressed concern about future capacity, should the roll continue to grow. The village school respondents representing Channelkirk and Westruther expressed the importance of schools being in the village in rural areas.

(c) Catchment

A representation of parents attended the engagement evening from St Boswells Primary School who currently live in the Mertoun farming community/estate. They submitted a formal representation (Appendix 4) for consideration. They would like a catchment review as the families in the Mertoun area have been attending St Boswells since

The catchments for Huntlywood (Earlston/Gordon) and Bemersyde (Earlston/St Boswells) were raised as being illogical in terms of proximity to catchment schools.

Placing requests into Earlston High School, Melrose Primary School and Lauder Primary School are raised as a concern on future capacity within the schools. However, respondents from a number of schools express the importance of parents being able to make placing requests to meet their family's needs.

(d) School Transport

Respondents express mixed views about the 2 mile rule for free transport. Early starts for Primary children and timekeeping of bus arrivals were raised.

(e) School Buildings and Facilities

Earlston High School and Lauder Primary School are viewed as having excellent buildings and facilities. Melrose, Newtown, St

Boswells, Channelkirk and Westruther Primary Schools are viewed to be of good quality by respondents.

Respondents express concern about the buildings and outdoor environment at Earlston Primary School.

The parents of Channelkirk and Earlston Primary Schools would like to see their playgrounds improved.

(f) Quality of Education and Learning Opportunities

Respondents present a mixed view on the quality of Education. The numbers are so low that they are not representative. However, every comment made will be shared with the school staff and has been noted by the Director. Many suggestions regarding school improvement have been made and will be assessed and discussed with school leadership teams and staff.

Peebles High Cluster of Schools

(a) Response Levels

60 people attended the engagement event and 86 questionnaires were received.

The majority of respondents were from Peebles High School, followed by St Ronan's Primary and Priorsford Primary Schools. There were no responses from Broughton Primary School.

(b) School Provision

Many of the respondents raise concern about future roll projections and available capacity within Peebles High School. The possibility of needing another High School is raised to cope with possible housing developments. There are also concerns about Primary School capacities within the town of Peebles whilst the viability of Walkerburn Primary School is raised. The capacity concern is shared by the parents from Kingsland and Priorsford, with potential population growth being cited as a potential future issue. Responses from these Primaries suggest that Halyrude be looked at in relation to denominational status and whether the spare capacity in the school could be utilised differently.

The number of small Primary Schools in the High School catchment is raised as a possible issue for consideration. Respondents are seeking information on future-proofing the estate linked to possible housing developments and the impact upon roll projections.

Both Walkerburn and Eddleston Primaries responded with concerns about the falling rolls and the impact this can have on the community. Walkerburn respondents express concern about the number of placing requests made to other schools. The absence of an Early Years provision in Eddleston and Out of School Care in Walkerburn are believed to be factors in people making

choices to attend other schools.

The importance of rural schools is expressed by many respondents who have moved specifically to a rural area for the type of education provided.

A few respondents question the provision of Roman Catholic Education /religious schools.

A view is expressed that class sizes are large due to budget cuts. It will be important to communicate to parents correct information on class sizes and national legislation as there has been no cuts in this area.

(c) Catchment

The catchment for Cardrona was raised in a number of responses in relation to whether this should be aligned to St Ronans rather than Priorsford.

Eddleston respondents raise the possibility of their catchment being extended to relieve pressure upon the large Primary rolls in the town of Peebles. There is also a request to consider expanding the catchment to include the Lamancha and Manor Valley area.

A few respondents ask the question of possibly reviewing parts of the catchment areas which border with Midlothian and Dumfries and Galloway.

A number of respondents expressed that they viewed the catchment areas to be appropriate and requested no change.

(d) School Transport

Many respondents made positive and favourable comments regarding school transport. A number of helpful suggestions and comments were also made, which will be followed up, eg arrival times at schools, costs of taxis.

The pupils from West Linton cannot however always access extra-curricular activities when they transfer to Peebles High due to transport restraints.

(e) School Buildings and Facilities

Many respondents request that future build requirements for Secondary education in the Peebles catchment is considered as a priority. The consensus of opinion from the responses relating to Peebles High was that while there are areas which are of a high standard, namely the new PE facility and the atrium, there are other areas, particularly the maths tower, which are viewed to be in need of replacement. The view from parents is that the High School is under pressure capacity wise and there are accessibility

issues, eg Maths tower.

Parents in Kingsland are very positive about the excellent facilities provided in the new building.

