

Stage 2 Evidence Gathering and Consultation

A. Title of Proposal:	New Replacement Secondary School in Peebles
B. Service Area: Department:	Infrastructure & Environment Capital Projects
C. Lead Officer: (Name and job title)	Steven Renwick Projects Manager
D. Other Officers/Partners involved: (List names, job titles and organisations)	Lesley Munro, Director Education, SBC John Curry, Director Infrastructure & Environment, SBC Allison Stockman, Project Assistant, SBC Gillian Sellar, Principal Solicitor, SBC Carolyn Didcock, Quality Improvement Officer, SBC Rowan Morrice, Architect, Stellan-Brand
E. Date(s) IIA completed:	First Version – 2020 prepared at the commencement of the project following the fire in November 2019. Second version March to June 2023 – following completion of the current design stage and community engagement.

Section 1 Data and Information

A. What evidence has been used to inform this proposal?

(Information can include, for example, surveys, databases, focus groups, in-depth interviews, pilot projects, reviews of complaints made, user feedback, academic publications and consultants' reports).

Background and Project Need

In 2018, Scottish Borders Council approved the sequence and priority for capital investment in the School Estate as Galashiels Academy, Hawick High School, Selkirk High School and finally Peebles High School.

This came from the creation of individualised secondary school strategic plans following an assessment of condition, suitability, capacity as well as engagement with pupils, staff, parents, parent councils and the community in each cluster.

Following the fire at Peebles High Schools in 2019, the Capital Plans were revisited and it was decided to accelerate the replacement of Peebles High School ahead of both Hawick and Selkirk High Schools.

The fire resulted in the loss of 26 teaching spaces, the ASN unit and a large number of ancillary spaces including the majority of pupil toilets and the fire caused significant negative impact on the condition and suitability of the existing building.

Consultation and Involvement Findings

A website was organised and was live prior to the submission of the Proposal of Application Notice on 31 May 2021. The link for the website is noted below:

<https://eyesiteview.co.uk/peeblescampus/informalconsultation/explore.pano?id=1>

The website included boards explaining the proposals, an animation and an opportunity to comment.

During the period 31 May 2021 and 16 June 2021 a formal Statutory Planning consultation was conducted with the Peebles High School Community. This involved staff, pupils, parents and carers through Parent Councils and key community stakeholders. The Director of Education and other council officers undertook a programmed series of meetings as part of this consultation process. This involved meetings and other forms of communication with the following persons and groups identified in Section 2, including those indirectly affected.

During the design stages from March 2020 to the end of this current design stage, a significant amount of statutory consultation and community/stakeholder engagement has been undertaken. More than 60 separate meetings and engagement sessions have been undertaken to describe the proposal, to listen to feedback and, where appropriate, make adjustments to the proposal.

B. Describe any gaps in the available evidence, then record this within the improvement plan together with all of the actions you are taking in relation to this (e.g. new research, further analysis, and when this is planned)

There are no gaps in evidence available to identify the need for the project.

Section 2 Consultation and Involvement

A. Which groups are involved in this process and describe their involvement

The Parent Councils of Peebles HS, Broughton PS, Eddleston PS, Halyrude PS, Kingsland PS, Newlands PS, Priorsford PS, St Ronan's PS, Walkerburn PS and West Linton PS.

Peebles High School Staff

Community Councils: Carlops, Eddleston & District, Innerleithen & District, Lamancha/Newlands & Kikurd, Manor/Stobo & Lyne, Peebles & District, Skirling, Tweedsmuir, Upper Tweed, Walkerburn & District and West Linton.

Peebles Community Trust, Peebles Civic Society and Tweeddale Area Partnership.

Live Borders, Clubsport Borders and Clubsport Tweeddale.

B. Describe any planned involvement saying when this will take place and who is responsible for managing the process

During the period 31 May 2021 and 16 June 2021 a formal Statutory Planning consultation was conducted with the Peebles High School Community.

