



**SCOTTISH BORDERS COUNCIL
TO BE HELD ON THURSDAY, 29TH
NOVEMBER, 2018**

Please find attached the Report and Appendices in respect of Item 18 on the agenda for the above meeting

18.	Secondary School Estate Review Update Galashiels, Hawick, Peebles and Selkirk (Pages 3 - 96) Consider joint report by Interim Service Director Children and Young People and Service Director Assets & Infrastructure. (Copy report and 3 appendices attached.)	15 mins
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COMMUNITY LEARNING & SECONDARY SCHOOL ESTATE REVIEW UPDATE - GALASHIELS, HAWICK, PEEBLES AND SELKIRK

**Report by Interim Service Director Children & Young People and
Service Director Assets & Infrastructure**

SCOTTISH BORDERS COUNCIL

29 November 2018

1 PURPOSE AND SUMMARY

- 1.1 This report provides an update of the continuing progress that has been made regarding the development of Individualised Strategic Plans for the school communities in Galashiels, Hawick, Peebles and Selkirk and recommends the next steps to be undertaken.**
- 1.2 In April 2018, Elected Members approved the creation of Individualised Strategic Plans for Galashiels Academy, Hawick High School, Peebles High School and Selkirk High School. This report details the education models that are currently being considered; provides copies of the analysis that have been carried out regarding sites in Galashiels and Hawick; recommends the next steps to be undertaken in respect of each Plan, including the further engagement that is required with the wider communities; summarises the work carried out in each of the secondary schools that is planned for future maintenance; provides indicative costs and timetabling for the delivery of either a new secondary school or campus model in each of the 4 communities; and recommends a priority and sequence of investment across the 4 communities.

2 RECOMMENDATIONS

2.1 We recommend that Elected Members: -

- (a) approve the recommendations regarding the proposed next steps for the Individualised Strategic Plan of each of the schools;**
- (b) Agree the proposed indicative sequence and priority for investment as:**
 - 1. Galashiels**
 - 2. Hawick**

- 3. Selkirk**
- 4. Peebles;**

- (c) note the on-going improvement and maintenance works undertaken to date and planned for future; and**
- (d) note that a further report will be prepared and presented to Members setting out a detailed delivery programme and the financial implications of progressing Galashiels as a first priority. The timescale of that report will be dependent upon further community consultation regarding the preferred education model and discussions on funding with Scottish Government and Scottish Futures Trust.**

3 BACKGROUND

- 3.1 On 26 April 2018, Elected Members approved the creation of Individualised Strategic Plans for Galashiels Academy, Hawick High School, Peebles High School and Selkirk High School (report attached as **Appendix 1**). These Strategic Plans will enable the development of a bespoke strategy for each of these schools in line with the principles of the School Estate Review and the pillars of the Christie Commission.
- 3.2 Following the completion of the new Kelso High School, construction operations having commenced in Jedburgh, and in the April 2018 Report, Children and Young People's Services expressed its ambition to replace, or alternatively, substantially improve all remaining 4 high schools at the earliest opportunity; with a target to achieve replacement of all 4 within the next 10-15 years. This timeframe is consistent with the end of the PPP contract for the 3 x PPP High Schools at Earlston, Eyemouth and Berwickshire which will ensure that all secondary schools within the Borders will have received significant investment within a 25 year timeframe since the commencement of the operational phase of the PPP project.
- 3.3 Progress has been made with each of the Strategic Plans; Children & Young People Services and Assets & Infrastructure have worked together to identify education and property concepts for each town. This report outlines the progress that has been made regarding each plan and outlines the educational and property options that have been identified.
- 3.4 Where appropriate work is being undertaken in collaboration with other public sector bodies within the area to identify opportunities to share facilities and services within proposed new school developments and to enable effective management of the infrastructure investment to help achieve best value. This work is being carried out in conjunction with and funded jointly by Scottish Futures Trust (SFT), a body established by the Scottish Government to manage infrastructure investment.
- 3.5 In early November 2018, SBC and Police Scotland were successful in being jointly awarded £40,000 of Capital Enabling (Feasibility) Funding from Hub South East and SFT to undertake a joint study of Police Scotland facilities in both Galashiels and Hawick with a view to understanding the potential future investment priorities required in order to meet their present-day operational requirements. As noted in paragraph 3.4, and a clear Government mandate that co-location and collaboration of public sector services is to be encouraged, it is considered appropriate that a joint review of the facilities currently provided by Live Borders and Police Scotland are undertaken to assess their potential for rationalisation and co-location with the new schools. This may include for example the re-provisioning of leisure services as an integral part of any new community campus.
- 3.6 Approval was given in April to the carrying out of improvements at each of the high schools, addressing issues raised following the engagement events in early 2018, funded from the School Estate Block Allocation Programme. This report outlines the progress made and details the improvements carried out to date at each school. Increased investment will be required year on year to maintain these 4 high schools to a functional standard given

their age and current condition. Agreeing to a sequence of priority investment will allow the finite maintenance budget to be re-profiled to target maintenance of those properties requiring to be maintained over a longer period while ensuring delivery of the curriculum in each instance.

- 3.7 The Education Core Facts information provided to Scottish Government annually for the entire estate comprises three distinct measures – sufficiency, suitability and condition. Condition is measured on a scale of A-D, with A being the best and D the worst. Eleven individual elements of the physical fabric are assessed to determine the overall condition rating. At present, the current identified maintenance requirements in Galashiels Academy and Hawick High School are:

Galashiels Academy -	£2.2m
Hawick High School -	£0.6m

4 INDIVIDUALISED STRATEGIC PLANS

- 4.1 Following the success of securing Government funding for the intergenerational campus model at Jedburgh it has been considered prudent to investigate campus options for each of the communities. It should be noted that there are different potential campus models – from a single integrated building (such as Jedburgh) to a collection of multiple buildings on a shared site or sites which could include 'separate' nursery, primary, ASN or leisure accommodation in addition to a secondary school.
- 4.2 For the purposes of this report, reference to a campus model is not predicated at this stage on a specific design solution which may ultimately vary from town to town. Two options (new secondary school only or a campus solution) have been considered and costed for each community using established metrics and are detailed later in this report.
- 4.3 The engagement sessions held in each of the communities in early 2018 were to obtain initial views on the secondary education provision in each town and share ideas about future provision. Accordingly, further community consultation will be required regarding campus options in respect of Galashiels and Hawick to explore the full potential of these sites.
- 4.4 Statutory community consultation is vital to the development of the Strategic Plans in accordance with the Schools (Consultation) (Scotland) Act 2010 irrespective of whether it is a 'like for like' new school or new campus model. Indicative costings have also been prepared regarding each option along with a table indicating the potential cost implications related to the indicative timetable for delivery.
- 4.5 In April 2018, Elected Members agreed that Hawick and Galashiels were both priorities for investment. Accordingly, architects have been appointed to prepare an Options Analysis for each town - considering the available sites that can accommodate either a new secondary school and/or a campus and to provide schematics of how the accommodation could fit for each model.

- 4.6 The Options Appraisal Reports for Galashiels and Hawick are attached as **Appendices 2** and **3** respectively. The sections below detail the proposed next steps for each Strategic Plan.
- 4.7 While work will continue regarding the development of educational and property options for Peebles and Selkirk (with further consultation currently being planned to take place in the next 3-6 month), Galashiels and Hawick will continue to be prioritised at this stage. Officers will continue to assess the priorities for investment and will continue to monitor capacity within the Peebles cluster which may require priorities to be adjusted at a future date.

5 GALASHIELS

- 5.1 The current schools within the Galashiels cluster are noted below, with the schools located within the town highlighted.

	Condition	Suitability	Roll	Capacity	Occupancy
Galashiels Academy	C	C	805	1215	66%
Balmoral Primary School	C	B	103	150	69%
Burgh Primary School	C	B	205	235	87%
Glendinning Terrace Primary School	C	C	75	125	60%
Langlee Primary School	A	A	253	406	62%
St. Margaret's RC Primary School **	C	B	63	125	50%
St Peter's Primary School	C	B	248	310	80%
Clovenfords Primary School	A	A	122	150	81%
Fountainhall Primary School	B	B	16	50	32%
Heriot Primary School	B	B	27	75	36%
Stow Primary School	B	A	78	100	78%
Tweedbank Primary School	B	B	162	208	78%

** denotes denominational provision

- 5.2 The options currently being considered are:

(a) **Option 1 – New Secondary School**

This option assumes that a new secondary school only is constructed to provide a state-of-the-art community learning environment designed to improve the experience and outcomes for every learner. It is envisaged that the new school will have capacity for up to 1,100 pupils and will also provide specifically designed space and facilities for pupils with Additional Support Needs (**ASN**). A programme to improve and/or replace the existing primary schools in the town would require to be considered separately at a later date.

(b) **Option 2 – Campus Model**

The condition, suitability and sufficiency of the school estate across the town have also been considered. Apart from the recently opened Langlee Primary School, the school estate is generally rated as C (Poor, showing major defect and/or not operating adequately).

A campus model could therefore provide an opportunity to deliver a state-of-the-art solution addressing the wider property issues across the school estate in Galashiels, while facilitating access to new improved learning experiences and outcomes for nursery, primary and secondary pupils.

For the purposes of this report however, the campus option considers a 2 campus approach for the town with the recently completed Langlee Primary School forming one of the retained sites:-

GALASHIELS			
Option	Comprising	Pupil Roll	Total Roll
New High School	Secondary School	1100	
	ASN	50	1150
Campus Model	Secondary School	1100	
	Primary	650	
	ASN	50	
	Nursery	200	2000

- 5.3 As stated above, there many different campus models ranging from an integrated 3-18 model to a collection of buildings on one or more sites sharing facilities. The consultation process with the community will help shape the solution for Galashiels. It must be noted that any option for Galashiels that considers making changes to St Margaret’s RC Primary will require careful consideration and planning given the particular protections and processes attached to denominational education.
- 5.4 Site analysis of several sites across Galashiels has been carried out to establish which sites are suitable and can accommodate a secondary school or a campus option. While 4 sites were initially identified in the town, only 2 are large enough to accommodate a new secondary school or a campus. The sites identified as options are – (1) Scott Park and (2) Netherdale as detailed in **Appendix 2**.
- 5.5 It is proposed that further consultation is undertaken with the community, in accordance with the Schools (Consultation) (Scotland) Act 2010 and with parents, pupils and staff to determine the preferred option in terms of educational model and site. This will help develop a detailed and bespoke proposal to take forward to the next stage of the process. At the same time discussions will be progressed with the public, private and third sector regarding the potential for other services to share services and facilities. This will include consideration of inclusion of the community facilities within the town.
- 5.6 While both Galashiels and Hawick High Schools are both classed as Grade C in relation to Condition under the Core Facts data, Galashiels will require significantly more financial investment on an element by element fabric basis in order to remain a fully functioning asset with no impact on the delivery of the curriculum. It is recommended therefore that Galashiels is the first priority for investment given the current condition and suitability of the existing school in relation of the rest of the estate.

5.7 Galashiels Academy requires significant expenditure over the short to medium term to keep the building wind and watertight and fully functional; this includes c£1m for a new roof on the games hall, which despite being repaired this year, still has a very short residual lifespan. While additional improvements to the Academy since the feedback from stakeholders have included the replacement of the Secondary Support Centre, improved security and circulation and there will be further consideration required shortly for the replacement of the heating, lighting and floor in the Games Hall during financial year subject to prioritisation of the high school's programme.

6 HAWICK

6.1 The current schools within the Hawick cluster are noted below, with the schools located within the town highlighted.

	Condition	Suitability	Roll	Capacity	Occupancy
Hawick High School	C	C	817	1339	61%
Burnfoot Community School	C	B	254	373	68%
Drumlanrig St Cuthbert's Primary School	C	C	311	340	91%
Stirches Primary School	C	B	109	150	73%
Trinity Primary School	C	B	212	307	70%
Wilton Primary School	C	B	206	307	67%
Denholm Primary School	A	A	105	125	84%
Newcastleton Primary School	B	B	68	100	68%

NB: With the recent agreed closure of St Margaret's RC, there is no longer any denominational school provision in Hawick.

6.2 The educational models that have been considered are: -

(a) **Option1 - New Secondary School**

This option assumes that a new secondary school is constructed to provide a state-of-the-art learning environment designed to improve the experience and outcomes for every learner. It is envisaged that the new school will have capacity for up to 900 pupils and will also provide specifically designed space and facilities for pupils with ASN. A programme to improve and/or replace the existing primary schools in the town would require to be considered separately at a later date.

(b) **Option 2 - Campus Model**

The condition, suitability and capacity of the school estate across the town have also been considered. All the schools within the town are rated as being C (Poor - showing major defect and/or not operating adequately). This option would comprise all stages of nursery, primary, secondary and ASN education on a campus site or sites with a combined capacity for 2,500 pupils. A campus model could provide an opportunity to provide a state-of-the-art solution to the property fabric

issues across the school estate while facilitating a new seamless, integrated approach to learning in the town.

- (c) Given the size, scale and cost of such a single campus solution however, comprising some 2500 pupils and implications for pupil transport for example, it is also considered appropriate that a dual campus approach is investigated that might seek to consolidate education provision on two sites (north and south for example) within the town. This would likely introduce an additional layer of complexity to any future consultation process.

HAWICK			
Option	Comprising	Pupil Roll	Total Roll
New High School	Secondary School	900	
	ASN	50	950
Campus Model	Secondary School	900	
	Primary	1200	
	ASN	50	
	Nursery	350	2500

- 6.3 An initial options analysis of the available sites within the town that can accommodate a new school or campus has been prepared and is attached as **Appendix 3**. 10 sites have been considered within the town, with 2 being considered too small for a new secondary or campus option. The remaining 7 sites as shown in Appendix 3 were taken forward to the next stage of the appraisal.
- 6.4 There are other complex issues within Hawick however aside from questions of scale and accessibility, in particular with relation to flood risk. While the existing High School site in Hawick has been included within the Options Appraisal, it is noted that further detailed investigations are required regarding the currently proposed flood prevention works (the Hawick Flood Protection Scheme (HFPS) at this site and the nature of permissible development works which could render this and other adjacent town centre sites undevelopable for an education project of this scale.
- 6.5 HFPS will deliver protection to the town generally at a level commensurate with 1 in 75-year flood events. Early advice is that any new school provision on the same site or at same level, would require to achieve, a higher level of protection commensurate with its classification as a strategic asset. In addition, other sites are already identified within the Local Development Plan in terms of business, mixed use or industrial zoning and this could have a detrimental impact on the wider economic health of the town if utilised for educational purposes and an analysis would therefore be required.
- 6.6 As stated above there are several different campus models. Campus options for Hawick will require further testing considering property/site options. Given the location of the other sites currently being considered and the geography of the town it is recognised that access and transportation requirements may result in a single site campus option not being suitable

for the community, accordingly other campus models will be considered. It is essential that further consultation is undertaken with the community, parents, pupils and staff to determine the preferred option(s) in terms of educational model(s) and site(s). This will help develop a proposal to take forward to the next stage of the process. At the same time discussions will be progressed with the public, private and third sectors regarding the potential for other services to share services and facilities. This will include consideration of inclusion of the community facilities within the town.

- 6.7 It is recommended that Hawick continues to be a priority for investment as the condition and suitability of the school estate within the town remains poor. The identification of suitable site(s), the impact of the Hawick flood prevention scheme and education option(s) requires more investigation and this work will be progressed in conjunction with further engagement and consultation with the community. It is still considered plausible that a solution can be achieved within 5-10 years. A considerable refurbishment programme which has been ongoing for 2 years in Hawick, has resulted in refurbishment of pupil learning areas across several areas of the school, improved security and entrance areas and full refurbishment of the library to create a more appropriate social and study space. Creation of 2 new Home economics labs supported the reintroduction of the subject into the curriculum this session and planned improvements continue with energy efficiency works and upgrading of the PE changing facilities.

7 SELKIRK

- 7.1 The current schools within the Selkirk cluster are noted below, with the schools located within the town highlighted.

	Condition	Suitability	Roll	Capacity	Occupancy
Selkirk High School	C	C	401	729	55%
Knowepark Primary School	B	B	247	373	66%
St Joseph's RC School	C	B	40	50	80%
Philiphaugh Primary School	C	C	125	150	83%
Kirkhope Primary School	B	B	7	50	14%
Lilliesleaf Primary School	B	B	53	117	45%
Yarrow Primary School	B	B	13	50	26%

- 7.2 From experience with the Jedburgh Intergenerational campus model it is considered appropriate that a 3-18 campus option could be considered for the Selkirk cluster. This could comprise all the schools within the town and potentially a partial inclusion of the rural schools within the cluster, as was suggested during the pre-consultations with pupils from P6 and P7 transitioning to the campus. The options proposed for consideration could comprise: -

SELKIRK			
Option	Comprising	Pupil Roll	Total Roll
New High School	Secondary School	500	
	ASN	50	550
Campus Model	Secondary School	500	

	Primary	434	
	ASN	50	
	Nursery	160	1,144

- 7.3 Previous consultation with the community has focussed on secondary education. It is therefore proposed that further consultation is undertaken with the community, parents, pupils and staff to determine the preferred option in terms of educational model. This will help develop a proposal to take forward to the next stage of the process. Discussions will also be progressed with the public, private and third sector regarding the potential for other services to share services and facilities.
- 7.4 Engagement sessions are planned to take place shortly to consider the valley catchment areas and to seek views on the rural schools in the area which are all operating at very low occupancy levels. Parents in the valley catchment and adjacent areas will receive a letter inviting them to attend the events to share their views.
- 7.5 Work will continue to develop a Strategic Plan for Selkirk, with the intention of a school or campus being delivered in approximately 10 years' time subject to funding. The priority for investment will continue to be reassessed as the Strategic Plans develop. In the meantime, improvements which are being carried out in response to the consultation feedback will create improved facilities in the school and social spaces, upgrade toilet facilities, improve security and complete energy efficiency works. Further maintenance works will be carried out from Block Allocation.

