



**CHILDREN AND YOUNG PEOPLE'S SERVICES  
JEDBURGH CONSULTATION PROPOSAL PAPER  
CONSULTATION PERIOD FROM 8th MAY 2017 TO 18th JUNE 2017**

It is proposed that, subject to the outcome of this statutory consultation process as set out in the Schools (Consultation) (Scotland) Act 2010 (as amended):

- (1) An Intergenerational Learning Campus be built in Jedburgh;
- (2) Howdenburn Primary School be permanently closed;
- (3) Howdenburn Nursery be permanently closed;
- (4) Parkside Primary School be permanently closed;
- (5) Parkside Nursery be permanently closed;
- (6) Jedburgh Grammar School be permanently closed;
- (7) Howdenburn Schoolhouse be permanently closed with the educational support for secondary aged pupils with Additional Support Needs being transferred to the Intergenerational Learning Campus;
- (8) The policy regarding pupils from Ancrum Primary School transitioning to Parkside Primary School for P6 and P7 be amended to facilitate transition to the Intergenerational Learning Campus;
- (9) The primary school catchment zones be rezoned from Howdenburn Primary School and Parkside Primary School to the Intergenerational Learning Campus; and
- (10) The secondary school catchment zone be rezoned from Jedburgh Grammar School to the Intergenerational Learning Campus.

Pupils attending Denholm Primary School and Hobkirk Primary School have the option to elect to attend either Jedburgh Grammar School or Hawick High School for secondary education and accordingly the following schools are affected by the Proposals:

- (1) Howdenburn Primary School and Nursery
- (2) Howdenburn Schoolhouse
- (3) Parkside Primary School and Nursery
- (4) Jedburgh Grammar School
- (5) Ancrum Primary School
- (6) Denholm Primary School
- (7) Hobkirk Primary School

*This Proposal Paper has been issued by Scottish Borders Council Children and Young People's Services in terms of the Schools (Consultation) (Scotland) Act 2010. as amended*

## 1. THE PROPOSALS

### 1.1 Statutory Context

This Proposal Paper has been prepared by Scottish Borders Council's Children and Young People's Services in accordance with the Schools (Consultation) (Scotland) Act 2010, as amended (**the 2010 Act**).

The 2010 Act sets out a consultation procedure that a Local Authority must follow for certain proposals affecting schools in their area. The current proposals to:-

1. Build an Intergenerational Learning Campus in Jedburgh;
2. Close Howdenburn Primary School;
3. Close Howdenburn Nursery;
4. Close Parkside Primary School;
5. Close Parkside Nursery;
6. Close Jedburgh Grammar School;
7. Close Howdenburn Schoolhouse with the educational support for secondary aged pupils with Additional Support Needs being transferred to the Intergenerational Learning Campus;
8. Amend the arrangements for pupils from Ancrum Primary School transitioning to Parkside Primary School for P6 and P7 to facilitate transition to the Intergenerational Learning Campus;
9. Rezone primary school catchment zones from Howdenburn Primary School and Parkside Primary School to the Intergenerational Learning Campus; and
10. Rezone the secondary school catchment zone from Jedburgh Grammar School to the Intergenerational Learning Campus.

are deemed relevant proposals in terms of the 2010 Act (**the Proposals**) and are therefore subject to the statutory consultation procedure specified in the 2010 Act.

***None of the schools proposed for closure in the Proposals is a rural school in terms of the Scottish Government's Rural Schools List 2015.***

### 1.2 Proposals and Affected Schools

It is proposed that, subject to the outcome of this statutory consultation process, a new Intergenerational Learning Campus is built in Jedburgh to provide a single campus site for learning and education for all within Jedburgh. The Campus will not only provide an innovative and flexible environment for learning for the whole community but will also comprise sports facilities and a community hub for recreational space and public services. The Campus will provide a secondary age setting specifically designed for young people across the Borders with Additional Support Needs. The existing schools, school nurseries and Howdenburn Schoolhouse within Jedburgh will then be closed with the catchments consolidated to the Intergenerational Learning Campus.

Pupils attending Denholm Primary School and Hobkirk Primary School (currently mothballed) have the option to attend either Jedburgh Grammar School or Hawick High School for secondary education and accordingly these Proposals have implications on:-

1. Howdenburn Primary School;
2. Howdenburn Nursery;
3. Howdenburn Schoolhouse;
4. Parkside Primary School;
5. Parkside Nursery;
6. Jedburgh Grammar School;
7. Ancrum Primary School;
8. Denholm Primary School; and
9. Hobkirk Primary School (currently mothballed).

which are all deemed **Affected Schools** in terms of the 2010 Act.

The proposed date for the opening of the new Intergenerational Learning Campus is 31<sup>st</sup> March 2020. However there may need to be flexibility for transition for staff and pupils from the existing schools. Therefore it is proposed that the closure of Howdenburn Primary School and Nursery, Parkside Primary School and Nursery, Howdenburn Schoolhouse and Jedburgh Grammar School will be implemented following the opening of the new Campus.

## 2. SUMMARY OF THE PROCESS FOR THIS PROPOSAL PAPER

### PUBLICATION INFORMATION

#### 2.1 Proposal Paper Published

2.1.1 The proposal paper will be available for inspection, free of charge, at:

- Council Headquarters, Newtown St Boswells, TD6 0SA
- Howdenburn Primary School and Nursery, Jedburgh, TD8 6LA
- Howdenburn Schoolhouse, Jedburgh, TD8 6LA
- Parkside Primary School and Nursery, Jedburgh, TD8 6HD
- Jedburgh Grammar School, Jedburgh TD8 6DQ
- Ancrum Primary School, Jedburgh, TD8 6XA
- Denholm Primary School, Denholm, TD9 8LZ
- Laidlaw Memorial Hall, Bonchester Bridge, TD9
- Jedburgh Library, Castlegate, Jedburgh, TD8 6AS

and published on the Scottish Borders Council website:

[www.scotborders.gov.uk/jedburgh](http://www.scotborders.gov.uk/jedburgh)

2.1.2 Copies of this Proposal Paper are also available on request from:

Jedburgh School Consultation  
 Children and Young People's Services  
 Scottish Borders Council  
 Council Headquarters  
 Newtown St Boswells  
 Melrose  
 TD6 0SA  
 Telephone: 01835 825080  
 E-mail: [schoolestates@scotborders.gov.uk](mailto:schoolestates@scotborders.gov.uk)

2.1.3 This Proposal Paper is available in alternative formats or in translated form for readers whose first language is not English. Please apply to:

Jedburgh School Consultation  
 Children & Young People's Services  
 Scottish Borders Council  
 Council Headquarters  
 Newtown St Boswells  
 Melrose  
 TD6 0SA  
 Telephone: 01835 825080  
 E-mail: [schoolestates@scotborders.gov.uk](mailto:schoolestates@scotborders.gov.uk)

2.1.4 Formal notice of the Proposals and relevant information will be given and be made available, free of charge, to the consultees listed as follows:

- the parents/carers of the children who attend Howdenburn Primary School, Howdenburn Nursery, Howdenburn Schoolhouse, Parkside Primary School, Parkside Nursery, Jedburgh Grammar School, Ancrum Primary School, Denholm Primary School and Hobkirk Primary School (the **Affected Schools**);
- the Parent Councils of the Affected Schools;

- the parent/carers of any children likely to attend the Affected Schools or any Affected School within two years of the date of the publication of the Proposals Paper;
- the pupils attending the Affected Schools insofar as the Education Authority considers them to be of a suitable age and maturity;
- any Trade Union which is representative of the staff;
- the Staff (teaching and non-teaching) at the Affected Schools;
- the Community Councils of Jedburgh; Ancrum; Denholm and District; Hobkirk; Jed Valley; Lanton; Oxnam Water; Crailing, Eckford and Nisbet.
- the community planning partnership (as defined in section 4(5) of the Community Empowerment (Scotland) Act 2015) for the area where any Affected School is situated or any other community planning partnership that the Education Authority considers relevant;
- the constituency Member of the Scottish Parliament;
- the constituency Member of Parliament;
- the List Members of the Scottish Parliament.

## **2.2 Advertisement in Local Media**

Advertisements were placed in the relevant local media the weeks beginning 1<sup>st</sup> and 8<sup>th</sup> May, giving the dates for the consultation period and for public meetings.

## **2.3 Consultation Period**

The consultation for this Proposal will run from 8th May 2017 and will end on 18<sup>th</sup> June 2017. This period allows for the statutory minimum of six weeks, including at least thirty school days.

## **2.4 Public Meetings**

A public meeting will be held, the details of which are set out below:

30<sup>th</sup> May 2017 at 7pm  
 at  
 Jedburgh Grammar School  
 High Street  
 Jedburgh  
 TD8 6DQ

## **2.5 Format of Public Meeting**

Anyone wishing to attend the public meeting is invited to do so. The meeting, which will be convened by Scottish Borders Council, will be addressed by the Director of Children and Young People's Services and other relevant parties.

The meetings will provide an opportunity to:

- Hear more about the Proposals

- Ask questions about the Proposals
- Have your views recorded so that they can be taken into account as part of the Proposals process.

A note will be taken at the meeting of comments, questions and officer responses. These notes will be published on the Council website and a copy will be made available on request. These notes will be forwarded to Education Scotland, along with other submissions and comments received by the Council during the consultation process.

## 2.6 Meetings with Pupils and Staff

Meetings will be held with pupils and staff in the Affected Schools. A record of questions, responses and views will be taken and this will be published in the Consultation Report.

## 3. RESPONSES TO THE PROPOSAL

- 3.1 A consultation regarding a proposed change to your child's or your community's school is your chance to share your views. Your responses can really shape and influence future decisions; you can play your part by:
- Submitting a written or electronic response to Scottish Borders Council as outlined below;
  - Attending the public meeting on 30<sup>th</sup> May at Jedburgh Grammar School and asking questions;
  - Speaking to your local Councillors;
  - Engaging with your school's Parent Council. The Parent Council can play a key role in engaging with the Council throughout the process;
  - Make representations as part of your Community;
  - Informing Scottish Borders Council if you think that this Proposal Paper has significant inaccuracies or omissions.

- 3.2 All interested parties are invited to respond to the Proposal by making written or electronic submissions on the Proposal to:

Jedburgh School Consultation  
 Children and Young People's Services  
 Scottish Borders Council  
 Council Headquarters  
 Newtown St Boswells  
 Melrose  
 TD6 0SA  
 Or

Web Address: [www.scotborders.gov.uk/jedburgh](http://www.scotborders.gov.uk/jedburgh)

- 3.3 A response form is available from Children & Young People's Services, Scottish Borders Council, Council Headquarters, Newtown St Boswells, Melrose TD6 0SA or online at [www.scotborders.gov.uk/jedburgh](http://www.scotborders.gov.uk/jedburgh). A copy of the response form is provided in **Appendix 4**

- 3.4 Use of the response form is not compulsory. If you wish to respond by letter or electronically, you are invited to state your relationship with the school – for example, “pupil”, “parent”, “carer”, “relative”, “former pupil”, “teacher in school”, “member of the community” etc. Responses from Parent Councils, staff and Pupil Councils are particularly welcome.
- 3.5 Those sending in a response, whether by letter or electronically, should note that their response will be open to public scrutiny and may be supplied to anyone making a reasonable request to see it. If they do not wish their response to be made publicly available, they should clearly write on the document: “I wish my response to be considered as confidential with access restricted to Councillors and Council Officers of Scottish Borders Council”. Otherwise, it will be assumed that the person making the response agrees to it being made publicly available.
- 3.6 All written responses must be received by the last day of the consultation period, **18<sup>th</sup> June 2017 at 5.00pm.**
- 3.7 Education Scotland has prepared guidance regarding School Consultations. This can be accessed at [Education Scotland's Guidance on School Consultations.](#)

#### **4. INVOLVEMENT OF EDUCATION SCOTLAND**

A copy of this Proposal document will be sent to Education Scotland by Scottish Borders Council. Education Scotland will also receive a copy of any relevant written representations that are received by the Council from any person during the consultation period or, if Education Scotland agree, a summary of them. Education Scotland will further receive a summary of any oral representations made to the Council at the public meeting that will be held and, as available (and so far as otherwise practicable), a copy of any other relevant documentation. Education Scotland will then prepare a report on the educational aspects of the proposal not later than 3 weeks after the Council has sent them all representations and documents mentioned above. In some cases, it is possible for them to extend the 3 weeks with the agreement of the Authority. However, for the avoidance of doubt, the 3 week period will not start until after the consultation period has ended. In preparing their report, Education Scotland may enter the affected school(s) and make such reasonable enquiries of such people there as they consider appropriate and may make such reasonable enquiries of such other people as they consider appropriate.

#### **5. PREPARATION OF CONSULTATION REPORT**

- 5.1 The Council will review the Proposals having regard to the Education Scotland report, the written representations that it has received and oral representations made to it by any person at the public meeting. It will then prepare a Consultation Report.
- 5.2 This Report will be published in electronic and printed formats and will be advertised in local newspapers. It will be available on the Council web-site and from Council Headquarters, public libraries in the vicinity of the Affected Schools, as well as the Affected Schools, free of charge. Anyone who made written representations during the consultation period will also be informed about the report. The report will include a record of the total number of written representations made during the consultation period, a summary of the written representations, a summary of the oral representations made at the public meeting, the Authority’s response to the Education Scotland Report

as well as any written or oral representations it has received, together with a copy of the Education Scotland Report and any other relevant information, including details of any alleged inaccuracies and how these have been handled.

