
SCHOOL ESTATE REVIEW NEXT STEPS 2017/2018

Report by Service Director, Children and Young People

EXECUTIVE COMMITTEE

7 NOVEMBER 2017

1 PURPOSE AND SUMMARY

- 1.1 This report provides Elected Members with an update on the work that was carried out in the School Estates Review from October 2016 to June 2017 and outlines the proposed next steps in the School Estates Review from October 2017 to June 2018.**
- 1.2 During the programme of work, the Council was recognised for delivering best practice in the manner in which the pupil, parent and community voice in Jedburgh was used to guide a consultation on learning provision in the town. The very successful outcome of Scottish Government partnership funding to deliver an Intergenerational Community Learning Campus with the Council has been instrumental in evolving our principles guiding the School Estate towards a holistic community approach, which is in line with the Council's developing approach to community empowerment and a focus on change and improvement being centred in localities. The success of this School Estates Review is very much linked within the level of engagement coming through from communities, who have become active in engaging with the Council on future proofing their estate and working jointly on specific challenges, as well as responding positively to opportunities.
- 1.3 The School Estate strategy is a key strategy within the Council which can contribute significantly to the vision and priorities set out in the Council's "Connected Borders" Strategic Plan. The School Estates strategy has the opportunity to contribute to: connected communities, eg improved digital connectivity and opportunities for learning; enterprising communities, eg improved business links and skills development re developing the young workforce; communities of well-being, eg opportunities for intergenerational learning; communities of caring, eg a place where communities can come together to support families through Early Learning and Childcare and family support.

2 RECOMMENDATIONS

2.1 I recommend that the Executive Committee:-

- (a) Agrees to the change in the strategic principles guiding the School Estate Review, which now focus on delivering intergenerational learning opportunities and outcomes for all ages within a community;**
- (b) Notes the positive response from the Scottish Government to the high quality consultation process carried out as part of the School Estate Review in Jedburgh;**
- (c) Notes that a separate paper recommending the closure of the nursery, primary, secondary and specialist provision and the establishment of Jedburgh Intergenerational Learning Community has been progressed within the School Estate Review in the period 2016/2017;**
- (d) Agrees that a detailed assessment is carried out of the four High Schools that have not been rebuilt (Galashiels Academy, Hawick High School, Peebles High School and Selkirk High School) re their condition, suitability and capacity to prioritise the order of investment in the Secondary School Estate in the next ten to fifteen years; and that the outcome of the assessment is brought back to the Executive Committee, along with a proposal for consultation with the local community that comes out first looking at community options for intergenerational learning;**
- (e) Notes from the assessment of the Primary School Estate that Earlston Primary School and Eyemouth Primary School are priorities for investment and agree that work should be developed and ongoing with the Scottish Government around partnership funding to deliver intergenerational learning opportunities for both communities;**
- (f) Agrees that the programme of closing mothballed schools (Eccles/Leitholm Primary School, Ettrick Bridge Primary School and Hobkirk Primary School) continues with pace so that all schools are closed within the 2017/2018 period;**
- (g) Notes the proposal to conduct a statutory consultation on the closure of St Margaret's Roman Catholic Primary School in Hawick as an outcome of the Roman Catholic Schools Review. A paper seeking approval to conduct the Statutory Consultation on the closure of the schools is subject to a separate report.**
- (h) Notes the progress made by the Rural Schools Action Plans and commend the work of the parents;**
- (i) Notes that, following engagement with parents/staff in Kirkhope Primary School, a proposal to extend the catchment**

will be consulted upon in January 2018.

- (j) Notes that a review of the transport policy will be forthcoming in 2018.**

3 BACKGROUND

- 3.1 On 6 September 2016 the Executive Committee agreed a number of recommendations set out in the paper "School Estate Pre-consultation and Review" (Appendix 1). This Report provides an update of the progress that was made during school session 2016/2017 in taking forward these recommendations and outlines the programme of work for school session 2017/2018.
- 3.2 A strategic approach is being taken to the School Estate Review by adhering to guiding principles which were agreed at the Executive Committee in January 2015:
- (a) Increased educational opportunities;
 - (b) Improved outcomes for children and young people;
 - (c) Sustainability;
 - (d) A future-proofed School Estate;
 - (e) Affordability.
- 3.3 It is important to note that all investment models for the School Estate are delivered in partnership with the Scottish Government. Scottish Borders Council has a very positive relationship with the Scottish Government on all School Estate matters and this is key to the progress that has been made, both in delivering the new school builds at Langlee Primary School and Duns Primary School in August 2017 and in the forthcoming delivery of Kelso High School, which will open on 14 November 2017, and the new Broomlands Primary School, which will open in January 2018.
- 3.4 The recent announcement of the Scottish Government and Scottish Borders Council working in partnership to fund a new intergenerational campus in Jedburgh has been a defining moment in changing the direction of travel towards a new vision for the School Estate; where learning is realised as a lifelong concept and buildings for learning are no longer viewed as school provision, but as intergenerational learning provision. Based upon this, it is recommended that the principles above are changed as follows:
- (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.
- 3.5 Partnership with Education Scotland is critical to progressing all School Estate matters as changes to the estate are subject to the Schools (Consultation) (Scotland) Act 2010. These changes involve quite extensive protocols in relation to consultation and engagement with local

communities and can result in Scottish Government scrutiny of Scottish Borders Council activity in any matters relating to the School Estate.

4 IMPLEMENTING THE RECOMMENDATIONS SET OUT IN SEPTEMBER 2016

Future of Mothballed Schools

4.1 Ettrick Primary School

- (a) Ettrick Primary School was mothballed in June 2012 after the roll dropped to 3 pupils in 2011. Formal consultation papers were drawn up and a statutory consultation meeting was held on 22 February 2017. Approximately 25 members of the community attended the evening. There was no debate about the need to close the school: all community members were in agreement, except for one member, but there were quite a few issues raised about what would happen to the school building once the school was closed.
- (b) The issues re the building were extensive and complex and, as a result, it was agreed that prior to papers being concluded, that investigations into future options for the building required to be explored, as the existing building for example currently houses the Ettrick Shepherd Museum which draws over 200 visitors to the Ettrick Valley each year.
- (c) The challenge is that the school building requires extensive upgrading and maintenance work and the community are reliant upon the Council for the maintenance of the building. The community did not have a Business Plan to sustain the building at the point of consultation. However, there were connected developments relating to a Forest Community Engagement Plan that could support a sustainable Business Plan for the Ettrick Primary School building.
- (d) The Council will now re-engage with the community to receive an update on the Forestry Community Engagement Plan and invite Education Scotland to participate in the Statutory Consultation process, with a focus on concluding the closing of Ettrick Primary School and establishing a sustainable plan for the school building.

4.2 Eccles/Leitholm Primary School

Eccles /Leitholm School was mothballed in August 2016, when the pupil roll dropped to 5 pupils. Pupil roll information and parental choice do not provide a case for re-opening the school (see Appendix 2). The period of mothballing from August 2016 until August 2017 has not changed the position, ie no parents have intimated any interest in their children attending Eccles/Leitholm Primary School. It is recommended that Statutory Consultation papers will now be drawn up recommending the closure of Eccles/Leitholm Primary School and as part of the consultation, a decision will be made to allocate the existing catchment area to a designated school. The Statutory Consultation period will commence in January 2018.

4.3 **Hobkirk Primary School**

- (a) At the beginning of school session 2016, parents of Hobkirk Primary School approached the Council concerned about the impact of the pupil roll of 7 pupils upon the children's learning experiences. Further engagement with parents led to the transfer of the children to Denholm Primary School in October 2016 and the school was mothballed at the Education Executive on 3 November 2016.
- (b) A meeting was held at Hobkirk Community Council on 19 September 2016 to share with community members the possible options for the school building, should it be permanently closed. There was very positive engagement with the community about possible options for the building and a general acceptance that the school would progress to permanent closure.
- (c) The Council has allowed the school to remain mothballed for a period of time to monitor the catchment roll and parental choice. Matters have now settled and the new intake of children have overall chosen to attend Denholm Primary School. Roll projections indicate that the re-opening of the school is not a viable option (see Appendix 2). The Council has not received any requests for enrolment at the school or received any notes of interest about the future opening of the school. The information indicates that the formal closure of Hobkirk Primary School would support parental choice and provide the community with an opportunity to liaise with the Council regarding a permanent solution for the future use of the building. It is recommended that a statutory consultation on the closure of Hobkirk Primary School commences in January 2018.

Pre-consultation on Roman Catholic Schools Provision

- 4.4 The Council, in the Autumn of 2016, set up meetings with parents of the four Roman Catholic Schools: Halyrude Roman Catholic Primary School, St Joseph's Roman Catholic Primary School, St Margaret's Roman Catholic Primary School, Galashiels and St Margaret's Roman Catholic Primary School, Hawick. At that moment in time there was one Headteacher for the four schools and there were concerns about the progress being made in improving the quality of education in each school. The Council engaged with all sets of parents and with school staff as part of a Review process.

4.5 **Halyrude Roman Catholic Primary School**

- (a) At Halyrude over 30 parents attended a meeting with Council Officers and expressed that their school had gone from strength to strength; the school roll was increasing (from 80 to 90); there was now stability in staffing and a very positive ethos within the school teaching and support staff; all stakeholders intimated that they believed Halyrude should have its own Headteacher, owing to distance between Halyrude and St Margaret's Roman Catholic, Galashiels. The Council recognised that significant progress had been made in stabilising the school staffing and pupil roll and in implementing a range of quality improvements. During 2016 a permanent Headteacher was appointed to lead Halyrude Roman

Catholic School. The very good progress in the quality indicators and children's learning experiences, the roll growth and parental positivity towards the school represents a strong picture of improvement: Halyrude is now experiencing, for the first time in a long period, a very positive outlook and required no further intervention or additional support from the Council. It should be noted that the very strong leadership of the parent body in the last few years, and their support of the school, has been instrumental in the school's progress and should be formally noted by the Executive Committee, with special thanks noted to the Chair of the Parent Council who played a vital leadership role in working with parents, the school staff and the Council Officers on this improvement journey in the last three years; it is recommended that the Council might consider formally thanking the Parent Council Chair for her individual contribution to the school's improvement journey.

- (b) Halyrude Roman Catholic Primary School is now an improving school with a growing roll, a stable staff and a highly competent management team. Although 62% of the children who attend the school are Roman Catholic, it is now a school of parental choice in the town of Peebles, providing high quality education and can evidence the provision of strong educational benefits for the children who attend the school, including the children attending the Additional Support Needs base within the school. Halyrude Roman Catholic Primary School is now in a strong sustainable position and it is recommended that recognition is given to its improvement journey and a public statement made to parents about the Council's confidence and commitment to its long term sustainable future as a Roman Catholic provision within the Scottish Borders.

4.6 **St Joseph's Roman Catholic Primary School**

At St Joseph's Roman Catholic Primary School, two parents turned up to the meeting. They expressed concerns about the school's progress and staffing instability. These matters have now been addressed; the school has benefited from a very positive inspection sign off and the stable leadership of a 'Lead Learner Headteacher'. The Roman Catholic Church approved the appointment of the Lead Learner Headteacher, ie a Headteacher who does not have Roman Catholic approval, but there are still staff within the school who can provide the Roman Catholic teachings to the children. This appointment has been instrumental in taking forward improvements within the school and the individual member of staff's contribution was formally recognised when the school was signed off in the inspection process in December 2016. The parents expressed that they felt their school was sustainable long term. However, the roll is interesting at St Joseph's in that only 30% of the children are Roman Catholic, ie 7 out of 26. The roll has increased from 20 to 26 in the last few years, resulting in the school stabilising at two classes. The good progress made in the quality of education has had a stabilising impact upon the roll in attracting some families into the school; information indicates that parents are choosing St Joseph's Roman Catholic Primary School as a small school choice within the town of Selkirk, rather than as an Roman Catholic choice. It is recommended that, in light of the low levels of parental engagement in the Review, further discussions are held

with parents regarding the future of the school provision and that these discussions are also held with the Parent Councils of the schools affected by the current Parental Choice, ie Knowepark Primary School, Philiphaugh Primary School, Kirkhope Primary School and Yarrow Primary School, and that these discussions help inform next steps and future plans for St Joseph's Primary School.

4.7 St Margaret's Roman Catholic Primary School, Galashiels

At St Margaret's Roman Catholic Primary, Galashiels, eight parents attended the meeting. They were all very positive about their school, but did have concerns about behaviour management in the school, expressing that a number of children from other schools in the Galashiels area choose St Margaret's when their children are experiencing difficulty in other local schools. There is evidence to support this parental view. The roll of the school is 64 and the parents reported that there were many other Roman Catholic children who attend Our Lady and St Andrew's Church and have declared that the school not having a nursery is a key factor in the parents not uptaking their Roman Catholic entitlement at St Margaret's Galashiels, ie that the children make friends at nursery and then end up transitioning into the school where the nursery is located. The parents believe that a nursery at the school would increase the school roll to previous levels of over 100 pupils. The expansion of ELC hours from 600 to 1140 hours by 2020 will create capacity issues within the primary schools in Galashiels, ie St Margaret's will receive nursery provision. This is expected to have an impact upon the school increasing the roll to a similar roll of Halyrude Roman Catholic Primary School, creating another Roman Catholic school in the Borders with a long term sustainability plan. Work is ongoing to improve the quality of the learning provision at St Margaret's and this will continue to receive targeted support from the Council until the school reaches a self-improving level of capacity.

4.8 St Margaret's Roman Catholic Primary School, Hawick

A meeting was held with eight parents. The parents indicated that they were very content with the learning provision at St Margaret's Roman Catholic Primary, Hawick, but that they had concerns about their children being bullied when they get to Hawick High School. The parents were very positive about the support the school received from the local Priest, who has recently left the community. They also commended the Saturday Polish School, which is in receipt of some funding from the Council. The Service Director, Children and Young People did share with the parents her concern regarding the children's inclusion with other children in the town and expressed concern that the school roll consisted of 93% of pupils who spoke English as an additional language and roll figures of less than 1 class. The Service Director also expressed that she was concerned that the entitlements of Curriculum for Excellence were limited for the children in terms of team skills and group work with children of a similar age and although this could be expressed re small rural schools, the context is different because of the inclusion issues for the children within their local community, which is not a factor with rural schools. The parents did state that they would like to see their children have broader experiences, but they also stated apprehension about the children being outwith this small group at primary school age. The school roll has declined this year to 14 pupils: 13 out of the 14 children speak English as

an additional language. There are concerns that such a small peer group and school roll, set within the context of the town of Hawick, does not support an inclusive approach to the children's education and does not prepare the children socially for the transition to Hawick High School. There are also concerns that this small amount of children being in such a large building, when there are many schools in their own catchment area with space, is not the best use of this space within the town and does not represent a best value approach. It is recommended that a statutory consultation is carried out regarding a proposal to close St Margaret's Roman Catholic Primary School in Hawick, with the key driver being to bring educational benefits for the children.

- 4.9 In considering the closure of a Roman Catholic Primary school, the following background information must be taken into account:

In the 1920's, following a change to the system of funding education in Scotland, all Catholic schools were transferred from the Church to Local Authority control, with an obligation to keep them open as long as they are "required". Once transferred, the schools were to be funded, maintained and managed on the same basis as non-denominational, but are subject to certain special provisions. While the Education Authority has the sole power of regulating the curriculum and appointing teachers to denominational schools, any teacher appointed must be approved by representatives of the Church regarding religious belief and character. The Education Authority is required to facilitate denominational education and is obliged to appoint, with the approval of the Church, a supervisor of religious education in Catholic schools.

- 4.10 Any proposal to change or close a denominational school requires to not only go through a statutory consultation process under the School (Consultation) (Scotland) Act 2010 (the 2010 Act), but also requires the approval of the Secretary of State. The Secretary of State's consent will only be granted if he is satisfied that adequate arrangements have been made for the religious instruction of the pupils that attended the denominational school. The Secretary of State can impose any conditions that he thinks fit regarding the religious instruction of the pupils.
- 4.11 In recent years, several Local Authorities have chosen to build shared campuses where a denominational and non-denominational school share grounds, a building, and facilities such as canteen, sport halls etc, but lessons are taught separately. There have been few closures of denominational schools in recent years, however approval was given in 2016 for the closure of St Peter's Roman Catholic Primary School in Dalbeattie, where the school roll had dropped to 5. Dumfries & Galloway Council proposed that if the school was closed, the children could either attend their catchment school (with arrangements being put in place with the Diocese for Catholic education) or the Catholic children would have the option to attend the nearest denominational school, with transport paid by the Council for those pupils and younger siblings.
- 4.12 It is proposed that St Margaret's Roman Catholic Primary School would be closed and the children would attend their catchment school. The Council would put in place arrangements for Catholic instruction in partnership with the Roman Catholic Church. Approval is sought to conduct a

statutory consultation regarding the closure of St Margaret's Hawick Roman Catholic Primary School (see attached, separate report).

Pre-Consultations on the future of Education Provision in Jedburgh, Eyemouth, Hawick and Galashiels

4.13 **Jedburgh Consultation**

The intergenerational community of Jedburgh came out in force to engage in the School Estates Review. The outcome of the whole process is now subject to a separate report which looks to close Jedburgh Grammar School, Parkside Primary School, Howdenburn Primary School, Howdenburn ASN Unit and establish a new intergenerational campus for learners from 2 years to 102 years. The new campus has been subject to a very successful statutory consultation process, in which 98% of the respondents agree with the recommendations. The new campus has received funding from the Scottish Government and the Council and will be delivered by March 2020.

4.14 **Secondary School Estate Next Steps**

The focus on Jedburgh means that the Council is yet to carry out further consultations in Eyemouth, Hawick and Galashiels. However, learning from the Jedburgh process, ie the change in School Estate priorities, will affect how the Council re-engages with these communities. There are four Secondary School communities which have not had a new build: Galashiels Academy, Hawick High School, Peebles High School and Selkirk High School. All of these communities would like a new building and have been inspired by the success of the Jedburgh consultation and outcome. The only way to address this matter in a fair way is to carry out a deep assessment of each of the schools, with a specific focus on suitability, condition, capacity and links to the intergenerational and community benefits with reference to the community priorities set out in the Council's 'Connected Borders' vision statement. This assessment will be carried out between November and December and the outcome brought back to the Education Executive in January, with a recommendation of the Secondary School learning community that comes out as the next priority for investment and consultation. The Council will continue to keep the Scottish Government informed of developments.

4.15 **Primary School Estate Next Steps**

- (a) A key driver in the review of the Primary School Estate has been the removal of poor condition schools, eg Parkside was rated a 'D' very poor condition. This is very important when it comes to seeking partnership funding from the Scottish Government, as it is a mission of the Government to remove all schools rated category 'D' from the national School Estate. In the Primary School Estate in the Borders the Council has two schools which stand out as an issue in relation to their condition and suitability: Earlston and Eyemouth Primaries, which were previously co-located within buildings shared with the High Schools. In both schools, funding was allocated to make adaptations after the High Schools moved out.

- (b) In both schools, significant refurbishment was undertaken internally, with works such as relocation of the nursery from a portacabin into the main building, reception being relocated to a more central position and decorating works being undertaken in an attempt to bring cohesion to the accommodation. At the time, this was a welcome and successful upgrade to the buildings.
- (c) In Earlston, however, due to declining rolls, the building is proving more challenging to manage with a large number of unused spaces which are becoming derelict. The building is very difficult to secure, with a number of exits presenting issues especially for children with additional support needs.
- (d) In Eyemouth, the increasing roll is now putting pressure on the building and this session the addition of another class created difficulty when no additional rooms were available. The roll has already reached a level beyond the numbers which were predicted over a five year period.
- (e) The partial demolition of part of the old High School on both sites has not been successful in leaving a suitable environment for learning for the Primary pupils. The external areas are unsuitable, accessibility around and in both schools is not able to meet legislation and the external fabric of the buildings are beyond economic repair, leading to poor heating and ventilation issues.
- (f) The gradings awarded (refer to table below) for suitability and condition are compiled through the grading of individual elements such as indoor facilities, teaching and learning spaces. While Eyemouth is graded 'C' in the majority of categories, in Earlston the classroom and toilet décor is acceptable and leads to indications of 'B' gradings, however, it cannot be ignored that in critical areas such as security, accessibility and environment the 'C' gradings are of significant concern and recent Council on-site assessment would assess elements graded as a category 'D'. There are no other schools in the primary estate with grade 'D' assessments.

	Roll	Capacity	Occupancy	Condition	Suitability
Earlston Primary	166	307	54%	'C'/'B' 'D' in part	'C'/'B' 'D' in part
Eyemouth Primary	336	373	91% Predicted to go over capacity ie not enough space	'C' 'D' in part	'C' 'D' in part

- (g) Another key consideration that can lead to a school being prioritised for investment can be a lack of capacity due to roll growth from new housing developments. This is an area that has to be assessed in Peebles and it was raised as a concern by stakeholders during the consultation.

- (h) The next steps for the Primary School Estates Review is to progress with new solutions for Earlston and Eyemouth Primaries as the Council, like the Scottish Government, has the ambition to remove all elements of the estate graded as a 'D'; also it does not seem appropriate to leave Primary School children to be educated in buildings that were deemed no longer suitable for Secondary pupils. However, as the Council works up solutions, the new principles of the estate, ie re intergenerational learning, must be considered as part of consultations with the communities. It is recommended that informal consultations take place with stakeholders re a vision for future provision, which brings intergenerational learning benefits and that the Scottish Government are linked into the ongoing work.
- (i) A detailed assessment of the medium and long term pupil roll for the Early Years ,Primary and Secondary sectors in the Peebles High School catchment area is to be conducted as soon as possible and reported back to the Executive in January.

4.16 Rural Schools Engagement

It was identified that when a school roll drops to one class, there is a pattern of the roll dropping quickly, thereafter leading to closure or mothballing. A commitment was made to engage with small rural schools with a roll of less than 50 to support them proactively in becoming more sustainable. 15 schools were involved in this piece of work and through engagement with Parent Council Chairs, Headteacher groups and individual Parent Councils, each school was asked to draw up a sustainability plan. The work was led by the parents and began with a focus on the strengths and unique selling points of each school. Through analysis, key areas such as childcare were identified as reasons for families choosing to attend schools or not. Actions were taken in response to this information and some very positive outcomes were achieved. In one school, for example, a survey with all parents led to a Breakfast Club being set up and run by the parents. Other schools have had Early Years provision introduced or planned. Most schools took a very pro-active approach to promoting their strengths and achievements through various media such as Facebook, Twitter and building better connections in and across communities. There are, however, 6 schools with very low numbers: Walkerburn (22 pupils), Sprouston (18 pupils), Fountainhall (17 pupils), St. Margaret's, Hawick (15 pupils), Yarrow (15 pupils), Kirkhope (5 pupils). It is recommended that further engagement takes place with all of these communities with regards to long term solutions which ensure educational benefits for all the children continue. These discussions, although challenging, need to ensure that the children's learning experiences are a priority and all solutions must be considered.

4.17 Catchment Review in Selkirk

- (a) Work has continued with the rural schools to sustain the rolls in the area, but this remains a challenge. The parents of Kirkhope Primary Schools have worked hard and carried out a great deal of promotional work, but the roll has dropped significantly from 17 in 2016 to 5 currently.

- (b) A review of the catchments will be conducted as a priority, beginning in January 2018, as a measure aiming to increase the rolls of the rural schools.

4.18 Review of School Transport Policy

A review of the Transport Policy was highlighted in the original School Estate Report. It is noted as a matter still to be actioned in 2018.

5 IMPLICATIONS

5.1 Financial

These will be contained within individual reports recommending consultation or action relating to specific schools.

5.2 Risk and Mitigations

These will be contained within individual reports recommending consultation or action relating to specific schools.

5.3 Equalities

An Equalities Impact Assessment will be carried out in relation to specific proposals relating to individual schools.

5.4 Acting Sustainably

Acting sustainably is embedded within all actions contained within the school estates review next steps.

5.5 Carbon Management

Carbon Management assessment will be contained within reports relating to specific schools.

5.6 Rural Proofing

Rural proofing is embedded by legislation within all actions taken within the school estates review.

5.7 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

6 CONSULTATION

- 6.1 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.

Approved by

Donna Manson

Service Director, Children and Young People Signature

Author(s)

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Background Papers:

Previous Minute Reference: Executive Committee, 6 September 2016

Appendices: Appendix 1 – School Estate Pre-consultation and Review

Appendix 2 – Mothballed Schools Roll Trends and Analysis

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.