8 PEEBLES HIGH SCHOOL

- 8.1 The current schools within the Peebles cluster are noted below, with the schools located within the town highlighted.

	Condition	Suitability	Roll	Capacity	Occupancy
Peebles High School	B	B	1272	1519	84%
Halyrude Primary School **	B	A	89	125	71%
Kingsland Primary School	A	A	393	439	90%
Priorsford Primary School	B	B	425	472	90%
Broughton Central Primary School	B	B	70	125	56%
Eddelston Primary School	B	B	43	100	43%
Newlands Primary School	A	A	79	100	79%
St Ronan's Primary School	C	B	268	340	79%
Walkerburn Primary School	B	B	17	75	23%
West Linton Primary School	A	A	234	340	69%

** denotes denominational provision

- 8.2 Primary and secondary schools within Peebles currently have limited capacity for increased roll numbers, which is the main concern in this location as opposed to issues of condition at Galashiels and Hawick. Both Priorsford and Kingsland primary schools are operating at 90% capacity and

Peebles High School at 84% capacity and further work on projected roll figures is required. It is recommended that any decision to build a new school or campus model must form part of an overall SBC masterplan for the town taking cognisance of projected housing developments, transport links, infrastructure (including flood risk) and the local development plan.

- 8.3 In addition to considering options for a new secondary school it was also considered prudent to consider campus options. For the purpose of this paper Kingsland Primary School has not been considered as part of the campus option given its location in the town and the recent substantial investment into the building and its facilities. It should also be noted that any campus option comprising Halyrude School will require careful consideration and planning given the protections and processes attached to denominational education. Discussions will also be progressed with the public, private and third sector regarding the potential for other services to share services and facilities.

PEEBLES			
Option	Comprising	Pupil Roll	Total Roll
New High School	Secondary School	1519	
	ASN	50	1560
Campus Model	Secondary School	1519	
	Primary	650	
	ASN	50	
	Nursery	160	2379

- 8.4 In April 2018, Children and Young People advised that further consultation was required within the cluster. In agreement with the head teachers in the cluster, consultation is scheduled to take place in early 2019 with pupils (P6-S6) regarding the secondary learning experience and outcomes that they wish to achieve. These sessions will be facilitated by external facilitators. It is proposed that the outcome of the pupil consultation will be shared and discussed at engagement sessions with staff and parents across the cluster. This process will assist in determining concepts which can then be informally consulted upon within the community and will provide a platform for all stakeholders to work together to achieve a learning provision to meet the overriding principles of both the School Estate Review strategy and the Christie Commission. Officers do not underestimate the scale of the potential challenges which may emerge during these consultations.
- 8.5 Works carried out in Peebles in response to feedback received in the earlier consultation event include energy efficiency works to upgrade heating and lighting. The school management team have assessed circulation routes and are content that these are acceptable. A group of staff, parents and pupils are working on a proposal to improve security around access and egress, and there is a feasibility study to improve accessibility to the music department. Funding has been identified in the Education capital block to fund recommendations from this work which has still to be carried out.
- 8.6 Based on the current condition and suitability ratings of the school estate in the Peebles cluster, Peebles is currently recommended to be delivered

within a 10-15 year timeframe. The position regarding condition and suitability will continue to be assessed in line with Scottish Government guidance, with a greater proportion of the maintenance budget being allocated to the school over time while recognising the earlier completion of the Millennium wing and more recently the standalone Peebles sports facilities on the current site.

8.7 It is recognised that further work on pupil projections is required given the potential for further housing development across the cluster. The projected numbers will be monitored on an ongoing basis to ensure that the capacity within the schools is appropriate measures to manage this are taken and if required the timetabling for investment across the secondary estate will be revisited.

9 INDICATIVE COSTS AND DEVELOPMENT PROGRAMME

9.1 Indicative costs have been calculated for both new high school and campus options for each community. These figures have been calculated utilising the standard current metrics that the Scottish Government and SFT use in their determination of the funding for new schools and community learning environments. These metrics are based on a calculation of £ cost per m² per pupil, with different values and space allocated for each learning stage (nursery, primary and secondary). Facilities are generally funded on a like for like basis, with no assumed increase to accommodate growth, i.e., as might be the position in Peebles.

9.2 Costs have been forecast to illustrate programme options to deliver all four schools across a timeframe of circa 14 years. An assumption of inflation has also been made in accordance with industry standard norms. The calculations also assume additional space is provided within each option for use by partners in each school or campus as follows: -

- Galashiels and Hawick - 400m²
- Peebles - 500m²
- Selkirk - 150m²

Community	Option	Illustrative Completion Dates			
		2023	2026	2029	2032
Galashiels	Campus	£61.6m	£71.3m	£82.7m	£95.6m
	New Secondary	£47.9m	£55.4m	£64.2m	£74.3m
Hawick	Single Campus	£82.6m	£95.6m	£110.7m	£128.2m
	New Secondary	£39.8m	£48.4m	£58.8m	£71.6m
Selkirk	Campus	£44.9m	£51.9m	£60.1m	£69.7m
	New Secondary	£27.7m	£32.1M	£37.2m	£43.0m
Peebles	Campus	£78.3m	£95.1m	£110.1m	£127.6m
	New Secondary	£59.2m	£68.6m	£79.4m	£92.0m

NB: Figures in bold identify the campus model in each instance based on recommended sequencing and timescales and the overall consolidated roll numbers indicated. These figures also exclude any additional community or leisure elements.

10 CONSULTATION AND LEGAL PROCESS

- 10.1 The Schools (Consultation) (Scotland) Act 2010 (**Act**) specifies situations where a local authority must carry out statutory consultation in accordance with the Act. This includes school closures, relocations, changes to catchment areas and changes regarding transition to secondary school. The Act lays down specific protocols and requirements in relation to the consultation process and engagement with local communities. The Statutory Guidance for the Act confirms that pre-consultation engagement forms an important part of the consultation process. While the pre-consultation process is not prescribed in the Act, it requires that a local authority considers carefully how to engage constructively with communities in advance of a statutory consultation.
- 10.2 Full compliance with the Act and the accompanying Statutory Guidance is essential to ensure integrity of the Statutory Consultation process in order that any proposal is not called in for review by the Scottish Government. In the event of a school closure proposal, the Scottish Government will scrutinise every aspect of the consultation process and if they identify that a Council has failed to comply with the Act or has failed to take account of a material consideration they may call in the proposal for review; which could ultimately result in the consent to the proposal being withheld and the Council being unable to commence a further consultation regarding the school for a minimum period of 5 years. Accordingly, all consultation must comply and adhere with the provisions of the legislation to ensure it is compliant and robust.
- 10.4 There are also specific protocols requirements regarding denominational schools in the Education (Scotland) Act 1980. Any proposal that may include a proposal to close a denominational school or cease provision of denominational education must be comply fully with the legislative requirements. Pre-consultation is required with the Church. The support of the Church and the denominational community to any closures or changes to provision of denominational education can be critical and specific Secretary of State approvals will be required.

11 CONCLUSION AND RECOMMENDATIONS

- 11.1 Progress has been made in respect of all the Strategic Plans and it is now recommended that further engagement and consultation takes place with each community to progress the Plans.
- 11.2 However, Galashiels has emerged as the priority to take forward to next stage on the basis the current issues with the fabric of the Academy and the projected maintenance costs, both short and medium term. In addition the consultation work undertaken in early 2018 on the educational vision identifies that the community are more clear on what is required. Finally, the identified sites in Galashiels do not present any unresolvable issues from a technical and planning perspective. As only two sites have been identified, which present significantly less complexity than is present in Hawick; there is a clearer strategy and vision for the delivery of education in Galashiels.

- 11.3 While Hawick High School has issues regarding its building condition and maintenance, the issues regarding identifying a deliverable site and vision for an education model are much more complex and more work is required to take this forward in conjunction with the community. It is stated within this report that the complexities around the selection of a preferred location in Hawick present significant challenges from either flooding or a local plan perspective.
- 11.4 The property maintenance issues are not as significant at Selkirk or Peebles at this point on time; however, both will still require considerable expenditure in this regard. It is the intention to have further engagement with these communities to work on the options to take forward to the next stage of the Strategic Plans.
- 11.5 As has been identified within the report, due to potential role and capacity pressures however, particularly in Peebles, the priority of the Strategic Plans beyond Galashiels will continue to be re-assessed in a proactive manner.

12 IMPLICATIONS

12.1 Financial

- (a) As stated in the 26 April 2018 paper to Elected Members, the transformation of the school estate will require significant additional investment with funding support from the Scottish Government being a prerequisite. Both Kelso and Jedburgh attracted significant funding from Government to meet part of eligible capital costs. A High School will typically receive funding on a like for like basis at a level of two thirds Government funding and one third Council funding and 50/50 for Nursery and Primary schools. It should be noted however that these proportions only apply to the provision of education space and the inclusion of community and other ancillary space within schools places a greater burden on the council share of funding. By way of example the funding package for Jedburgh based on "allowable costs" under the SFT model was closer to a 50/50 share.
- (b) Kelso and Jedburgh have been funded through the DBFM model (Design, Build, Finance and Maintain) in partnership with Scottish Futures Trust and Hub South East Scotland. This model is designed to fund part of the annual running costs, i.e., capital financing, hard FM and lifecycle while the Council remains responsible for other costs e.g. rates, cleaning, soft FM, utilities and catering costs of the building.
- (c) As an indication of cost, the new Jedburgh campus will cost approximately £33m in capital terms and will be projected to incur additional annual revenue costs to the Council of c£1.4m per annum. It is anticipated at this stage that the same revenue funding model, DBFM structure and use of Hub South East will apply to any new high school project, whether replaced on a like for like basis or as a campus solution. Applying a similar arrangement suggests for example that a Galashiels project delivered in 2023 at £62M will result in revenue cost in the order of £3M per annum over a 25 year period for a campus

model and £2.1m for a £48m secondary school based on extrapolation to 2023 prices

- (d) The ongoing restrictions on public finances, limits on the council tax and competing priorities within the capital programme present significant challenges to the council in funding even the initial Galashiels secondary school project.
- (e) The delivery of a campus model, if this is the model favoured by communities and Elected Members, allows for the closure of other facilities which would provide revenue savings to offset this cost. A significant diligence exercise requires to be undertaken to assess the potential scope of property rationalisations and the savings that could accrue from closing buildings and rationalising provision on one or more campus sites in each town.
- (f) Should Members decide to proceed with Galashiels as the first priority an assessment of the Council's available borrowing capacity will be required to ensure the mandatory limits imposed by the prudential code are not breached.
- (g) The inclusion of Galashiels and Hawick within the 10 year capital programme will require amendments to the phasing of the capital plan and accommodating these projects may, it is anticipated, require projects already in the approved capital plan to be re-profiled.
- (h) There is no prospect based upon current funding parameters, of the Council being able to deliver 4 high schools within the 10 year time frame of the capital plan 2019 - 2029.

12.2 Risk and Mitigations

- (a) The main risks to these proposals are:-
 - (i) Legal Risk – a failure to comply with the provisions of the Act regarding the prescribed consultation processes or the provisions of the Education (Scotland) Act 1980 regarding denominational or other education might limit SBC's ability to proceed with any option to change the current school estate. The processes prescribed in the legislation must be adhered to. These risks can be mitigated by carrying out robust and extensive informal consultation with the communities in the school cluster regarding the educational and property options and also liaising closely with the Archdiocese in regard to any option or proposal regarding changes to denominational education. Legal Services will continue to work closely with Children and Young People Services and Assets and Infrastructure regarding all consultation (informal and formal).
 - (ii) Failure to secure funding - Any proposal will be dependent on securing funding from the Scottish Government as all investment models for the School Estate are delivered in partnership with the Scottish Government. The Scottish Government are at the end of the current "Schools for the Future Programme". It is noted within this report that an announcement of a £1bn infrastructure

fund commencing in 2020 has been made on 21 November. Officers have made contact with the Scottish Government to arrange to meet to review this announcement and its suitability for any of the projects noted within this report. It is likely that this meeting will be held before the end of the calendar year.

- (b) In order to ensure that Scottish Borders Council remains in a position to respond to this announcement, the Service Directors of C&YP and A&I continue to maintain regular dialogue with respective SFT and Scottish Government officers regarding our School Estate programme and planned investment strategy (including standalone primary school provision). In seeking to progress an Individualised Strategic Plan for each of the secondary schools, Scottish Borders Council will be in a position to bid for investment funding when the Government announcements are made.

12.3 Equalities

Equalities Impact Assessments have been commenced in relation to the individual proposals for each school.

12.4 Acting Sustainably

Acting sustainably is embedded within all actions contained within the School Estate Review.

12.5 Carbon Management

Carbon management assessments will be contained within the individual community plans of the next stage of the School Estate Review.

12.6 Rural Proofing

Rural proofing is embedded in the legislation which governs the School Estate Review.

12.7 Changes to Scheme of Administration or Scheme of Delegation

There are no changes to either the Scheme of Administration or the Scheme of Delegation as a result of the proposals in this report.

13 CONSULTATION

- 13.1 The Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Chief Officer Audit and Risk, the Service Director HR and the Clerk to the Council have been consulted and any comments received have been incorporated into the final report.

- 13.2 Given the likely high levels of public interest, there has been close liaison with Corporate Communications.

Approved by

Stuart Easingwood, Interim Service Director Children & Young People

Signature

Martin Joyce, Service Director of Assets & Infrastructure

Signature

Author(s)

Gillian Sellar Solicitor	01835 824000
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Background Papers:

Previous Minute Reference: Scottish Borders Council, 26 April 2018

Appendices: Appendix 1: Secondary Schools Review, Scottish Borders Council, and
26 April 2018
Appendix 2: Stallan- Brand Report - Galashiels
Appendix 3: Stallan-Brand Report – Hawick

Note – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Katrina Wilson can also give information on other language translations as well as providing additional copies.

Contact us at Council Headquarters, Newtown St Boswells, Melrose, TD6 0SA

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**SCHOOL ESTATE REVIEW
SECONDARY SCHOOLS REVIEW – GALASHIELS, HAWICK,
PEEBLES AND SELKIRK**

Report by Director of Children and Young People’s Services

SCOTTISH BORDERS COUNCIL

26 April 2018

1 PURPOSE AND SUMMARY

1.1 This report provides Elected Members with:-

- (a) **A summary of the assessment process that has been undertaken regarding the condition, suitability and capacity of each of the secondary schools in Galashiels, Hawick, Peebles and Selkirk.**
- (b) **A summary of the engagement that Council officers have undertaken with pupils, staff, parents, Parent Councils and the community in each of the school clusters regarding the future vision for learning provision in each of the areas.**
- (c) **Recommendations regarding the creation of a Secondary School Individualised Strategic Plan regarding the future of each of these schools.**

1.2 The proposed Secondary School Individualised Strategic Plans would contribute significantly to the vision and priorities set out in the Council’s Connected Borders Strategic Plan. The secondary school strategy has the opportunity to contribute to: connected communities, eg improved opportunities for learning; enterprising communities, eg workforce; communities of well-being, eg opportunities for intergenerational learning; communities of caring, eg a place where communities can come together to support families.

2 RECOMMENDATIONS

2.1 **I recommend that Scottish Borders Council:-**

- (a) **Approves the creation of a Secondary School Individualised Strategic Plan regarding the schools in Galashiels, Hawick, Peebles and Selkirk; which will enable Council officers to**

develop a bespoke strategy for each of these schools in line with the principles of the School Estate Review and the pillars of the Christie Commission, with an update report brought back to the Scottish Borders Council Committee in October 2018.

3 BACKGROUND

- 3.1 On 7 November 2017 the Executive Committee approved a number of recommendations set out in the paper School Estate Review Next Steps 2017/18. This included approval to carry out a detailed assessment of the four secondary schools that have not been rebuilt (Galashiels Academy, Hawick High School, Peebles High School and Selkirk High School) regarding their condition, suitability and capacity. These assessments were to provide a platform for the strategies to be developed through the review process for each school.
- 3.2 At this time the Executive also approved a change to the guiding principles of the School Estate Review. These principles would shape the proposed strategies for each school:
- (a) Increased educational and learning opportunities for all generations within the community;
 - (b) Improved outcomes for the community;
 - (c) Sustainability;
 - (d) A future proofed community learning estate;
 - (e) Affordability.
- 3.3 Any proposal made regarding the four secondary schools will also encompass the four pillars of the Christie Commission:-
- (a) **Partnership** – Developing local partnership and collaboration, bringing public, third and private sector partners together with communities to deliver shared outcomes that really matter to people.
 - (b) **People** - Unlocking the full creativity and potential of people at all levels of public service, empowering them to work together in innovative ways. Help the creation of ways for people and communities to co-produce services around their skills and networks.
 - (c) **Performance** – Demonstrating a sharp focus on continuous improvement of the National Outcomes, applying reliable improvement methods to ensure that services are consistently well designed, based on the best evidence and are delivered by the right people to the right people at the right time.
 - (d) **Prevention** – Reducing future demand by preventing problems arising or intervening early. Promoting a bias towards prevention, helping people understand why this is the right thing to do, the choices it implies as well as the benefits it can bring.
- 3.4 All investment models for the Secondary School Estate are delivered in partnership with the Scottish Government. The Scottish Government has established the Scottish Futures Trust (SFT) to help Councils take forward infrastructure projects. SFT operates at arm's length from the Scottish Government and works with every Local Authority across Scotland to drive

forward the Scottish Government's Schools for the Future programme. SFT's role is to efficiently and effectively manage the programme to help Local Authorities achieve the very best value-for-money for their investment in new schools.

