

**SCOTTISH BORDERS COUNCIL  
CHILDREN AND YOUNG PEOPLE SERVICES**

**JEDBURGH SCHOOLS CONSULTATION REPORT  
CONSULTATION PERIOD FROM 8 MAY 2017 TO 18 JUNE 2017**

Consultation has taken place, under the terms of the Schools (Consultation) (Scotland) Act 2010 as amended, on proposals that:-

- (1) An Intergenerational Learning Campus is built in Jedburgh;
- (2) Howdenburn Primary School is permanently closed;
- (3) Howdenburn Nursery is permanently closed;
- (4) Parkside Primary School is permanently closed;
- (5) Parkside Nursery is permanently closed;
- (6) Jedburgh Grammar School is permanently closed;
- (7) Howdenburn Schoolhouse is 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 is amended to facilitate transition to the Intergenerational Learning Campus;
- (9) The primary school catchment zones are rezoned from Howdenburn Primary School and Parkside Primary School to the Intergenerational Learning Campus; and
- (10) The secondary school catchment zone is rezoned from Jedburgh Grammar School to the Intergenerational Learning Campus.

*This Public Consultation Report has been issued by Scottish Borders Council Children and Young People Services in terms of the Schools (Consultation) (Scotland) Act 2010 as amended*

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## SUMMARY OF THE PROCESS FOR THIS CONSULTATION REPORT

### Committee Decision

- 1.1 This Consultation Report has been issued as a result of the decision by Scottish Borders Council on 21 April 2017 to formally undertake a statutory consultation process in respect of proposals to build an Intergenerational Learning Campus in Jedburgh replacing the nursery, primary and secondary schools and Additional Support Needs educational support provision within the town. The consultation process and this Consultation Report have been prepared in compliance with the Schools (Consultation) (Scotland) Act 2010 as amended (the **2010 Act**).

### Proposal Paper

- 1.2 In compliance with the 2010 Act, Scottish Borders Council prepared a Proposal Paper which was published on 8 May 2017. A copy of the Proposal Paper is attached as [Appendix 1](#). The Proposals contained in the Proposal Paper are that:

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

- 1.3 A copy of the Proposal Paper was made available free of charge in these locations –

- 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, 23 Castle Gate, Jedburgh TD8 6AS

And published on the Scottish Borders Council website:

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

1.4 The publication of the Proposal Paper was advertised in various Borders newspapers, on the weeks commencing 1 and 8 May 2017, providing the dates for the consultation period and the public meeting.

1.5 As stated in the Proposal Paper, the Proposals have implications for:

- 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 (currently mothballed).

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

1.6 Formal notice of the Proposals was sent by letter or email to:

- the parents/carers of children attending 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 Proposal Paper, as far as known to the Council;
- 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.

### **Length of Consultation Period**

1.7 The consultation for the Proposals ran from 8 May 2017 until 18 June 2017 (both dates inclusive). This period allowed for the statutory minimum of 30 school days. There were 805 written and online representations in respect of this statutory consultation, these

representations are summarised and responded to in **Section 5 below**.

### **Public Meetings**

1.8 A public meeting was held on:

**30 May 2017 at 19.00 at Jedburgh Grammar School.**

Details of the meeting are included in **Section 3 below**.

### **Meetings with Pupils and Staff**

1.9 Several meetings and assemblies were held with pupils and staff in the Affected Schools. A record of questions, views and responses is included in **Section 4 below**.

### **Involvement of Education Scotland**

1.10 Education Scotland was notified in advance of this Statutory Consultation process being approved. On completion of the Statutory Consultation period, a copy of the Proposal Paper was sent by Scottish Borders Council to Education Scotland. Education Scotland also received a copy of all relevant additional materials including the minutes of public meeting, written representations and responses received and by the Council following the consultation period.

1.11 Education Scotland has prepared a report on the educational aspects of the Proposals, based on the representations and documents mentioned above as well as their interviews with pupils, parents and staff. In preparing their report, Education Scotland visited the Affected Schools and made reasonable enquiries of people there as they considered appropriate. This can be found at [Appendix 2](#) and also on the Education Scotland Website at

<http://www.educationscotland.gov.uk/>

1.12 Issues raised in the Education Scotland Report with regards to the Proposals and the Authority's responses are set out in **Section 6** of this Consultation Report.

### **Preparation of Public Consultation Report**

1.13 The Council has reviewed the Proposals having regard to the responses received during the consultation period and the Education Scotland Report. This Consultation Report will be published on **16 October 2017** and is available for further consideration for a period of three weeks from that date, until **6 November 2017**. The intention is that interested parties should have time to consider the Consultation Report and if they so wish, to raise concerns and pose alternative solutions by making written or electronic submissions to:

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

Email Address: [schoolestates@scotborders.gov.uk](mailto:schoolestates@scotborders.gov.uk); or

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.

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. 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.

For any written or electronic response to be considered it must be received by the Council no later than 5.00pm on the last day of the consultation period, **6 November 2017**.

## Distribution

1.14 A copy of the Consultation Report will be made available free of charge for public consultation from **16 October 2017 to 6 November 2017** in these locations –

- 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 8JR
- Jedburgh Library, 23 Castle Gate, Jedburgh TD8 6AS

and published on the Scottish Borders Council website:  
[www.scotborders.gov.uk/jedburgh](http://www.scotborders.gov.uk/jedburgh)

## Decision

1.15 This report together with any other relevant documentation will be considered by Scottish Borders Council who will be asked to make a decision at a full Council meeting.

1.16 Where a decision is taken to approve a school closure proposal, the Council is required to notify Scottish Ministers within 6 days of the decision and place a notice on its website stating the decision and advising that there is a period of 3 weeks from the date of the decision for any party to make representations, either in support or against the Council's closure decision, to Scottish Ministers.

1.17 Representations should be made to:

[schoolclosure@scotland.gsi.gov.uk](mailto:schoolclosure@scotland.gsi.gov.uk)

or

The Scottish Government  
School Infrastructure Unit  
2A (South)  
Victoria Quay  
EH6 6QQ

1.18 The Scottish Ministers have a period of 8 weeks following the Council's decision to decide whether to call the closure decision in or not. If the Ministers do not make a decision within that period the proposal is automatically permitted to proceed. If the decision is taken to call the Council's decision in the Scottish Ministers will advise the Council in writing as expeditiously as possible.

1.19 There are clear grounds within the 2010 Act for calling in a proposal. The Ministers can call in a proposal where it appears to the Scottish Ministers that the education authority may have failed:

- (a) in a significant regard to comply with the requirements imposed on it by (or under) this Act so far as they are relevant to the closure proposal, or
- (b) to take proper account of a material consideration relevant to its decision to implement the proposal.

1.20 Any closure decision called in by the Scottish Ministers will be referred to the School Closure Panel for determination. The School Closure Panel has a period of 8 weeks to notify the Education Authority of its decision. In the event that the Panel refuses to consent to the closure, the Education Authority can appeal the decision on a point of law. In the event the Panel's decision is upheld there will be a 5 year restriction on the Education Authority making a further school closure proposal in respect of these schools.