Priorsford parents are very positive about the location of their school and recognise areas where investment has led to refurbishment, however they would prefer the temporary units to be removed and all provision to be in proper buildings.

St Ronan's Primary is perceived to be in need of upgrading works, especially the toilets and gym hall. The heating and windows in particular are highlighted as areas of concern. The outdoor environment is viewed very positively.

The new buildings in West Linton and the refurbished Newlands are viewed as excellent and it is reported that both communities make good use of the enhanced facilities.

Eddlestone respondents view their building condition as being very good/excellent.

Walkerburn respondents view the building condition as good, but would like to see improvements made. The concern regarding parents parking in the playground will be investigated.

(f) Quality of Education and Learning Opportunities

Many of the respondents comment very favourably upon the good reputation, exam results and achievement levels at Peebles High School. Comments are made about a number of parents choosing private education in Edinburgh.

Newlands respondents view the quality of education to be excellent.

Eddlestone respondents view the quality of teaching to be very high and are very positive about their child's learning experiences.

Walkerburn respondents express mixed views on the quality of the learning experience for their children.

Kingsland respondents view the quality of education and opportunities to be very good/excellent.

Priorsford respondents overall view the quality of education to be very good/excellent.

St Ronan's respondents make many suggestions regarding modernising and improving the curriculum rather than comment on the quality of education. All comments have been noted and will be discussed with school staff and senior education staff.

West Linton respondents commented upon the improving quality of education at the school.

The Halyrude respondent commented positively on the quality of education at the school.

Respondents across the schools in the cluster would like to see improvements in ICT provision, a focus on improving the quality of some teaching staff. Many respondents expressed the importance of a rounded education including work based learning.

Respondents across communities highlighted a broad range of community activities available for children and young people.

A number of respondents expressed views about the fiscal challenge.

Kelso High Cluster of Schools

(a) Response Levels

40 people attended the engagement event and 24 respondents completed a questionnaire. Pupil responses were received by mail: Edenside (48) and Broomlands (10) were the only schools to present pupil responses.

Response numbers from the Kelso cluster were relatively low compared to other clusters of schools. There were no responses from Morebattle Primary School. There was understandably a high level of satisfaction with what is due to be provided in the new buildings being delivered for Broomlands Primary School and Kelso High School.

(b) School Provision

Most of the respondents state that they feel there is the right number of schools in the cluster, but a number do state that there are too many schools compared to the capacities and roll numbers and question the viability of all the schools remaining in the cluster.

A rationalisation of education provision is raised by a number of respondents in order to maintain standards of education provision and obtain the best value from the finances we have available.

Pupils in Broomlands think there are the right number of schools although they think their own school can be cramped. They also think that the schools with under 100 pupils may be too small. Their view is that pupils come to Broomlands as it is friendly and near home but they may choose to go elsewhere if the classes are too big.

Edenside pupils believe that schools should be big enough to ensure that there are enough pupils in each year group. These pupils suggest that people choose to attend a school close to home and where they have heard positive things about the school. They believe it is important to be with peers and so think that pupils may move to a bigger school to have more friends.

(c) Catchments

An Ednam respondent raised the matter of the Hume catchment, suggesting it moves into Ednam but is currently Greenlaw.

A respondent asks that the catchment for Morebattle and Yetholm is reviewed as both schools are under capacity and are only 4 miles apart.

The cost of the small schools is raised by an Edenside and Kelso respondent and suggestions made that the 4 small schools in the catchment area are educated in the town of Kelso.

A review of the Kelso High School and Jedburgh Grammar School catchments is commented upon as being a possibility for review to ensure financial efficiency.

(d) Transport

Some parents feel that the school estate in Kelso is too close together and that the large volumes of housing on the South side of the town have long distances to travel to either school. Queries were raised about the provision of transport for pupils living on this side of the town and around the impact the new High School location will have on transport entitlement.

(e) School Buildings and Facilities

Edenside Primary has some areas which require investment and upgrading, however the works underway to incorporate the Early Years provision into the main building is viewed favourably. A concern is raised about dining arrangements. Many parts of Edenside are viewed by the pupils to be in good condition, the classrooms, hall, library and playground are among those identified as such. The toilets were identified consistently as in need of improvement.

Apart from the toilets, the building at Broomlands is viewed to be in fair condition. Pupils are happy they are getting a new school and pleased that it will still have access to the outdoor spaces. They would like the new school to be less open plan than they currently have.

The Sprouston respondent raises concern about storage space and safety in the playground raised by the Ednam respondent.