- 3.5 The Scottish Government have not yet announced the latest education investment plan, which will include future funding for the Schools for the Future programme. In February 2018, John Swinney Deputy First Minister advised that a detailed plan would be announced later this year. In order to ensure that Scottish Borders Council is in a position to respond to this announcement, the Service Directors are maintaining regular dialogue with SFT and Scottish Government officers regarding our School Estate programme. In seeking to progress an Individualised Strategic Plan for each of the secondary schools, Scottish Borders Council aims to be in a position to bid for investment funding when the Government announcements are made.

4 ASSESSMENT PROCESS

- 4.1 Changes to the School Estate are subject to the School (Consultation) (Scotland) Act 2010 (the Act). The Act lays down specific protocols and requirements in relation to the consultation process and engagement with local communities. The Statutory Guidance for the Act confirms that pre-consultation engagement forms an important part of the consultation process. While the pre-consultation process is not prescribed in the Act, it requires that Councils determine the approach they wish to adopt and consider carefully how to engage constructively with communities in advance of a statutory consultation.
- 4.2 In the event that a Council does not comply in full with the Act and the accompanying Statutory Guidance, the integrity of the Statutory Consultation process can be undermined and open to challenge. In the event of a school closure proposal, the Scottish Government will scrutinise every aspect of the consultation process and if they identify that a Council has failed to comply with the Act, or has failed to take account of a material consideration, they may call in the proposal for review. This could ultimately result in Ministerial consent to the proposal being withheld and the Council being unable to commence a further consultation regarding the school for a minimum period of five years.
- 4.3 Taking cognisance of the importance of the pre-consultation phase, Council officers sought to design a process which was robust and fair. In this instance, as the Council was assessing investment opportunities for four schools and the resultant implications on each community, it was therefore essential that each community was given the same engagement opportunities and that all information was assessed on the same basis. Best practice dictated that the Council provided all information and evidence required to inform the community in this pre-consultation process to ensure equal opportunity and the integrity of all information.

- 4.4 A community engagement process was designed to comprise:
- (a) Walk rounds by Council officers of each site with the Senior Management Team of each school and representatives of the Secondary School Parent Council;
 - (b) Presentations by Council officers to each Secondary School Parent Council;
 - (c) Meetings with Headteachers and Secondary School Parent Councils; and
 - (d) Community engagement workshops at each secondary school.
 - (e) The Portfolio Holder was a key participant in every stage of the engagement process. Local Members attended the community workshops.
- 4.5 The community engagement workshops were arranged at each secondary school to allow pupils, staff and community members the opportunity to:
- (a) Consider information regarding the current school building: suitability, condition and capacity;
 - (b) View architect's concepts of new learning provision;
 - (c) Meet with representatives of the Parent Councils to discuss their views and visions for the future of learning provision in the community;
 - (d) See/hear pupils' views of the current schools and their ideas and visions regarding the future learning provision in their community;
 - (e) Discuss the information and comments with Council officers; and
 - (f) Provide feedback, share ideas, make comments and ask questions.
- 4.6 The workshops were communicated to the public through press releases issued on 21 February to all local media, Scottish Borders Councillors, MPs and MSPs. Both ITV Borders and Radio Borders covered the story. A news story was published on the Scottish Borders Council website and was publicised through social media on 21 February, with two further social media pushes – one for each event and one of the day of the event. Letters were also issued to every parent of school aged children in each of the clusters with "Groupcall" text reminders before and after each event.
- 4.7 An on-line engagement form was created to capture opinions, comments and ideas. Paper copies were available at the engagement events. Responses were also asked for in writing, by e-mail or by phone. All responses will be used as part of next steps and key themes have been compiled within a summative document (Appendix 1).

4.8 There have been considerable challenges ensuring adherence to this engagement process as some stakeholders wished to promote a particular viewpoint and/or use the workshop to present specific views and concerns regarding potential changes to the school estate. The Workshops were designed to capture as many views and ideas as possible from across the school and wider community, rather than debate the merits of a specific proposal at this stage. The questions were kept open ended rather than follow the statutory consultation approach which asks questions relating to specific proposals, eg whether there should be a new school or refurbishment. The aim of the workshop was to provide a platform for the sharing of robust information which would then facilitate informed debate and the generation of ideas regarding the future provision of learning in each cluster. Unfortunately in one school community there were inherent concerns about Council consultation processes, based upon historic experiences within the community, and there was also a view within a core group of stakeholders that the National Schools for the Future Programme is not achieving positive outcomes. There were clearly some tensions within some community stakeholder groups which did not evidence the level of community cohesion or joint vision required to proceed to a statutory consultation process. However, it has to be noted that in the Galashiels cluster and the Hawick cluster there were very clear cohesive views that signposted readiness for 'further conceptual work' and 'readiness for detailed consultation' on future plans. In the Selkirk cluster and Peebles cluster further informal consultation work is required to bring together stakeholders in partnership with the Council to explore some of the tensions and provide more detailed information in response to concerns or enquiries in order to arrive at a more unified vision and concept for future education provision in these clusters. Officers will continue to work within each cluster to continue to build engagement and address next steps.

5 ASSESSMENT OF CONDITION

5.1 A detailed assessment of the condition of each of the secondary schools was carried out by Scottish Borders Council surveyors. The surveys were carried out in accordance with Scottish Government guidance, which requires the building condition to be assessed on a five yearly basis. The guidance details how condition should be assessed and stipulates weighting that should be applied to each element to give overall scores:

A: Good	Performing well and operating effectively (physical element carries out function totally as new)
B: Satisfactory	Performing adequately but showing minor deterioration (physical element carries out function satisfactorily, may show signs of age)
C: Poor	Showing major defects and/or not operating adequately (physical element does not carry out function effectively without continuous repair, show signs of age)
D: Bad	Economic life expired and/or risk of failure

5.2 The most recent surveys were carried out in 2016 and 2017 for each of the schools. While the condition varies widely across each of the properties, there are elements in each school which are materially better or worse than other parts of the school, e.g. elements of Galashiels and Hawick are

D rating whereas Peebles has A rated sport facilities following investment in the last 5 years. Based on the Government guidance, the overall Condition Assessment for each school is:

	Overall Condition
Galashiels Academy	C
Hawick High School	C
Peebles High School	B
Selkirk High School	C

6 ASSESSMENT OF SUITABILITY

6.1 A detailed assessment of the suitability of each of the secondary schools was carried out by Turner & Townsend early in 2018. This was carried out in accordance with Scottish Government guidance. This guidance details how suitability should be assessed and stipulates the weighting that should be applied to each element to give overall scores:

A: Good	Performing well and operating effectively (the school buildings and grounds support the delivery of services to children and communities)
B: Satisfactory	Performing well but with minor problems (the school buildings and grounds generally support the delivery of services to children and communities)
C: Poor	Showing major problems and/or not operating optimally (the school buildings and grounds impede the delivery of activities that are needed for children and communities in the school)
D: Bad	Does not support the delivery of services to children and communities (the school buildings and grounds seriously impede the delivery of activities that are needed for children and communities in the school)

6.2 The overall suitability of each school is:

	Overall Suitability
Galashiels Academy	C
Hawick High School	C
Peebles High School	B
Selkirk High School	B

6.3 Each of the schools has elements that are good/satisfactory but also elements of poor/bad. Across the four schools, issues have been highlighted regarding accessibility and safety and security, which will be improved and addressed through the annual school estate block allocation programme.

7 ASSESSMENT OF CAPACITY

7.1 We have assessed the capacity of each of the schools basing this assessment on the current roll of each secondary school and cluster primary schools:

	Capacity- number of pupils could attend	Pupil roll – school session 2017/2018	Current capacity - %
Galashiels Academy	1,217	825	68%
Hawick High School	1,339	852	64%
Peebles High School	1,450	1240	86%
Selkirk High School	729	385	53%

- 7.2 There are no pressures projected on Galashiels Academy, Hawick High School or Selkirk High School with occupancy not projected (based on current cluster primary school rolls) to exceed the following capacities over the next four years:

	Projected Capacity
Galashiels Academy	75%
Hawick High School	70%
Selkirk High School	60%

- 7.3 In Peebles, however, the school roll is currently the largest it has been over the last 20 years. Based on the current primary school rolls within the cluster, occupancy is projected to sit between 90% and 95% in the next four years; therefore it is likely that measures to address roll increases will be required. It also has to be noted that these figures do not take into account any current or future house building in the cluster. Further work is ongoing to ensure these projections are as accurate as possible.

8. NATIONAL CONTEXT

- 8.1 To compare where Scottish Borders schools sit in the National context, the Council has compared the ratings above with the latest information published last month by the Scottish Government indicating the position as at 1 April 2017:

8.2 Condition -

- a) 83% of secondary schools in Scotland were rated either as A or B.
- b) 4 Councils have 100% of their secondary schools rated as A schools (Falkirk (8), Inverclyde (6), South Lanarkshire (17) and Stirling (7).
- c) 59 schools were rated as C.
- d) 2 schools were rated as D – Midlothian and Moray.
- e) At the time of the data release Scottish Borders Council had 5 C rated secondary schools, which was 55% of its secondary schools.

- f) At this time Scottish Borders had the 3rd highest percentage of C rated schools – Moray 63% and South Ayrshire 63%.
- g) Only 3 Councils had more C rated schools than Scottish Borders – Highland (12), Fife (7) and Dumfries and Galloway (6).
- h) Since this data release Scottish Borders Council has opened Kelso High School and works have commenced at Jedburgh.

8.3 Suitability -

- a) 81% of secondary schools were rated either A or B.
- b) 4 Councils have 100% of their secondary schools rated as A - Clackmannanshire (3), Inverclyde (6), South Lanarkshire (17) and Stirling (7).
- c) At the time of the data release Scottish Borders reported 1 C rated school; however the recent assessment has shown there are currently 2 C rated schools.
- d) There were 64 (18%) C rated schools across Scotland at this time.
- e) 6 schools were rated as D.

8.4 Overall, the current 2018 position would be that two of the Council's schools (Galashiels Academy and Hawick High School) are C graded, i.e. 22%. It should be noted that the Council has made significant progress in recent years in improving the school estate.

8.5 The block allocation will address key upgrade issues identified by this current assessment process.

9 ENGAGEMENT WITH THE COMMUNITY

9.1 The Workshops were well attended by a wide range of people across the communities. The Workshops did stimulate a high level of engagement and debate. It was a particularly effective method for the pupils to share their views and comments about the present and the future. The pupils have to be commended upon their contribution and positive engagement. The quality of their engagement, their ideas and the sensitivity displayed throughout was impressive across all school communities and is to be commended.

9.2 Details of each engagement session and the comments and themes that arose at each event are attached in Appendix 1. The events were held as follows:

	Date	Number of Attendees	
		Pupils	Staff/Parents/Community
Galashiels Academy	13/3/2018	382	82
Hawick High School	20/3/2018	514	69

Peebles High School	21/3/2018	370	234
Selkirk High School	26/3/2018	390	80

10 RESPONSE FORMS

- 10.1 An on-line Response Form was created on the Citizen Space platform. The details of website page and links were reported through the press release, social media and Groupcall. Lap tops were available at each engagement event to enable completion of the form and hard copies and details of the link were circulated.
- 10.2 In the period from 18 March to 16 April the Council received in excess of 510 completed forms. These comprised the following:-

	Total On-line Responses
Galashiels Academy	84
Hawick High School	92
Peebles High School	288
Selkirk High School	47

- 10.3 A further 385 forms have also just been received from pupils at Peebles High School. These will now be analysed in full and will be considered as part of the next stage of the proposed Strategic Plan process.
- 10.4 Several themes can be identified across the responses for each school cluster and these are summarised in Appendix 1. The common theme across the four school clusters is that pupils, staff and the community wish there to be positive changes and improvements to both learning opportunities and the learning experience.

11 CONCLUSION AND RECOMMENDATIONS

- 11.1 It is the ambition of Children and Young People's Services that all four of these secondary school learning environments are replaced or substantially improved at the earliest possible opportunity. Ideally this timeframe would not stretch beyond 15 years. This aim is to ensure that the secondary school provision across the region is not only graded A for condition and suitability, but will also provide the learning opportunities and experience that young people require to reach their full potential in the Scottish Borders.
- 11.2 It is therefore recommended that a Secondary School Individualised Strategic Plan is created for all the schools to ensure that Scottish Borders Council is in a position to maximise its funding opportunities in line with the Scottish Government's investment programme.
- 11.3 While the assessments of Condition, Suitability and Capacity form part of the School Review process, the guiding principles of the School Estate Review and the 4 pillars of the Christie Commission are key considerations

in this process. These principles will shape the individualised plans for each secondary school as the Council seeks to ensure that the learning provision in each school cluster:

- a) Is a well-designed, accessible, inclusive learning environment for all the community that will drive new thinking and change;
- b) Is an integral part of the community it serves;
- c) Accommodates and provides a range of services, activities and facilities that make a difference to health and wellbeing and will sustain economic growth and bring strength and vibrancy to communities;
- d) Is sustainable with design, construction and operation that is environmentally and energy efficient;
- e) Is efficiently run and delivers value for money;
- f) Is flexible and responsive to changes in demand for school places and evolved in consultation with learners, staff, parents and the community.

11.4 After assessing all the information gathered through the workshops, the on-line response forms and the assessments of the condition, suitability and capacity of each school, it is clear that bespoke solutions are required for each provision:

- a) In Galashiels and Hawick there is strong appetite for a new school and for improved opportunities and experiences. However, further work is required regarding deliverable concepts and an assessment of all possible options. Work will take place to identify all potential stakeholders across the public, third and private sectors to fully involve partners in the creation of an Individualised Strategic Plan for a community learning concept for each cluster. Considering the context of possible future funding announcements by the Scottish Government in 2018 and the overall C assessment of each school, this work needs to progress at a pace and will include ongoing discussions with Scottish Government partners. These two projects will go forward as a priority to the next stage of design and be brought back to Council to report progress in October. It is important to note that partnership funding is essential to any secondary school community learning project of this magnitude and the key to success in obtaining funding is very much arriving at an innovative design for the future with full community support and evidence that the new concept will transform outcomes for young people, their families and the whole community.
- b) In Peebles while over 90% of respondents indicated that they considered that a new school is required to (1) accommodate the projected growth in school roll; (2) provide both the learning opportunities and experiences required in 21st century; and (3) deal with the safety and security and accessibility issues. It was clear that some respondents, in particular the Parent Council, are wary of replacing a school with a new build which might not meet their

expectations or match some of the facilities that they have now. Opposition has already been expressed by local residents to any form of development within the site and this challenge will need to be carefully considered and progressed. Given this juxtaposition, it is proposed that further consultation within the cluster is carried out to discuss all these concerns and to help design a concept that will deliver the best outcome for the children and community of the Peebles cluster. It is also hoped that this consultation will facilitate a platform for all stakeholders to work together to achieve a learning provision to meet the overriding principles of both the School Estate Review and the Christie Commission. This work will need to link into housing developments and the production of accurate medium and long term pupil roll projections.

- c) In Selkirk, while there was strong appetite for change, it was also clear that many respondents also had concerns about the current primary provision in the cluster regarding condition, suitability and falling rolls (valley primary schools). It is therefore proposed that further engagement is undertaken with all the school communities across the cluster to determine what the future of all stages of education should look like across the Selkirk cluster. There was a real interest expressed in exploring other models of learning in the town. It should be noted that this exploration does not make any presumption regarding the rural school provision within the cluster; the concept needs scoped out within each nursery/primary school learning community based upon educational and community benefits of current provision and possible same benefits within a future concept.

11.5 Given the requirement for a bespoke solution for each cluster, it is proposed that approval is given to the commencement of a Secondary School Individualised Strategic Plan. At this stage this will involve:

- a) Carrying out further consultations within the communities to work to establish a deliverable concept for the future of learning in the cluster;
- b) Establishing briefs to enable options analyses to be carried out to establish what options are available in each school cluster regarding location, facilities etc;
- c) Establishing links with local businesses within the cluster to identify opportunities to work together regarding curriculum opportunities;
- d) Identifying and working with other potential stakeholders in the public, third and private sector to help define a concept and a solution for each cluster which will meet the principles of the School Estate Review and the Christie Commission;
- e) Carrying out further analysis regarding to medium and long term pupil roll projections;
- f) Working with Finance and meeting with SFT and Scottish Government officers to discuss the Scottish Government's investment programme.

- 11.6 While the Secondary School Individualised Strategic Plan is progressed, and in response to issues raised by pupils, it is recommended that works continue at the schools under the School Estate Block Allocation Programme to improve the learning environment: this will include works on the PE Department at Galashiels Academy; ongoing improvements to improve condition and use of space in Hawick High School; the creation of improved social space at Selkirk High School; improved accessibility at Peebles High School.
- 11.7 A progress report will be brought back to Council in October 2018.