## **2 BACKGROUND**

2.1 In February 2016, Scottish Borders Council commenced a pre-consultation process in respect of the school estate across the Borders region and what the future school estate should look like. The community of Jedburgh provided the highest level of engagement across the Borders region during this process and significant concerns were expressed about:-

- 2.1.1 the school buildings were generally considered to be in very poor condition and to have fallen behind other schools within the Borders;
  - 2.1.2 the quality of the facilities; in particular the sports provision. It was considered that the facilities were not equal to those offered at other schools within the Borders;
  - 2.1.3 the challenges to sustain a broad curriculum for all pupils from 2-18 years old;
  - 2.1.4 the safety implications of the road that runs through the Jedburgh Grammar School site, and traffic congestion around Parkside Primary School and Jedburgh Grammar School.
- 2.2 Following this engagement process, the Council's Executive (Education) Committee agreed in September 2016 to proceed with the commencement of a focused pre-consultation process regarding the future of education in Jedburgh. A scoping exercise was undertaken by the Education Authority with members of the Parent Council and local Councillors. It was decided to further develop a proposal for a single educational campus to provide education, learning and training opportunities for 2-18 year olds within the catchment and for the wider community which would replace the current schools within the town. Feasibility works were undertaken which identified a preferred site within the town which is central and can accommodate all the proposed facilities within one site.
- 2.3 A decision was taken on 19 April 2017 by the Council to commence a statutory consultation process on 8 May 2017. The proposals for the consultation were that an Intergenerational Learning Campus would replace the current nursery, primary and secondary schools in the town with a state of the art campus that will provide education and learning opportunities for all in the community; including facilities for children with additional support needs. The campus will not only provide an innovative and flexible environment for learning but will also include excellent sports facilities and a community hub for recreation and public services.
- 2.4 The Council's detailed reasoning for this proposal is set out in the Proposal Paper. The Council considers that there will be strong Educational Benefits for current and future pupils within the Jedburgh catchment area, for the staff and for the Community.
- 2.5 The Proposals have been endorsed by Education Scotland in their Report dated August 2017 and attached as [Appendix 2](#).

### **3 PUBLIC MEETINGS**

- 3.1 A Public Consultation meeting was held at 7pm on Tuesday 30 May 2017 at Jedburgh Grammar School.



- 3.2 260 members of the public attended the public meeting.
- 3.3 A presentation was given at the meeting by the Council's Service Director of Children and Young People. A copy of the presentation is attached as [Appendix 3](#).
- 3.4 Minutes of the public meeting detailing the questions, comments and the Council's responses are attached as [Appendix 4](#).
- 3.5 Two FAQs have been prepared answering questions that had been asked by the community during the consultation process and are attached in [Appendix 5](#). The first FAQ was distributed at the public meeting and the second FAQ at was prepared at the end of the consultation period.

#### 4 MEETINGS WITH PUPILS AND STAFF

- 4.1 Meetings were held with pupils and staff in the Affected Schools. Pupils were encouraged to submit Response Forms as individuals and as teams/groups/classes. Support was given to primary pupils and pupils with Additional Support Needs to express their views. The Council notes and welcomes the high level of responses from pupils and will continue to engage with all pupils if the Proposals proceed. A record of questions, responses and views is summarised below.

##### **Jedburgh Grammar School**

- 4.2 Assemblies and class discussions were held with pupils from Jedburgh Grammar School. Pupils who will still be attending secondary school when the new Campus is opened submitted 197 response forms as individuals, groups and teams. Of these responses only 1 disagreed with the proposals to build the new campus as the proposed site is too close to houses. The senior pupils, who will no longer be attending school when the new campus opens, also expressed their support for the campus with 94 (100%) confirming their support for the Proposals, as they considered the facilities at the new campus would be significantly better than at the current schools.

The pupils' comments in support of the Proposals are summarised below:

- **The town requires an overhaul of its education provision as the current facilities are inadequate for the educational needs of the pupils**
- **The new campus will improve sports facilities in the town and will hopefully include 3G pitches, running track, hockey facilities**
  - **There will be more space to learn, work and relax**
  - **There could be more clubs to join: sports, film etc.**
  - **The canteen will be much larger**
  - **There will be more opportunities for interaction with younger and older people**
  - **It will be much easier access to college courses – some people cannot afford to go at the moment**

- The buildings will be better – some are currently temporary or poorly built
- The campus will can be used after you have left school – college courses
- It will bring new opportunities and income for Jedburgh
- There will be improved theatre and drama space
- There will be updated technology – access to Wi-Fi
- There will be better access to extra-curricular activities
- There will be easier transition between primary and secondary
- Jedburgh Grammar School is currently disadvantaged to other schools
- The campus will have improved facilities for arts subjects. There is no current provision for careers in dance/musical theatre
- The Campus will encourage the community to be active and healthy
- The bathrooms are currently unsanitary
- There will be improved facilities for support for mental health problems
- The new campus will allow Jedburgh to hold sporting events which can't happen at the moment due to inadequate facilities. Jedburgh has been at a disadvantage
- The current buildings are unsound
- The new campus will improve safety as there will not be a road running through it and buildings are run down and not fit for purpose
- The old school sites will provide more opportunities; retail or housing for the community
- There are currently no meeting places at the school
- It will allow for more integration with additional support needs pupils

4.3 Five Grammar School pupils did not agree with the closure of Howdenburn Primary School and considered that pupils should retain a choice of primary school.

**Council's Response:** *Noted. The current condition of Howdenburn Primary School is rated as C – Showing major defects and/or not operating adequately. The costs to upgrade and improve the school to a sufficiently high standard would be considerable. It would not be possible for one of the schools to remain open as the finances and structure of the campus proposal requires all 3 schools to be included. There is strong appetite to close the school during the consultation with over 94% of respondents agreeing with the proposal to close Howdenburn Primary School In the event the Proposals proceed, Ancrum and Denholm Primary Schools will remain as a rural and small school option for parental choice.*

## Primary Schools

- 4.4 In order to provide more support to the pupils of the four Affected Primary Schools staff had discussions with each class and officers from the Council met with groups of pupils from each school representing their classmates to listen to and discuss their views on the Proposals.
- 4.5 Details of the children's comments and questions from the meetings with Council officers and from class room discussions are summarised below:

### Denholm Primary School

The pupils were all in support of the Proposals although they had some concerns regarding they size of the new school and the potential impact that the campus may have on Denholm Primary School. These are the main points that they raised:

#### **Positive Comments:**

- It will be good to be at one school in one place
- There will be more support and help for pupils
- The facilities will be better and there will be more opportunities to be active and healthy
- It will be good to have one community place for clubs
- It will be good for the community to have access to all the facilities
- As the new school will be so big the sports teams will be strong and they will win everything. Big schools dominate
- Maybe shops could be built on the old sites
- The new school could attract more pupils to Jedburgh

#### **Negative Comments, Concerns and Questions:**

- Worried that there will not be separate playgrounds for different stages  
**Council's Response:** *Noted. There will be distinct areas for each stage of education.*
- Will Denholm get to access the facilities?  
**Council's Response:** *Noted. The intention is that Denholm pupils will access the campus to use the facilities particularly the specialist facilities, sport and social spaces.*
- It would be good if there was only one catchment school for Denholm as then we would all stay together rather than friends going to Hawick High School.  
**Council's Response:** *Noted. This will be considered. Any proposed changes to the catchment will be fully consulted upon.*
- It might affect the popularity of Denholm and less pupils may come here

**Council's Response:** *Noted. Denholm is currently a popular school with good, modern facilities and is the school of choice for c90% of its catchment. The Council considers that this will continue to be the case.*

- **Denholm may close if no one comes here**

**Council's Response:** *Noted. Denholm is currently a popular school and as stated above it is a modern school with good facilities and is the school of choice for c90% of its catchment.*

- **It might make it more difficult for Denholm to recruit and retain teachers**

**Council's Response:** *Noted. The school has a strong reputation and is located in a modern building with good facilities. It is considered that it will continue to be an attractive employment opportunity for staff.*

## **Howdenburn Primary School**

The majority thought that the new campus was a good idea however they did have some concerns about the proposed site and the potential impact on wildlife and the environment. It was clear that they were fond of their school but the older pupils were aware of the current condition of the Howdenburn buildings. The younger pupils were more apprehensive about moving to a new school. These are the main points that they raised:

### **Positive Comments:**

- **We need a new building as this one is falling apart**
- **It would be better to have one big new building than 3 separate buildings**
- **There shouldn't be two separate primary schools in Jedburgh**
- **The schools buildings are all old. It will be good to have a new one**
- **A bigger school will have more space**
- **The facilities will be better**
- **It will be good to have vocational and college courses in Jedburgh**
- **It might bring people to Jedburgh**
- **There will be more sport teams**
- **We will be able to make bigger friendship groups**
- **The sports facilities and pitches will be much better**
- **It will be good to be all together and we can make more friends**
- **It will be good to have siblings in one place**
- **It will be good for the community and the town**

### **Negative Comments, Concerns and Questions:**

- **What will happen to Howdenburn and the other school buildings?**  
**Council Response:** *The site will be masterplanned for redevelopment as part of the process to build the campus and may be redeveloped into housing or shops. There will be full consultation on any proposals for the sites.*
- **What will they do with the trees?**  
**Council Response:** *Detailed surveys are being carried out and as many mature trees will be retained as possible.*
- **There can be a lot of noise from the factories next to the site**  
**Council Response:** *Noted. The Council is aware of the issue and is working with the design team to ensure that the levels of noise within the campus are within recommended levels.*
- **The new school could impact on the local businesses and shops as it's further away**  
**Council response:** *Noted. Council officers have walked from the campus site to the High Street and it will still be readily accessible at lunchtimes. The Council considers that the new campus could attract more people and businesses to the town which may further stimulate the local economy. The redevelopment of the existing school sites will also assist to stimulate growth.*
- **Hope the new classrooms won't be open plan which would be too noisy**  
**Council Response:** *Noted. A detailed design process is underway to ensure that the best learning environments are created. This will include a specialist acoustic design.*
- **Don't want to build on the green space. We should protect the ecology of the area and the wildlife**  
**Council Response:** *Noted. All steps are being taken to minimise the impact on trees and wildlife and to maximise the retention of the natural landscape.*
- **Worried about bullies as it will be a bigger school with more big kids**  
**Council response:** *Noted. There is currently a strong ethos across the Jedburgh schools' cluster and bullying is rare. It is expected that this ethos will be brought to the campus and that pupil and teacher relationships will remain strong. Pupils will be supported by a buddying/mentor system and any bullying will be addressed promptly.*
- **What will the uniform look like?**  
**Council Response:** *This is still to be decided.*
- **Will there still be houses, what colours will they have?**  
**Council Response:** *There will be houses but they may have new names.*
- **What will the new school be called?**  
**Council Response:** *This will be consulted upon with a short list being presented to Councillors.*
- **Who will the headteacher be? How many teachers will there be? Will people lose their jobs?**  
**Council Resonse:** *The full management structure and staffing levels is still to be decided. There may be some changes but there will be new and some different jobs and opportunities at the campus. Teacher numbers are calculated in accordance with a Scottish Government set formula.*

- **When will school finish?**  
*Council Response:* Pupils will continue to spend the same amount of time at school. Any changes to school times will be consulted upon in advance.
- **Will pupils get a tour of the new school?**  
*Council Response:* Yes - pupils will get to visit during the build and before it opens.
- **How will the classes merge together?**  
*Council Response:* It is most likely that there will be a 2 stream primary with a mixture of pupils from each school. There may be some composite classes depending on the pupil numbers as there are government regulations regarding class size.

## **Parkside Primary School**

The pupils were almost all in favour of the new campus although some had reservations about the size. The pupils were obviously very proud of and attached to their school; with some of the younger pupils less keen on the proposed move as they were nervous about the size of the new school and some about the location. Their main comments and questions were:

### **Positive Comments:**

- It is a good idea as the school has been here a long time (my granny came here!)
- It would be better to have one big school
- The new school will be safer than the old buildings
- There are lots of leaks and cracks at Parkside
- The new sports facilities will be great and we will all get to use them
- There will be more space and bigger rooms
- We will be able to learn more which will help us get jobs
- We will be able to have more friends across the school
- We won't need to travel to do sports/activities
- The playground will be bigger and better, with more equipment
- There will be more clubs at one place
- Parkside should be turned into a park
- There will be better equipment and internet
- It will be better for the community – a hub for the town
- We could join together more for sports (different age groups)
- Primary schools will get access to facilities that only high schools usually have
- There will be jobs created in the campus
- The road through the Grammar is dangerous and it can flood
- It will save time and money as we won't need to travel to college
- There will be a wider choice of subjects

### **Negative Comments, Concerns and Questions:**

- **Worried that it will be open plan as people with hearing impairment may not hear as well**  
*Council's Response:* Noted. The Council is aware that open plan classrooms can present problems for some pupils. An acoustic specialist has been appointed as part of the design team and there will be an appropriate acoustic design solution.
- **We might get lost**  
*Council's Response:* Noted. All pupils will be assisted with their orientation of the building.
- **It will be a shame to lose trees and a park area**  
*Council's Response:* Noted. All steps are being taken to minimise the impact on the trees and to maximise the retention of the natural landscape.
- **There will be a negative impact on wildlife**  
*Council's Response:* Noted. Detailed surveys are being carried out and all steps are being taken to minimise the impact on the wildlife.
- **Don't want to move as it is further away from my house**  
*Council's Response:* Noted. The campus site is directly behind Parkside so will not be too much further. Access to the site is being fully considered to ensure that the pupils, staff, parents and community can access the site at different points.
- **It will be shame to lose the Jedburgh inter primary school competition**  
*Council's Response:* Noted. There will lots of opportunities for competition – perhaps inter house competitions?
- **Don't want Parkside to close as I will lose all my memories of the school**  
*Council's Response:* Noted. The Council recognises that many pupils are attached to their school and consideration is being given to ensuring that some elements are brought into the campus to maintain the links to the past – this may include incorporating the badges or specific items such as stained glass windows or dux boards into the new school.
- **Moving to a new school could be disruptive to our studies**  
*Council's Response:* Noted. The Council recognises that any move may be disruptive for some pupils so planning has already begun to minimise the impact and ensure that the transition to the new campus is as smooth as possible.

### **Ancrum Primary School**

The pupils were broadly supportive of the new school and had some concerns about the move from a small school to a large campus school for P6 and P7. They were all clearly happy at Ancrum and also had a few concerns about the future of their school. Their main points were:

### **Positive Comments:**

- Like the idea as there will be lots of space
- Will be good to go to school with friends we already have in Jedburgh
- Will there be animals that we can learn to take care of?
- Each stage should be separate with their own classrooms
- It will be great to have the best technology

### **Negative Comments, Concerns and Questions:**

- **Will Ancrum get access to the facilities at the campus?**  
*Council's Response:* Noted. The campus will be open to the wider community and access will be available to Ancrum community. It is also the intention that Ancrum pupils will regularly access the facilities at the campus in particular the specialist facilities, sports and social spaces.
- **Will there be ELC provision at Ancrum? Don't want the school to close**  
*Council's Response:* Noted. This will be considered as part of our review of the expansion of ELC in line with Scottish Government guidelines for 2020.
- **Can we go to the campus in P4 rather than P6?**  
*Council's Response:* Noted. The intention is that Ancrum will continue to offer primary education until P5. Any change to this would require a full statutory consultation.
- **Can we get a tour of the school?**  
*Council's Response:* Noted. Yes this will be arranged.
- **It's an okay idea but if it's too big we might get lost**  
*Council's Response:* Noted. Each stage of education will have its own areas. Staff will help with orientation and pupils will be given tours of the school.
- **It would be better to keep things as they are with Ancrum going to Parkside for P6 and P7 before going to the new school. It will be too big a jump**  
*Council's Response:* Noted. However if the Proposals proceed Parkside will be closed and Ancrum pupils will transfer to the campus for P6 and P7. There will be support provided to pupils transitioning to the campus before, during and after transition.
- **Not sure if it's a good idea to have everybody together through each stage of school**  
*Council's Response:* Noted. There will be larger numbers in each stage of education and there will be many opportunities for different stages to work together and separately.
- **Is it fair that the primary kids in P1-P4 at the campus will have access to better facilities than the kids at Ancrum**  
*Council's Response:* Noted. Parents will be able to decide where they want their children to be educated. Some children may prefer a smaller school option for primary. It is intended that Ancrum pupils will also have timetabled access to the campus.
- **It will be a lot bigger so I don't know if I will like it**  
*Council's Response:* Noted. It is acknowledged that the campus may be however pupils will be supported before, during and after their transition to the campus.