- 5.3 The Consultation Report will also contain a statement explaining how it complied with the requirement to review the Proposal in light of the report by Education Scotland and representations (both written and oral) that it received.
- 5.4 The Consultation Report will be published and available for further consideration for a period of three weeks, before it is presented to Full Council at the next scheduled Council meeting.

## **6. NOTE ON CORRECTIONS**

If any inaccuracy or omission is discovered in this Proposal Paper, either by Scottish Borders Council or any person, Scottish Borders Council will determine if relevant information has been omitted or there has been an inaccuracy. It will then take appropriate action which may include the issue of a correction or the re-issuing of the Proposal Paper, or the revision of the timescale for the consultation period, if appropriate. In that event, relevant consultees and Education Scotland will be advised

## **7 SCOTTISH BORDERS COUNCIL DECISION AND SCOTTISH MINISTERS CALL-IN**

- 7.1 No decision will be taken in regard to the Proposals or any changes put into effect by either Scottish Borders Council or the Scottish Borders Council's Executive (Education) Committee until the statutory consultation process has been properly completed.
- 7.2 If the Scottish Borders Council makes a final decision to implement the Proposals, it will require to notify the Scottish Ministers of that decision, and provide them with a copy of the Proposal document and Consultation Report. This must be done within 6 working days of that decision. The Education Authority must also publish on its website the fact that it has notified Scottish Ministers of its decision and of the period during which consultees have the opportunity to make representations to Ministers.
- 7.3 The Scottish Ministers have an 8 week period from the date of that final decision to decide if they will call-in the Proposals regarding a closure. During the first three weeks of this period, anyone is able to make representations to Ministers on whether the decision should be called-in. Within the first 3 weeks of that 8 week period, the Scottish Ministers will take account of any relevant representations made to them by any person. Until the outcome of the 8 week call-in process is known, the Authority cannot proceed to implement the Proposals. Ministers may come to a decision sooner than eight weeks (but not before the three weeks for representations to be made to them has elapsed).
- 7.4 The Scottish Ministers may issue a call-in notice only if it appears to the Scottish Ministers that the Education Authority has:-
  - 7.4.1 failed, in significant regard, to comply with the requirements of the 2010 Act in terms of the closure Proposals; or



- 7.4.2 failed to take proper account of a material consideration relevant to the decision to implement the Proposals.
- 7.5 If Scottish Ministers decide to call in a closure Proposal, they must refer it to the Convener of the School Closure Review Panels for determination by a School Closure Review Panel. The Scottish Borders Council as the Education Authority may not implement the closure Proposals (wholly or partly) unless the Panel has granted consent to it (with or without conditions) and either the period for making an appeal to the Sheriff has expired or, if an appeal has been made, it has either been abandoned or the Sheriff has confirmed the Panel's decision.
- 7.6 The School Closure Review Panel may refuse to consent to the closure Proposals, refuse consent and remit the Proposals back to the Scottish Borders Council as the Education Authority or grant their consent to the Proposals subject to conditions or unconditionally.
- 7.7 The 2010 Act, as amended, gives Ministers and School Closure Review Panels the right to call on advice from Education Scotland in relation to a closure Proposal at the call-in or determination stage.

**Note**

***This consultation is being conducted having regard to the terms of the Schools (Consultation) (Scotland) Act 2010 as amended.***

***The 2010 Act's principal purpose is to provide strong, accountable statutory consultation practices and procedures that local authorities must apply to their handling of all proposals for school closures and other major changes to schools. These consultation processes are expected to be robust, open, transparent and fair, and seen to be so. They are also expected to be consistent across Scotland.***

**SCOTTISH BORDERS COUNCIL**  
**CHILDREN AND YOUNG PEOPLE'S SERVICES**  
**THIS IS A PROPOSAL DOCUMENT**

**PROPOSALS**

**It is proposed that, subject to the outcome of this Statutory Consultation exercise:-**

- A new Intergenerational Learning Campus be built in Jedburgh;
- Howdenburn Primary School be permanently closed;
- Howdenburn Nursery be permanently closed;
- Parkside Primary School be permanently closed;
- Parkside Nursery be permanently closed;
- Howdenburn Schoolhouse be permanently closed with the educational support for secondary pupils with Additional Support Needs being transferred to the Intergenerational Learning Campus;
- Jedburgh Grammar School be permanently closed;
- The policy regarding pupils from Ancrum Primary School transitioning to Parkside Primary School for P6 and P7 be amended to facilitate transition to the Intergenerational Learning Campus;
- The primary school catchment zones in Jedburgh be rezoned from Howdenburn Primary School and Parkside Primary School to the Intergenerational Learning Campus; and
- The secondary school catchment zone be rezoned from Jedburgh Grammar to the Intergenerational Learning Campus.

**BACKGROUND**

**1 JEDBURGH AND THE LOCAL AREA**

- 1.1 Jedburgh sits within the Cheviot area of the Scottish Borders which is the smallest of the five Borders localities. This area covers a geographical area of approximately 728 km<sup>2</sup>. The population in this area is the second smallest within the region. There are only 3 towns in the area with over 1,000 people; Kelso (6,821), Jedburgh (3,961) and St Boswells (1,466) and only one village in the locality with a population over 500, Yetholm (618). These towns are home to 65% of the area's population.

- 1.2 The Cheviot area has 3,008 children aged 0-15 within it, making up 15% of the population, with about one third living in smaller rural settlements of under 500 people. The number of children in the area has been slowly declining, with an 8% drop since 2001.
- 1.3 The working population within Cheviot is 2% lower than the average across the Scottish Borders. The Council has identified that there is a missing section of young and working age people in the Cheviot population. In particular the Jedburgh and District ward, which based on current trends, could lose almost a fifth of its working age population by 2037.
- 1.4 More detail about the Cheviot area can be found in the Cheviot Extract of the Scottish Borders Community Planning Partnership 2016 Strategic Assessment:  
[https://www.scotborders.gov.uk/downloads/file/2448/strategic\\_assessment\\_-\\_cheviot\\_area](https://www.scotborders.gov.uk/downloads/file/2448/strategic_assessment_-_cheviot_area)
- 1.5 The Jedburgh area map can be viewed at:  
[https://www.scotborders.gov.uk/downloads/download/544/cheviot\\_area\\_map](https://www.scotborders.gov.uk/downloads/download/544/cheviot_area_map)

## 2 SCHOOLS

- 2.1 In the town of Jedburgh there are:-
- 2.1.1 Two Primary Schools (which also provide Early Learning and Childcare):- Howdenburn Primary School and Nursery and Parkside Primary School and Nursery;
- 2.1.2 One secondary School: - Jedburgh Grammar School;
- 2.1.3 Additional Support Needs educational support for secondary aged pupils at Howdenburn Schoolhouse.
- 2.2 Ancrum Primary School located in the nearby village of Ancrum also falls within the catchment of Jedburgh Grammar School. Pupils attending Ancrum Primary School currently transition to Parkside Primary School in Jedburgh for P6 and P7. There is a shared head teacher between Ancrum Primary School and Parkside Primary School.
- 2.3 Pupils attending Denholm Primary School in Denholm, Hawick have the option to elect to attend either Jedburgh Grammar School or Hawick High School for their secondary education. Transportation is provided for both.
- 2.4 The catchment areas for Jedburgh are indicated on the map attached in **Appendix 1**.
- 2.5 The current school roll and projected school rolls for the existing schools are summarised below.

<b>Jedburgh Cluster: School Rolls and Projections</b>
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	Capacity	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
<b>Ancrum</b>	<b>66</b>	36	55%	32	48%	32	48%	28	42%	31	47%	31	47%
<b>Howdenburn</b>	<b>274</b>	128	47%	146	53%	146	54%	147	54%	158	58%	167	61%
<b>Parkside</b>	<b>289</b>	196	68%	205	71%	210	73%	197	68%	191	66%	186	64%
<b>Jedburgh Grammar</b>	<b>631</b>	344	55%	345	55%	345	55%	315	50%	319	51%	323	51%

- 2.6 The Schools have all been consistently operating well below capacity and currently operate at an average of 58% of capacity. This has been consistent over the last 5 years and is not projected to change significantly based on the current school structure in the town, with a significant number of children within catchment submitting placement requests.
- 2.7 In line with the Council's asset management strategy condition surveys are undertaken on a rolling programme by team led by a chartered building surveyor. The suitability assessment is undertaken by the Head Teacher and validated by Senior Managers within Education and Children's Services. These assessments are undertaken approximately every four years unless significant building or operational change has occurred within the school requiring additional assessment.
- 2.8 The definition and assessment categorisations are set by the Scottish Government as follows:

**Condition** - an assessment of the physical condition of the school and its grounds.

A: Good	Performing well and operating efficiently
B: Satisfactory	Performing adequately but showing minor deterioration
C: Poor	Showing major defect and/or not operating adequately
D: Bad	Life expired and/or serious risk of imminent failure

**Suitability** - an assessment of the school as a whole, its buildings and its grounds and of the impact these have on learning and teaching, leisure and social activities and the health and well-being of all users:

A: Good	Performing well and operating efficiently
B: Satisfactory	Performing well but with minor problems
C: Poor	Showing major problems and/or not operating optimally
D: Poor	Does not support the delivery of services to children and communities

2.9 The Jedburgh School Cluster is rated

<b>Jedburgh School Cluster Ratings</b>				
	<b>Year Built</b>	<b>Survey Date</b>	<b>Condition</b>	<b>Suitability</b>
<b>Ancrum Primary</b>	1866	2011	B	B
<b>Howdenburn Nursery</b>	1974	2015	C	B
<b>Howdenburn Primary</b>	1974	2015	C	B
<b>Parkside Nursery</b>	1956	2015	D*	C
<b>Parkside Primary</b>	1956	2015	C	C
<b>Jedburgh Grammar</b>	1890 to 2000	2016	C	C

\* *Building life expired. Requires to be replaced*

2.10 Further details of each School proposed for closure are contained in **Appendix 2**

## **REASONS FOR FORMULATING THE PROPOSAL**

### **3 VISION**

- 3.1 Scottish Borders Council works to enhance quality of life, make best use of public resources and ensure continuously improving services. The Scottish Borders Corporate Plan 2013-18 aims to ensure that individuals, families and communities experience the best possible outcomes from a range of services.
- 3.2 Scottish Borders Council has a strong identity and clear priorities which everyone works together to achieve, creating areas which are vibrant and successful; safe, secure, healthy and sustainable environments; educated, responsible and informed citizens; confident and active communities; and places where people are nurtured and supported. This approach reflects the Single Outcome Agreement 2013, National Outcome 16 that “Our public services are high quality, continually improving, efficient and responsive to local people’s needs”, and the Local Outcome that “Our services will be responsive, of high quality and continually improving”.
- 3.3 Scottish Borders Council is committed to promoting exemplary education environments to support dynamic learner progression from early years through to entry into employment, vocational study or further and higher education. The Council considers that schools estate investment benefits the wider community. An improved education offering within a community can be a critical to the local economy’s prospects.
- 3.4 The Council believes that the provision of 2-18 years education when supported by an innovative, flexible, safe, sustainable and accessible environment can both benefit individuals in terms of opportunity to develop and optimise potential within the wider community.

### **4 PRE-CONSULTATION AND STAKEHOLDER ENGAGEMENT**

- 4.1 In February 2016 the Council’s Executive (Education) Committee agreed to commence a pre-consultation process regarding the current school estate provision and what the future school estate school should aspire to look like

across the Borders region. The Council undertook to engage with all stakeholders to obtain information and opinions regarding the current school estate and to seek views and ideas in respect of the vision of the future school estate.

- 4.2 The five strategic principles that were adopted when reviewing the school estate were:-
- 4.2.1 Increased educational opportunities;
  - 4.2.2 Improved outcomes for children and young people;
  - 4.2.3 Sustainability;
  - 4.2.4 Future proofing the school estate;
  - 4.2.5 Affordability.
- 4.3 The pre-consultation was promoted through letters, school mail, press releases, social media, posters and newsletters with nine consultation events held in each High School in the region.
- 4.4 The Community of Jedburgh provided the highest level of engagement in the Region during this pre-consultation process with consistent requests for engagement with the Council regarding the future education provision within the Jedburgh school cluster. There were concerns expressed regarding:-
- 4.4.1 the condition of the school buildings which were generally considered to be poor;
  - 4.4.2 the condition of Parkside Primary School, in particular the nursery was considered to be in very poor condition with restricted outdoor space;
  - 4.4.3 the quality of the facilities; in particular the sports provision at Jedburgh Grammar School, with no astro-turf pitches and poor hockey facilities. It was considered that the facilities were not equal to those offered at other schools within the Borders;
  - 4.4.4 the requirement for investment in the buildings, which was considered to have fallen behind other schools within the Borders;
  - 4.4.5 the inconsistent catchment arrangements;
  - 4.4.6 the challenges to sustain a broad curriculum for all pupils from 2-18 years old;
  - 4.4.7 the safety implications of the road that runs through the Jedburgh Grammar School site, and the school transportation to the school; and
  - 4.4.8 the traffic congestion around Parkside Primary School and Jedburgh Grammar School.
- 4.5 Following this engagement process, the Council's Executive (Education) Committee in September 2016 agreed to delegate authority to the Service Director (Children & Young People's Services) to proceed with the commencement of a focused pre-consultation process regarding the future of education in the town of Jedburgh to consider:-
- 4.5.1 The education structures within Jedburgh;
  - 4.5.1 The secondary catchment areas;

- 4.5.2 The requirement for investment in the school buildings and facilities;
- 4.5.3 The curriculum and structure of learning.
- 4.6 An initial scoping exercise was undertaken on 20<sup>th</sup> September 2016 with members of the Jedburgh Ward of the Council, the Council's Education Portfolio spokesperson was in attendance. Several meetings were also held with the chairs of the Parents Councils.
- 4.7 From this scoping exercise a range of educational delivery and property options were identified for further consideration, with external architectural and cost advisors being appointed to prepare a range of possible options.
- 4.8 A range of options were identified, with particular focus on the delivery of an integrated campus style educational offer in Jedburgh to provide education and learning opportunities to the catchment from 2-18 years and for the wider Community. Using the Scottish Government metrics to determine an approximate area for a new school to meet the needs of 1,084 pupils with the requirement for the following;-

<b>Proposed Intergenerational Learning Campus Capacity</b>		
	<b>Proposed Capacity (Pupils)</b>	<b>Gross Internal Floor Area</b>
<b>Early Learning and Childcare</b>	100	750 m <sup>2</sup>
<b>Primary</b>	434	3,255m <sup>2</sup>
<b>Secondary</b>	500	4,800m <sup>2</sup>
<b>Additional Support Needs</b>	50*	700m <sup>2</sup>
<b>Further Education &amp; Adult Learning</b>		600 m <sup>2</sup>
<b>Community</b>		1,050 m <sup>2</sup>
<b>Total</b>	<b>1,084</b>	<b>11,155 m<sup>2</sup></b>

*\*Assumed requirement*

## **OPTIONS ANALYSIS**

- 5.1 Feasibility work has been undertaken to consider the options for the development of the proposed Intergenerational Learning Campus in conjunction with key stakeholders connected with the Jedburgh School cluster.
- 5.2 The Council has held discussions with the Scottish Government, regarding the proposal to build an Intergenerational Learning Campus in Jedburgh. The Government has confirmed that it will support the proposal through the Scottish Schools for the Future programme subject to a positive statutory consultation.
- 5.3 Development land in Jedburgh is restricted by the topography and the road infrastructure and much of the historic core of the town is a conservation area. Four different site locations were identified that had the capacity to accommodate a consolidated campus that would combine all the current schools and nurseries on one site.
- 5.4 The sites identified are all reasonably central to the town and, given the walkable scale of Jedburgh the co-location of the schools, would not disadvantage pupils and parents compared to what is currently experienced. Critically all the sites are

on land owned by Scottish Borders Council, therefore removing the biggest capital risk to the project.

- 5.5 The Council has considered the critical factors of location, site capacity, environment, access and egress, Safe Routes to School, ground conditions, adjacent land use infrastructure capacity, costs and timings/phasing when appraising the options.
- 5.6 The sites identified were:-
- 5.6.1 **The Jedburgh Grammar School Site** - This option would retain the public road running through the site and the new Campus would comprise a series of separate buildings located on the land to either side of the road. Any development would be phased as it would require redevelopment of existing school buildings, some of which are listed, and accordingly there would be a requirement to decant pupils during the construction phase. As the site is restricted in size, the site of the current sports facilities would require to be utilised to accommodate the Campus buildings. Therefore all the sports facilities would need to be located off site and locations to the east side of the river have been identified.
- 5.6.2 **Howdenburn Primary School Campus Site** – This option would locate a new 2-18 campus on a similar location to the existing primary school. Decanting of pupils would be required during the construction phase. The new Campus building would take up a large part of the site leaving sufficient external space for 1 synthetic pitch to the southern part of the land with an additional off site being required for further sports facilities. Access to the school would be by way of the existing public roads, all of which are residential streets.
- 5.6.3 **Hartrigge Park Site** - The Council own a large area of land to the south east of the town known as Hartrigge Park. Options have been developed that would allow a single campus and all its facilities on one site. The land is slightly further from town centre than the others and rises approximately 30m in height. The architect has acknowledged this level difference and developed sub-options with a single campus building and external playing fields/synthetic pitches. The layouts also envisage options for additional access points to this land that will require alteration to the surrounding road network.
- 5.6.4 **Canongate Site** – A central site including open green space to the east of the Abbey and a car park. Given its location and historical context this site would require sensitive development and there is potential of site contamination. A campus style building would be possible on the existing Council car park and it is envisaged that a replacement car park would be required, probably on the site of the existing Grammar School. The land available in this tighter town centre environment is not sufficient to allow external sports pitches sports pitches and land has been identified to the south but is it noted that this area of land is adjacent to the Jed Water and could be at risk of periodic flooding.
- 5.7 From initial analysis the preferred option is Hartrigge Park and site exploration has commenced on this site. A map indicating the proposed site is attached in **Appendix 3**. This has been identified as the preferred option as:-



- 5.7.1 The site is large enough to incorporate all the facilities required for the proposed innovative Intergenerational Learning Campus, recreational facilities and Community hub;
- 5.7.2 The construction of the new Campus at this site would not require disruption to existing schools;
- 5.7.3 The site can be designed to optimise Safe Routes to School to include safe and separate pedestrian and vehicular access, with distinct drop off spaces for cars and buses;
- 5.7.4 The site is large enough to also incorporate additional public services to be relocated to reduce the public sector footprint;
- 5.7.5 The site is deliverable within the proposed timeframe as it is a vacant site entirely within Council ownership.

## 6 PUBLIC ENGAGEMENT EVENTS 25<sup>TH</sup> AND 26<sup>TH</sup> APRIL 2017

- 6. Public Engagement events were held at Jedburgh Grammar School on 25<sup>th</sup> and 26<sup>th</sup> April 2017. These were advertised through letters to parents/carers and community groups, where the Council shared information regarding
  - 6.1.1 The Schools Estate Review process;
  - 6.1.2 The vision for the Intergenerational Learning Campus;
  - 6.1.3 The Educational and wider community benefits of the proposed Campus;
  - 6.1.4 The design and build process of the proposed new Campus; and
  - 6.1.5 The Statutory Consultation process.
- 6.2 The Public Engagement events were extremely well attended, reflecting a high level of interest within the town and the surrounding community. A large number of attendees expressed their support of the vision being proposed by the Council of the intergenerational campus, learning opportunities for all and to the Council's proposed site. There were questions and concerns raised regarding:-
  - 6.2.1 the location of the proposed site; particularly:-
    - 6.2.1.1 vehicular access;
    - 6.2.1.2 location of the proposed buildings;
    - 6.2.1.3 potential disruption to residents and local businesses during the build programme;
    - 6.2.1.4 nature and content of the sports facilities
    - 6.2.1.5 potential disruption to residents as a consequence of evening use of the sports facilities.
  - 6.2.2 the community facilities – in particular the vocational and adult education offer;
  - 6.2.3 proposals that will be put in place to retain the benefits, character and ethos of a small school;
  - 6.2.4 the proposed name of the Campus;

- 6.2.5 safety proposals for the site and pupils.
- 6.3 All written response and questions raised at the Q&A sessions have been recorded by the Council and will be fully considered during the Statutory Consultation Process.
- 6.4 This Proposal Paper is being submitted for formal statutory consultation following completion of an extensive pre- consultation exercise.

## 7 PROPOSALS

### Why is the Education Campus required?

- 7.1.1.1 During the pre-consultation process it was evident that there was strong demand within the Community for changes to the education provision in Jedburgh. In particular there were concerns regarding the fabric and facilities of each of the school buildings and the breadth of the curriculum on offer. The pupils at Jedburgh Grammar School were markedly very vocal about the poor sporting and social facilities at their school. It was clear that investment into the school estate is required to address the issues and concerns raised to ensure that the estate was brought to a standard to optimise the learning potential within Jedburgh.
- 7.1.1.2 The Council regularly carries out full surveys of the school buildings within the town and has identified that all of the buildings are rated as Category C - Poor showing major defect and/or not operating adequately, with Parkside Nursery currently rated D – Life expired.
- 7.1.1.3 The Council has identified several significant issues regarding the fabric of the current school buildings within the town, including heating and ventilation and asbestos being located in parts of the buildings. The dining facilities are inadequate at Jedburgh Grammar School and Howdenburn Primary School does not have a secure reception. Parkside Nursery is of particular concern and should be replaced. It is estimated that to remedy all the immediate defects in each of the schools would cost in excess of £1.64m however this would not result in a significantly higher rating of each school in terms of Suitability or Condition.
- 7.1.1.4 The capacity of the current schools buildings does not reflect the size of the Jedburgh catchment. The three schools proposed for closure currently operate at an average of 58% of capacity. This has been fairly consistent over the last 5 years. This is not an efficient or effective use of facilities or resources.
- 7.1.1.5 Catchment across the area is also inconsistent. In 2016/17 there were 88 pupils (26%) from the Jedburgh Grammar School catchment attending other schools within the region. This includes 59 out of the 98 secondary pupils who live within in the catchment zones for Denholm and Hobkirk Primary Schools who had the option to choose between Jedburgh Grammar School and Hawick High School for secondary education and elected to attend Hawick High School. While the decision to attend a school outwith catchment can be attributed to a number of factors, including logistics, many parents have highlighted reasons including wider subject choices and better facilities, particularly for music and sport being available at other schools. Similarly there is a degree of fluidity between the catchments of both primary schools in the town.

- 7.1.1.6 The current size and structure of the Jedburgh Grammar School restricts the ability to offer the breadth of curriculum that is available at other schools across the region. Given the relatively small size of the school, over 80% of classes at Jedburgh Grammar School are bi or tri-level classes, which is challenging for pupils and staff. The size of the school also impacts on the allocation of funding across a range of areas e.g. Pupil Equity Fund, which can be limited due to the smaller pupil roll and the limited economies of scale in creating posts.
- 7.1.1.7 Staff at Jedburgh Grammar School have expressed frustration that the scale of the school limits their ability to provide the range of learning experiences for the young people that are available at larger schools in the region. It is challenging for staff to have the same opportunity to collaborate regarding production of curriculum materials or development of course work to improve the curriculum. Staff also highlighted the challenges of managing the level of differentiation required in teaching bi and tri-level classes, which does not happen in the larger schools. Recruitment and retention of staff is considered challenging.
- 7.1.1.8 Attainment at Jedburgh Grammar School is inconsistent and analysis by the Council indicates that the size and structure of the school is a restrictive factor in delivering the design principles of the Curriculum for Excellence as it does not always facilitate the level of teaching time required to maximise the children's learning potential
- 7.1.1.9 The Council has carried out wider analysis of the quality of life indicators in Jedburgh and general statistical data which indicates that there is a "missing section" of young working-age people in the Cheviot population. The Jedburgh & District Ward in particular could lose almost a fifth of its working-age population by 2037 based on current trends. The Council has therefore identified a need to provide vocational education and training to the plug the skills gap and meet the training needs for a young workforce.
- 7.1.1.10 Parents in the Jedburgh catchment are concerned about the barriers to children achieving their potential, with the opportunities for further education being located some distance away which is both expensive and involves longer travel times. As a result there is an increased risk of young learners failing to sustain their learning journey.

## 7.1.2 What is proposed?

- 7.1.2.1 Scottish Borders Council aims to strengthen Jedburgh as a learning town where children and people of all ages can grow and learn together; where education is embedded within the character and quality of the town. It is clear to the Council that there are some tremendous strengths in the education provision across the town as bullying incidents are rare and relationships between staff and children are strong. The ethos of the schools is very good and the schools benefit from great Community involvement and support. Inclusion, well-being and equalities are considered to be strong across the schools. The Council are aware of the quality of life in the town. There is a fantastic community spirit and sense of identity. There is great pride in the cultural history and traditions within the town, with extraordinary historic buildings and strong sporting identity and opportunities. This is considerable participation in sport and activity and opportunities within the town with growing numbers of employers, strong

hospitality and tourism and small local businesses. However it is considered that the education provision for the young people of the town and surrounding rural communities would benefit from investment to improve the outcomes and experiences for learners.

- 7.1.2.2 Accordingly the Council is proposing a new vision for learning and community within Jedburgh, building on the current strengths within the schools. To bolster Jedburgh's ability to support and sustain community life it is proposed that a new and appropriately scaled single learning campus is developed for all the generations within Jedburgh and the surrounding rural communities.
- 7.1.2.3 The proposed Intergenerational Learning Campus will be of a scale that will serve the Jedburgh community and the wider catchment beyond the town. The Council has calculated that the new Campus should have capacity for 1,084 pupils (this incorporates an estimated 50 Additional Support Needs young people of secondary age across the Borders Region). The figure factors in the potential for projected growth within the local population informed by local housebuilding capacity and demographic shift. Using the Scottish Government metrics to determine an approximate area for a new school to meet the needs for learners and the Community it has been determined a building with a gross floor area of circa 11,155m<sup>2</sup> is required.
- 7.1.2.4 It is proposed that Ancrum Primary School will continue to offer a rural education choice within the Jedburgh school cluster for children from Primary 1 to Primary 5. The Primary 6 and Primary 7 pupils at Ancrum will continue to transition at that stage of their education into Jedburgh, but in future this will be to the Campus rather than to Parkside Primary School.
- 7.1.2.5 It is proposed that the Campus will:-
- Provide a single learning space for everyone within the Community to learn, develop and be healthy;
  - Provide a space where everyone in the Community can attain, achieve, participate and be included;
  - Provide a space where the most vulnerable children and citizens are supported and included;
  - Provide a space where the talents, abilities and skills of everyone in the Community are brought together for the benefit of all;
  - Provide a secondary based learning space for young people with Additional Support Needs;
  - Embed learning and employment;
  - Embed healthy living – diet, lifestyle and activity;
  - Embed learning as a lifelong journey with access to resources and facilities regardless of age or ability;
  - Maximise use of all Community and Council resources;
  - Create a one stop approach to service delivery
  - Create a new shared identity and ethos for the town with a new learning environment sitting in the heart of the Community for the Community.

### 7.1.3 The Design Process

- 7.1.3.1 The design process will ensure that the new Campus will provide transformational learning environments which are adaptable so that pupils can 'Learn To Learn'. The Campus design will seek to support teachers in their delivery of a dynamic curriculum and will prioritise not only pupils core skills in literacy and numeracy but also to assist in the development of a young person's essential interpersonal social skills, self-confidence and knowledge.
- 7.1.3.2 The Curriculum for Excellence introduced new ways of learning seeking to allow the curriculum to adapt to the particular needs of individual pupils. The Campus will be designed to create classroom clusters along with flexible learning spaces, internally and externally, which will relate to learning levels which will allow pupils to experience a range of subjects and environments more easily. Consideration could be given to moving from a departmental model to cluster models relating to learning levels.
- 7.1.3.3 The design process will optimise the internal and external learning experience, optimising natural daylight and ventilation. Social and nurturing spaces will be included. The process will include the development of strategies for temperature control, lighting levels, ventilation and acoustics all essential to optimise the learning experience.
- 7.1.3.4 The design will take into consideration the surrounding landscape, taking full advantage of the topography and views to the south west, west and north west. This will offer great views over the town centre and the surrounding landscape. The layout will be designed to integrate with the landscape and will look to frame the views.
- 7.1.3.5 The building design will look to project and enhance the surrounding landscape with new planting and soft landscaping. Strong visual links will be developed to the sports pitches using the topography to create integrated amphitheatres overlooking the pitches.
- 7.1.3.6 The environmental impact of constructing a new Campus will also be considered seeking to optimise the sustainability of the building and maximise the use of renewables. There will be an emphasis on promoting healthy learning and lifestyle and the teaching environments will benefit from fresh air and natural light. New technologies will be incorporated maximising opportunities for sustainability and wider opportunities for learners regarding their environment and sustainability.
- 7.1.3.7 Socially and culturally the Schools currently support an array of clubs, gatherings and events throughout the year despite the existing accommodation limitations. The Council wishes to bolster Jedburgh's ability to support and sustain community life by providing a new and appropriately scaled education and community Campus, with the facilities to achieve this.
- 7.1.3.8 The safety of children and young learners will be paramount and will be a key driver in delivering the design solution. There will be secure and distinct areas for each user group and pupil movement and circulation pathways will

be designed to minimise congestion and disruption. Consideration will also be given to the acoustics and the optimised utilisation of the building.

- 7.1.3.9 The design process will incorporate skills and adult education hubs. Links will be made with Economic Development to consider how industry and enterprise could be brought into the Campus from existing local opportunities and new partners. The new South of Scotland Partnership and the Borders Skills Partnership could work to bring investment and employment into the Campus, whilst developing the necessary skills in the young workforce and adult learners to support the jobs that are available. Some new community builds in Scotland have included skills HUBs – the campus in Jedburgh could provide learning spaces for skills development in shortage areas. The healthy living concept could be fully explored with allotments set up within the Campus to further enhance the ‘food to fork’ concept and encourage enterprise. There would be a ready made workforce available for investors.
- 7.1.3.10 The Campus will create lifelong learning opportunities for everyone in the Community and a family support zone where agencies (Police, health, Social Work, Community Learning and Development and the voluntary sector) could come together to support families. Families would be able to access a single space for all service provision and also receive support to enhance their own learning, health and development.
- 7.1.3.11 Given the potential implications of closing three schools within the town of Jedburgh, in tandem with the design process for the new Campus, Scottish Borders Council is preparing legacy proposals in respect of the existing school buildings to consider options for redevelopment and utilisation of each site which will assist in regenerating and driving economic benefits to the town. . The master planning exercise will involve discussions with the Community and the Cheviot Area Forum of the Community Planning Partnership in terms of the Community Empowerment (Scotland) Act 2015.

## 8 EDUCATIONAL BENEFITS STATEMENT

Scottish Borders Council has statutory duties relating to the provision of Education which we fulfil in our school provision. These duties are set out in legislation and include:

- **Education (Scotland) Act 1980**, Section 1, requires the Council to secure adequate and efficient provision of school education, which has to be flexible to fit individual needs, be tailored to age, ability and aptitude.
- **Standards in Scotland’s Schools Etc. Act 2000**, Section 3, require the Council to endeavour to raise standards and secure improvement in the quality of school education provided in our schools. The education we provide must be directed to the development of the personality, talents and the mental and physical abilities of the children or young people to their fullest potential.
- **Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009**, requires the Council to identify and provide support for any children with additional support needs and prepare co-ordinated support plans for those with the most extensive needs.
- **Scottish Schools (Parental Involvement) Act 2009** requires the Council to give advice and information to a parent of a school pupil when reasonably requested, on any matter relating to the education provided to that pupil.

- **Equality Act 2010** requires the Council not to discriminate against any pupil with protected characteristics including disabilities, sexual orientation and ethnicity. This includes admission to the school, the way education is provided, access to benefit, facility or service and exclusion. Pupils with disabilities must not be treated less favourably and reasonable steps must be taken to avoid putting these pupils at a substantial disadvantage.
- **Requirements for Community Learning and Development (Scotland) Regulations 2013** require the Council to secure and co-ordinate the provision of community learning and development in their area.
- **Children and Young People's Act 2014** requires the Council to implement key policies relating to Early Learning and Childcare, provide additional support for children and young people who are looked after and accommodated including kinship care, extend free school meals and strengthen the rights and participation of children and young people.
- **Education Scotland Act 2016** requires the Council to consider socio-economic barriers to learning and includes provisions which extend the rights of children aged 12 and over with capacity under Additional Support for Learning Act 2009. Children who are able can use rights on their own behalf to affect decision making about them.

Scottish Borders Council sets out, within the context of national and local policies, what it is aiming to achieve in terms of raising levels of achievement and attainment and improving educational outcomes for all children and young people in the key priorities set out in our Business Plan and our Children and Young People's Services Plan.

Our key priority is "to improve attainment and achievement levels for all our children and young people, both within and outwith the formal curriculum." As part of a multi-agency partnership, we have identified the following priorities within our Children and Young People's Services Plan:

- Raising attainment and achievement for all and closing the gap between the lowest and highest achievers;
- Promoting the health and well-being of all children and young people and reducing health inequalities;
- Keeping children and young people safe;
- Improving the well-being and life chances for our most vulnerable children and young people;
- Increasing participation and engagement.

The purpose of the curriculum is encapsulated in the four capacities to enable each child or young person to be:

1. a successful learner;
2. a confident individual;
3. a responsible citizen; and
4. an effective contributor.

The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work now and in the future. The attributes and capabilities of the four capacities are outlined below:

successful learners	confident individuals	responsible citizens	effective contributors
<p><b>attributes</b></p> <ul style="list-style-type: none"> <li>enthusiasm and motivation for learning</li> <li>determination to reach high standards of achievement</li> <li>openness to new thinking and ideas</li> </ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"> <li>use literacy, communication and numeracy skills</li> <li>use technology for learning</li> <li>think creatively and independently</li> <li>learn independently and as part of a group</li> <li>make reasoned evaluations</li> <li>link and apply different kinds of learning in new situations.</li> </ul>	<p><b>attributes</b></p> <ul style="list-style-type: none"> <li>self-respect</li> <li>a sense of physical, mental and emotional well-being</li> <li>secure values and beliefs</li> <li>ambition</li> </ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"> <li>relate to others and manage themselves</li> <li>pursue a healthy and active lifestyle</li> <li>be self-aware</li> <li>develop and communicate their own beliefs and view of the world</li> <li>live as independently as they can</li> <li>assess risk and make informed decisions</li> <li>achieve success in different areas of activity.</li> </ul>	<p><b>attributes</b></p> <ul style="list-style-type: none"> <li>respect for others</li> <li>commitment to participate responsibly in political, economic, social and cultural life</li> </ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"> <li>develop knowledge and understanding of the world and Scotland's place in it</li> <li>understand different beliefs and cultures</li> <li>make informed choices and decisions</li> <li>evaluate environmental, scientific and technological issues</li> <li>develop informed, ethical views of complex issues.</li> </ul>	<p><b>attributes</b></p> <ul style="list-style-type: none"> <li>an enterprising attitude</li> <li>resilience</li> <li>self-reliance</li> </ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"> <li>communicate in different ways and in different settings</li> <li>work in partnership and in teams</li> <li>take the initiative and lead</li> <li>apply critical thinking in new contexts</li> <li>create and develop</li> <li>solve problems</li> </ul>

For each of the eight curriculum areas Education Scotland has a set of statements entitled "Experiences and Outcomes" which describe the expectations for learning and progression for areas of the curriculum, these can be found here:

### [Education Scotland - Experiences and Outcomes](#)

These statements recognise the importance of the quality and nature of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An outcome represents what is to be achieved.

The experiences and outcomes for each curriculum area encapsulate all the attributes and capabilities and so develop the four capacities. All our schools in the Scottish Borders are expected to deliver Curriculum for Excellence as set out within the four capacities and the experiences and outcomes. Therefore our school estate must be fit for purpose and support the delivery of Curriculum for Excellence whilst maximising educational opportunities and benefits for all our children and young people.

Scottish Borders Council's Children and Young People Services has a further duty to deliver a service which meets the criteria for best value, in terms of efficiency, effectiveness, economy and equal opportunities, and which meets the agreed priorities in the Single Outcome Agreement and Scottish Borders Council's Corporate Plan.

The Scottish Borders Council's Children and Young People Services is able to demonstrate that it delivers a good quality school education service overall, evidenced through good attainment and achievement results; participation information and self-evaluation evidence.

The Educational Benefits of the Proposals have been assessed taking account of all the above stated factors and having regard to the Guidance and Explanatory Notes published by the Scottish Government in association with the 2010 Act and which are available for reference at the following websites, respectively:

[Schools \(Consultation\) \(Scotland\) Act 2010](#)

[Schools \(Consultation\) \(Scotland\) Act 2010 - Explanatory Notes](#)

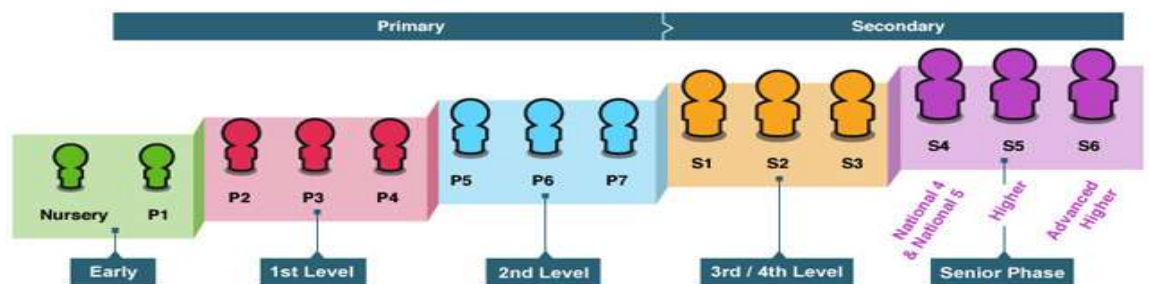


“An education authority shall endeavour to secure improvement in the quality of school education which is provided in the schools managed by them; and they shall exercise their functions in relation to such provision with a view to raising Standards of education.”

In accordance with the 2010 Act, Educational Benefits are set out below in respect of the Proposals.

## 9 EDUCATIONAL BENEFITS OF THE PROPOSED NEW CAMPUS – THE LEARNING JOURNEY

- 9.1 The Intergenerational Learning Campus in Jedburgh will provide a coherent and progressive 2-18 learner journey, which will be a seamless transition through the stages of education and learning, improving stability, security and confidence for every learner in line with the Curriculum for Excellence.



- 9.2 The Campus will facilitate a joint 2-18 approach promoting enthusiasm and engagement amongst staff, children and young people and parents. This continuity of learning will allow a more effective and efficient deployment of resources and a more consistent approach to delivery of high quality learning and teaching, with assessment, tracking and target setting throughout each pupil's learning, leading to improved attainment. Combining the schools will facilitate improved planning with a more coherent and comprehensive learning journey, embedding pathways for learning beyond the physical boundaries of separate stages of education.
- 9.3 The Campus will lead to improved and continued pastoral care throughout the children and young people's learning journey commencing at birth. It is proposed that all resources related to family engagement will be brought together at the Campus as the Council develops a local approach to family support.
- 9.4 The new Campus will inspire motivate and encourage a wide range of learning and teaching approaches and learning spaces in line with the Curriculum for Excellence. It will support innovation, creativity and the development of children and young people's skills for life-long learning and work by having a creative environment and access to vocational learning. It will also allow more collaborative teaching between primary and secondary staff e.g. Expressive Arts, Technology, Home Economics, Science and Modern Languages.
- 9.5 The new Campus will allow an innovative broader curriculum to be introduced with pupils sharing wider more varied learning experiences than are currently possible. This will include opportunities for vocational learning and training in skills.

- 9.6 The shared facilities at the Campus will be far superior to the existing schools, which will create an enhanced environment for learning, personal development and opportunities for healthy living. It will allow pupils to move confidently through the stages of learning giving better opportunities for social development and enhance relationships between younger and older children.
- 9.7 A partnership will be developed with Borders College to deliver a lifelong learning commitment, with a satellite college being created in Jedburgh which will offer adult learning opportunities. The Campus will look at supporting adult learners, identifying the skills and qualifications that are required in the workplace to meet the demands of employers.
- 9.8 The Council also recognises that the Additional Support Needs learning journey should continue into work or to further skills and learning opportunities The Council will work in collaboration with local employers and Borders College to help meet this requirement.

## **10 EDUCATIONAL BENEFITS OF PROPOSED NEW CAMPUS - CURRICULUM**

- 10.1 Currently the learning environments, in aging buildings, inhibit rather than facilitate and support delivery of the Curriculum of Excellence. The creation of the new Campus will allow an innovative approach regarding curriculum as the Council strives to raise attainment and achievement through literacy, numeracy, health and wellbeing and improve the learning journey for all learners. The Campus will allow the staff to more effectively plan learning and, more importantly, stages of learning. This will provide increased opportunity to offer effective stages of learning which will be supported by the flexible learning accommodation comprised in the Campus.
- 10.2 The Campus will be designed to allow a more flexible approach across the learning journey to enable each learner to progress. The following key areas have been identified as core areas:

### **10.2.1 Literacy, English and Expressive Arts**

- 10.2.1.1 Children will have the opportunity to be taught literacy from specialist teachers who will re-design a curriculum to fulfil the design principles within Curriculum for Excellence i.e. depth, breadth, choice, progression, coherence and genuinely delivers in personalisation e.g. a very able and literate primary child will have the opportunity to participate in 'broad general education' literacy themed events where the child will be working alongside older pupils with talents in literacy. Equally those children who find acquisition of literacy skills more challenging will benefit from a support for learning model that is continuous from early learning through into adulthood.
- 10.2.1.2 Staff expertise in literacy teaching will be enhanced as all staff will understand the learners' experience of literacy as a life long journey concept rather than a class stage experience.
- 10.2.1.3 Families will have the opportunity to engage in literacy activities for all ages from intergenerational storytelling in purpose built 'reading snugs' to online reading programmes which support the basics of reading skills Literacy will be encouraged and fostered as an intergenerational community

concept: local writing groups, dramatic arts groups, cinema groups will be developed including talented pupils from all year groups. The Campus will become a centre of excellence for literacy rich experiences. It is expected that the Campus will work with a range of partners such as Live Borders to fulfil the cultural capital within the town and become a place where book signings, readings etc. are commonplace and children and young people are stimulated by core teaching and community literacy learning activities. Excellence in literacy for all, including literacy attainment, will be a key aim of the Campus.

## 10.2.2 Science, Technologies, Engineering and Mathematics (STEM)

10.2.2.1 Teachers will take a 2-18 approach to the achievement of key milestones in Numeracy, Mathematics, Science and Technologies. The environment will be set up so that children can be stimulated by the right kind of learning environment e.g. science labs for primary aged children. Teachers will benefit from the expertise of their colleagues with extensive knowledge and understanding in key subject areas and local businesses will be included as part of the taskforce team to develop the learning experiences within the technologies learning zones in the Campus.

10.2.2.2A STEM taskforce will be set up with a range of local business partners, where their business comprises STEM specialisms, to assist with the development of a lifelong approach to the acquisition of key life skills in numeracy, mathematics, science and technologies.

## 10.2.3 Health and Wellbeing

10.2.3.1 The Campus will enable the children to access the high quality indoor and outdoor learning environment where learning spaces would encourage healthy choices throughout and beyond the school day.

10.2.3.2 The Campus will create the opportunity for learning indoors and outdoors to be a seamless transition unrestricted through the day and evening. All day long 'healthy social bite' type cafes would bring Campus and locally grown produce to 'feed' the Campus. Children would be involved in all elements of the production from 'field to fork' and in the service of food. School meals could evolve as a modern healthy lifestyle approach.

10.2.3.3 All pupils will have access to outdoor learning spaces where science, nature and sport would be available at all times. Spaces for physical activity would be varied and diverse: 3G pitches, mountain bike and cycle tracks, gym facilities, spaces for relaxation would be available to all learners and provide first class opportunities for learners at every stage of their learning journeys.

10.2.3.4 Health and wellbeing would be embedded within the Campus. The people of the town and surrounding rural communities will be invited to embrace the concept of healthy lifestyles through the development of an emotional wellbeing approach to learning pathways where the concepts of communication, relationships, confidence, resilience and learning are all developed simultaneously with modernised approaches to engaging communities through information, communication, technologies and media.

## 10.2.4 'Closing the Gap'

10.2.4.1 Recent research highlights that within Jedburgh there are a number of 'gaps' to be addressed to ensure all the children and young people of Jedburgh and the surrounding rural areas achieve their full potential. The 2016 Scottish Index of Multiple Deprivation highlighted that 10% of the catchment population are now living in decile 3. Jedburgh Intermediate Zone has the fourth highest percentage of children living in poverty in the Scottish Borders. Successful models emerging in the most deprived areas of the Borders highlight strong home /school links; high quality literacy teaching and multiagency support around the family as key drivers in closing the attainment gap. The new Campus would create a family support zone where agencies (health, social work, police, Community Learning and Development and the voluntary sector) could come together to support families. Families would be able to access a single space for all service provision and also receive support to enhance their own learning, health and development.

10.2.4.2 Staff would be able to take a whole family consistent approach to support and interventions. There would be shared expectations for attendance at school, support on site for family based learning including homework and study. The 'growing confidence and resilience' programme for mental health and wellbeing would be implemented as a 'whole family whole school' community approach, enabling services to jointly invest in universal programmes. Vulnerable children and families would be supported to access health and wellbeing activities so that all children and young people are participating equally well and benefiting from healthy living opportunities, including diet.

10.2.4.3 The staff as a team would be trained in the delivery of high quality learning and teaching in literacy, numeracy and health and wellbeing. There would be reduced transitions in learning for the most vulnerable children – one of the key success measures in 'closing the gap' is high quality staff with inclusive mind-sets. The Campus concept is so innovative and exciting it is expected to attract the very best staff who would become a high quality learning community with the expectation that they would become a leading workforce delivering the highest quality of education and community learning experiences.

10.2.4.4 Best practice in 'closing the gap' would be embedded within the architectural designs e.g. the Finnish School System – highest performing in the world – creating exciting environments and designs which address concepts such as how children learn best – embedding architecture and educational goals – from the very beginning of the design.

## 10.2.5 Developing the Young Workforce

10.2.5.1 The development of an Intergenerational Learning Campus will provide opportunities for young people to develop skills for life, learning and work. The Campus will provide work based placements within and across the proposed Campus. There are endless mutually beneficial partnership possibilities across age ranges: Higher and Advanced Higher senior pupils could support primary language lessons, sports leadership, music development and drama learning experiences. Routes into Hospitality and Childcare could be supported with campus placements. The older generation could benefit from media and IT classes, gentle exercises classes led by senior pupils.

- 10.2.5.2 Links could be made with Economic Development to consider how industry and enterprise could be brought into the Campus from existing local opportunities and new partners. The new South of Scotland Partnership and the Borders Skills partnership could work to bring investment and employment into the Campus whilst developing the necessary skills to support the jobs that are available in the young workforce. Some new community builds in Scotland have included skills Hubs – the campus in Jedburgh could provide learning spaces for skills development in areas where there is demand locally.
- 10.2.5.3 The healthy living concept could be fully explored with allotments set up within the Campus to further enhance the ‘food to fork’ concept and encourage enterprise. There would be a ready-made workforce available for investors.
- 10.2.5.4 It is expected that there will be ‘units’ or ‘learning spaces’ within the Campus for local crafts, cottage industry and large employer partners to provide training and learning spaces. These spaces will also include opportunities for retail as well as provide skills opportunities. The strategy for these learning spaces will be fully explored within the Council’s economic development strategy.

## 10.2.6 Additional Support Needs

- 10.2.6.1 The opening of the new Leader Valley School in Earlston has demonstrated the importance of purpose built spaces for our most vulnerable children and young people. The Campus in Jedburgh would provide an excellent learning environment for secondary aged children with autistic spectrum needs. The smaller secondary environment would be purpose built to provide children on the autistic spectrum with healthy living opportunities and work based learning experiences so that they could go and take their place in the world of learning and employment.
- 10.2.6.2 The young people with additional support needs will be supported within the nurturing spaces of the new Campus. In partnership with relevant agencies, staff will be better placed to more effectively address barriers to learning, identify interventions and take prompt and appropriate action to meet needs. The pupils will further develop their skills for learning, life and work in local real life contexts in collaboration with the local Community.
- 10.2.6.3 The Campus will provide specialist and dedicated spaces to provide the most vulnerable children to achieve, attain, participate and be included.

## 10.2.7 Community Education

The Council also proposes that there will be units or learning spaces for local crafts, cottage industry and large employer partner to provide training and learning spaces for members of the Community. These will provide opportunities for retail as well as provide Hub skills opportunities. The strategies for these spaces will be fully explored within the Council’s economic development strategy.

## 11. IMPACT ON PUPILS AND FUTURE PUPILS

- 11.1 The new Campus will provide an improved, innovative, learning environment, with facilities and resources designed to deliver the Curriculum for Excellence to support the learning and development needs for current and future learners. State of the art learning resources across the Campus will be shared by all learners to optimise each learner's journey.
- 11.2 Transition between the stages of the education will be simpler and managed to lead to better outcomes for each pupil at the point of transition. The transition process will be carefully managed and attempts will be made to retain a small school ethos within the Campus. There will also be enhanced provision for children and young people's personal, social and emotional health and wellbeing through improved social areas, sporting facilities and opportunities to learn and develop in a variety of settings.
- 11.3 A bigger pool of staff expertise, interests and skills in one location will pave the way for an improved range of learning experiences, including extracurricular activity and improved collaboration between teachers.
- 11.4 There will be enhanced opportunities for collaborative working with support services such as educational psychology, learning support, health and social services. An integrated approach to learning to help ensure early intervention, continuity of support and better and more focussed planning and improved transitions for children with Additional Support Needs
- 11.5 The new Campus will create a learning environment where the design of the classrooms and spaces will adapt to allow pupils to experience a range of subject and activities. The Campus model will allow a broader curriculum to be offered across the learning stages, sharing more varied learning experiences than are currently possible.

## 12 IMPACT ON EARLY LEARNING PUPILS

- 12.1 The creation of the new Campus will result in an enhanced early learning provision in a purpose built, innovative environment that will fully support the guidelines in the Curriculum for Excellence.
- 12.2 The new Campus will assist the Council provide 1140 hours of Early Learning and Childcare as proposed in [Blueprint for 2020 - The Expansion of Early Learning and Childcare in Scotland](#) to all eligible children within the Jedburgh cluster. It is also proposed that wrap round childcare will be provided at the Campus to support parents and carers with working and learning commitments.
- 12.3 The children will be taught by a larger complement of early years practitioners which will provide greater exposure to a wider range of staff with different

strengths, skills and interests. This will also provide staff greater opportunities for staff to share practice, knowledge and develop more training opportunities.

- 12.4 The purpose built provision will also allow families to come together to access support and learning opportunities. This model will support the children's transition through their learning journey with enhanced information and knowledge sharing between staff to help ensure continued progression

### 13 IMPACT ON PRIMARY PUPILS

- 13.1 The new Campus will allow the opportunity to build on the current strengths of the two primary schools. The creation of a modern learning environment will fully support the Curriculum for Excellence including access to specialised equipment and resources for the STEM subjects, such as access to the science classes and opportunities to perform experiments.
- 13.2 A larger complement of teaching staff will allow exposure to a wider range of staff skills and interests. This will facilitate greater collaboration and training opportunities for staff which will enhance the breadth of the learning experience for every child.
- 13.3 The new Campus will offer Increased and improved outdoor areas for all weather participation to meet the needs set out in the [Curriculum for Excellence Through Outdoor Learning](#).
- 13.4 Transitions between stages of learning will be simpler and carefully managed and attempts will be made to retain a small school ethos within the Campus.
- 13.5 The new Campus will offer an enhanced sporting and recreational opportunities and experience for the young people and the wider community to meet the aspirations of both the Council and the Scottish Government to enhance the uptake and enjoyment of physical activity across the Community.

### 14 IMPACT ON SECONDARY PUPILS

- 14.1 The new Campus will allow greater opportunity for collaborative working between departments. There will be more opportunities for interdisciplinary learning within and across learning clusters due to the layout of the building to better address barriers to progression on the learner journey
- 14.2 The development of skills for life, learning and work will be increased with a focus on vocational and technological pathways without reducing emphasis on academic achievement. The curriculum will seek to be a more relevant, challenging and enjoyable learning experience which is more clearly focused on a positive destination for all young people.
- 14.3 The new Campus will offer an enhanced sporting and recreational opportunities and experience for the young people and the wider community to meet the aspirations of both the Council and the Scottish Government to enhance the uptake and enjoyment of physical activity across the Community.
- 14.4 Dining and social areas will improve significantly from the current arrangements. This along with new external areas will create flexible space to encourage young

people to socialise and engage which should improve health and well-being, while enhancing the existing strong sense of community already within the current schools.

- 14.5 The Campus will also assist in learners developing skills for life, with an increased emphasis on personal development, vocational skills, training opportunities and placements within the Campus and the Community for Childcare and hospitality. Partnerships will be facilitated with external Skills Partnerships to develop a young workforce with the skills to support the jobs that are available within the area and beyond ensuring all young people maximise their learner destination potential.
- 14.6 The community hub within the Campus will also provide opportunities for senior pupils to provide classes to the older generation covering IT, social media and exercise.

## **15 IMPACT ON ADDITIONAL SUPPORT NEEDS PUPILS**

- 15.1 The new Campus will be fully accessible to people with mobility difficulties and those with Additional Support Needs. The Council is seeking to develop a fully purpose built facility with state of art equipment and sensory equipment. The pupils will share the resources and have their own specially designed areas for learning. The Campus will also allow the opportunity for Additional Support Needs pupils to form wider relationships with peers and the Community.
- 15.2 The new build will offer pupils an enhanced environment for learning with opportunities for outdoor education, new and improved additional resources and areas for life skills development. The pupils will benefit from the opportunities within the Campus to develop through work experience and Community involvement.

## **16 IMPACT ON PUPILS AT OTHER SCHOOLS IN THE COUNCIL AREA**

- 16.1 It is proposed that Ancrum Primary School will remain a small rural school within the Jedburgh School cluster, with pupils transitioning to the Campus for Primary 6 and 7. This will offer a smaller school option for parents, while providing a smooth transition for pupils into secondary and 3<sup>rd</sup> and 4<sup>th</sup> level education.
- 16.2 Pupils at Denholm Primary School will continue to have the choice between the Campus and Hawick High School for secondary education. The new Campus may influence the decision of pupils within the catchment, who might have otherwise submitted placement requests, to attend their catchment school.
- 16.3 The creation of the Campus at Jedburgh will have a positive impact on pupils and education across Borders as it will provide a facility with state of the art facilities which are available to all. This will assist in driving participation and standards across the region and may provide a strong operational model for other schools to observe.

## **17 IMPACT ON STAFF**

- 17.1 A new detailed management structure will be designed for the Learning Campus to optimise its performance and delivery of objectives. A detailed structure will be devised



ensuring that consideration is given to the smooth and successful running of all the elements of the Campus, including the Learning, Recreation and Community

- 17.2 While there will be duplication in some roles when the three schools are combined, new roles will emerge within the Campus in relation to the enhanced facilities and community and recreational facilities e.g. business support, technical and supervisory, facilities management
- 17.3 Staff will have increased opportunities for collaborative work within a larger staff pool of colleagues with different strengths, skills and experience. The curriculum will be structured to allow cross collaboration between subjects and skillsets. The increased number of staff at the Campus will also allow more support and flexibility to staff with more cover available.
- 17.4 The new Campus will allow staff to build early relationships with pupils and their families and maintain these throughout the learning journey. In particular the pastoral team will be able to become involved at the start of the learning journey and develop greater knowledge and understanding of the young people within their care.
- 17.5 The opportunities offered at the new Campus with the introduction of an innovative curriculum and learning journey should prove attractive to staff and assist with staff attraction and retention. The Campus concept is so innovative and exciting it is expected to attract the very best staff who would become a high quality learning community with the expectation that they would become a leading workforce delivering the highest quality of education and community learning experiences.
- 17.6 The working environment will be enhanced and staff will also have access to onsite facilities including access to childcare, fitness facilities and public services which may improve work life balance.

## **18 IMPACT ON TRANSPORT – SAFE ROUTES TO SCHOOL**

- 18.1 The changes to the current transport arrangements will be minimal given the geography of the town. Great care will be taken during the design process that Safe Routes to School are identified for pedestrian and vehicular access, with designated drop off and pick up areas for school buses and cars.
- 18.2 There may be some savings regarding the provision of transport where school times can be aligned.

## **19 LIKELY EFFECT ON THE LOCAL COMMUNITY**

- 19.1 The Council is seeking to empower and give ownership to parents and the Community through engagement in the creation of the Campus. As the Council recognises the role of parents and the Community in the education and wellbeing of children and young people, it is proposed that the Campus will be a single point of entry into both a child's learning pathway and public services. The focus will be on supporting children as a family group with space for parental and Community activities from early morning until evening where the whole family can enjoy learning and well-being activities.

- 19.2 The Campus will provide a focal point for Community engagement and collaboration to harness the potential within the town and surrounding communities to deliver equitable and outstanding education provision. It is considered that the children, young people, staff and local Community will benefit from consistent approaches to raise expectations, increase aspiration and ambition, achievement and attainment while providing equity of opportunities through a curriculum for all in the new environment of the Learning Campus.
- 19.3 The new Campus will enable parents to build strong community based relationships and receive excellent support, which will shift from single to multi agency with the inclusion of the Community. The aim will be to intervene earlier and view the community as the greatest support for a family.
- 19.4 By creating a Community Hub of services within the Campus, the Council is seeking to reduce the public sector foot print, by rationalising the number of offices. This will not only improve efficiencies but will also improve communication between the services and facilitate a more collaborative approach.
- 19.5 The Council have identified that there is a missing section of working age population within the area and the Campus with its community and vocational education programmes will seek to bridge this gap and provide the skills, training and experience required within the locality.
- 19.6 The Community Hub will also include facilities for the whole community – both recreation and social. Options are being considered but could include meeting venues, soft play, gym as well as a ski slope and climbing wall. The space will be available to individuals and groups within the community for events and meetings. The creation of the Campus may assist the Community to realise some of its aspirations regarding bike tracks, skate parks etc.
- 19.7 Given the potential implications of closing three schools within the town of Jedburgh, in tandem with the design process for the new Campus, Scottish Borders Council is preparing legacy proposals in respect of the existing school buildings to consider options for redevelopment and utilisation of each site which will assist in regenerating and driving economic benefits to the town. The master planning exercise will involve discussions with the Community and the Cheviot Area Forum of the Community Planning Partnership in terms of the Community Empowerment (Scotland) Act 2015.

## **20 EQUALITY OF OPPORTUNITY**

The new Campus will provide a single learning environment in Jedburgh which will allow all learners parity of access to learning and facilities. All children will have access to the same early years experience and ease of transition throughout their learning journey in one location. This proposal has been impact assessed by Scottish Borders Council.

## **21. FINANCIAL IMPACT**

- 21.1 The 2010 Act, requires the Council to provide information regarding the financial implications of each school closure proposal. A template has been provided by the

Scottish Government, following consultation with the Commission on the Delivery of Rural Education. The template has been completed in respect of each school proposed for closure utilising the projected figures in the Devolved School Management Budgets for 2017/18. Given that the Proposals for closure arise as a direct consequence of the Proposal to create an Intergenerational Learning Campus with a community hub, none of the closure Proposals is predicated on making cost savings. None of the schools proposed for closure comprise a Rural School in terms of the Scottish Government's Rural School List 2015. It is projected that costs will increase as there will be increased and enhanced facilities available at the new Campus, notwithstanding that the new Campus will be more energy efficient and there will be savings in certain areas where services can be streamlined and duplication of costs avoided.

- 21.2 In tandem with the design and planning process for the new Campus it is proposed that the Council will consider legacy proposals regarding the schools proposed for closure. The master planning exercise will involve discussions with the Community and the Cheviot Area Forum of the Community Planning Partnership in terms of the Community Empowerment (Scotland) Act 2015.

## 22. OTHER ISSUES

### Management of Proposals

- 22.1 In the event that the decision is made to proceed with the Proposals it will be essential to establish and manage the transitional arrangement for each of the schools involved. The Council will be committed to ensure that the full range of pupils' needs are addressed and steps are taken to minimise the disruption to the education and well-being of all the children and young people.
- 22.2 The Council recognises that the proposed consolidation of the schools into one learning Campus will require careful planning and collaboration to guarantee the continuity of education and support. A number of measures will be put in place to support this which will include joint planning between teachers regarding curriculum, assessment and reporting; joint working between the Parent Councils and joint events with pupils, parents and staff.
- 22.3 The Leadership teams will be involved in visits to similar campus schools to see how they operate in practice and to observe good practice.
- 22.4 It is proposed that the new Campus will open by 31st March 2020 and appropriate transition plans will be made to ensure that pupils move from school to the Campus as smoothly as possible. Detailed plans will be shared nearer the time with all stakeholders.

## 23. RESPONDING TO THE PROPOSAL

- 23.1 Interested parties are invited to respond to the Proposals, no later than **1700 on 18<sup>th</sup> June 2017**, by making written or electronic submissions on the proposals to:

Jedburgh School Consultation  
 Service Director Children & Young People  
 Scottish Borders Council  
 Newtown St Boswells  
 Melrose  
 TD6 0SA

Or

Web Address: [www.scotborders.gov.uk/jedburgh](http://www.scotborders.gov.uk/jedburgh)

- 23.2 For the convenience of those wishing to respond, a form is provided at **Appendix 4**, and is also available on the Council's website at:

[www.scotborders.gov.uk/jedburgh](http://www.scotborders.gov.uk/jedburgh)

Its use is not compulsory. However, those wishing to respond are invited to state their relationship with the school – for example, "Parent/Carer of a child at Jedburgh Grammar School", "Relative of a child at Jedburgh Grammar School", "Teacher at Jedburgh Grammar School".

- 23.3 Those sending in a response, whether by letter or electronically, should know that their response will be open to public scrutiny and may have to be supplied to anyone making a reasonable request to see it.
- 23.4 If they do not wish their response to be publicly available, they should clearly write on the document: "I wish my response to be considered as confidential with access restricted to elected members and council officers of Scottish Borders Council". Otherwise, it will be assumed that the person making the response agrees to it being made publicly available.

**DONNA MANSON**  
**SERVICE DIRECTOR (CHILDREN & YOUNG PEOPLE'S SERVICES)**

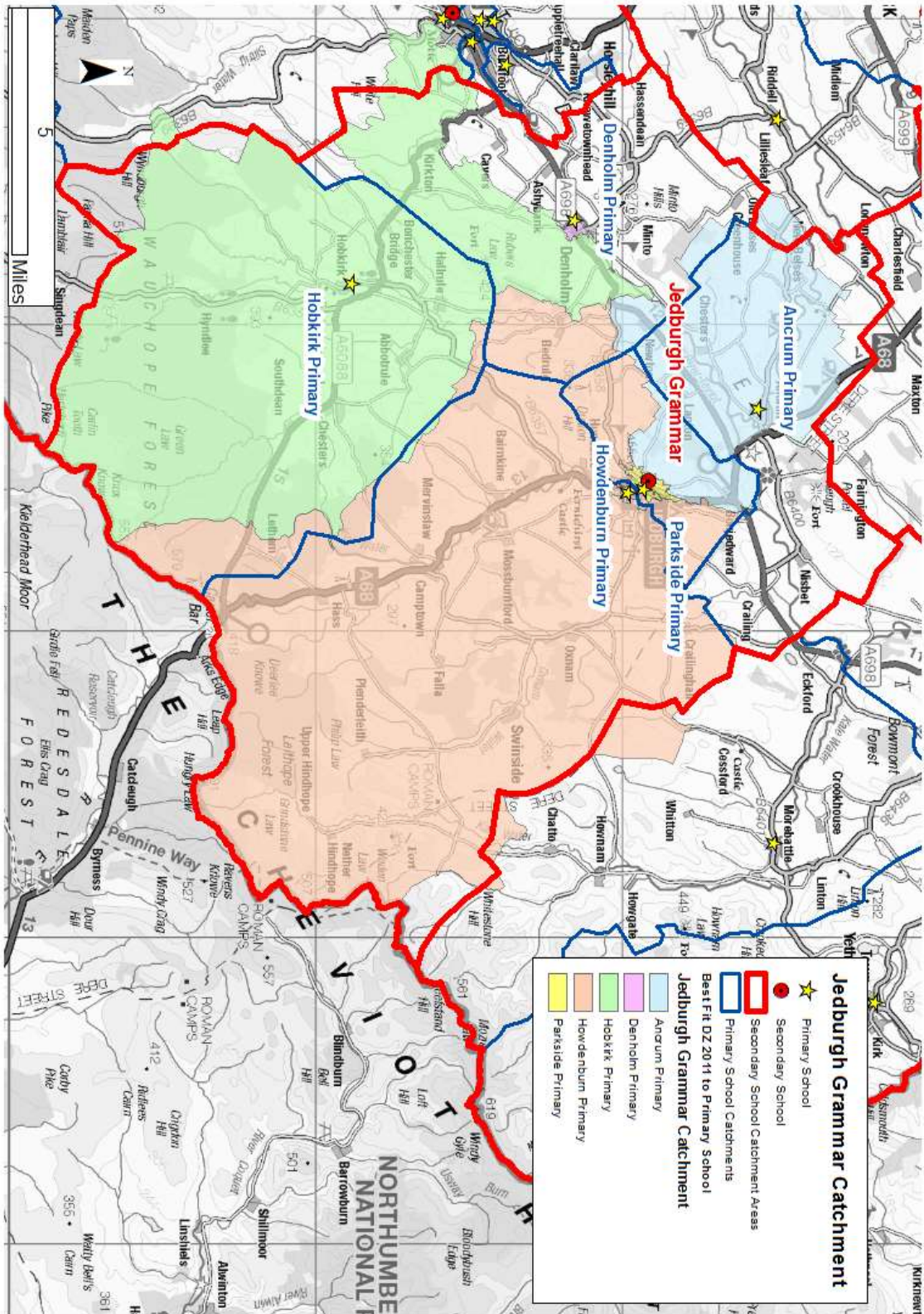
**8<sup>th</sup> May 2017**

## **APPENDICES**

<b>Appendix 1</b>	Jedburgh Catchment Plan
<b>Appendix 2</b>	Schools Proposed for Closure
<b>Appendix 3</b>	Proposed Site Plan of Intergenerational Learning Campus
<b>Appendix 4</b>	Consultation Response Form
<b>Appendix 5</b>	Financial Templates Showing Current Revenue Costs for School Proposed for each Closure

# APPENDIX 1

## JEDBURGH CATCHMENT PLAN



## APPENDIX 2

### SCHOOLS PROPOSED FOR CLOSURE

#### 1 HOWDENBURN PRIMARY SCHOOL, NURSERY AND SCHOOLHOUSE

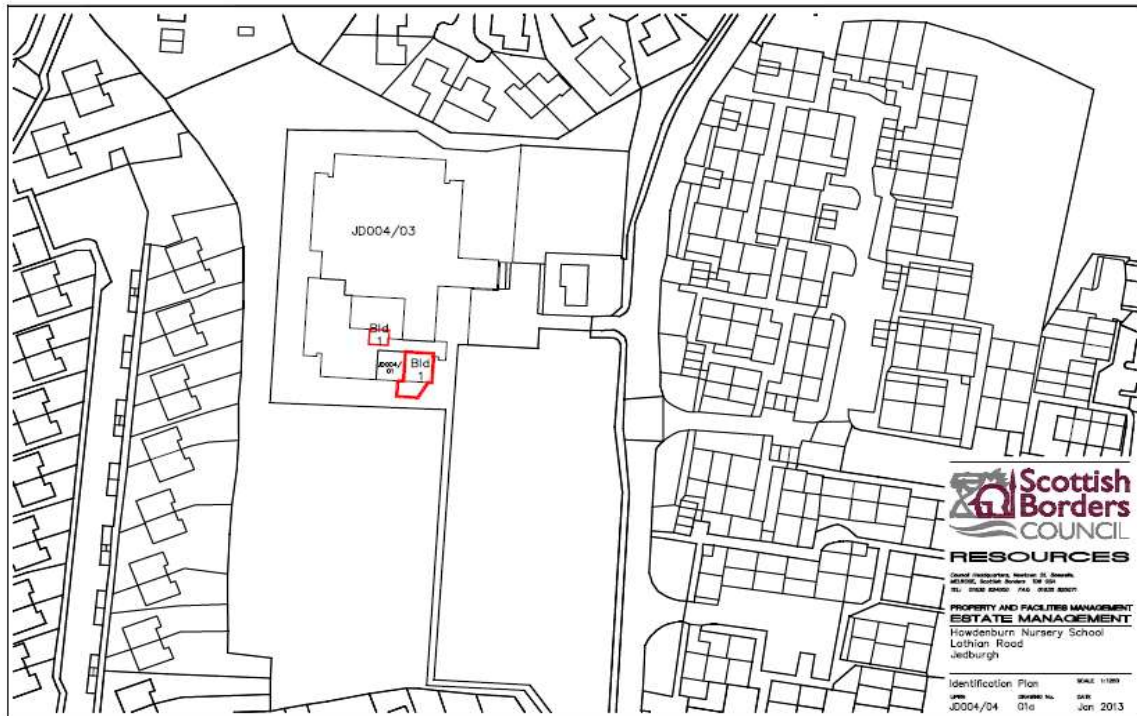
1.1 Howdenburn Primary School provides non-denominational primary education to pupils in Jedburgh. **Appendix 1** shows the present school catchment area for Howdenburn Primary School. It covers the Doom Hill and Howden areas of Jedburgh and the rural areas of Oxnam and Camptown. The Howdenburn Primary School catchment falls within the catchment of Jedburgh Grammar School for secondary education.

#### Howdenburn Primary School Site Plan



1.2 Howdenburn Primary School also provides Early Learning and Childcare within its nursery. The number of children projected to be in catchment for 2017/18 is 37.

Howdenburn Nursery Site Plan



1.3 Educational support is also provided for young people from across the Scottish Borders with complex Additional Support Needs to develop skills and attributes for learning, life and work, usually through a joint placement with their local secondary school. It operates in partnership with schools, colleges and adult services to help students transition from school education to further education or adult services.

Schoolhouse Site



- 1.4 The capacity of the Howdenburn Primary school is 274 pupils.

<b>Historical Pupil Roll Data - Howdenburn</b>
--

Capacity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
274	199	193	186	188	179	173	155	135	137	121	111	111	128	146	167

- 1.5 The most recent inspection report carried out by HM Inspectorate of Education (HMIE) is dated 9<sup>TH</sup> June 2007 and can be accessed through this link

[Howdenburn Inspection Report](#)



## 2 PARKSIDE PRIMARY SCHOOL

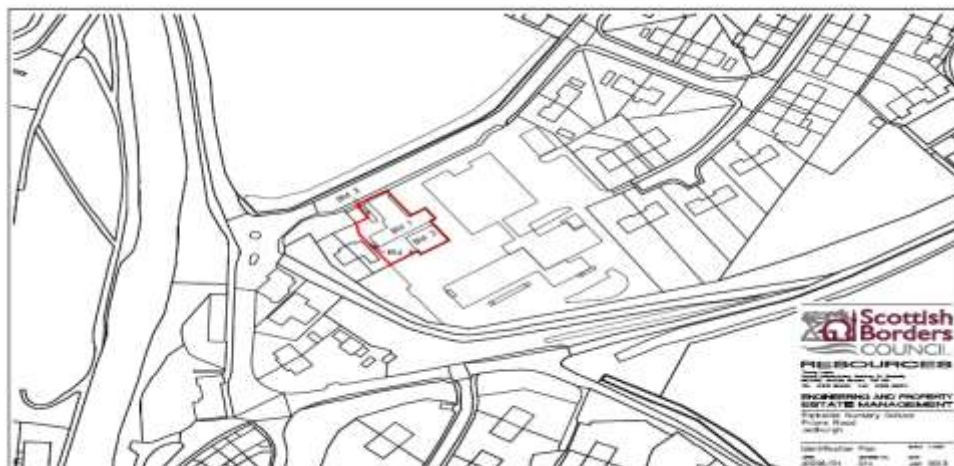
2.1 Parkside Primary School provides non-denominational primary education to pupils in Jedburgh. **Appendix 1** shows the present school catchment area for Parkside Primary School, which comprises the Abbey, East Central and West Central areas of the town. The Parkside Primary School catchment falls within the catchment of Jedburgh Grammar School for secondary education. The capacity of the school is 289 pupils.

### Parkside Primary School Site Plan



2.2 Parkside Primary School also provides Early Learning and Childcare within its nursery. The number of children projected to be in catchment in 2017/18 is 48.

### Parkside Nursery Site Plan



2.3 Pupils attending Ancrum Primary School currently transition to Parkside Primary School in Jedburgh for P6 and P7. There is a shared head teacher between Ancrum Primary School and Parkside Primary School.

2.4 The capacity at the School is for 289 pupils.

<b>Historical Pupil Roll Data - Parkside</b>
--

Capacity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>289</b>	238	226	257	251	246	227	240	224	213	200	207	202	196	205	203

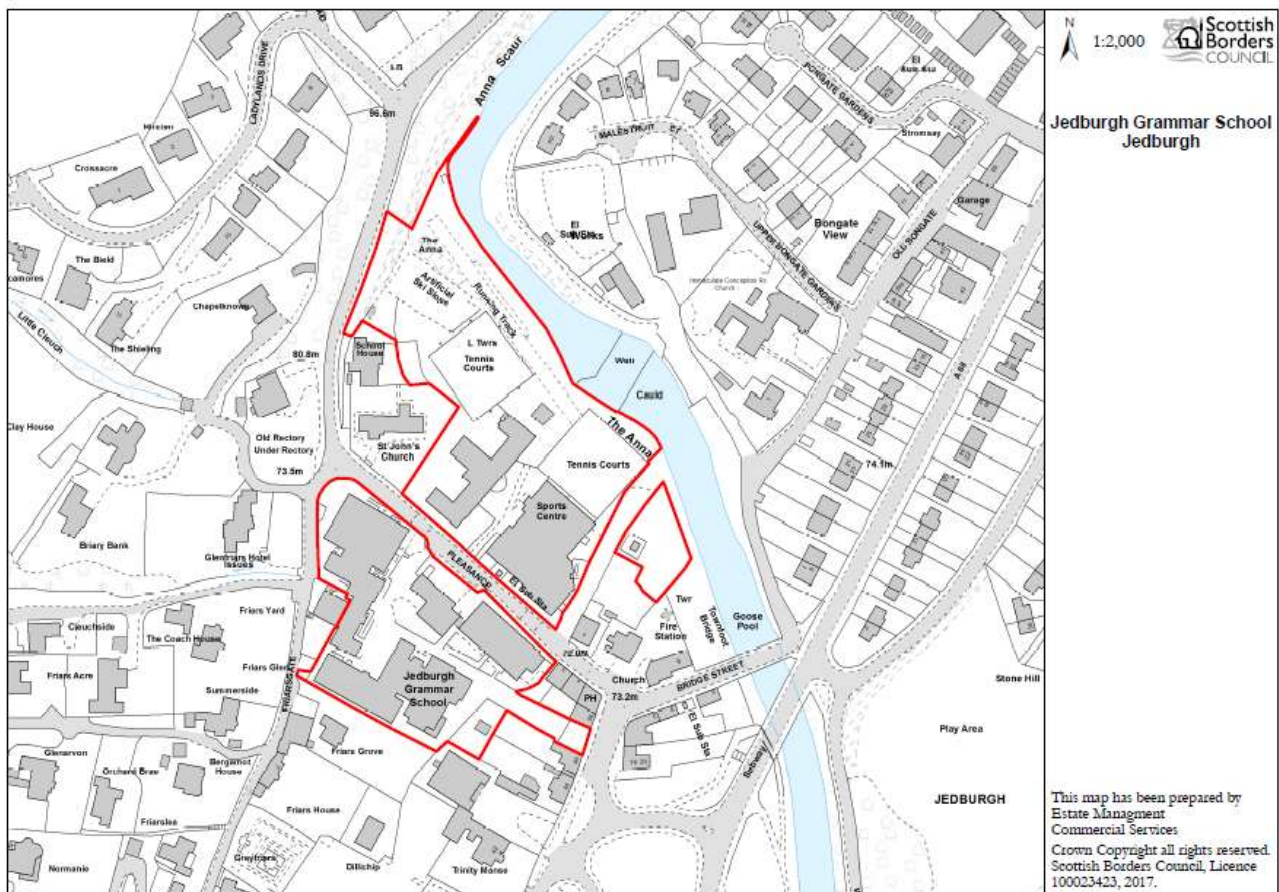
2.6 The most recent inspection report carried out by HM Inspectorate of Education (HMIE) is dated 30<sup>th</sup> June 2015 and can be accessed through this link

[Parkside Inspection Report](#)

## JEDBURGH GRAMMAR SCHOOL

- 3.1 Jedburgh Grammar School provides non-denominational secondary education to pupils in Jedburgh and its surrounding area. **Appendix 1** shows the present school catchment area for Jedburgh Grammar School. The capacity of the school is 631 pupils.
- 3.2 Jedburgh Grammar's catchment area comprises pupils attending Howdenburn Primary School and Parkside Primary School in Jedburgh and Ancrum Primary School, which is located in the nearby village of Ancrum.
- 3.3 Pupils at both Denholm Primary School in Denholm, Hawick and Hobkirk Primary School, Bonchester Bridge, Hawick (currently mothballed) have the right to choose between attending Jedburgh Grammar School or Hawick High School for their secondary education, with transport provided for both.

### Jedburgh Grammar School Site Plan



- 3.4 At the start of the 2016/2017 academic year, Jedburgh Grammar School had a roll of 343 pupils attending the school, including 13 attending through placement requests. There are a large number of pupils from the Jedburgh Grammar School area currently electing to attend a school outwith catchment, 88 in 2016/17 (26%), which includes 59 pupils electing to attend Hawick High School from the joint catchment arrangement. This is attributed to a number of factors including logistics but many parents have highlighted the reasons including wider subject choices, better facilities, particularly for music and sport, being available at larger schools.

Earlston High School	14
Hawick High School	61*
Kelso High School	10
Selkirk High School	2
Peebles High School	1
<b>Total</b>	<b>88</b>

*\* Includes 59 pupils from the joint catchment with Hawick High School*

#### Historical Pupil Roll Data – Jedburgh Grammar School

Capacity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
631	432	438	445	457	426	426	410	420	400	387	348	350	344	345	343

- 3.5 Part of the school building has Grade B listing. Category B buildings are of regional or more than local importance and are major examples of a particular period, style or building type. (Category B accounts for around 50% of the total number of listed buildings in Scotland).
- 3.6 The most recent inspection report carried out by HM Inspectorate of Education (HMIE) is dated 16<sup>th</sup> December 2008 and can be accessed through this link

[Jedburgh Grammar School](#)

### APPENDIX 3

## PROPOSED SITE FOR JEDBURGH EDUCATION CAMPUS



Jedburgh | Proposed Site - Aerial Image

© 2017

## APPENDIX 4

### CHILDREN AND YOUNG PEOPLE'S SERVICES CONSULTATION RESPONSE FORM

Children and Young People's Services  
Statutory Consultation - Proposal Response Form



### SCHOOL ESTATE CONSULTATION IN RELATION TO PROPOSAL TO CREATE AN INTERGENERATIONAL LEARNING CAMPUS IN JEDBURGH, REPLACING THE EXISTING SCHOOLS

#### Detail of the Proposal

It is proposed that, subject to the outcome of this statutory consultation process as set out in the Schools (Consultation) (Scotland) Act 2010 as amended:

- An Intergenerational Learning Campus be built in Jedburgh;
- Howdenburn Primary School be permanently closed;
- Howdenburn Nursery be permanently closed;
- Parkside Primary School be permanently closed;
- Parkside Nursery be permanently closed;
- Jedburgh Grammar School be permanently closed;
- Howdenburn Schoolhouse be permanently closed with the educational support for secondary aged pupils with complex Additional Support Needs being transferred to the Intergenerational Learning Campus;
- The arrangements for pupils from Ancrum Primary School transitioning to Parkside Primary School for P6 and P7 be amended to facilitate transition to the Intergenerational Learning Campus;
- The primary school catchment zones from Howdenburn Primary School and Parkside Primary School be rezoned to the Intergenerational Learning Campus; and
- The secondary school catchment zone from Jedburgh Grammar School be rezoned to the Intergenerational Learning Campus.

**The Consultation Period is from 8 May 2017 until 18 June 2017.**



**SCHOOL - please tick the most relevant box below to indicate which school(s) you are connected with**

Howdenburn Primary School	<input type="checkbox"/>
Howdenburn Nursery	<input type="checkbox"/>
Howdenburn Schoolhouse	<input type="checkbox"/>
Parkside Primary School	<input type="checkbox"/>
Parkside Nursery	<input type="checkbox"/>
Jedburgh Grammar School	<input type="checkbox"/>
Ancrum Primary School	<input type="checkbox"/>
Denholm Primary School	<input type="checkbox"/>
Other	

**YOUR INTEREST – please tick the most relevant box below to indicate your interest in the in the School(s)**

Parent/carer	<input type="checkbox"/>
Staff	<input type="checkbox"/>
Pupil	<input type="checkbox"/>
Relative of Pupil	<input type="checkbox"/>
Parent Council Member	<input type="checkbox"/>
Elected Member/MSP/MP	<input type="checkbox"/>
Community Planning Partner	<input type="checkbox"/>
Community Member	<input type="checkbox"/>
Other	

## CONSULTATION QUESTIONS



1. Do you agree with the proposal to build an Intergenerational Learning Campus in Jedburgh?

Agree

Disagree

Please tell us the main reasons for your views and why you agree/disagree to the above proposal.

2. Do you agree with the proposal to close Howdenburn Primary School?

Agree

Disagree

Please tell us the main reasons for your views and why you agree/disagree to the above proposal.



3. Do you agree with the proposal to close Howdenburn Nursery?

Agree

Disagree

Please tell us the main reasons for your views and why you agree/disagree to the above proposal.

4. Do you agree with the proposal to close Parkside Primary School?

Agree

Disagree

Please tell us the main reasons for your views and why you agree/disagree to the above proposal.



5. Do you agree with the proposal to close Parkside Nursery?

Agree

Disagree

Please tell us the main reasons for your views and why you agree/disagree to the above proposal.

6. Do you agree with the proposal to close Jedburgh Grammar?

Agree

Disagree

Please tell us the main reasons for your views and why you agree/disagree to the above proposal.



7. Do you agree with the proposal to close Howdenburn Schoolhouse, with the educational support for secondary aged pupils with complex Additional Support Needs being transferred to the Intergenerational Learning Campus?

Agree

Disagree

Please tell us the main reasons for your views and why you agree/disagree to the above proposal.

8. Do you agree with the proposal to amend the arrangements for pupils from Ancrum Primary School transitioning to Parkside Primary for P6 and P7 to facilitate transition to the Intergenerational Learning Campus?

Agree

Disagree

Please tell us the main reasons for your views and why you agree/disagree to the above proposal.



9. Do you agree with the proposal to rezone primary catchment zones from Howdenburn Primary School and Parkside Primary School to the Intergenerational Learning Campus?

Agree

Disagree

Please tell us the main reasons for your views and why you agree/disagree to the above proposal.

10. Do you agree with the proposal to rezone the secondary school catchment zone from Jedburgh Grammar School to the Intergenerational Learning Campus?

Agree

Disagree

Please tell us the main reasons for your views and why you agree/disagree to the above proposal.



## DETAILS

Please complete your details below to assist our analysis of the responses

<b>Name</b>	
<b>Postcode</b>	
<b>Email Address</b>	

## CONFIDENTIALITY OF RESPONSE

I wish my response to be considered as confidential with access restricted to elected members and officers of Scottish Borders Council	<input type="checkbox"/>
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## THANK YOU FOR TAKING THE TIME TO GIVE US YOUR VIEWS

Your completed form can be handed into your local school or posted to: Jedburgh School Consultation, Children and Young People's Services, Scottish Borders Council, Newtown St Boswells TD6 0SA.

You can also give us your views online at: [www.scotborders.gov.uk/jedburgh](http://www.scotborders.gov.uk/jedburgh)

**BY 18 JUNE 2017**

If you have any queries, please email: [schoolestates@scotborders.gov.uk](mailto:schoolestates@scotborders.gov.uk)

## **APPENDIX 5**

### **FINANCIAL TEMPLATES SHOWING CURRENT REVENUE COSTS FOR SCHOOLS PROPOSED FOR CLOSURE**

**Financial Template**

Table 1	Column 1	Column 2	Column 3	Column 4
Row 1	<b>Current revenue costs for school proposed for closure</b>			
Row 2	<b>Name of School</b> [enter name of school (Howdenburn)]	<b>Costs for full financial year (projected annual costs)</b>	<b>Additional financial impact on receiving school [enter name of school]</b>	<b>Annual recurring savings (column 2 minus column 3)</b>
Row 3	<i>School costs</i>			
Row 4	<i>Employee costs - note 1</i>			
Row 5	teaching staff	£378,755	N/A	N/A
Row 6	support staff	£61,659	N/A	N/A
Row 7	teaching staff training (CPD etc)			
Row 8	support staff training			
Row 9	Supply costs - note 2	£2,984	N/A	N/A
Row 10				
Row 11	<i>Building costs:</i>			
Row 12	property insurance	£2,185		
Row 13	non domestic rates	£44,839		
Row 14	water & sewerage charges	£1,478		
Row 15	utilities costs	£17,592		
Row 16	cleaning (contract or inhouse)	£16,473		
Row 17	building repair & maintenance			
Row 18	grounds maintenance	£2,204		
Row 19	facilities management costs - note 6	£1,819		
Row 20	revenue costs arising from capital			
Row 21	other			
Row 22				
Row 23	<i>School operational costs:</i>			
Row 24	learning materials	£7,778		
Row 25	catering (contract or inhouse)			
Row 26	SQA costs			
Row 27	other school operational costs (e.g. licences)			
Row 28				
Row 29	<i>Transport costs: note 3</i>			
Row 30	home to school	N/A	note 4	
Row 31	other pupil transport costs			
Row 32	staff travel			
Row 33	<b>SCHOOL COSTS SUB-TOTAL</b>	£537,766		
Row 34				
Row 35	<i>Income:</i>			
Row 36	Sale of meals			
Row 37	Lets			
Row 38	External care provider			
Row 39	Other			
Row 40	<b>SCHOOL INCOME SUB-TOTAL</b>			
Row 41				
Row 42	<b>TOTAL COSTS MINUS INCOME FOR SCHOOL</b>			
Row 43				
Row 44	<b>UNIT COST PER PUPIL PER YEAR (based on 145 pupils)</b>	£3,624		

Table 2	Column 5	Column 6	Column 7
<b>Capital costs</b>		<b>School proposed for closure</b>	<b>Receiving school</b>
Capital Life Cycle cost - note 7			
Third party contributions to capital costs			

Table 3	Column 5	Column 6	Column 7
<b>Annual Property costs incurred (moth-balling) until disposal</b>			
property insurance			
non domestic rates			
water & sewerage charges			
energy costs			
cleaning (contract or inhouse)			
security costs			
building repair & maintenance			
grounds maintenance			
facilities management costs			
other			
<b>TOTAL ANNUAL COST UNTIL DISPOSAL</b>			

Table 4	Column 5	Column 6	Column 7
<b>Non-recurring revenue costs</b>			
<b>TOTAL NON-RECURRING REVENUE COSTS</b>			

Table 5	Column 5	Column 6	Column 7
<b>Impact on GAE - note 5</b>			
<b>GAE IMPACT</b>			

**Financial Template**

Table 1	Column 1	Column 2	Column 3	Column 4
Row 1	<b>Current revenue costs for school proposed for closure</b>			
Row 2	<b>Name of School</b> [enter name of school (Jedburgh Grammar)]	<b>Costs for full financial year (projected annual costs)</b>	<b>Additional financial impact on receiving school [enter name of school]</b>	<b>Annual recurring savings (column 2 minus column 3)</b>
Row 3	<b>School costs</b>			
Row 4	<i>Employee costs - note 1</i>			
Row 5	teaching staff	£1,551,538	N/A	N/A
Row 6	support staff	£198,416	N/A	N/A
Row 7	teaching staff training (CPD etc)			
Row 8	support staff training			
Row 9	Supply costs - note 2	£20,241	N/A	N/A
Row 10				
Row 11	<b>Building costs:</b>			
Row 12	property insurance	£2,185		
Row 13	non domestic rates	£133,698		
Row 14	water & sewerage charges	£11,437		
Row 15	utilities costs	£71,565		
Row 16	cleaning (contract or inhouse)	£59,596		
Row 17	building repair & maintenance			
Row 18	grounds maintenance			
Row 19	facilities management costs - note 6	£3,875		
Row 20	revenue costs arising from capital			
Row 21	other			
Row 22				
Row 23	<b>School operational costs:</b>			
Row 24	learning materials	£62,090		
Row 25	catering (contract or inhouse)			
Row 26	SQA costs			
Row 27	other school operational costs (e.g. licences)			
Row 28				
Row 29	<b>Transport costs: note 3</b>			
Row 30	home to school	n/a	note 4	
Row 31	other pupil transport costs			
Row 32	staff travel			
Row 33	<b>SCHOOL COSTS SUB-TOTAL</b>	£2,114,641		
Row 34				
Row 35	<b>Income:</b>			
Row 36	Sale of meals			
Row 37	Lets			
Row 38	External care provider			
Row 39	Other			
Row 40	<b>SCHOOL INCOME SUB-TOTAL</b>			
Row 41				
Row 42	<b>TOTAL COSTS MINUS INCOME FOR SCHOOL</b>			
Row 43				
Row 44	<b>UNIT COST PER PUPIL PER YEAR (based on 345 pupils)</b>	£6,129		

Table 2	Column 5	Column 6	Column 7
<b>Capital costs</b>		<b>School proposed for closure</b>	<b>Receiving school</b>
Capital Life Cycle cost - note 7			
Third party contributions to capital costs			

Table 3	Column 5	Column 6	Column 7
<b>Annual Property costs incurred (moth-balling) until disposal</b>			
property insurance			
non domestic rates			
water & sewerage charges			
energy costs			
cleaning (contract or inhouse)			
security costs			
building repair & maintenance			
grounds maintenance			
facilities management costs			
other			
<b>TOTAL ANNUAL COST UNTIL DISPOSAL</b>			

Table 4	Column 5	Column 6	Column 7
<b>Non-recurring revenue costs</b>			
<b>TOTAL NON-RECURRING REVENUE COSTS</b>			

Table 5	Column 5	Column 6	Column 7
<b>Impact on GAE - note 5</b>			
<b>GAE IMPACT</b>			



**Financial Template**

Table 1	Column 1	Column 2	Column 3	Column 4
Row 1	<b>Current revenue costs for school proposed for closure</b>			
Row 2	<b>Name of School</b> [enter name of school (Parkside)]	<b>Costs for full financial year (projected annual costs)</b>	<b>Additional financial impact on receiving school [enter name of school]</b>	<b>Annual recurring savings (column 2 minus column 3)</b>
Row 3	<b>School costs</b>			
Row 4	<i>Employee costs - note 1</i>			
Row 5	teaching staff	£526,174	N/A	N/A
Row 6	support staff	£	N/A	N/A
Row 7	teaching staff training (CPD etc)			
Row 8	support staff training			
Row 9	Supply costs - note 2	£4,186	N/A	N/A
Row 10				
Row 11	<b>Building costs:</b>			
Row 12	property insurance	£2,185		
Row 13	non domestic rates	£31,945		
Row 14	water & sewerage charges	£3,469		
Row 15	utilities costs	£15,919		
Row 16	cleaning (contract or inhouse)	£16,935		
Row 17	building repair & maintenance			
Row 18	grounds maintenance	£238		
Row 19	facilities management costs - note 6	£2,669		
Row 20	revenue costs arising from capital			
Row 21	other			
Row 22				
Row 23	<b>School operational costs:</b>			
Row 24	learning materials	£10,946		
Row 25	catering (contract or inhouse)			
Row 26	SQA costs			
Row 27	other school operational costs (e.g. licences)			
Row 28				
Row 29	<b>Transport costs: note 3</b>			
Row 30	home to school		note 4	
Row 31	other pupil transport costs			
Row 32	staff travel			
Row 33	<b>SCHOOL COSTS SUB-TOTAL</b>	£614,666		
Row 34				
Row 35	<b>Income:</b>			
Row 36	Sale of meals			
Row 37	Lets			
Row 38	External care provider			
Row 39	Other			
Row 40	<b>SCHOOL INCOME SUB-TOTAL</b>			
Row 41				
Row 42	<b>TOTAL COSTS MINUS INCOME FOR SCHOOL</b>	£614,666		
Row 43				
Row 44	<b>UNIT COST PER PUPIL PER YEAR (based on 237 pupils)</b>	£2,593		

Table 2	Column 5	Column 6	Column 7
<b>Capital costs</b>		<b>School proposed for closure</b>	<b>Receiving school</b>
Capital Life Cycle cost - note 7			
Third party contributions to capital costs			

Table 3	Column 5	Column 6
<b>Annual Property costs incurred (moth-balling) until disposal</b>		
property insurance		
non domestic rates		
water & sewerage charges		
energy costs		
cleaning (contract or inhouse)		
security costs		
building repair & maintenance		
grounds maintenance		
facilities management costs		
other		
<b>TOTAL ANNUAL COST UNTIL DISPOSAL</b>		

Table 4	Column 5	Column 6
<b>Non-recurring revenue costs</b>		
<b>TOTAL NON-RECURRING REVENUE COSTS</b>		

Table 5	Column 5	Column 6
<b>Impact on GAE - note 5</b>		
<b>GAE IMPACT</b>		