12 IMPLICATIONS

12.1 Financial

The proposed works at Galashiels, Hawick, Peebles and Selkirk will be funded by the School Estates Block Allocation Programme.

Transformation of the Secondary School Estate will require significant additional funding with financial support from the Scottish Government being a pre requisite. The replacement of Kelso High School and the development of the new Jedburgh Intergenerational Campus has attracted funding from Scottish Government to meet 66% of eligible capital costs.

Both schools have been delivered using a revenue funding model which is designed to fund the annual running costs, eg rates, cleaning, power etc, life cycle and financing costs of the building.

For illustrative purposes the additional costs of Kelso High School were £467,000 at 2018/19 prices and the Jedburgh Campus is anticipated to be £1,435,000 in 2020/21 prices. These sums are the additional cost per annum to the Council. Both figures are net of Government financial contributions. The costs of new school provision can be expected to be comparable to the costs of Jedburgh below, but will vary depending on the footprint of the buildings, applicable inflation and the facilities delivered therefrom. It should be noted that these costs exclude costs that will be avoided through not having to maintain old time expired buildings.

Net additional costs (compared to previous Budget):

	Kelso £	Jedburgh £
Running costs, rates, FM etc	192,000	160,000
Lifecycle costs	275,000	300,000
Financing (1)		975,000
Total additional annual Council cost	467,000	1,435,000

- (1) The funding model for Kelso required the Council to pay for construction of the new Broomlands and Langlee Primary Schools with financing costs of Kelso met by grant from Scottish Government.

Previous Annual Running Cost Budget for Schools *

	£
Kelso	304,000
Jedburgh Grammar	321,000
Howdenburn	102,000
Parkside	94,000

*Existing buildings are not life-cycled.

12.2 Risk and Mitigations

The main risks to these proposals is the challenge of financing these remaining 'communities for the future – including secondary school learning provision' and managing the additional costs that these improved buildings will bring to the overall fiscal context of the Council. The stakeholder responses and assessment of suitability/condition of the buildings clearly identify the case for improvement when compared to the national context. These risks will be mitigated in the interim through the prioritisation of the annual 'block allocation' allocated to the school estate. The medium term need for significant investment is being mitigated by this ongoing work and preparation of a case for change in each community and ongoing dialogue with the Scottish Government.

12.3 Equalities

Equalities Impact Assessments will be carried out in relation to the individual proposals for each school.

12.4 Acting Sustainably

Acting sustainably is embedded within all actions contained within the School Estate Review.

12.5 Carbon Management

Carbon management assessments will be contained within the individual community plans of the next stage of the School Estate Review.

12.6 Rural Proofing

Rural proofing is embedded in the legislation which governs the School Estate Review.

12.7 Changes to Scheme of Administration or Scheme of Delegation

There are no changes to either the Scheme of Administration or the Scheme of Delegation as a result of the proposals in this report.

13 CONSULTATION

13.1 The Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Chief Officer Audit and Risk, the Service Director HR and the Clerk to

the Council have been consulted and any comments received have been incorporated into the final report.

13.2 Given the likely high levels of public interest, there has been close liaison with Corporate Communications.

Approved by

Donna Manson
Service Director Children & Young People **Signature**

Author(s)

Name	Designation and Contact Number
Donna Manson	Service Director, Children and Young People

Background Papers: School Estate Review Next Steps 2017/2018 (Executive Committee – November 2017)

Previous Minute Reference: Executive Committee, 7 November 2017

Appendices: Appendix 1: Summary of Responses

Note – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Donna Manson can also give information on other language translations as well as providing additional copies.

Contact us at Council Headquarters, Newtown St Boswells, Melrose, TD6 0SA

Tell us what you think about the current suitability, condition and capacity of your secondary school?
GALASHIELS
<ul style="list-style-type: none"> • The overall view is that the school is dated, tired and run down. It was designed for a 1960's curriculum and is not suitable for modern learning. • Concerns were raised about the fact that buildings are not fully accessible, with some parts being totally inaccessible to wheelchair users. • The stairwells and corridors are crowded, the lunch hall too small and there is a lack of social areas. • Concern was raised about the road running through the campus and the security issues arising from different buildings. • PE facilities and toilets were highlighted as being in particularly poor conditions. The games hall is not suitable for use in poor weather. • Many pupils reported problems with heating, with many areas being too hot or too cold.
HAWICK
<ul style="list-style-type: none"> • Again, the overall view is that the buildings are outdated and run down with a view that many parts are no longer fit for purpose. • The building is sprawling and difficult to navigate and is not fully accessible with some areas being impossible for wheelchair users to navigate. • The condition of the building is reported to be having a negative effect on pupils (and staff), affecting morale and sense of worth. • Concerns were raised about security and safety with so many entrances and exits and with crowding in the lunch hall and corridors. • Heating and ventilation were highlighted as again being problematic.
PEEBLES
<ul style="list-style-type: none"> • It was recognised that the new sports facility is excellent, however the majority of respondents considered that most of the rest of the building is tired, outdated and not suitable for 21st century education. • There was a lot of concern about the size of the school, as many respondents consider that with an increasing population that school will reach capacity soon. • Again, the issues of security, cramping in corridors and lack of social spaces were consistently raised. Time taken by pupils to navigate around the disjointed, haphazard mix of buildings, was highlighted as impacting on learning time. • Accessibility has been highlighted as a significant concern. Music, for example, cannot be offered as a subject to anyone in a wheelchair without an unacceptable route through the car park having to be taken to access the department. • The maths tower was highlighted as being the worst condition and most unsuitable building.
SELKIRK
<ul style="list-style-type: none"> • Feedback showed that the building is felt to be tired and in need of modernisation and upgrading with some parts needing replaced. • The building is not felt to meet the needs of modern learning and teaching. • Issues common to other schools such as heating and ventilation issues, limits on social spaces, canteen facilities being too small and accessibility to some areas were again raised in Selkirk. • The proximity of the A7 and the narrow pavements were highlighted as being of concern. • The responses suggested that there is a feeling that Selkirk does not have the same facilities as other Border schools.

What would you like to see in the future?
GALASHIELS
<ul style="list-style-type: none"> • The consensus of opinion was for a new school to be built on the existing site. • It was suggested that better use of the outdoor opportunities on the campus could be made. • The responses advocated a core facility for the town, in the heart of the community, of which the community could be proud and which would offer opportunities for all ages of learners. • Opportunities for work experience were viewed to be important. • Views were strong that the facility should be equipped to support and enhance innovation in learning. • Some responses suggested that opportunity to incorporate other provisions such as the library, swimming pool and even primary accommodation could be explored.
HAWICK
<ul style="list-style-type: none"> • There was a very strong demand for a new school to provide a 21st century learning environment for the children. • Equally strong demand for the school to be more integrated into the community was reported. • Responses requested more vocational opportunities and improved facilities for sports and arts. • A new school was believed to be important in inspiring the children and attracting new staff. • Many responses considered that there is a need for improved social spaces for teenagers out of school hours. • Many responses placed high importance on a new school being designed to ensure pupils feel safe and nurtured.
PEEBLES
<ul style="list-style-type: none"> • A significant majority of the responses want to see a new secondary school to replace the existing building. • Some responses suggested a second High School in the west of Tweeddale could be a solution to capacity issues. • A small number of responses favoured a refurbishment of the existing building, this view was as a result of concerns relating to a belief that a new school would be detrimental in size and layout. • Responses highlighted concern that there may be redrawing of catchments for Innerleithen and Walkerburn and while not a proposal, this would be strongly opposed. • All views wanted to see improved facilities in almost all departments. • There was strong support for the retention of the new and much appreciated PE facility.
SELKIRK
<ul style="list-style-type: none"> • There was strong appetite for a new school, however some respondents believed the existing school could be successfully upgraded. • There is a demand for out of school social spaces. • Many of those responding urged the inclusion of primary provisions in the review. • Views that there is scope for a different model, possible including part of the primary stages or the merging of some primaries and a desire to explore this further was expressed. • Improved ICT and modern facilities featured highly on many of the responses offered.

Tell us what you think about the Education and Learning provision currently available to young people in your secondary school area?

GALASHIELS

- In general responses were very positive about teaching and learning.
- Responses praised a broad range of opportunities for young people with a good balance of academic and vocational offerings.
- The school was viewed to be inclusive and was described as having a positive vibe.
- A few responses alluded to some issues with behaviour, but were clear that incidents were in the minority.
- Some responses suggested that the standard of the facilities gave an unjustified impression of an educational experience which was not as high as schools with newer facilities.

HAWICK

- Although many of the responses referred to low morale caused by previous bad press, most clearly stated that the school is working hard to do the best job for the young people.
- There was clear feedback that the curriculum offering is not yet broad enough and there are some restrictions on subjects available. However there was clear acknowledgement that staff shortages are the reason for this and there is further recognition that this is not an issue unique to Hawick.
- Many responses highlighted the good job being done by staff and regarded that teachers are making the best of conditions that they have.
- Some responses mentioned behaviour, but equally positive work in dealing with any issues was recognised.

PEEBLES

- Almost all the respondents were happy with teaching and learning and noted considerable pride in the attainment levels across the school.
- There was consistent recognition that teaching staff do the best job they can, but there was recognition that the environment, facilities and resources, including ICT can limit this.
- Some responses suggested that there is too much emphasis on academic achievements and highlighted a need for more vocational opportunities.
- Many respondents were parents of primary school age children and were able to report that the reputation of the school was high in the community.

SELKIRK

- Many of the responses believed that teaching was good and that overall the learning experience was positive.
- A significant number of responses referred to the lack of breadth in the curriculum and many would like to see a wider choice of subjects. It was recognised however that staff numbers were a factor in the offering available.
- A lack of some facilities was also seen to be a barrier to offering some opportunities.

What would you like to see in the future?
GALASHIELS
<ul style="list-style-type: none"> • Most of the responses to this question focused on the physical building rather than learning experiences. • Suggestions were made to have specialist learning facilities for science, sport, technology and music. • There is a desire for flexible and multi-use spaces, as well as places for pupils to relax and spend free time as well as improved spaces for study. • There was a clear desire to see technology permeating learning.
HAWICK
<ul style="list-style-type: none"> • Many of the responses highlighted real ambition for learning in the future. There is a drive for young people to be inspired to learn and to be given every opportunity to reach their full potential. • There is an agreed view that the learning experiences offered should be as broad as possible and not just focus on university as a goal. Opportunities should be relevant and vocational. • Opportunities for drama, theatre and the arts were desired and opportunities to fully use technology to support learning was a strong theme. • There was consistent feedback that attracting more high quality staff to teach in Hawick will be key in broadening the learning opportunities.
PEEBLES
<ul style="list-style-type: none"> • Again, the overall majority of the responses focused on how improved and modernised facilities would be key to improving the learning experience. • A desire to have more open, flexible and modern spaces as well as improvements in technology was consistently noted. • Many of the responses suggested a desire for a broader curriculum offering to include vocational and FE opportunities. • As well as breadth in the curriculum offering, many of those responding expressed a desire for more focus on wider interests and achievements and extra-curricular opportunities – beyond sporting – to improve mental wellbeing.
SELKIRK
<ul style="list-style-type: none"> • As well as many responses requesting improved and broader facilities, there was a consistent view that increased staff numbers could bring wider subject choices. • A desire to improve links to business and the community in order to broaden pupil experience was expressed by several respondents. • Again, there was a strong view that ICT has a huge role to play in learning and teaching going forward. • Some of the young people expressed a wish to have more responsibility and choices in decision making about learning.

Tell us what you think about the Social and Learning Opportunities for young people in your local community?

GALASHIELS

- The overall view is that there are not many places for young people to meet up or socialise.
- Some responded that the only real opportunities are in sporting activities.
- There is a view that there are not enough events held at the school, and in particular a lack of disability sports opportunities.
- Some feel that social opportunities are very limited and nowhere private for young people.
- There is a concern that there are a not enough safe places for children to meet.
- There seems to be a distinct lack of social opportunities and this has not helped with anti-social issues within the community.

HAWICK

- The overall view is that there are very few opportunities.
- There is a feeling that there is very little to do socially and absolutely nothing for children with additional needs.
- There seems to be a distinct lack of social and learning opportunities for children attending Hawick High School at the moment.
- There is a concern that youths end up walking the streets as there is nowhere for them to go.
- There are some opportunities in the local community, but they lack diversity for all different levels of abilities.

PEEBLES

- The overall view is that there are a fair range of opportunities, however they are not always accessible due to financial or geographical reasons.
- Some of the responses indicate that there are no social opportunities other than sport or music.
- There is a feeling that there are limited opportunities for young people once they become teenagers.
- Some feel that social opportunities are not visible or communicated to everyone who may benefit.
- Lack of transport for young people attending events was a common theme.

SELKIRK

- There is an overall view that there are limited options for young people in the community.
- There is a feeling that there are significant barriers which are linked to social inequality so not everyone can achieve their full potential.
- Some feel that there are more opportunities than ever before, but young people need to be encouraged to take steps towards using the facilities.
- There is a concern that many opportunities are not accessible to all.
- A general comment was made about more options for sport for all genders.

What would you like to see in the future?
GALASHIELS
<ul style="list-style-type: none"> • There is an overall view that community facilities should be linked to the school. • There is a need for disability sports clubs. • Respondents would like to see modern sports and community facilities which could be accessed by both adults and children. • People would like to see areas where youths can socialise safely to get them off the streets. • A central hub at the heart of the community providing learning and social opportunities, as well as providing employment experience for young people.
HAWICK
<ul style="list-style-type: none"> • There is a strong view that local businesses should be involved in future opportunities for young people. • People would like more opportunities for young people to integrate in their local communities. • A common theme is the involvement of local community groups within the school to encourage young people to participate in new things. • There is a view that the school should be used outside of the school day as a central point for information about local groups in the community. • Some of the respondents would like opportunities for vocational learning with the support of industry, creating valuable work experience for our young people.
PEEBLES
<ul style="list-style-type: none"> • There is a view that local businesses should be involved in the school to equip the pupils with learning for the world of work. • There is a strong view that there are already good links in the community and these should be continued and enhanced. • People would like to see safe spaces for youths to socialise and interact with each other. • Some respondents would like a community hub within the school to encourage young people to do new things. • Some would like to see more involvement between the Primary Schools and the High School to encourage young people to interact with each other.
SELKIRK
<ul style="list-style-type: none"> • There is a strong sense of the need for community involvement in Selkirk. • People would like to see more opportunities for young people to have work experience and gain employment. • There should be more vocational opportunities for young people than there is currently. • There is a concern that facilities may be made available, but still not affordable for all to access. • People would like to see up to date advice for youngsters in terms of technology.

Thinking about future provision of secondary schools, would you like to see something on the existing site, or a new site, please tell us your reasons why?

GALASHIELS

- The predominant view was that current site would be the most suitable site, as it is:
 - A central location for the town and close enough for community access to facilities.
 - Large and could accommodate other facilities.
 - Well located for access and transport links.
 - An attractive location which would provide an attractive learning environment.
- Other views were that the school should be located on a site:
 - Closer to the centre of town; or
 - Closer to Tweedbank/Netherdale/Kingsknowes.

HAWICK

- The majority view was that the current site would be the most suitable as it is:
 - Close to the town centre with sport facilities close by.
 - There are good transport links.
 - The site is large enough to accommodate other facilities.
- Others considered that a new site would be preferable to start afresh and minimise disruption, with some suggesting that a more central site would be preferable. The potential sites suggested included:
 - The Haugh
 - Wilton Centre
 - Galalaw
 - Site near Burnfoot
 - Ground in front of the Convent.

PEEBLES

- The majority view was the current site would be the most suitable as it is:
 - Centrally located and easily accessed from the town.
 - Where the new sports hall is located.
 - Probably the only site a school could be located given the infrastructure, topography and flood risks within the town.
 - Attractive site with great views.
- Many considered that the current site was too small for redevelopment and that it was not well located for buses and access.
- Other sites suggested included:
 - Kittlegairy
 - Cavalry Park
 - March Street Mill
 - Victoria Park
 - Haylodge Park.
- Some respondents suggested that a second Secondary School should be considered in either West Linton or to serve the south side of the cluster.

SELKIRK

- Many considered a new site should be identified as the current site:
 - Is too close to the A7.
 - Is too small.
 - Has limited outdoor space for sports, recreation or outdoor learning.
- Some suggested the Old Mills at Riverside as a location or a site to the west of the town.

If your ideas were to be developed, how could we get the community behind us to take these forward?