Further non statutory engagement has been carried out during the period 22 June 2021 through to December 2022. Further engagements sessions took place on 2 and 6 February 2023. Following this there was a specific session held on 14 March 2023 with the parents of children with loss of hearing.

C. Describe the results of any involvement and how you have taken this into account.

The key findings deriving from the consultation period May 2021 are as follows:

The Council received 126 email submissions to its consultation, 122 from individuals and 4 from groups, during the consultation period.

A number of common themes emerged from the written responses, many comments related to the interior. However, a selection of planning pertinent comments are shown below:

- Roads Department concern about increasing traffic along Craigerne Lane for Enhanced Provision Drop-off.
- Objection to replacing 100m running track with shorter track and compact athletics area.
- Concern about noise from the 3g Pitch - both crowd noise and noise of balls hitting against fences.
- Concern about floodlighting from the new 3g Pitch and their impact on neighbouring properties.
- Concern about traffic at the existing bus "D" and pedestrian safety in this area.
- Concern about creating a new entrance to the site at the South-East and potential to change pupil routes to the school.
- Concern about the semi-public park and its use outside of hours and potential for anti-social behaviour.
- Concern about the muddy condition of John Buchan way, pupils bringing mud into the building.
- Perceived loss of Green Space.
- Proximity of 3G pitch to houses.
- Loss of mature trees.
- Construction traffic and safe access to the site.
- Minimise disruption to pupils during the build.
- Ensure adequate access for pupils with disabilities.
- Minimise noise during the build.
- Minimise the duration of the build.

- Consider basketball facilities: Design amended in response.
- Provide facilities for prayer.
- Replace allotments.
- Can Craigerne lane be kept free of construction traffic or one way system imposed?
- What will be the use of the original school building?
- Demolition of millennium wing appears wasteful.
- Surrounding roads footpaths are in need of improvement.

Full details and responses to comments received are detailed within the separate Statutory Planning Consultation Report, all have been addressed to the satisfaction of the planning approval.

D. Describe any events held and views obtained (if applicable). Add or remove as needed.

Events

Date	Venue	Number of People in attendance	Protected Characteristics Represented
24/05/2022	Peebles HS – Principal Teachers	Less than 10	Not separately identified
20/10/2022	Peebles HS – Public Event	Over 200	Not separately identified
24/10/2022	Peebles HS – Principal Teachers	Less than 10	Not separately identified
24/10/2022	Peebles HS – Parent Council	Not more than 50	Not separately identified
07/12/2022	Peebles HS – Principal Teachers	Less than 10	Not separately identified
23/01/2023	Peebles HS – Parent Council	Not more than 50	Not separately identified
26/01/2023	Peebles HS – CDT Department	Less than 10	Not separately identified

02/02/2023	Eastgate Theatre, Peebles – Public Engagement Event	Over 400	Not separately identified
06/02/2023	West Linton PS – Public Engagement Event	Not more than 20	Not separately identified
06/02/2023	Memorial Hall, Innerleithen – Public Engagement Event	Not more than 20	Not separately identified
14/03/2023	Peebles HS – Meeting with Parent of Deaf Pupils	Less than 10	Disability – parents of learners with hearing difficulties