(f) Quality of Education and Learning Opportunities

Kelso High School respondents express concerns about teacher recruitment, retention and quality. The staff respondent expressed concern for smaller Secondary Schools to be able to provide the breadth of learning experiences and subject choice available to

pupils in larger Secondary Schools.

Edenside respondents view the quality of education to be very good/excellent. Edenside pupils are of the view that their school has good facilities for the provision of education. They have opportunities to participate in activities after school

Broomlands pupils view the quality of education to be very good and express that they are taught well. They would like more practical learning experiences. Learning in Broomlands is viewed positively; the pupils would welcome more practical activities. There are many activities held in the evening and at weekends particularly using the outside areas.

The Ednam respondent views the quality of education to be very good.

Selkirk High Cluster of Schools

(a) Response Level

30 people attended the engagement event and 72 people contributed to the on-line questionnaire, with the majority of respondents making comments about Kirkhope Primary School (46 responses) and Yarrow Primary School (13 responses). It is important to note that Kirkhope community members made the highest community response to the consultation. Kirkhope pupils were very positive about their school.

(b) School Provision

The overall view of respondents is that the number of schools is appropriate. The Kirkhope community feel that it is important to maintain both Yarrow and Kirkhope Primary Schools, especially following the mothballing of Ettrick. The community view is that the schools are essential to the future sustainability of the Selkirk valley. A strong case is made linking the re-generation of the Selkirk and Yarrow Valley to the continuation of education provision in both Yarrow and Kirkhope Schools and the re-instatement of nursery education in both schools. The importance of Kirkhope and Yarrow Primary Schools to the re-generation of the Valleys is expressed as the life blood of the Valley communities – the sustainability of the Valley population is viewed to be directly linked to the sustainability of the nursery and primary education. There is an expectation from the community that Ettrick Primary will move from mothballed to closure status.

The sports provision in the town was raised as a concern.

(c) Catchments

Respondents commenting upon Kirkhope Primary School present mixed views on catchments. Many would like to see Bowhill

Estate included in the catchment.

Respondents from Yarrow Primary School would like to see Yarrowford re-instated into its catchment rather than it remaining in Philiphaugh's catchment.

Many of the respondents from the Yarrow and Selkirk Valleys indicate the need to look at catchments and consider how best to provide nursery provision within the Valley rather than in the town of Selkirk.

(d) Transport

Lilliesleaf respondents are positive about school transport arrangements.

Kirkhope respondents comment upon the impact the withdrawal of the bus 'up the Valley' has had upon the pupil roll. Parents would like to see the re-instatement of subsidised transport from Selkirk to Kirkhope.

Yarrow parents comment that the quality of school transport is excellent.

The children in the Yarrow family have to travel 25 miles to nursery. Many families cannot afford to make the journeys and also feel that this is too long a distance for small children every morning. Respondents ask the Council to consider re-opening the nursery provision in the Valley schools.

(e) School Buildings and Facilities

Selkirk High School respondents view the condition of the school to be good.

Knowepark respondents express concern about the suitability of their current Victorian building and their small concrete playground. They view the school condition to be fair to poor and see the toilets, gym hall and dining room especially in need of upgrading. Concerns regarding disabled access and toilets are expressed.

Lilliesleaf respondents view parts of the building as fair and other parts requiring upgrading, eg the nursery, temperature control, library.

The Kirkhope respondents rate the condition and quality of the school buildings and facilities to be very good/excellent.

The Yarrow respondents rate the condition of the school buildings and facilities to be very good/excellent.

(f) Quality of Education and Learning Opportunities

The quality of teaching at Selkirk High School is viewed highly by

respondents.

The quality of education at Knowepark Primary School is viewed by respondents to be improving and of good quality.

The Lilliesleaf respondents view the quality of education positively commenting on the way parent helpers support the delivery of the curriculum as a key strength.

The community, the parent and the pupil respondents all highly rate the quality of education being offered in Kirkhope, in particular the environmental and outdoor education opportunities and nurturing approaches. Community involvement in the life of the school is viewed as outstanding.

The respondents view the quality of education in Yarrow Primary School as excellent due to high quality teaching, positive staff/pupil relationships and high quality facilities.

The community respondents from the Kirkhope and Yarrow Primary Schools highlight the significant role the school plays in the integration of families into the local communities.

Overall the respondents from the Selkirk cluster of schools express huge positivity towards the quality of education both within the town and Valley schools.

There were very few comments made about St Joseph's RC Primary School.