GALASHIELS

- There were several suggestions including:
 - Media campaign – TV, radio and social media
 - Posters and leaflets
 - Involve pupils and primary parent councils
 - Engagement events, meetings with community groups
 - Involve local businesses
 - Engage and seek feedback at every stage
 - Set up working parties from across the community to support the parent council

HAWICK

- There were several suggestions including:
 - Community engagement meetings and focus groups
 - Media campaigns – TV, radio and social media
 - Public forums ; contact with all community groups
 - Engage with local businesses
 - Leaflet communities
 - Make the process accessible – with multiple venues for idea sharing and information flow
 - Create a vision and make it real for people

PEEBLES

- There were several suggestions including:-
 - More public consultation and the public voting for options.
 - Make the school more integrated into the community with more community facilities forming part of the school
 - Ensure there is a forum for all voices, not just a vocal minority. Encourage community stakeholders to work with the Council
 - Media campaign – TV, radio and social media
 - Engage with local community groups with targeted communication with key stakeholder and key user groups, particularly primary school and nursery parents
 - Demonstrate the benefits of the proposals – costs benefits analysis and pros and cons of new versus renovation
 - Involve the community at all levels of the process – initial concept to opening, tendering for work
 - Videos

SELKIRK

- There were several suggestions including:
 - Community engagement meetings and focus groups
 - Media campaigns – TV, radio and social media
 - Public forums ; contact with all community groups
 - Leaflet communities
 - Surveys and votes

Please tell us if you have any final comments or suggestions?
GALASHIELS
<ul style="list-style-type: none"> • Many comment highlighted wider economic development needs of the town and the links to a new school campus with all the opportunities this would bring. • It was highlighted that there has been talk of a new school in Gala for a few years. • Respondents were particularly keen to end the situation where there is a “split” in the community where high numbers of families opt to send children to a school with newer and more up to date facilities. <p><i>“We need a new school with international ambitions that embodies new thinking, ambition, architectural merit and a centre for learning for the next 100 years. It should be connected to the world and grounded in Galashiels and the Borders....”</i></p>
HAWICK
<ul style="list-style-type: none"> • Responses from Hawick consistently referred to a new school being an opportunity for the whole town and a benefit to the whole community. • Many comments were made about the need for young people to experience a sense of pride and to be inspired. • The need to build for the future and to be modern in thinking was highlighted in several responses. <p><i>“The possibility of a new high school with a huge emphasis on community is such an exciting prospect. I actually don’t mind where they put a new school as long as we get one! ...Let’s give them (pupils) a High School to be proud of and that will inspire them and future generations to be the best they can be.”</i></p>
PEEBLES
<ul style="list-style-type: none"> • There majority of comments referred to the need to modernise – to think and plan for the future. • There was acknowledgement of the wide range of views which will exist in a community of this scale, however, respondents further urged that the needs of the young people be key in future decision making. • Some comments were made in relation to the process and mistrust of Scottish Borders Council in previous consultations <p><i>“The school remains a high achieving school for results and pupil engagement.....I can only imagine how much more success could be achieved with a more modern environment.”</i></p>
SELKIRK
<ul style="list-style-type: none"> • The responses from Selkirk consistently referred to the potential benefit to the town and wider community. • There was a view that Selkirk as a community needs to be promoted and offered any opportunity to grow and flourish. • A number of concerns were raised about the potential impact any changes to the education model might have on the rural schools in the cluster and there was a clear message that the education provided in these settings is valued highly. <p><i>“The delivery of education needs to be re-envisioned to make it fit for the current and future generations.”</i></p>

Stallan-Brand

November 2018

Galashiels Review



Revision	Date	Reason for Issue	Checked	Approved
A	10/09/18	draft issue	SH	AG
B	05/10/18	formal issue following feedback	SH	AG
C	23/10/18	landscape chapter added	SH	AG
D	15/11/18	SBC Comments	JR	AG

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Galashiels

Introduction

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1.0 INTRODUCTION

1.1 Introduction

This document has been prepared by Stallan-Brand in conjunction with Turner and Townsend to review the future development of education facilities in Galashiels.

An analysis of the existing context has been undertaken to understand the historic context and townscape to inform the architecture and ensure a strong sense of place is developed. The existing community and educational facilities in the town have been mapped to illustrate the spread of provision within Galashiels. This exercise has reinforced the value of continuing to offer educational facilities and in bringing community facilities to the site.

This is followed by an analysis of the existing school site as well as the roll requirements and brief for the new school facility to understand the base requirements and the additional community facilities proposed for the building.

With a better understanding of the context and brief requirements we have undertaken a site appraisal of available sites which could accommodate a new educational facility. Four sites were identified but due to limited site size only two sites were large enough to merit further investigation, the existing school site of Scott Park and a site at Netherdale.

We have gone on to explore two alternative development options on each of the two preferred sites to assess their suitability. It was found the sites could accommodate both options.



1.0 INTRODUCTION

1.2 Background

In April 2018, Scottish Borders Council Children and Young People’s Services expressed its ambition to replace or substantially improve all 4 high schools at the earliest opportunity.

Elected Members approved the creation of Individualised Strategic Plans for Galashiels Academy, Hawick High School, Peebles High School and Selkirk High School.

These Strategic Plans will enable the development of a bespoke strategy for each of these schools in line with the principles of the School Estate Review and the pillars of the Christie Commission.

Children and Young People’s Services have worked in collaboration with Asset and Infrastructure to identify education and property options for each town.

Work is also being undertaken in collaboration with other public sector bodies within the area to identify opportunities to share facilities and services within proposed new school developments and to enable effective management of the infrastructure investment to help achieve best value.

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1.0 INTRODUCTION

1.3 History And Identity

Galashiels development from its earliest origins as shielings (temporary farm buildings used in summer) by the Gala Water into a powerful industrial centre for the wool trade and more recently as a regional centre which is served by the railway line.

".. At the Battle of Flodden the Laird of Galashiels and four of his five sons were killed so that the fifth son, who had been left behind, became the next Laird. The last direct descendant of the Pringle family was female and she married a Scott who then became the Lairds of Galashiels

... The railway came to the town in 1849 which had the benefit of halving transport costs to Edinburgh and also led to an influx of foreign produced wool into the mills.

The increase in population led to many changes both good and bad. Schools proliferated, the first library was established in 1797 and at the Great Exhibition of 1851 Galashiels firms were the largest exhibitors in the textile section, scooping four of the twelve medals that came to Scotland. 1831 saw the establishment of the Galashiels Gas company."

Archive Writings on the History of Gala



Galashiels local industries and traditional events

1.0 INTRODUCTION

1.4 Location

Galashiels was originally an ancient settlement located to the south of where it stands today. When the town was surveyed in 1857, the town was understood to have a newer and older part. The Gala Water divided the two parts of the town, the older part of the town was to be found on the south side of the river.

According to the survey at this time "it comprised 'one long bent street, and two shorter and newer streets' and was surrounded by drying and bleaching fields. The north side, meanwhile, was 'more irregular in form and less advantageous in site' and ascended from the edge of the river to the Edinburgh-Jedburgh road".

The historic survey also commented that in recent years the north had undergone extensive development and was by far the largest and most prosperous part of town. At this time the town was "connected by an iron suspension bridge and a wooden bridge for pedestrians, and a stone-tilt bridge for traffic. By 1853, however, the stone-tilt bridge was deemed inadequate for the increased levels of traffic a result of the railway".

The historic survey documents how Galashiels urban form developed incrementally following the Gala Water and that from the earliest times the town's streets, public spaces also ran parallel to 'flow'.

The natural form of the landscape and valley topography is a significant feature of Galashiels, which clearly affects the town's infrastructure expansion and urban development. Settlement expansion is restricted by contours and challenges of accessibility.



Aerial photograph of Galashiels

1.0 INTRODUCTION

1.5 Townscape & Architecture

Galashiels has a physical structure and development scale, as well as patterns of movement, land use, ownership and occupation that has been influenced by many factors. One of the key determinants in shaping the towns character is the Gala Water valley conurbation and the natural topography. Buildings, streets and landscape networks run in an east west direction rather than work against the contours. The vernacular architecture of the town responds to the natural terrain creating a linear settlement form.

The historic architectural typologies of Galashiels are the cottage style residences, the Scots tenement, the mill buildings and the requisite public buildings like churches. The overall effect of this aggregation is a picturesque human scaled town and roofscape.

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Scott's View, image by Ian Oliver - Galashiels Camera Club



View over Old Parish and St Paul's Church



High Street Gardens



Galashiels, Buckholm Mill



Gala Fairydean Stadium



Glendinning Terrace Primary School



High Street Gardens



Old Gala House



Huddersfield Street, Waverley Mill

Galashiels townscape and local architecture

1.0 INTRODUCTION

1.6 Local Plan

The population of Galashiels was, at Census 2011, 12,367 making it the second largest settlement in population terms in the Borders, after Hawick. Below and following are series of key extracts from the Council's Planning Policy that will have direct influence of the development of a Learning Campus.

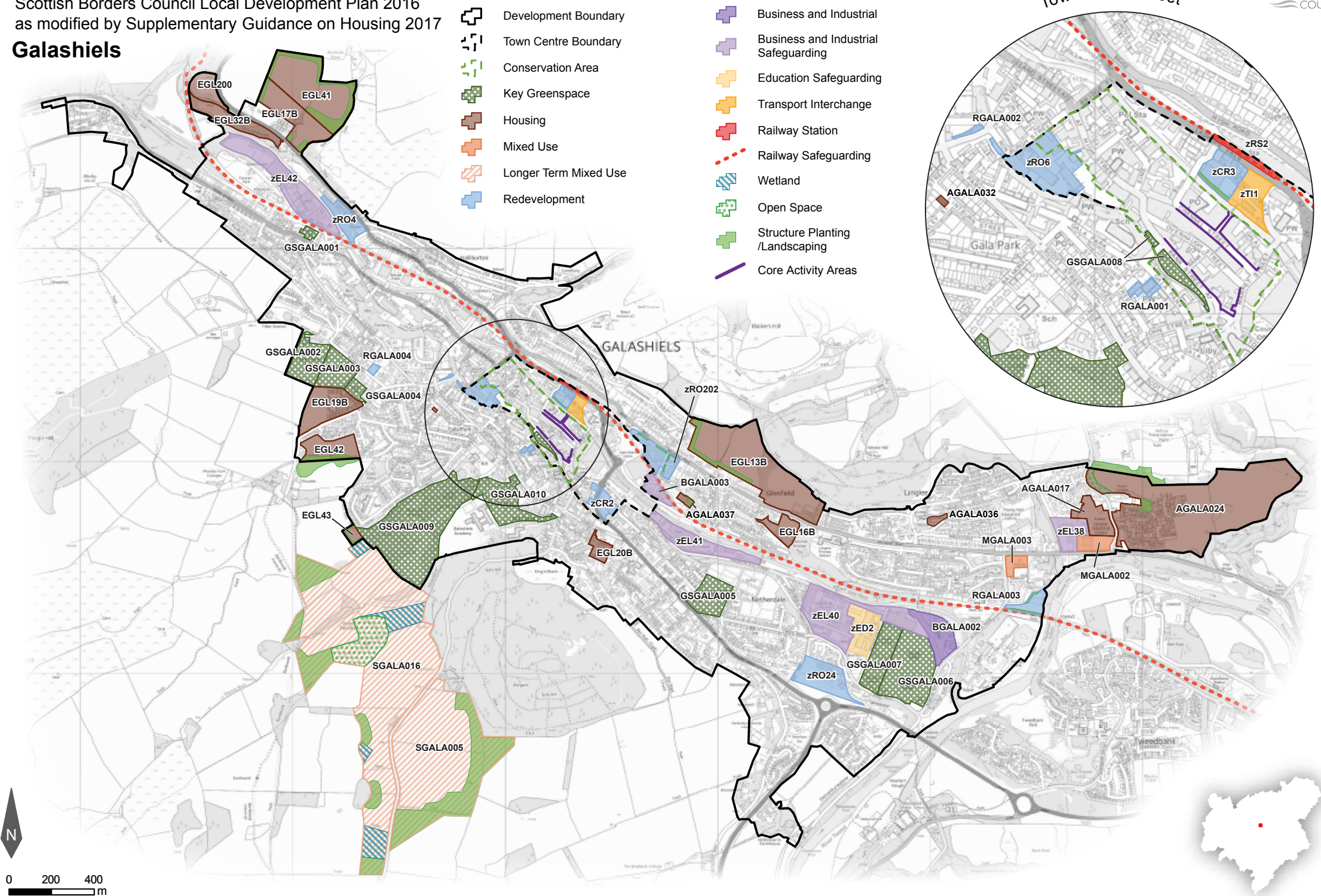
Galashiels Local Plan
Place Making Considerations _ (Galashiels Local Plan)

"Galashiels is in the heart of the Borders and is home to a number of public agencies as well as part of Heriot-Watt University. The recently completed inner relief road, the railway station and the transport interchange will provide further opportunities to develop the town and particularly to realise the redevelopment of redundant buildings and create new jobs.

There has been significant growth and change in recent years and the town has been successful in attracting both housing developers and major retailers. There are a number of redevelopment opportunities as well as edge of settlement housing developments. However the topography of the town together with road capacity constraints poses significant challenges for future growth."

Scottish Borders Development Plan 2016

Scottish Borders Council Local Development Plan 2016 as modified by Supplementary Guidance on Housing 2017
Galashiels



1.0 INTRODUCTION

1.7 Existing School Sites

PRIMARY SCHOOLS

- 1 Burgh Primary School
- 2 Balmoral Primary School
- 3 Glendinning Terrace Primary School
- 4 Langlee Primary School
- 5 St. Margaret's RC Primary School
- 6 St. Peter's Primary School

SECONDARY SCHOOLS

- 1 Galashiels Academy



Existing School Sites

Galashiels Brief

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- 2.4 _ Roll Analysis and Facilities

2.0 BRIEF

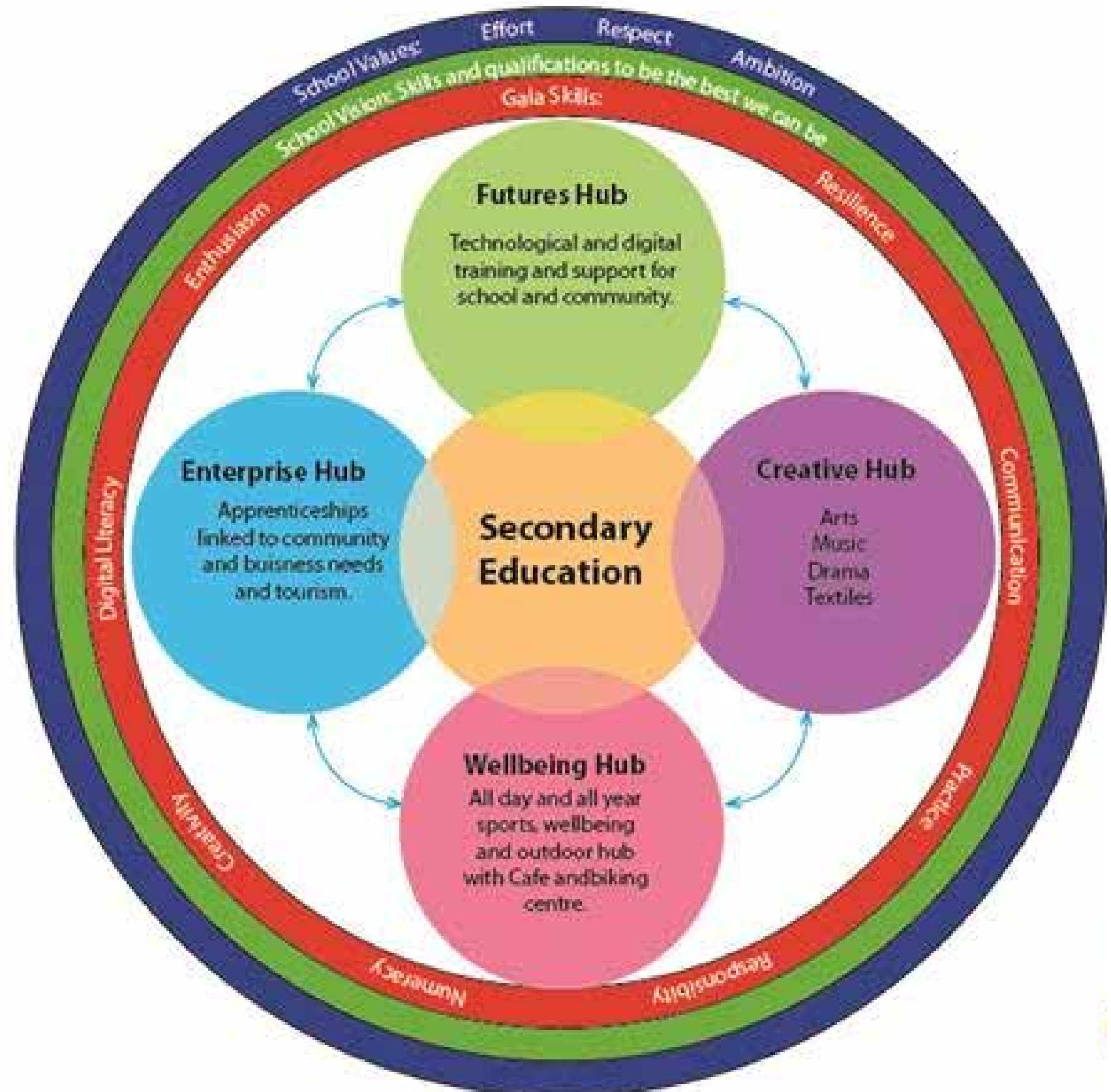
2.1 The Vision So Far

Galashiels Academy has built on the community engagement which informed the decisions made in April 2018.

Working in close partnership with the young people, staff, parents and local community through Energise Gala, Community Council and business links, a coherent vision for future facilities which will meet the needs of young people and provide opportunities for the wider community.

The vision is articulated graphically in the diagram shown here and identifies priorities and aspirations agreed across all stakeholder groups.

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2.0 BRIEF

2.2 Existing School Estate

The following section provides a catalogue of the existing schools in Galashiels.



Burgh Primary School

Capacity 235 Pupils
Current Roll 205 Pupils
Nursery



Balmoral Primary School

Capacity 150 Pupils
Current Roll 103 Pupils
Nursery



Glendinning Terrace Primary School

Capacity 125 Pupils
Current Roll 75 Pupils
Nursery



Langlee Primary School

Capacity 474 Pupils
Current Roll 253 Pupils
Nursery



St Margaret's RC Primary School

Capacity 125 Pupils
Current Roll 63 Pupils
Nursery



St Peters RC Primary School

Capacity 310 Pupils
Current Roll 248 Pupils
Nursery

2.0 BRIEF

2.3 Estates Review_Galashiels Academy

There is a need for a new secondary school building to replace existing school facilities which are no longer fit for purpose.

The age, size and layout of the existing school buildings make them inefficient to operate from a staffing, maintenance and running cost perspective. They are significantly under utilised; both in terms of their optimum capacity, and use patterns throughout the day, week and year.

The existing secondary school and annex is for 1217 pupils. These are contained within a site of approximately 7.0 hectares. This excludes the existing park which is clearly separated for the public.

There are four grass sports pitches behind the building and 7 all weather tennis courts to the side of the building which feel more a part of the school than the park. These lie within the 7.0 hectare area.

Secondary school Main Building

- 805 Roll
- Four Storey
- 5,000sqm footprint

Secondary school Annex Building

- Single Storey
- 1,800sqm footprint

Parking

- Around 100 spaces distributed around the grounds excluding the swimming pool car park
- Bus drop off for around 6 buses on street

Key Considerations

- Main entrance to secondary school around 200m from bus drop off and not an attractive approach
- Sports facilities at rear of main secondary school building not easily accessible to public
- Annex Building more than 100m from Main Building
- Links to woodland and landscape to west limited by school grounds



2.0 BRIEF

2.4 Roll Analysis & Facilities

Secondary School Summary

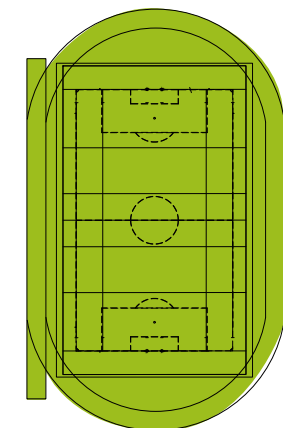
The proposed new secondary school for Galashiels would be designed to accommodate the facilities required for 1100 pupils, and include learner focussed general teaching clusters, with a variety of breakout spaces and integrated specialist department areas, such as Art, Music, CDT, Science, Food Technology, and Sporting facilities. The proposed GIFA includes dedicated ASN classroom space for approximately 50 ASN pupils.

Internally the aim would be to develop flexible social and dining areas, with opportunities for pupil enterprise and participation.

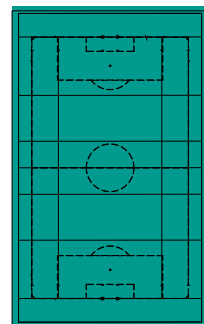
Sporting facilities would include 4 court multi function sports hall, 2no. Gymnasiums, Drama studio, fitness suite and Assembly space.

School Grounds

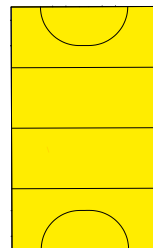
- Staff Parking Provision
- Disabled Parking Provision
- Bus Drop Off
- External play, learning and social spaces
- Sports Facilities including:
 - Grass Pitches
 - 3G All Weather Rugby/Football pitch
 - 2G All Weather Hockey



Grass running track, Rugby & Football pitch



3G All Weather Rugby / Football pitch



2G All Weather Hockey

- 3G Rugby
- Grass Rugby / Running Track
- 2G Hockey

SFT Funding Area Analysis

Secondary School		
Current School Roll	805	Pupils
Current School Capacity	1217	Pupils
Proposed Pupil Capacity	1100	Pupils
Proposed ASN Capacity	50	Pupils
SFT Area Cap (m ²)	11	m ² /pupil
SFT Metric GIFA	12650	m ²

Primary School		
Potential Primary Capacity	650	Pupils
SFT Area Cap (m ²)	6.5	m ² /pupil
SFT Metric GIFA	4,225	m ²

Nursery		
Potential Nursery Capacity	200	Pupils
SFT Area Cap (m ²)	5.8	m ² /pupil
SFT Metric GIFA	1160	m ²

Community Enhancement		
Community and Enterprise	200	m ²
Health and Wellbeing focus	200	m ²
Total Enhancement GIFA	400	m ²

Total GIFA 18,435 m²

Site Area Analysis

Secondary Site Area	
Secondary School Site up to 1000 pupils	2.4h
0.1h per 100 over 1000	0.2h
Secondary Playing Fields up to 1000	3.2h
0.4h per 200 over 1000	0.8h

Recommended Secondary Site Area 6.6h

Primary & Nursery Site Area	
Nursery Site for 200 pupils	0.5h
Primary School Site	1.4h
Primary Playing fields	0.7h

Recommended Primary Site Area 2.6h
As per School Premises Regulations Act 1967

Galashiels

Site Options & Appraisals

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3.0 _ Site Options & Appraisals

- 3.1 _ Identification of Potential Sites
- 3.2 _ Appraisal of Potential Sites
- 3.3 _ Sites Retained for Further Study
- 3.4 _ Strategic Development Options

3.0 SITE OPTIONS & APPRAISALS

3.1 Identification Of Potential Sites

Through discussions with Scottish Borders Council, the Town Masterplan Study previously carried out by Stallan Brand and a further analysis of the local plan the sites illustrated on the adjacent plan could be considered to have the potential to accommodate the new secondary school.

Although each of the sites differ greatly in size, location and character it is important to review the Town as a whole and consider all opportunities that are currently presented.

A high level review of each site was carried out with Scottish Borders Council and the potential sites have been categorised as follows:

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High potential to accommodate school

Low potential to accommodate school

The sites which have a low potential to accommodate the school generally have a site area well below the recommended site area requirement for 1100 capacity secondary school. These sites have been ruled out of further study for the moment.



Key to sites illustrated on adjacent plan:

Site A_ Scott Park	7.1 ha
Site B_ Netherdale	6.5 ha
Site C_Langlee Complex	3.1 ha
Site D_Town Centre	1.5 ha

3.0 SITE OPTIONS & APPRAISALS

3.2 Appraisal of Potential Sites

The sites which were identified as having some potential to accommodate the school have been reviewed in further detail and option tested.

Only one of the greenfield sites which was identified as having potential was tested as the constraints on development of either of these sites are very similar.

Due to differing complexities on each site they have been discounted at this stage.



A. Scott Park Site

- 3 storey building
- 60 remote parking spaces
- 20 on site parking spaces
- dedicated service access/area
- connection to main axis to Town Centre
- bus drop off at Swimming Pool
- numerous pedestrian routes
- new vehicular route from North for service



B. Netherdale

- 2 or 3 storey building
- 80 parking spaces
- all pitches and tracks
- compact campus
- easy access for vehicles
- remote from town centre



C. Langlee Complex Site

- 3 storey building
- 80 parking spaces
- not big enough to accommodate all pitches & tracks
- access from busy road
- remote from town centre
- CPO required
- Overhead lines above site



D. Town Centre Site

- not big enough to accommodate all pitches & tracks
- access from busy road.



3.0 SITE OPTIONS & APPRAISALS

3.3 Sites Retained For Further Study

Of the 4 sites identified as having potential to accommodate the new secondary school only 2 have been retained for further study.

These are Scott Park where the existing Academy is situated and Netherdale which sits adjacent to the Heriot Watt playing fields and opposite the College building.

The sites present very different opportunities for the development of a new secondary school in terms of their position within the wider context of Galashiels.

Scott Park presents the opportunity to address the concerns of the existing secondary school building and work to create a building which is anchored in the site and creates a positive dialogue with the park.

The Netherdale site is more accessible to vehicular traffic but remote from the town centre. However this site could potentially work as a catalyst to regenerate this end of town and consolidate the area into a learning zone.

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3.0 SITE OPTIONS & APPRAISALS

3.3 Sites Retained For Further Study



Site A_Scott Park

The site is directly adjacent to the Town Centre and is the main park in the Town. The benefit of this is it is central and has potential transform this area by having close links with the high street and public transport hub.

The park is stunning with mature woodland and nestling between attractive hills and historic skyline. On the edge of the park are a leisure centre, church, care home, sheltered housing, church and primary school. It is also a gateway to some stunning woodland and countryside walks. The proposal on this site has the potential to transform the Park into a visionary health and wellbeing campus in the towns historical and cultural heart.

Key considerations on Scott Park include its capacity, access and tandem build. There are significant level changes to consider and road access is limited, albeit it is the access to the current school. The key capacity issue relates to achieving a tandem build at the same time as locating the building to optimise the access to it and its relationship to the high street.

Also affecting capacity is achieving the sports pitches and running track which are key to secondary provision and will replace grass pitches whilst maintaining the existing level of public access and complimentary sports provision including tennis courts.



Site B_Netherdale

This flat site is situated to the South Eastern end of Galashiels main thoroughfare next to Gala RC playing grounds. It is overlooked by Heriot Watt's Scottish Borders Campus which houses the School of Textiles and Design and the School of Management and Languages.

The site is located around a 20 minute walk along the riverside from the town centre. The benefit of this site is it sits directly adjacent to the College and University creating potential for a visionary Learning Campus with shared facilities and links to industry.

It located near Tweedbank where there are significant proposals for new housing and other uses.

Although further from the town centre, road access to the site is generous. Development of this site would allow Scott Park to be given back to full public access as a Park and gateway to the countryside.

A key consideration of Netherdale is that the facilities would be built on 3 existing grass sports pitches listed as key green space in the local plan, however, there are a further 2 pitches and the new facilities would include all weather flood lit facilities supporting a wider range of sports. It would allow the grass pitches at Scott Park to be retained and expanded.

3.0 SITE OPTIONS & APPRAISALS

3.4 Strategic Development Options

1 Option 1

3-18 Campus.

Nursery, Primary and Secondary schools combined within a single building or multiple buildings on a shared campus.

Secondary Pupils	1100
ASN	50
Primary Pupils	650
Early Years	200
Community Enhancement	

Gross Internal Floor Area	18,435m ²
External Area	16,207m ²
Including;	
- Playground	
- Social Areas	
- Parking / Access / Service	
- 3G Rugby Pitch	
- 2G Hockey Pitch	
- Grass Pitch with Running Track	
- Muga Pitch	

2 Option 2

New Secondary School

Replacement of the existing Galashiels Academy

Secondary Pupils	1100
ASN	50
Primary Pupils	0
Early Years	0
Community Enhancement	

Gross Internal Floor Area	13,050m ²
External Area	10,025m ²
Including;	
- Playground	
- Social Areas	
- Parking / Access / Service	
- 3G Rugby Pitch	
- 2G Hockey Pitch	
- Grass Pitch with Running Track	

Galashiels

Design Aspirations

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4.0 _ Design Aspirations

- 4.1 _ Site A_Scott Park Development Strategies
 - _ Site A_Scott Park Aspirational Images
- 4.2 _ Site B_Netherdale Development Strategies
 - _ Site B_Netherdale_Aspirational Images

4.0 DESIGN ASPIRATIONS

4.1 Site A_Scott Park Development Strategies

1 Option 1

Option 1 3-18 Combined School

- 1. Car park
- 2. The 3-18 School
- 3. Hockey pitch
- 4. Rugby Pitch
- 5. Grass pitch and track
- 6. Scott Park



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2 Option 2

Option 2 New Secondary school

- 1. Car park
- 2. Secondary school
- 3. Hockey pitch
- 4. Rugby Pitch
- 5. Grass pitch and track
- 6. Scott Park



4.0 DESIGN ASPIRATIONS

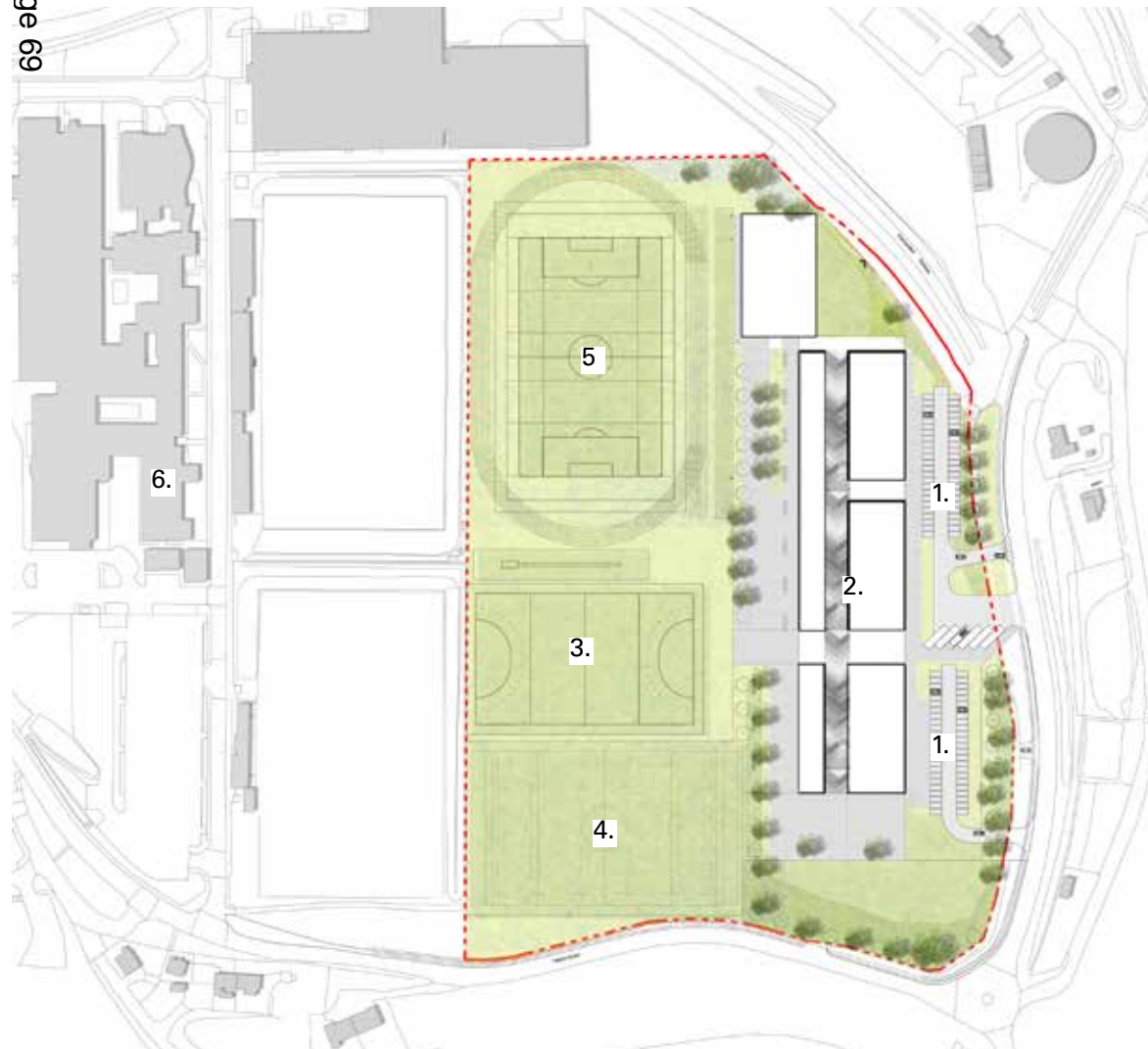
4.2 Site B_Netherdale_Development Strategies

1 Option 1

Option 1 3-18 Combined School

1. Car park
2. The 3-18 School
3. Hockey pitch
4. Rugby Pitch
5. Grass pitch and track
6. Border College

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2 Option 2

Option 2 New Secondary School

1. Car park
2. Secondary School
3. Hockey pitch
4. Rugby Pitch
5. Grass pitch and track
6. Border College



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Stallan-Brand

November 2018

Hawick Review



Revision	Date	Reason for Issue	Checked	Approved
-	12/10/18	Issued for client review	AG	IH
A	24/10/18	Landscape statement added	AG	IH
B	15/11/18	SBC Comments	JR	AG

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1.0 INTRODUCTION

- 1.1 Introduction
- 1.2 The Background
- 1.3 History & Identity
- 1.4 Location
- 1.5 Townscape & Architecture
- 1.6 Local Plan
- 1.7 Existing School Sites

2

2.0 BRIEF

- 2.1 The Vision So Far
- 2.2 Existing School Estate
- 2.3 Roll Analysis & Facilities

3

3.0 SITE OPTIONS & APPRAISALS

- 3.1 Identification Of Potential Sites
- 3.2 Appraisal Of Potential Sites
- 3.3 Sites Retained For Further Study
- 3.4 Strategic Development Options

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4.0 DESIGN ASPIRATIONS

- 4.1 Site Options: Existing Secondary school Site, Wilton Lodge Park (Lower) and (Upper), Burnfoot, Galalaw, Stirches

Hawick

Introduction

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1.0 _ Introduction

- 1.1 _ Introduction
- 1.2 _ The Background
- 1.3 _ History & Identity
- 1.4 _ Location
- 1.5 _ Townscape & Architecture
- 1.6 _ Local Plan
- 1.7 _ Existing School Sites

1.0 INTRODUCTION

1.1 Introduction

Overview

This document has been prepared by Stallan-Brand in conjunction with Turner and Townsend to review the future development of the education facilities in Hawick.