## **Howdenburn Schoolhouse**

Staff at Howdenburn Schoolhouse discussed the Proposals with the students. They were asked what they liked about their current setting and what they would like to change. These comments will assist the Council in shaping and designing the ASN provision within the campus. Their comments are summarised below:-

### **What they like about the Schoolhouse:**

- We have our own space as it's a smaller group compared to when at school
- That there is a kitchen and we can cook our own meals which helps prepare for independent living
- It's like your own house, with room to chill out
- We can have music on
- We can all get together to eat, play games or watch things
- We have our own garden
- We can develop life skills and we enjoy learning to look after ourselves and be more independent e.g. hoovering
- That there is not a school uniform making it a more comfortable, relaxing environment
- That there is a conservatory to relax in
- There is not a bell so there are no time pressures regarding finishing work. We can take our time and it makes it a more relaxing environment
- Visitors can come to help with learning, life skills, health and recreation e.g. Tesco for healthy food advice, and teachers for music, PE and pottery
- We can all cook together, eat together and relax together

### **What they would like to change:**

- A separate building with
  - A conservatory
  - More bedrooms
  - Work area
  - Kitchen – big enough for more than person to use at a time
  - Changing rooms
  - Plenty of space – especially for wheel chairs
  - A place to do laundry
  - A display area for art and projects
- Keys
- A garden with benches and flowers and an area where we can grow vegetables
- A greenhouse
- A hydro pool with big changing rooms and a steam room
- A PE area and the chance to do more sports and activities e.g. football, basketball and swimming
- New posters
- Be near a library

- **More computers**
- **A smart board**
- **Access to shops to buy ingredients**

## **Staff**

- 4.6 Staff have been engaged with throughout the pre-consultation and consultation process with several members of staff attending the pre-consultation engagement events at Jedburgh Grammar School on 25 and 26 April. Responses were received from 45 members of staff with only one member of staff disagreeing with any part of the Proposals as they considered that the campus may be better positioned on the current site of Jedburgh Grammar School. The Council has noted this suggestion but does not consider that site large enough to include all the sports facilities that the campus will require.
- 4.7 Several members of staff have been very active with suggestions about what should be included in the new campus and what curriculum changes they would like to see. Several members of staff have advised that they wish to be involved with the design of the campus and in particular would like to have input into the facilities comprised in the campus and the use of space.
- 4.8 The Council welcomes that staff are keen to be involved with the planning of the campus and, if the Proposal proceeds, workshops will be arranged to capture the ideas and opinions of staff during the transition planning process.

## **5**

- 5.1 There were 805 written representations made during the initial consultation period in respect of the Statutory Consultation Proposals, with 286 online responses and 519 written responses.
- 5.2 We have analysed the responses based in the completed forms into (1) Statutory Consultees and (2) Community Consultees. 75% of all responses were received from Statutory Consultees in terms of the 2010 Act with a further 196 responses from the Community; reflecting the community nature of the Proposals and the strong interest in the Proposals from the Community. A breakdown of the interest in the Schools from all the Responses is listed below:-

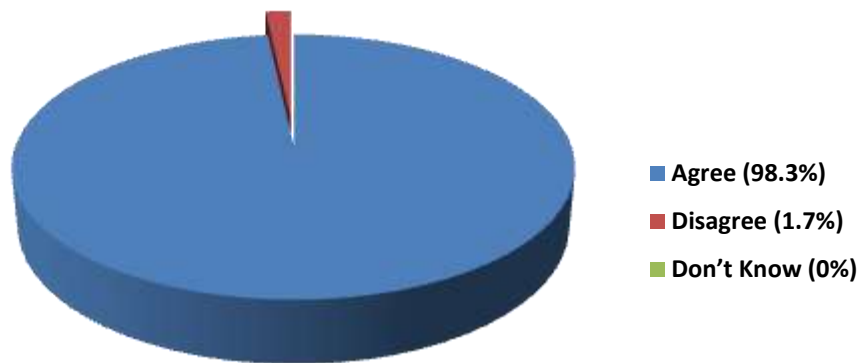
	ONLINE	PAPER	TEAMS/ CLASS	TOTAL
<b>STATUTORY CONSULTEES</b>				
Parent/carer	129	43		172
Parent/carer, Parent council member	14			14
Parent/carer, Relative of pupil	2			2
Parent/carer, Staff	4	1		5
Parent/carer, Staff, Parent council member	1			1
Pupil	10	1	355	366
Relative of pupil & Community Planning Partner		1		1
Staff	31	7		38
Parent council member	4	2		6
Parent/Carer, Staff & Relative of pupil		1		1
Elected Member/MSP/MP	2			2
Community Planning Partner	1			1
<b>TOTAL</b>	<b>198</b>	<b>56</b>	<b>355</b>	<b>609</b>
<b>COMMUNITY CONSULTEES</b>				
Community member	29	58		87
Lives adjacent to Jedburgh Grammar School		1		1
Relative of pupil	37	29		66
Relative of pupil, Community member	7	1		8
Relative of pupil, Other	1	1		2
Other (Former Pupil)		1		1
Other (Member of Rotary Club)		1		1
Community member (live in area to be damaged)		1		1
Community member (former pupil)		1		1
Resident in Jedburgh		1		1
Other (child went to Jedburgh schools)		1		1
Other	14			14
Not Answered (N/A)		12		12
<b>TOTAL</b>	<b>88</b>	<b>108</b>	<b>0</b>	<b>196</b>
<b>OVERALL TOTAL</b>	<b>286</b>	<b>164</b>	<b>355</b>	<b>805</b>

5.3 The responses to the Proposals have been very positive. The table below indicates the overall responses to each Proposal

<b>Question</b>	<b>Agree</b>	<b>Disagree</b>	<b>N/A</b>	<b>Total</b>
<b>Do you agree with the proposal to build an intergenerational learning campus in Jedburgh?</b>	791	14	0	805
<b>Do you agree with the proposal to close Howdenburn Primary School?</b>	759	15	31	805
<b>Do you agree with the proposal to close Howdenburn Nursery?</b>	762	12	31	805
<b>Do you agree with the proposal to close Parkside Primary School?</b>	779	12	14	805
<b>Do you agree with the proposal to close Parkside Nursery?</b>	774	15	16	805
<b>Do you agree with the proposal to close Jedburgh Grammar School?</b>	759	17	29	805
<b>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?</b>	765	21	19	805
<b>Do you agree with the proposal to amend the arrangements for pupils from Ancrum Primary School transitioning to Parkside Primary School for P6 and P7 to facilitate the transition to the intergenerational learning campus?</b>	762	23	20	805
<b>Do you agree with the proposal to rezone primary school catchment zones from Howdenburn Primary School and Parkside Primary School to the intergeneration learning campus?</b>	781	15	9	805
<b>Do you agree with the proposal to rezone the secondary school catchment zone from Jedburgh Grammar School to the intergenerational learning campus?</b>	778	18	9	805

5.4 The Council has reviewed all the responses made during the consultation period in respect of Proposals. The Council notes and welcomes all the responses. A summary is given below of the main points contained in the responses regarding each Proposal and the Council's response to concerns or questions raised in the forms.

## Do you agree with the proposal to build a new Learning Campus in Jedburgh?



The overall response to this Proposal was very positive with less than 2% of responders disagreeing with the Proposal to build a learning campus in the town. Only 3 of the Statutory Consultees disagreed with this Proposal.

### **Summary of Comments in favour of the Proposal**

- The current school buildings are not fit for purpose
- The current school buildings are in a poor state of repair
- Safety concerns regarding the fabric of the current buildings (asbestos) and the road running through Jedburgh Grammar School site
- The schools in Jedburgh have not got the same facilities nor had the same investment as other Borders' schools
- The proposed campus will offer more opportunities for both primary and secondary pupils to achieve their potential
- It will be beneficial to have all pupils from 2-18 in one place with state of the art facilities
- The new campus will lead to easier transitions through stages of education and will provide innovative and progressive learning environment
- The new campus will allow primary and secondary staff to work collaboratively
- The new campus will reduce out of catchment placement requests
- The new campus is in the best interests of the children
- The whole community will benefit from the campus
- The town needs a boost to stop it becoming a retirement town
- Jedburgh will be able to host sporting events
- Better ICT facilities which in turn create opportunities and be more efficient
- An enhanced physical learning environment can increase attainment and health and well-being
- The new campus will attract new families to the town and new businesses and employment opportunities
- The campus will be more environmentally friendly

- The campus will provide vocational opportunities (Developing the Young Workforce) and should help create jobs
- Place for parents to meet and learn
- The campus should facilitate a broader curriculum
- The primaries will have access to much improved facilities
- Provide opportunities for older pupils to mentor/buddy younger pupils
- Once in a lifetime opportunity for Jedburgh and the surrounding areas
- The campus will allow better engagement of families and stronger relationships between school and home, built over a longer period of time
- There will be improved social space for pupils
- There will be increased opportunities for cross-sector work and intergenerational projects
- There will be opportunity for pupils with complex ASN to have their whole education in the town which will improve integration. The campus will also give better opportunities for work experience and improve employment opportunities for school leavers with ASN
- There will be opportunities to continue post-school education in the town, overcoming transport issues
- The campus will improve access to the arts and provide more opportunity for performing arts

#### **Summary of Comments/Questions not in favour of the Proposal**

- **The construction will cause a great deal of disruption to the town and in particular to the houses neighbouring the site and near the accesses to the site**

**Council's Response:** *Noted. The Council acknowledges that there will be increased traffic during and after the build. If planning permission is granted it will be a stipulation that the Council works with all contractors to develop a detailed construction management plan which will enable the planning of drop off times for delivery of materials to the site, particularly significant loads such as steel works. The plan would take account of busy times for town and would understand the constraints, with deliveries planned to minimise disruption for the town. Deliveries would be planned on a day to day basis during the length of the construction phase, which we would estimate taking 20 months. The contractors will take all mitigating measures to minimise disruption, including cleaning of roads. All major operations would be carried out within normal working hours recognising that people are living close to the site. The safety for young people accessing the school is paramount.*

- **Concerns about the potential impact a large campus school and community hub will have on neighbouring houses and the surrounding roads and accesses**

**Council's Response:** *Noted. The Council is currently undertaking a detailed design process. This will seek to find the optimum design for the campus, while minimising the impact on its neighbours e.g. the positioning of sports fields will be planned to minimise disruption. The creation of accesses and egresses for the site will require a full transport assessment, which will look at all journeys and then devise a*

full plan. The Council's roads planning team will be involved and will give an independent view. This may well lead to road improvements such as traffic calming and new speed limits. Safety of all campus users will be paramount. The Council will ensure all routes to school by bus, car and on foot are implemented within the requirements of the Safe Routes to School team.

- **Concerns regarding losing the green space in the town and the negative impact on the environment (trees, flora and fauna)**

**Council's Response:** The Council is currently carrying out detailed site based surveys and a full ecological survey report will be required to be submitted as part of the planning application. This report will identify the potential impact on the flora and fauna in the area and will propose mitigation or protection measures. This report will be available (as far as permissible by law) as part of the planning application.

- **Concerns that larger schools do not necessarily mean better education**

**Council's Response:** The Council's Education Team has considered many different options for the schools in Jedburgh. The Council believes that there will be strong educational benefits for all pupils in the new campus. The new campus will result in enhanced facilities and the improved experiences for all children, young people and local residents. The scale of the campus will allow a more collaborative approach and clear progression for each pupil. The new campus will allow changes to the curriculum and increase the opportunities available particularly regarding STEM, the arts, sports and vocational studies. Education Scotland also considers that there will be clear educational benefits from the Proposals (see [Appendix 2](#)).

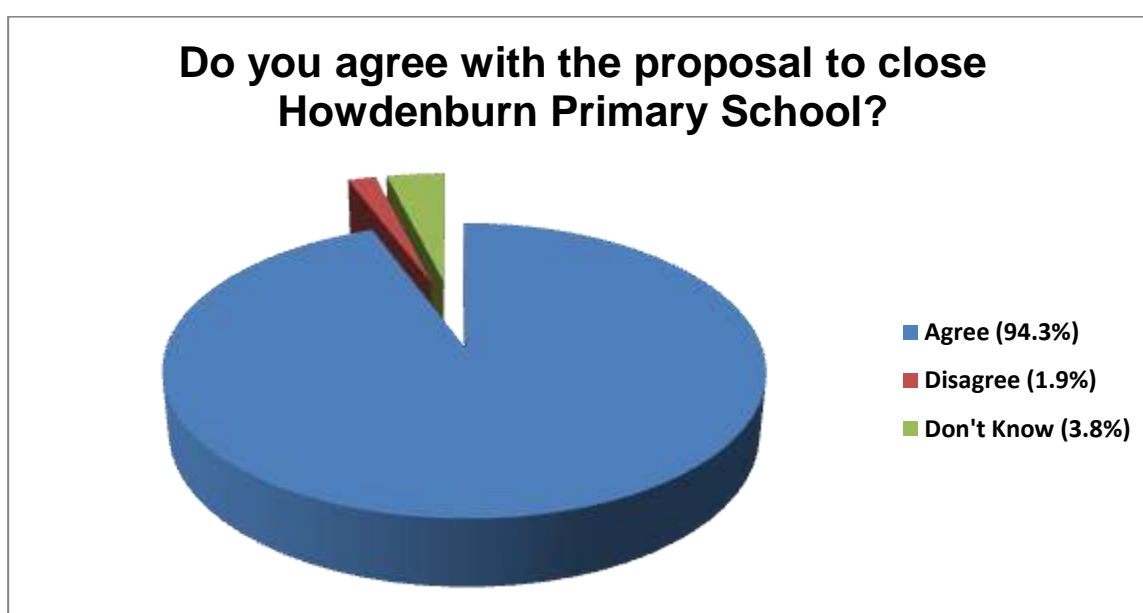
- **There is already a large number of sports facilities in the town**

**Council's Response:** Through the consultation process there has been a clear demand for increased and improved sports facilities at the campus. Currently each of the schools has limited facilities and pupils require to travel to certain activities which restricts teaching time. By locating more facilities in one location all the pupils will be able to utilise the facilities on site which should increase participation. The Council intends to hold further consultations in the community regarding the location of a 3G pitch.

- **Larger schools can lead to more bullying and earlier exposure to alcohol and drugs**

**Council's Response:** The Council is seeking to build on the strengths of the existing schools, where bullying incidents are rare and the relationships between staff and children are strong. The schools have a great ethos and benefit from great community involvement and support. There are strong values of inclusion, wellbeing and equalities across the schools. The campus will strive to maintain these strengths and positives through strong leadership and management. The management team will visit other campus schools across Scotland to view best practice and to learn how they operate. At the campus, staff will be able to build early relationships with pupils and their families and maintain these throughout the learning journey. The pastoral team will be involved at the start of every learning journey and will develop greater knowledge and understanding of the young people within their care.

- **Concerns regarding the safety of pupils on the campus**  
**Council's Response:** *Safety of the children/pupils is always a priority. The new campus will specifically designed to ensure safety of all children/pupils, with areas for each age group being distinct with secure entries/exits for all children/pupils and all areas will have lockdown facilities. Staffing ratios will be maintained to ensure safety at all times and children/pupils will be supervised at all times.*
- **Concerns about the safety of pedestrian and road access and egress**  
**Council's Response:** *ensuring safety for young people accessing and exiting the school will be paramount. During the planning process we will ensure all routes to school by bus, car and on foot are implemented within the requirements of the Safe Routes to School team. There may be some requirement to make changes to roads and crossings. This will be fully evaluated and reported on as part of the planning application.*



Of the 805 responses 759 were in favour of this Proposal (94%) and 15 were against (2%). 31 responders either didn't respond or didn't know. Only one of those who disagreed with the Proposal was a statutory consultee.