Views Expressed - Art	Officer Response
Request for extra-large sinks	Extra-large sinks have been integrated into the design
Request for dedicated S5/S6 study space	Dedicated S5/S6 Study space was integrated into the design
Provide space for screen printing and other printing	Dedicated screen-printing space has been provided
Provide space for photography	Dedicated Photography facilities have been provided
Views Expressed - Science	Officer Response
Provide space for S5/S6 study	Dedicated S5/S6 Study space was integrated into the design
There are not enough labs in the proposals	An extra lab was integrated into the design following review of the timetabling
Do not think a split technicians area will work	Split technicians area was amalgamated into a single space
Preference for island units over peninsula	A change from peninsula to Island units is currently under consideration
Views Expressed - CDT	Officer Response
Consider re-use of certain workbenches and equipment	Design reuses certain workbenches and equipment following multiple review sessions between Specialist Supplier and Principal Teacher
Provide several 3d printers so that the whole class can work at the same time	6no 3d printers provided
Consider some storage being open and some closed	A mix of storage solutions will be provided, approx 50% open and 50% closed
Views Expressed - PE	Officer Response
Consider enlarging the proposed basketball facilities	The option of increasing the extent of basketball area is currently under consideration
Are very short on changing facilities currently	New design includes a large number of new changing facilities of a variety of types such as single sex and individual cubicles

Would like new and consistent signage to create an identity across the sports building. Some existing signage is broken	New signage to all major spaces has been included in the design
Would like the existing gym to have more facilities including volleyball nets and pull out gym bars and to not have the dance facilities to make it purely devoted to being a gym	Volleyball nets and pull out gym bars have been included in the design for the existing gymnasium
Ceiling tiles are subject to vandalism in changing rooms	Ceiling tiles are not provided in these new spaces
Wetwall panels in the current building work well	Wetwall panels provided to all changing spaces in the building
Would like some space to be able to monitor the department and do work within the Sports Building	Touchdown desk points have been provided
Views Expressed – Non-practical Teaching Staff	Officer Response
Concern about enclosed double classrooms and teaching two separate classes side by side	Number of enclosed double classrooms has been reduced from 4 to 1. The current timetabling would not require that classroom to be used for two classes at any time i.e. there is the option for team teaching to take place here but it is not a necessity.
Concern about open double classrooms and teaching two separate classes side by side	Number of open double classrooms has been reduced from 3 to 2. The current timetabling would not require that classroom to be used for two classes at any time i.e. there is the option for team teaching to take place here but it is not a necessity.
Concern about Semi-enclosed individual classroom	Semi-enclosed individual classrooms now have a sliding partition to allow them to be fully enclosed when and if required.
Double classrooms with shared tutorial space separating them was received favourably.	This type of classroom has been increased from 2 to 8.
Consider blinds to glazed screens onto corridors	Internal glazing is required to allow for borrowed daylight on some internal spaces linked with rooflights and for inter-visibility of learning and teaching and we do not envisage the need for internal blinds.
Don't want an open plan school	The school is not open plan, but does aim to provide a mix of different styles and sizes of spaces that will allow learning to be tailored to the individual's need.
Views Expressed – Guidance and Pupil Support	Officer Response
Work in teams of 2, not 3	2no 3person meeting rooms replaced with 3no 2person meeting rooms
Would like a half classroom for small group work	Half classrooms provided
Need a space for quiet phone calls	Quiet booths provided
Views Expressed – Enhanced Provision	Officer Response
Need a small office space for two people	Office space added into design
Can we keep washing machine out of the lifeskills/ nurture space	Washing machine is outside of that space
Would prefer one large quiet room to two smaller quiet rooms	Design amended to have one large quiet room
Views Expressed – Senior Management Team	Officer Response