Hawick High Cluster of Schools

(a) Response Levels

40 people attended the engagement event and 63 people contributed to the on-line questionnaire with the nearly 50% of the responses coming from stakeholders of Trinity Primary School. School responses from pupils were received from 5 schools, Trinity, Drumlanrig and St Margaret's returned questionnaires completed by pupil representative groups and there were responses submitted online from Hawick High and Burnfoot.

There are no responses from Denholm Primary School.

(b) School Provision

There is a mixed view about the school provision in the Hawick cluster. Some respondents express that there are too many schools and they should be rationalised, whereas others state that the number should remain. Quite a few respondents question the viability and under-utilisation of St Margaret's RC and call for a review of the provision.

Drumlanrig Primary pupils believe schools are fine where they are although some are too big and don't have enough pupils to fill them. People want to go to school near their homes and not to travel too far.

The pupil group from Trinity comprised 20 pupils from across the school and a separate submission from the Primary 7 class. About half of them are happy with the number of schools in Hawick, but the other half expressed ideas about changing the number. People attend the school because it is friendly and supportive and closest to home.

Pupils from St Margaret's think the number and sizes of schools in Hawick is just right. Pupils attend this school because it is small and they can receive more time from the teacher.

Burnfoot is attended by pupils who live nearest the school and is reported to have the perfect number of pupils.

A number of respondents support the view that there should be a rationalisation of the estate so that best use is made of resources. The mothballed status of Hobkirk Primary School will need to be reviewed and the impact upon catchment considered.

(c) Catchments

Trinity respondents raise significant concerns about the formal changes made to the Trinity catchment during digitalisation, which led to a number of streets in Hawick previously in the Trinity catchment area being put into the Drumlanrig catchment area. It was highlighted that attending Trinity requires a pupil to cross one road but with existing catchments the pupils would be expected to attend Drumlanrig which involves the pupil having to cross 6 roads.

Drumlanrig respondents have expressed that they find the catchment areas confusing and Wilton respondents state that catchments are in need of review. A range of respondents across the Hawick area comment upon catchment anomalies and ask that catchments should be reviewed.

Newcastleton respondents have stated that they wish to remain in the Hawick catchment area.

(d) Transport

The main transport issue expressed by respondents across the Hawick cluster is parking around schools and associated health and safety challenges, ie they expressed that walking to school is encouraged more across the town.

(e) School Buildings and Facilities

Hawick High School respondents raise concern about the quality of the building and rate the condition as poor compared to the new build secondary schools in the Scottish Borders. They would like to see the dining area improved, the windows replaced and the heating upgraded.

Drumlanrig respondents view the condition of the building as varied: some parts are good and some are poor. They would like to see the windows upgraded.

Trinity respondents view the condition of the building from fair to good. They would like to see the gym hall, the windows and the outdoor playing space improved.

Wilton respondents feel that the school is in need of redecoration and upgrading and the condition is poor. They would like to see the windows upgraded.

Stirches respondents view the condition of the school as good.

Newcastleton respondents view the condition of the school as very good. They would like to see the internal decoration upgraded.

Burnfoot respondents view the condition of the school as good. They would like to see the roof fixed.

Drumlanrig Primary pupils say their school offers good facilities for learning but they would like to see upgrading in a number of areas of the school.

The pupils in Trinity think that the school and playground are in good condition but would like a bigger gym hall, new windows and improvements to the entrance areas.

St Margaret's pupils say they work hard to keep the school tidy and think it is in good condition with more than enough facilities for education. However, they would like new windows.

The Burnfoot building is viewed by pupils to be in good condition overall with the outside area being particularly nice. There is good accessibility.

The response from high school pupils reported that the school is in poor condition and in need of refurbishment and new furniture. This would be viewed to provide a more positive learning environment. The halls, PE facilities and canteen are viewed to be in better condition and the main building, changing rooms and music department are thought to be most in need of improvement. Accessibility is not good with too many stairs and levels.

The overall view expressed by respondents in the Hawick cluster area is that a number of schools are in need of upgrading.

(f) Quality of Education and Learning Opportunities

Respondents express mixed views on the quality of education at Hawick High School.

Drumlanrig respondents are positive about the quality of education and view it as good/very good. They would like to see more clubs at lunchtime and after school.

Trinity respondents overall rate the quality of education as good/very good.

Wilton respondents view the quality of education as good.

Stirches rate the quality of education as very good/excellent.

Newcastleton respondents rate the quality of education as very good.

Burnfoot respondents express that the children receive a high standard of education.

Galashiels Academy Cluster of Schools

(a) Response Level

50 people attended the engagement event and 50 people contributed to the on-line questionnaire. More than 50% of the responses were from respondents from Galashiels Academy. A total of 34 pupil responses were submitted from Pupil Councils in St Peter's, Clovenfords and Stow as well as 14 responses from Glendinning and 16 from Gala Academy.

(b) School Provision

There is a mixed view regarding school provision. A number of respondents express the view that there are too many Primary Schools and these should be rationalised both within the town and outwith the town of Galashiels. There is a concern that the provision was to be reviewed over 10 years ago. There are mixed views on what future provision could look like. The possibility of a 3-18 campus and rationalisation of schools is suggested. A community campus with all public sector services incorporated is suggested. There is a view that Galashiels will expand because of the railway and respondents would like to see a future proofed estate plan.

Clovenfords pupils describe how their school serves the community well and believe that pupils choose to attend because of the lovely environment, good facilities and supportive teachers. Stow Pupil Council also thinks that the school is a good size to

serve their village and that most people attend because it is close to home.

Pupils in Glendinning believe the number of schools in the area is correct and worry that reducing this would lead to people without cars having to walk a long way to school. They think their school is welcoming and people choose to come for this reason and possibly because they prefer a smaller school.

St Peters Pupil Council also believes the number of schools to be appropriate and think that their reputation is the reason people choose their school.

The view of the Academy pupils is that there are maybe too many small primary schools in the town. They think that most people who come to the academy do so because it is close to home. Many of the responses indicated concern that a large number of pupils choose to attend Earlston High because the facilities are better and the school is in better condition there and the academy pupils feel that the appearance of their school lets them down in this respect. However, some pupils report that the strong sporting achievements at Gala Academy attract pupils to come to the school.

(c) Catchments

Many respondents wish the catchments in the cluster to be reviewed as they feel they are out of date. The process for allocating placing requests is not viewed to be robust.

(d) Transport

Concerns are raised about the costs of transport for pupils from Tweedbank who have to pay no matter which High School they attend.

(e) School Buildings and Facilities

Almost all of the Galashiels Academy respondents express concern about the quality of the building and facilities and believe that it impacts upon parental and pupil choice leading to placing requests to Earlston High School. Respondents feel that this is an equity issue due to the difference in the quality of facilities. Other than the assembly hall and extension, most pupils from Gala Academy think that the building needs a complete overhaul. The changing facilities in the PE department are highlighted as being particularly poor.

Burgh respondents view the condition of their building to be fair and raise concern about accessibility for all pupils.

Clovenfords respondents view the condition of their building to be

excellent.

Glendinning respondents view the condition of their building to be fair/poor and raise concerns about accessibility for all pupils.

Fountainhall respondents view the condition of their building to be good but would like to see the toilet facilities upgraded.

Stow respondents view the condition of their building as fair but express concern re soundproofing and the railway.

St Peter's respondents view the condition of their building to be fair/good but express concerns about the location and the lack of a grass play space and sports space as the hall is a shared dining/ PE facility.

Tweedbank respondents view their building to be good/excellent especially the new nursery provision.

At Clovenfords the only improvements the pupils would like to see is the addition of playground equipment and paths.

Glendinning pupils report that while most of the school is viewed to be in good condition, the classrooms and toilets are cold and the toilets are in poor condition.

St Peter's pupils feel likewise that the majority of the school is good but the toilets need work. They would also appreciate the nursery being part of the main school and require more storage. Pupils at Stow appreciate the condition of their classrooms and hall. They find the tin roof noisy and request sound proofing to the walls.

There is an overall view that the primary schools in Gala are in need of upgrading and modernisation.

(f) Quality of Education and Learning Opportunities

Overall the majority of respondents are very positive about the quality of education being provided at Galashiels Academy.

All of the primary respondents across the cluster primary schools are very positive about the very good quality of education their children are receiving.

A number of suggestions are made to improve educational experiences and these will be followed up at school level.

Stow pupils believe their school provides suitable facilities for learning overall and they would suggest improvements to the PE equipment, library and IT equipment.

Pupils from Clovenfords, Glendinning and St Peters describe the opportunities they have very positively.

All the primary pupils identify a broad range of activities and clubs they participate in and the Clovenfords, St Peters and Stow are particularly well utilised for this purpose.

A number of suggestions to improve learning at the Academy were identified including: better equipment, more innovative teaching methods, IT provision, pupil involvement and choice and more interaction with peers and staff.