An analysis of the existing context has been undertaken to understand the history and townscape to inform the architecture and ensure a strong sense of place is developed. The existing educational facilities in the town have been mapped to illustrate the spread of current provision.

This is followed by an analysis of the existing school sites as well as the roll requirements and brief for the new primary school facility to understand the base requirements and the additional community facilities proposed for the building. Understanding these requirements in the context of the broader site development is key to developing a cohesive approach which strengthens both the site and the town.

With a better understanding of the context and brief requirements we have undertaken a site appraisal which identifies several sites around the town which might be capable of accommodating the brief. Upon further analysis six of the nine sites identified were of a size that could accommodate the brief. Each of the sites was tested against to establish if they can accommodate any or all of the three development options established. The findings of this review are described in detail in chapter 4 of this document.

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1.0 INTRODUCTION

1.2 The Background

In April 2018, Scottish Borders Council Children and Young People’s Services expressed its ambition to replace or substantially improve all 4 high schools at the earliest opportunity.

Elected Members approved the creation of Individualised Strategic Plans for Galashiels Academy, Hawick High School, Peebles High School and Selkirk High School.

These Strategic Plans will enable the development of a bespoke strategy for each of these schools in line with the principles of the School Estate Review and the pillars of the Christie Commission.

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1.0 INTRODUCTION

1.3 History and Identity

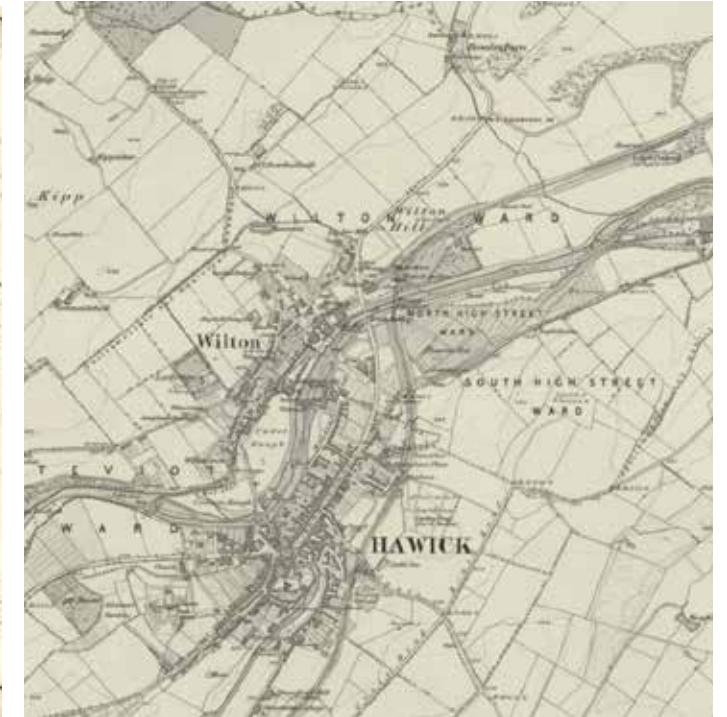
Hawick is centred on the River Teviot around its confluence with the Slitrig Water. Both these rivers are part of the River Tweed Special Area of Conservation, a wildlife site of international importance. The rivers are important focal points, especially when viewed from the bridges, including the James Thomson footbridge, and public open spaces, including Wilton Lodge Park. The Teviot Valleys Special Landscape Area is located to the east of the settlement.

Hawick's history can be traced back to the 12th century, and the town grew significantly with the arrival of the industrial revolution, in particular the expansion of the knitwear and textile industries and the introduction of the railway. Hawick has experienced significant economic decline largely as a result of the contraction of the local textile industry.

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1780



1858



1899



1921



JOHNSTONS OF ELGIN - HAWICK



BORDERS TEXTILE TOWERHOUSE

1.0 INTRODUCTION

1.4 Location

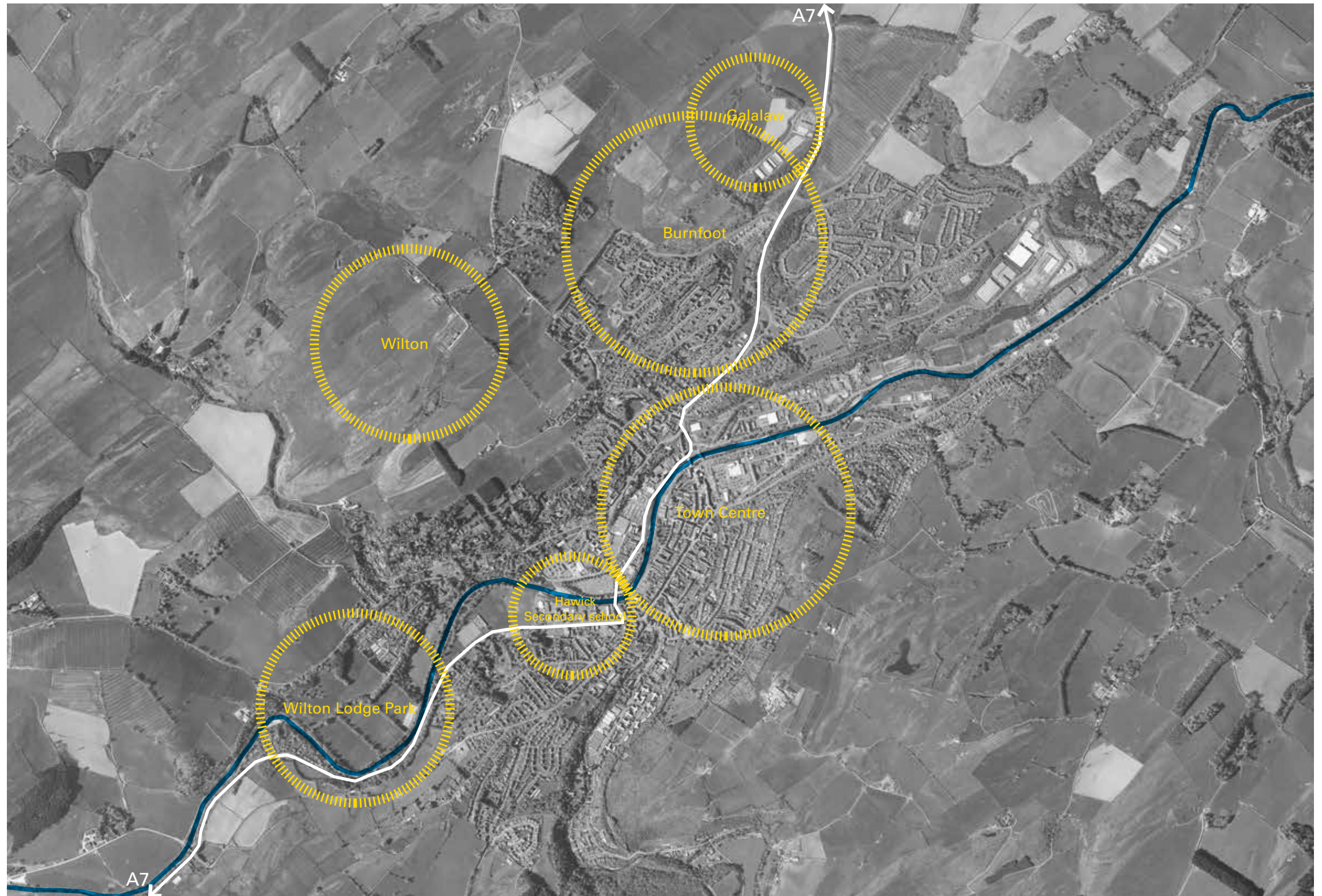
Hawick is an important centre within the Central Borders Strategic Development Area and has a wide range of housing and business/industrial opportunities to enable growth to take place, including the strategic business and industrial site at Galalaw on the northern edge of the town. An additional area of land has been allocated for housing at Burnfoot, adjacent to Galalaw.

In recent years, new retail units have been developed on the north side of the River Teviot on Commercial Road, so the town centre boundary has been extended accordingly. The Core Activity Area is focused in recognition of the long term reduction in traditional town centre retailing and the need to diversify uses in the centre to maintain prosperity.

Development to the south of the settlement will be resisted if it will exacerbate road congestion in the Loan. There are a total of fifteen key green spaces identified in the town, including the Volunteer Park, Wilton Lodge Park and various allotment sites.

Scottish Borders Local Development Plan 2016

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Aerial photograph of Hawick

1.0 INTRODUCTION

1.5 Townscape and Architecture

The architectural character of Hawick is very much that of a typical Borders town. The town centre streets are lined with buildings chiefly of stone with slate roofs and contain a range of interesting architectural details. All building elements contribute to the distinctiveness of the town centre and should be respected when development or alterations are proposed.

The town centre Conservation Area includes all the High Street and the historic core around Drumlanrig Square to the south. Properties along the High Street date mainly from the Victorian era and include a range of architectural styles dominated by the impressive Scots baronial Town Hall. The Conservation Area has retained many of its distinctive characteristics, with the High Street having a strong urban feel.

There is still evidence of the medieval pattern of burgage plots or 'rigs' here. A number of textile mills are still in existence, including the Category 'A' listed Tower Mill – one of three 'A' Listed Buildings in the Conservation Area. There are also 90 more Listed Buildings of lesser designation. In the Hawick Conservation Area there is a variety of building types, styles and periods, reflecting the history, diversity and development of the town.

Scottish Borders Local Development Plan 2016

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Conservation Area



'Ken The Horse' - Memorial Statue



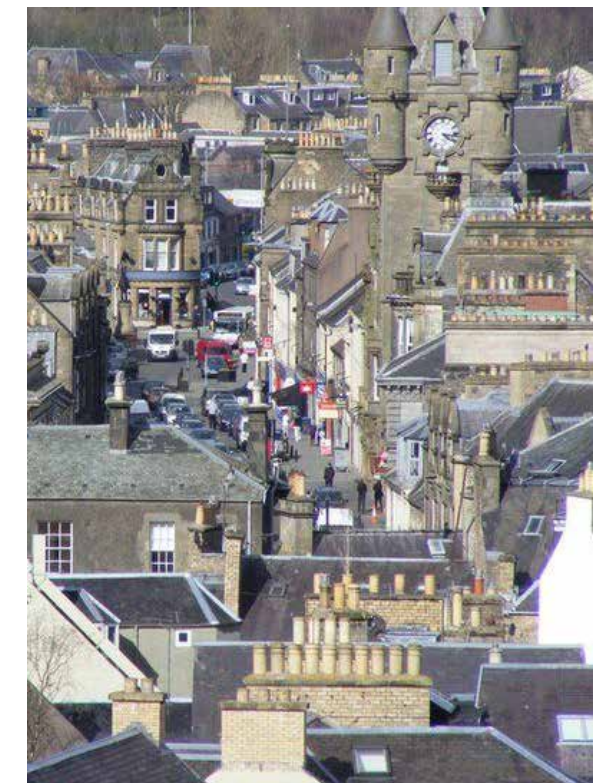
Town Hall



Drumlanrig Tower



River Teviot



High Street



Town Hall



The Borders Distillery

1.0 INTRODUCTION

1.6 Local Plan

Place Making Considerations _ (Hawick Local Plan)

Hawick is situated in the valley of the River Teviot and is the most southerly town in the Central Borders Strategic Development Area as defined in the SESplan. The population is 14,294 (2011 Census), making it the largest in the Borders by population. The A7 Carlisle to Edinburgh trunk road runs through the town.

Ten redevelopment sites are identified within the settlement, to encourage the re-use of previously developed land. These are mainly former mill sites, but also include the former Cottage Hospital – a Category B Listed Building in need of a new use.

Opposite is a copy of the Local Development Plan specific to Hawick and outlines land use relative to the distribution of potential development sites within the town.

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Scottish Borders Local Development Plan 2016

Scottish Borders Council
Local Development Plan 2016
as modified by Supplementary
Guidance on Housing 2017

- Hawick**
- Development Boundary
 - Town Centre Boundary
 - Conservation Area
 - Key Greenspace
 - Housing
 - Longer Term Housing
 - Mixed Use
 - Redevelopment
 - Business and Industrial
 - Business and Industrial Safeguarding
 - Open Space
 - Wetland
 - Structure Planting /Landscaping
 - Core Activity Areas



1.0 INTRODUCTION

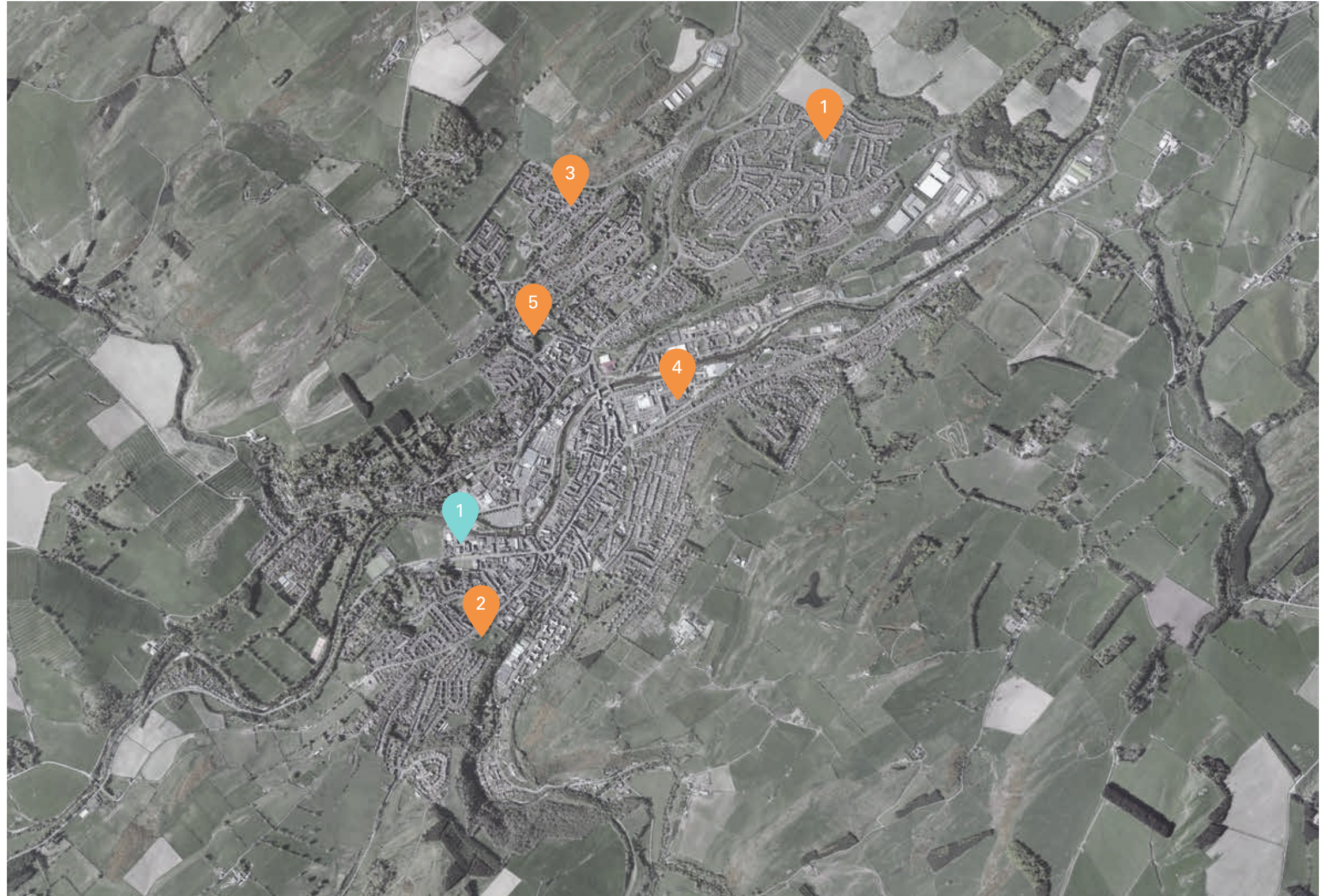
1.7 Existing School Sites

PRIMARY SCHOOLS

- 1 Burnfoot Community School
- 2 Drumlanrig St. Cuthbert's Primary School
- 3 Stirches Primary School
- 4 Trinity Primary School
- 5 Wilton Primary School

SECONDARY SCHOOLS

- 1 Hawick Secondary school



Existing School Sites

Hawick Brief

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2.0 _ BRIEF

- 2.1 _ The Vision So Far
- 2.2 _ Existing School Estate
- 2.3 _ Roll Analysis and Facilities

2.0 BRIEF

2.1 The Vision So Far

Although there is a strong appetite for a new school to replace the current building, there is still work to do to achieve a cohesive and consistent vision for the educational model for a 21st Century provision. The school and parent council will continue to work with partners and wider stakeholders to develop and articulate the vision.

Early consultation shows that community space is of high importance with opportunities for performance in music and the arts as well as in sport. There is high aspiration to develop the young workforce through skills based and vocational learning and to build links with enterprise and business.

Page 83
 Opportunities for all generations to access informal and social spaces where health and wellbeing are promoted are identified as being of high priority. The community are keen that any investment supports the economic regeneration of the town and are particularly keen to see digital connectivity and access to be improved through any future provision.

The young people in Hawick also highlighted some specific provisions to enhance their curriculum and build on strengths, including facilities to promote excellence in music and sport, engineering, media and film.