Provide more dedicated SMT and Staff Space	More SMT and Staff Space has been provided
Views Expressed – Music and Drama	Officer Response
Would like the opportunity for dark and light spaces for drama	Light control has been provided
Would like a dedicated assembly hall suitable for performances similar to our current hall	Design amended to provide dedicated assembly space
Would like dedicated ensemble space	Dedicated ensemble space has been provided
The assembly should be fully enclosed	The assembly has been made fully enclosed
Views Expressed – Athletics Group	Officer Response
Objection to replacing 100m running track with shorter track and compact athletics area.	Design amended in response to replace 100m running track.
Could there be a second sandpit for long jump so two groups can go at the same time and so that wind direction can be reacted to?	Design amended to include a second sand pit
Can there be space for a 400m track	A 400m track will be marked out on the pitches south of Craigerne Lane although the curve will tighter than regulation due to lack of space on the site
Consider basketball facilities	Design amended to provide basketball facilities.
Views Expressed – Community & Neighbours	Officer Response
Concern about additional noise from the 3G Pitch. Both crowd noise and noise of balls hitting against the metal fence.	Acoustic barrier fence has been included in the design
Concern about creating a new entrance to the site at the South-East and potential to change pupil routes to the school.	Access routes to the school have been reviewed with the Transport Consultant and proposals reflect this with an associated Transportation Report. The southeast entrance has been removed due to safety concerns
Surrounding footpaths are in need of improvement	New pedestrian crossing has been implemented as part of the project. Footpaths outside of our site are not part of the project
Replace allotments	The landscape design includes raised beds and allocation for a greenhouse.
Consider photovoltaics	Photovoltaics have been added into the design
Request for internal cricket nets to be added to the existing games hall.	This has been included in the design.

Stage 3 Summary and Next Steps

Section 1 Summary

Summarise what you have learned then develop this further.

(Describe the conclusion(s) you have reached from the evidence, and state where the information can be found.)

Please consider the following:

What have you learned from the evidence you have and the involvement undertaken? Does the initial assessment remain valid?

What new (if any) impacts have become evident?

Is the proposal not to proceed because of a disproportionate impact on equality or Fairer Scotland characteristics?

The design of the school has changed and evolved as a result of the engagement and stakeholder discussions undertaken during this current design stage.

A. Please indicate if the proposal will proceed

- Yes, please see below section 3 for next steps
- No, the proposal will not proceed based on disproportionate impact on equality or Fairer Scotland characteristics

Section 2 Sign Off

Signed by Lead Officer:	Steven Renwick
Designation:	Projects Manager
Date:	07 June 2023
Counter Signature Director:	John Curry
Date:	07 June 2023

Section 3 Monitoring and Review (complete if relevant, remove if not)

B. State how the implementation and impact of the proposal will be monitored, including implementation of any amendments? For example what type of monitoring will there be? How frequent?

The design at this stage is based on technical drawings, enhanced by visual images and computer aided modelling. While this provides for a comprehensive understanding of the building shape, form and composition, elements of the overall design are purposefully held back until later in the actual construction process such as wayfinding, branding, colour schemes and loose furniture selection. Prior to opening, the design stage noise assessment will be tested for compliance and adjusted if required.

During the final stages of construction, the ability will be taken to ensure that staff and learners are familiarised with the new building and layout through site visits and orientation exercises.

Following opening, a short term soft landing process will be implemented to ensure that the building operates and functions as intended. This will be followed up with a more comprehensive post occupancy evaluation (within the 1-3 years of opening timeframe).

C. What are the practical arrangements for monitoring? For example who will put this in place? When will it start?

The project team, working with the staff and learners will ensure continuity through the construction stage; the soft landing and post occupancy period to ensure that issues are able to be raised, monitored and responded to.

D. When is the proposal due for review?

Prior to the conclusion of the construction process.

E. Who is responsible for ensuring that this happens?

The project delivery team

F. Please indicate if you have developed an Action Plan to take forward any remaining actions

- Yes, please see attached on final page
 No, no further actions required

Section 4 Action Plan (complete if relevant, remove if not)

Action Owner Name: Projects Manager	Action Date: Spring to Summer 2025
<p>What is the issue?</p> <p>Final construction stage – testing out the design stage assumptions and decisions.</p>	
<p>What action will be taken?</p> <ol style="list-style-type: none"> 1. Familiarisation visits 2. Engagement with staff and learners in colour selection, branding, wayfinding 3. Engagement with staff and learners with loose furniture and set up of learning spaces 4. Soft landing process prior to and following bringing the school in to the operational phase 	
<p>Progress against the action:</p>	
Action completed:	Date completed: