
**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

<p>Tell us what you think about the current suitability, condition and capacity of your secondary school?</p>
<p style="text-align: center;">GALASHIELS</p>
<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.
<p style="text-align: center;">HAWICK</p>
<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.
<p style="text-align: center;">PEEBLES</p>
<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.
<p style="text-align: center;">SELKIRK</p>
<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 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>