2.0 BRIEF

2.2 Existing School Estate

The following section provides a catalogue of the existing schools in Hawick. All the primary schools have nurserys.



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Hawick High School

Capacity	1339
Current Roll	817

Hawick High School is situated to the east of the town centre on the banks of the River Teviot and is a mix of unlisted historic buildings and various additions over the years.



Trinity Primary School

Capacity	307
Current Roll	212
Nursery	40

Situated on the south side, close to the River Teviot and constructed over 80 years ago, the school has been modernised on numerous occasions.



Drumlanrig St. Cuthbert Primary School

Capacity	340
Current Roll (including ELC)	311
Nursery	40

Located south of the town, the school first opened in 1960. The building is split level design over three main floors.



Stirches Primary School

Capacity	150
Current Roll	109
Nursery	48

Primary School located on the North side of Hawick, and constructed in the 1970's.



Burnfoot Primary School

Capacity	373
Current Roll	254
Nursery	94

Situated North of the town centre, Burnfoot Community School was built in the late 1950s and then refurbished in 1995.



Wilton Primary School

Capacity	307
Current Roll (including ELC)	206
Nursery	24

The current Wilton Primary School is a single storey building built in 1974 and has a pool. The original Wilton School opened in 1847 and is now the education support centre.

2.0 BRIEF

2.3 Roll Analysis and Facilities

Secondary School Summary

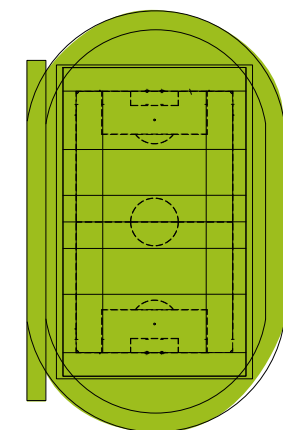
The proposed new secondary school would be designed to accommodate the facilities required for 900 pupils, and include learner focussed general teaching clusters, with a variety breakout spaces and integrated specialist department areas, such as Art, Music, CDT, Science, Food Technology, and Sporting facilities. The proposed GIFA includes dedicated ASN classroom space for approximately 50 ASN pupils.

Internally the aim would be to develop flexible social and dining areas, with opportunities for pupil enterprise and participation.

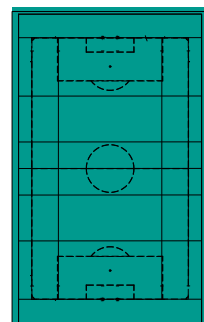
Porting facilities would include 4 court multi function sports hall, 2no. Gymnasiums, Drama studio, fitness suite and Assembly space.

School Grounds

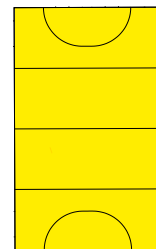
- Staff Parking Provision
- Disabled Parking Provision
- Bus Drop Off
- External play, learning and social spaces
- Sports Facilities including:
 - Grass Pitches
 - 3G All Weather Rugby/Football pitch
 - 2G All Weather Hockey



Grass running track, Rugby & Football pitch



3G All Weather Rugby / Football pitch



2G All Weather Hockey

- 3G Rugby
- Grass Rugby / Running Track
- 2G Hockey

Any existing pitches designated for use as part of this development would require a full assessment and most likely a full upgrade to meet current standards

SFT Funding Area Analysis

Secondary School		
Current School Roll	852	Pupils
Current School Capacity	1339	Pupils
Proposed Pupil Capacity	900	Pupils
Proposed ASN Capacity	50	Pupils
SFT Area Cap (m ²)	11	m ² /pupil
SFT Metric GIFA	10,450	m ²

Primary School		
Potential Primary Capacity	1085	Pupils
SFT Area Cap (m ²)	6.5	m ² /pupil
SFT Metric GIFA	7053	m ²

Nursery		
Potential Nursery Capacity	350	Pupils
SFT Area Cap (m ²)	5.8	m ² /pupil
SFT Metric GIFA	2030	m ²

Community Enhancement		
Community and Enterprise	200	m ²
Health and Wellbeing focus	200	m ²
Total Enhancement GIFA	400	m ²

Total GIFA 19,933m²

Site Area Analysis

Secondary School Site Area	
Secondary School Site up to 1000	2.4h
0.1h per 100 over 1000	0.0h
Secondary Playing Fields up to 1000	3.2h
0.4h per 200 over 1000	0.0h

Recommended Secondary Site Area 5.6h

Primary & Nursery Site Area	
Nursery Site for 350 pupils	0.875h
Primary School Site	2.9h
Primary Playing fields	1.47h

Recommended Primary Site Area 5.245h
As per School Premises Regulations Act 1967

Hawick

Site Options & Appraisals

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3.0 _ Site Options & Appraisals

- 3.1 _ Identification of Potential Sites
- 3.2 _ Appaisal of Potential Sites
- 3.3 _ Sites Retained for Further Study
- 3.4 _ Strategic Development Options




3.0 SITE OPTIONS & APPRAISALS

3.1 Identification of Potential Sites

Through discussions with Scottish Borders Council, and a further analysis of the local plan the sites illustrated on the adjacent plan could be considered to have the potential to accommodate the new school.

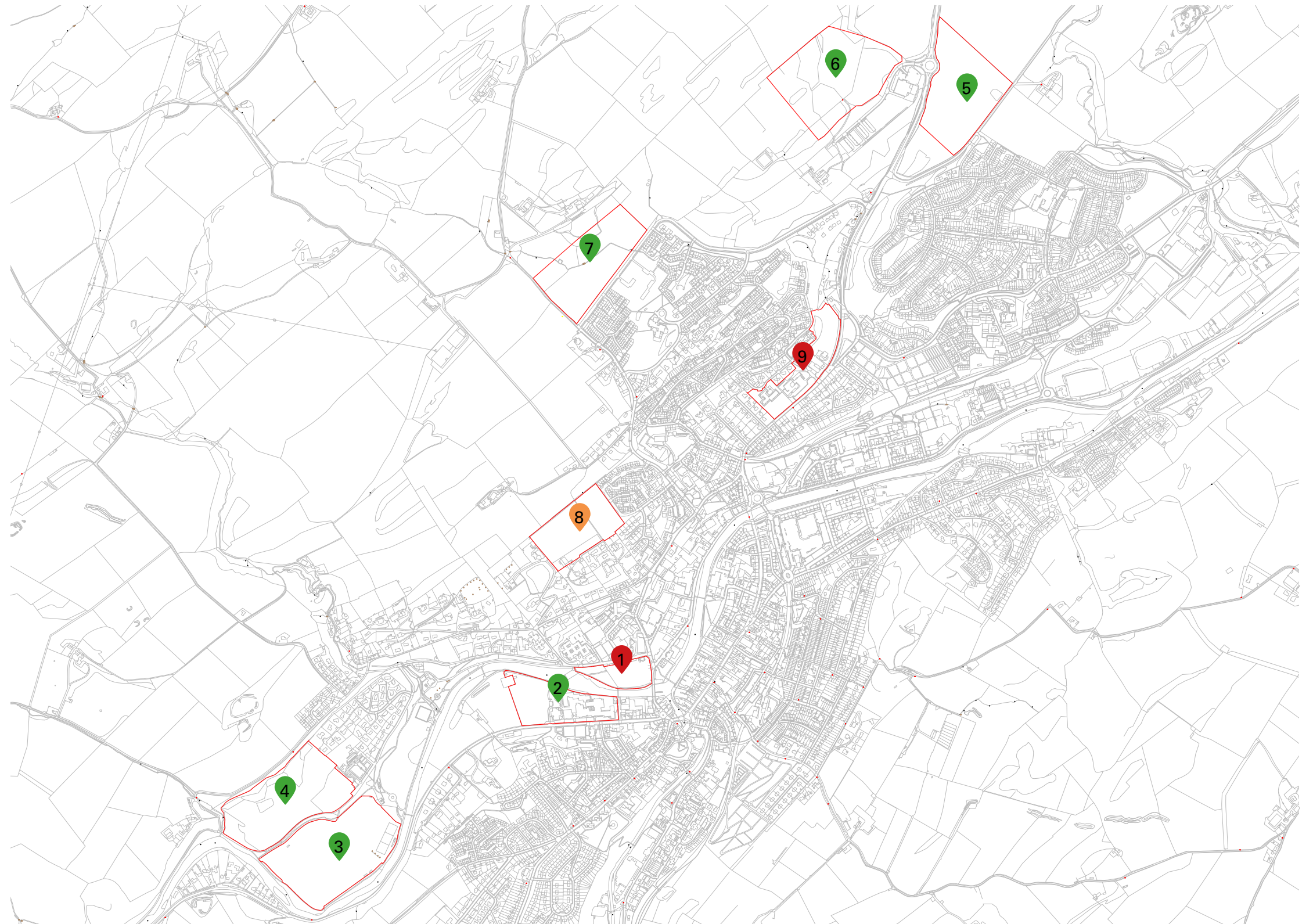
Although each of the sites differ greatly in size, location and character it is important to review the Hawick as a whole and consider all opportunities that are currently presented.

A high level review of each site was carried out with members of Scottish Borders Council and the potential sites have been categorised as follows:

-  High potential to accommodate school
-  Potential to accommodate high school only
-  Low potential to accommodate school

The sites which have a low potential to accommodate the school generally have a site area below the requirement a 950 capacity secondary school or would present flooding or ownership challenges. These sites have been ruled out of further study at this stage.

- 1. Common Haugh - 1.88 ha
- 2. Existing Secondary school Site - 4.64 ha
- 3. Wilton Lodge Park (Lower) - 10.47 ha
- 4. Wilton Lodge Park (Upper) - 9.14 ha
- 5. Burnfoot - 8.07 ha
- 6. Galalaw - 10.19 ha
- 7. Stirches - 7.23 ha
- 8. Wilton - 4.92 ha
- 9. Police Scotland Site - 4.32 ha



3.0 SITE OPTIONS & APPRAISALS

3.2 Appraisal of Potential Sites

The sites highlighted on the previous page have been identified as having the potential to accommodate the new school development. For the purpose of this study any sites which are too small to accommodate the briefed accommodation have been eliminated. The remaining sites each have different challenges and opportunities which are explored further in the following sections of the document.

- Sites retained for further study
- Sites retained for further study for high school only
- Sites eliminated due to size

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1. Common Haugh
1.88 ha



- Site size unable to accommodate brief
- Flooding Issues
- Close proximity to the town centre
- Adjacent to the existing school site



2. Existing Secondary school Site
4.64 ha (excluding existing pitch provision)



- Flooding Issues
- Would require a tandem build with the existing school
- Split land ownership
- Site currently part occupied by a cricket club.
- Site able to accommodate brief assuming existing pitch provision adjacent can be used by the school.



3. Wilton Lodge Park (Lower)
10.47 ha



- Well used park with pitches.
- Site access would need to be formed with a new footbridge or upgrade to existing road.
- Close proximity to existing Secondary school.

3.0 SITE OPTIONS & APPRAISALS

3.2 Appraisal of Potential Sites



4. Wilton Lodge Park (Upper)
9.14 ha

- Steep site levels
- Pitches currently on site
- Site access via a narrow residential road



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5. Burnfoot
8.07 ha

- Large site to the north of the town
- Good access potential
- Limited pedestrian access due to distance from town centre



6. Galalaw
10.19 ha

- Large site to the north of the town
- Good access potential
- Limited pedestrian access due to distance from town centre
- Steeply sloping site.



7. Stirches
10.2 ha

- Large site to the north of the town
- Close proximity to residential areas
- HV overhead power lines cross the site
- Areas of steeply sloping ground and mature woodland



8. Wilton
4.92 ha

- Site size unable to accommodate 3-18 brief
- Small site close to the town centre
- Access via residential streets



9. Police Scotland Site
4.32 ha

- Site size unable to accommodate brief
- Site of existing Police HQ and Fire Station
- On a main access route and well connected
- Long narrow site with level changes



3.0 SITE OPTIONS & APPRAISALS

3.3 Sites Retained for Further Study

There have been seven sites identified as having potential to accommodate a new educational facility. These sites are well dispersed throughout the town and have varying site qualities described in more detail in section 4.1 site options.



- 2. Existing Secondary School Site
- 3. Wilton Lodge Park (Lower)
- 4. Wilton Lodge Park (Upper)
- 5. Burnfoot
- 6. Galalaw
- 7. Stirches
- 8. Wilton

3.0 SITE OPTIONS & APPRAISALS

3.4 Strategic Development Options

1 Option 1

Nursery, Primary and Secondary schools combined within a single building or multiple building on a shared campus.

3-18 Combined School

Secondary Pupils	900
ASN	50
Primary Pupils	1085
Early Year	350
Community Enhancement	
Gross Internal Floor Area	19,933m ²
External Area	18,500m ²
Including;	
- Playground	
- Social Areas	
- Parking / Access / Service	
- 3G Rugby Pitch	
- 2G Hockey Pitch	
- Grass Pitches	
- Muga Pitch	

2 Option 2

Replacement of the existing Hawick High School

Secondary school

Secondary Pupils	900
ASN	50
Community Enhancement	
Gross Internal Floor Area	10,850m ²
External Area	8,500m ²
Including;	
- Playground	
- Social Areas	
- Parking / Access / Service	
- 3G Rugby Pitch	
- 2G Hockey Pitch	
- Grass Pitches	

Hawick

Design Aspirations

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4

4.0 _ Design Aspirations

4.1 _Site Options

4.0 SITE OPTIONS & APPRAISALS

4.1 Site Options

2. Existing Secondary school Site 4.64 ha (excluding existing pitch provision)

To deliver one of the strategic developments on the existing Secondary school site would require the use of the cricket pitch which is currently owned by the Duke of Buccleuch. A tandem build arrangement is proposed in which the new school would be built on the cricket ground in phase 1, part of or all the existing school would then be demolished in phase 2 to allow the car park and drop of for the new school to be built.

Due to the constraints of the site a 3-storey building would be required. The proposal also assumes ongoing use of the neighbouring pitches to provide sporting facilities. Following the demolition of the existing school the area of site which isn't used for parking could be used either as an expansion of the school grounds or for another future development.

As noted previously the close proximity to the river and flooding issues are present on the site and require careful consideration.

- 1. Car park
- 2. The 3-18 School
- 3. Playground
- 4. 2G All weather Hockey pitch
- 5. Rugby / Grass pitch and track
- 6. 3G All Weather Rugby / Football



Site Suitable for Options:



3. Wilton Lodge Park (Lower) 10.47 ha

Wilton Lodge Park Lower is a large and predominantly flat site which could comfortably accommodate all 3 strategic options. The primary challenge with the site is to establish a road access which would require bridging the river. The site is currently well used as pitches and consideration would need to be given regarding the relocation / alternative provision of these facilities or whether the facilities of the new school would be an adequate replacement.

As with the existing Secondary school site there is a flooding issue here which would require detailed review.

- 1. Car park
- 2. The 3-18 School
- 3. Playground
- 4. 2G All weather Hockey pitch
- 5. Rugby / Grass pitch and track
- 6. 3G All Weather Rugby / Football



Site Suitable for Options:



4. Wilton Lodge Park (Upper) 9.14 ha

Wilton Lodge Park Upper has much more limited opportunities for positioning a new building due to steeply sloping levels to the north of the site. For this reason only development options 2 and 3 would be viable on the site. As can be seen below the school pitch provision would need to use an alternative site as only one of the 3 required pitches could be provided.

The existing access road is through a quiet residential area and appears too narrow to support the traffic for a new school of this scale. An upgraded access is likely to be required.

- 1. Car park
- 2. The 3-18 School
- 3. Playground
- 6. 3G All Weather Rugby / Football



Site Suitable for Options:



4.0 SITE OPTIONS & APPRAISALS

4.1 Site Options

5. Burnfoot 8.07 ha

The Burnfoot site is currently used as agricultural farmland with an area of wetland to the south which has not been included in the proposed site boundary. The site size can accommodate all 3 development options and has good vehicular access to its boundary.

- 1. Car park
- 2. The 3-18 School
- 3. Playground
- 4. 2G All weather Hockey pitch
- 5. Rugby / Grass pitch and track
- 6. 3G All Weather Rugby / Football



Site Suitable for Options:



6. Galalaw 10.19 ha

Galalaw is on the other side of the A7 to the previous site behind the Homebase site. The site is capable of accommodating all 3 development options however the topography of the site is likely to require a large amount of earthwork and ground retention to form the parking, building platform and pitches and these are likely to be on different levels. The site has the potential to offer excellent views over the town and beyond but any development would need to be sensitive to the prominence of the site.

- 1. Car park
- 2. The 3-18 School
- 3. Playground
- 4. 2G All weather Hockey pitch
- 5. Rugby / Grass pitch and track
- 6. 3G All Weather Rugby / Football



Site Suitable for Options:



7. Stirches 10.2 ha

The Stirches site sits between the Stirches residential area and St Andrew's Convent to the north of the town. The site is currently used as grazing land and has a good proximity to residential areas. The site also has a large number of mature trees to the north which could provide an excellent setting for a school. The site area can accommodate all 3 development options and has good roads access. As with the Galalaw site any development would need to be sensitive to the natural surroundings.

- 1. Car park
- 2. The 3-18 School
- 3. Playground
- 4. 2G All weather Hockey pitch
- 5. Rugby / Grass pitch and track
- 6. 3G All Weather Rugby / Football



Site Suitable for Options:



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