#### **Summary of Comments in favour of the Proposal**

- **The school has fulfilled its purpose**
- **The school has good play areas but the fabric of the building is not good. A wall fell down in 2015 which could have been catastrophic**
- **The children accept the school in its current state but they deserve better. They should not accept this is all they are worth. They deserve to be inspired to aspire**
- **Being on the campus would be good for continuity for pupils and limit transitions**
- **The building is reaching the end of its life, the roof is an ongoing battle to keep it watertight, small sections are renewed each year but there are often buckets out to catch drips**

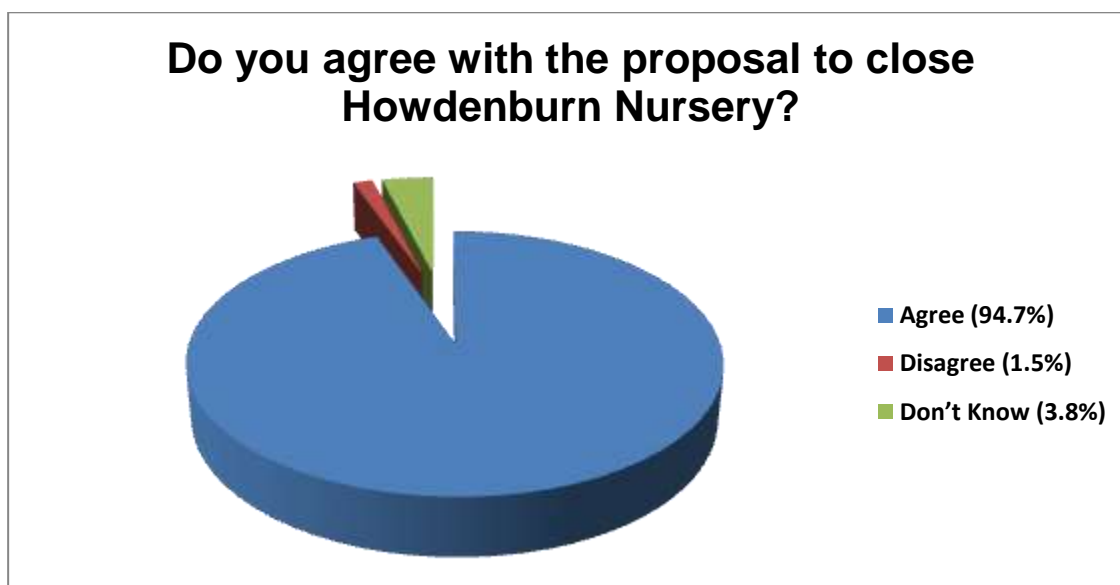


- This area could provide more affordable housing
- Howdenburn school is a super school with the luxury of an expansive play area, however, the building itself is dated, and as we saw in Dec 2015, not robust. The new school will provide pupils with the opportunity to learn in a modern building, hopefully fit for dealing with the demands required to develop learning fit for the real world with all its technological demands and I feel there would never be money available to renovate Howdenburn and Parkside to these standards individually
- The campus gives the pupils more opportunities in terms of sports and also with a larger and more adequate school the children have more learning opportunities as well

#### Summary of comments not in favour with the Proposal

- The money available to build a new school would be better to modernise and upgrade the current schools

**Council's Response:** *Noted. The new campus is being jointly funded by the Scottish Future Trust and the Council. This funding is only available in respect of new build schools. The Council has reviewed the condition and suitability of each of the schools and has determined that given the issues and constraints with each of the schools that it would be preferable to build a single campus with state of the art facilities than patch up each of the schools which would continue to have issues regarding facilities, space, safety (JGS road) etc. The new campus will allow all pupils to have access to the new enhanced facilities throughout their education.*



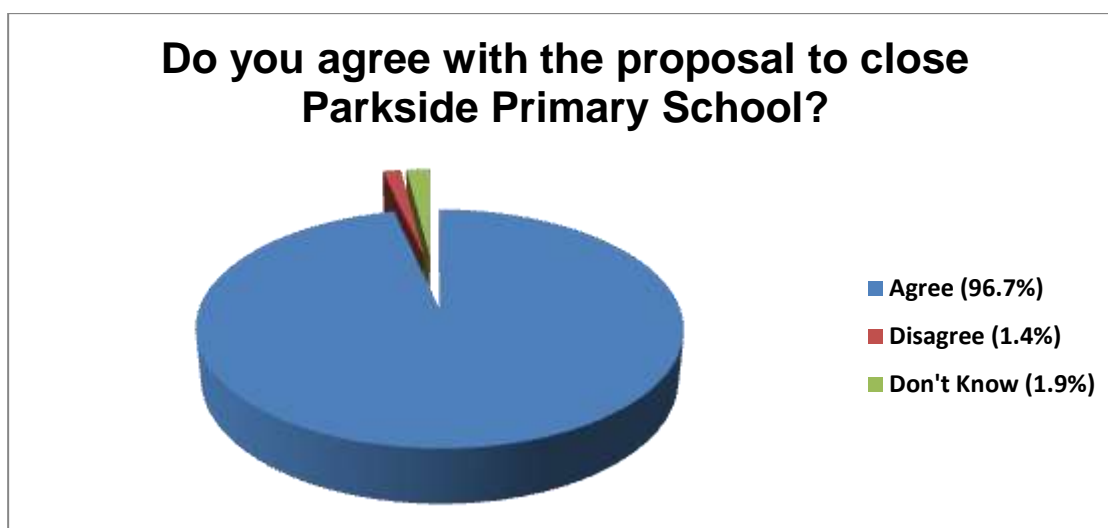
There were 762 (95%) responses in favour of the Proposal to close Howdenburn Nursery. 12 responders disagreed and 31 did not know or did not answer. Only one statutory consultee disagreed with the Proposal.

### Comments in favour of the Proposal

- For the size of the town, having two separate primary schools doesn't appear needed, cost effective or sustainable - bringing the primary schools, nurseries and grammar together will allow for better facilities and opportunities for the children
- A more modern facility will be beneficial, it will allow all Jedburgh children to mix at Nursery
- At the campus ELC will be in a bigger better facility which will be for the whole of the Jedburgh area including the increased hours being introduced in 2020
- Transitions will be improved

### Summary of comments not in favour of the Proposal

- Young children need to feel safe and secure and the best way to do this is to have the nursery separate from the campus  
**Council's Response:** *The children in the ELC setting (which will be secured separately from the campus) will benefit from a bespoke facility and will have access to other areas of the campus as required. The safety and security of all children and young people will be paramount and will in no way be compromised by each different setting forming part of a larger development.*
- There should be one nursery in the town either at Howdenburn or Parkside for the under 5 year olds  
**Council's Response:** *The Council has carried out a suitability and conditionality review of both nurseries and both require significant expenditure/replaced. In line with Scottish Government proposals ELC entitlement is due to increase from 600 hours per year to 1140; neither nursery will be in a position to accommodate this increased provision. The Council believes that there are strong educational benefits in providing all local authority provided ELC at the campus as there will be bespoke space with state of the art facilities. Transitions will be improved and it will allow for children to access the campus facilities in a controlled and safe environment.*



779 (96.7%) of the responses agreed with the Proposal to close Parkside Primary School. 12 (1.4%) disagreed and 14 (1.9%) didn't know or left it blank. Only 4 statutory consultees did not agree with the Proposal.

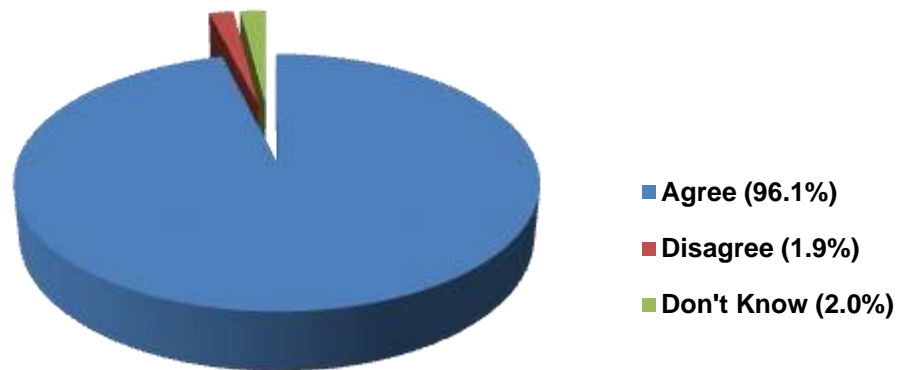
### Summary of Comments in favour of the Proposal

- Parkside has very few suitable areas for sport. There is no outdoor green space - sports day has to be held at Riverside Park which is a fair distance from the school. This limits the range of activities they can do
- Classes walking or travelling to and from sports pitches takes time away from learning opportunities
- It isn't safe sitting on such a busy road; with poor parking and drop off issues
- The school has damp and is a very poor facility to teach in. The building is old and past its sell by date
- Not fit for purpose. The kids deserve a more modern school with technology at the fore front
- For the size of the town, having two separate primary schools doesn't appear needed, cost effective or sustainable - bringing the primary schools, nurseries and grammar together will allow for better facilities and opportunities for the children
- Built in 1956. Patched up ever since. Must cost a fortune to heat in winter. Hard to cool in summer
- Need a bigger better school
- Jedburgh is small enough to enable the creation of an intergenerational learning campus. The land would then be fine for other use

### Summary of comments not in favour of the Proposal

- Concern regarding all age ranges being combined within one complex, There should be 'age specific' areas  
**Council's Response:** *Noted. The building will be designed to provide separate areas for each stage of education.*
- It would be better to have two primary schools at either side. Traffic at one area would be an issue, class sizes, parents can easily travel to either Howdenburn/Parkside dependent on where they live  
**Council's Response:** *Noted. Both primary schools buildings are currently rated as Poor as they have major defects and are not operating adequately. Each school has issues including condition, facilities and access. The new campus will address these issues and allow every pupil access to the same state of the art facilities.*

## Do you agree with the proposal to close Parkside Nursery?



759 (96%) of all responses were in support of this Proposal; with 15 (1.9%) against and 16 (2%) didn't know or left it blank.

### Summary of comments in favour of the Proposal

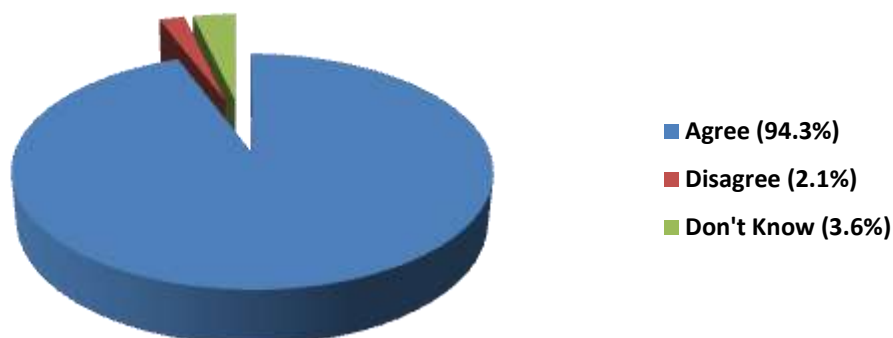
- Would be great to have all children together. It will bring a small community further together
- At present, the children are housed in a portacabin due to the building being condemned, so the new nursery within the new school will provide much more up to date and state of the art facilities and opportunities for the children.
- Concerns that there is asbestos in the building
- The outdoor learning and play area at the nursery is very small. With a bigger school comes more outdoor facilities
- My daughter loved the nursery but the building and facilities were very poor. Staff make the best of the environment but they are limited in what they can do
- As long as the nursery is not neglected when all is combined all age groups are each important as the other

**Council's Response:** *Noted. The Council will ensure that each stage of education is treated fairly and will be required to meet high standards. ELC is considered as equally important to all other stages of learning.*

### Summary of comments not in favour of the Proposal

There were no comments specifically against the Proposal.

## Do you agree with the proposal to close Jedburgh Grammar School?



759 (94.3%) of responses were in favour of the Proposal; with 17 (2.1%) against and 29 (3.6%) either didn't know or left the response blank. 8 of the statutory consultees disagreed with the Proposal.

### Summary of comments in favour of the Proposal

- The buildings are currently unfit for purpose i.e. many are old and pupils are required to move between buildings. The buildings vary in quality. The newer parts of the school are very good, but the older parts require major renovation work just to bring them up to standard. The canteen is not big enough to house all pupils at lunchtime, pupils with packed lunches generally don't have anywhere to sit to have their lunch, and there is limited appropriate ICT facilities available
- A main road divides the school – children are required to cross the road in all weathers
- The sporting facilities at JGS are terrible; the Astro is full of sand and in the winter becomes unplayable. The track is falling to bits in at least one lane, and when there is heavy rain the whole track in the middle tends to flood. The surface and markings of the tennis court are awful. There is no area to play a field game, unless we walk ten minutes away to the Glebe. We are at a huge disadvantage to other schools
- A new campus will provide all the facilities on one site. It is a no-brainer we must support the proposal for an intergenerational learning campus for Jedburgh
- I think all under one campus would be good for continuity for pupils
- It would be good to see all ages mixing
- The games hall was a useful addition but as the buildings won't be required they could be used for other options as some of the buildings aren't that old

**Council's Response:** *Noted. A masterplan will be developed for the former school sites if the Proposals proceed. This will involve public consultation.*

- Grammar school kids deserve a facility like children in Duns and Eyemouth
- Like idea of campus for multi-use - other recreations as well, building classes etc.
- Chance to upgrade IT system - incorporate other workshops - joinery, hair dressing, cooking etc.
- The 'ROSLA' building was built as a temporary measure, but remains

decades after it was built. The social dining centre is in disrepair, single glazed windows, and outdated bathroom facilities

- Lack of parking facilities also makes it difficult for parents picking up pupils, the buses and students and staff leaving or arriving for school
- The school needs a boost to encourage more pupils to stay
- A new campus with a 3G pitch, a 2G pitch, a 4 badminton court sized games hall and a 400m athletics track with a grass throwing area would enable the PE department to significantly improve the amount of and the quality of the teaching time we offer the pupils in Jedburgh
- IT provision is not adequate
- There is a lack of IT infrastructure within the school

#### **Summary of Comments not in favour of the Proposal**

- **Do not want to lose the history of the School and the name 'Jedburgh Grammar'**

**Council's Response:** *Noted. The Council is very aware of the history and reputation of the schools in the town. Discussions have already commenced with staff, pupils and the historical society to establish what we can take from the old schools and incorporate into the campus, including stained glass windows, dux boards etc. A consultation exercise will be undertaken regarding the name of the new campus.*

- **Jedburgh Grammar School has always maintained high standards; students go on to university/further studies from a reputable school. If something isn't broken why fix it?**

**Council's Response:** *Noted. The Council has assessed attainment at the school over a long period and recognises the significant achievements and contribution from pupils over many years. However the Council considers that there are strong educational benefits to the Proposal to create a new campus, which significantly improve the learning and training opportunities for the children and young people and these have been verified by Education Scotland in their report (see [Appendix 2](#)).*

- **I think separation between nursery, primary and secondary develops you as a person, teaches you inter personal skills and develops confidence**

**Council's Response:** *Noted. The Council recognises that some pupils thrive on the challenge of transitioning to different stages of education. However the creation of a combined campus will allow learners to progress through stages of learning at a level appropriate for them. The new campus will afford more opportunities for individuals to develop skills and confidence as there will be more opportunities for vocational learning/training, volunteering and close links across all generations at the campus. Pupils will still transition through the separate stages but will always have access to the same high quality facilities at every stage.*

- **Why not just merge the two primary schools and keep the Grammar separate?**

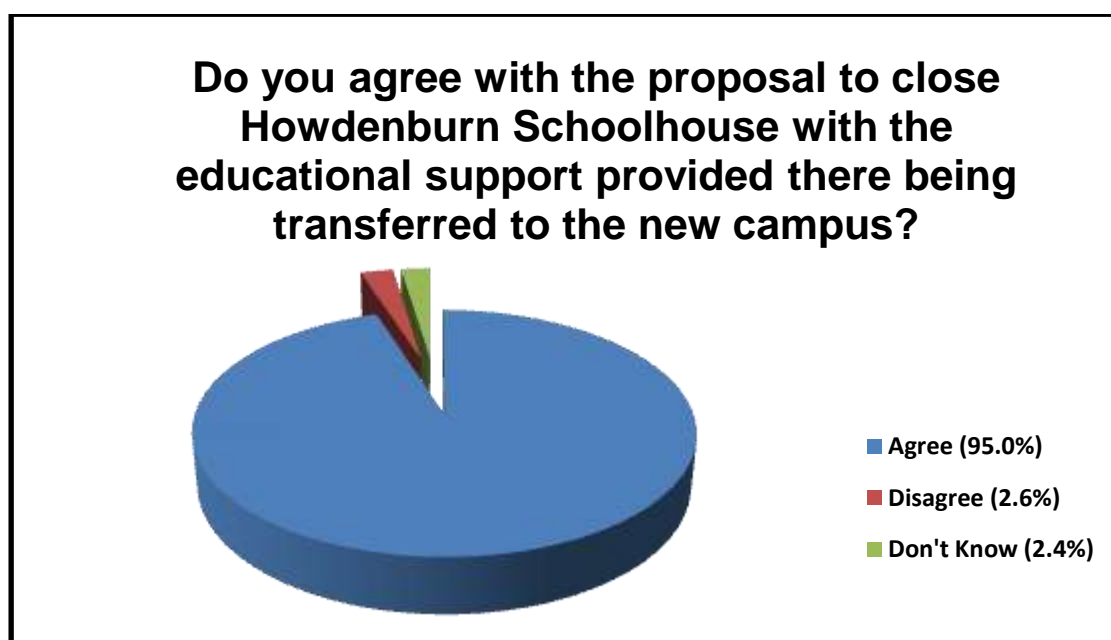
**Council's Response:** *Noted. Given the size of the Jedburgh school population the Council considers that the best way to improve the curriculum and the standards of education at the Grammar would be to combine all three schools. The campus will allow all pupils at all stages to get access to state of the art facilities while allowing the teaching resourced to better applied in teaching a wider curriculum, thus increasing the opportunities available to the pupils.*

- The Grammar school would be an ideal site for the new school. The road could be closed and the school layout restructured. The Grammar is in a good location for children to access shops and local amenities at lunch time on during free periods. They do not have to cross the busy main A68 route which passes through the town

**Council's Response:** Noted. The Council has carried out a detailed options analysis of the sites available in the town. While the Grammar site had some positives, the Council considers that the site is too small to incorporate all the facilities required for the campus and there are other issues regarding the listed buildings and the road that make the site too challenging and put delivery of the site at risk. More details of the site analysis are given in [Appendix 5](#).

- It's a great school offers so much to the kids and community

**Council's Response:** Noted and Agreed. The Council considers that new campus will build on the strengths of the current schools and will offer more opportunities to not only the pupils but also the wider community.



9 (2.6%) of the responders disagreed with this Proposal with 4 statutory consultees not supporting the Proposal.

#### **Comments in favour of the Proposal**

- Being part of the new campus will help children with Additional Support Needs feel like they are part of the school and the community
- I think all under one campus would be good for continuity for pupils. Continuity would be especially good for the pupils who need learning support
- Children with special needs are better mixing with children their own age. It brings them on
- Integration for complex needs pupils can only be of benefit for the education and future of all concerned

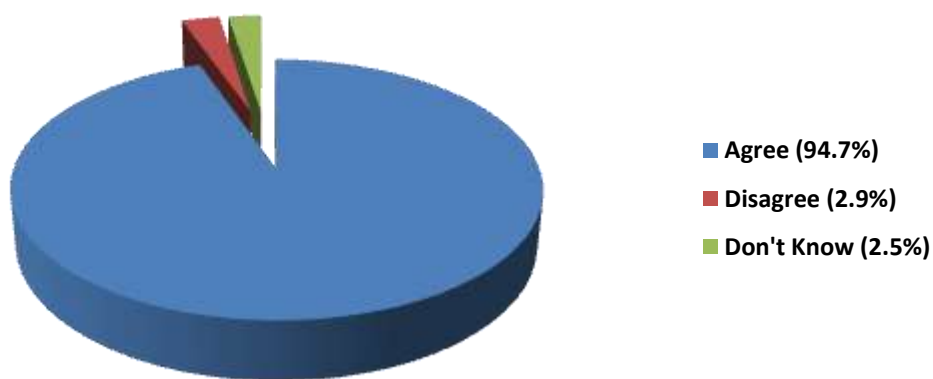
- I think the schoolhouse a valuable asset to additional needs but not the cramped conditions they work in
- Purpose built facilities for additional needs children based in Jedburgh would be brilliant
- Makes financial sense to have all the facilities in one place

**Summary of Comments not in favour of the Proposal**

- This may isolate the children who need additional support and make them targets for bullying

**Council's Response:** *Noted. The Council's intention is that the pupils with Additional Support Needs will be an intrinsic part of campus life. The Council recognises that children with Additional Support Needs thrive in a community but that they also need tailor made facilities. The pupils will share the resources. The Campus will also allow the opportunity for Additional Support Needs pupils to form wider relationships with peers and the Community. 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. The Council intends that children with Additional Support Needs will be able to start and complete their education in the town and this will look beyond school age and look at life skills and lifetime opportunities. There will be links with Borders College so vulnerable people in the community can be supported with learning journey, life skills and opportunities.*

**Do you agree with the proposal to amend the transition arrangement for P6 and P7 Ancrum pupils from Parkside to the new campus?**



781 (94.7%) responders agreed with this Proposal. 14 (2.9%) responders did not agree with the Proposal (14 of these were statutory consultees) and 9 either left the question blank or did not know.



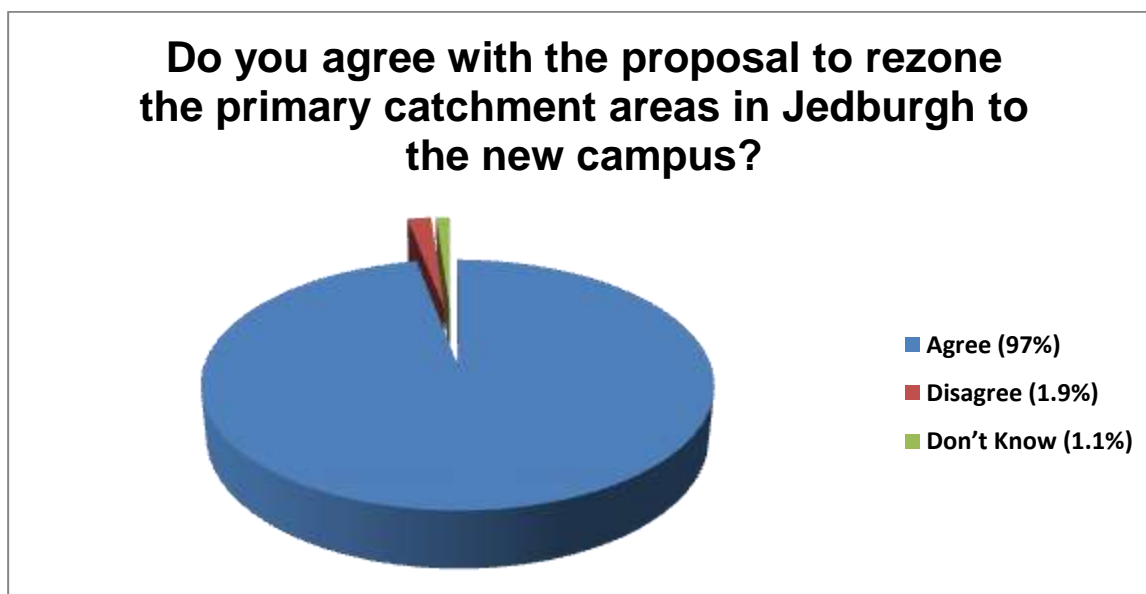
### Summary of comments in favour of the Proposal

- It is good that a rural school will still be open
- Important to keep a primary school in Ancrum for the benefit of the village. The current arrangement works well that they transfer in P6
- Improved integration for pupils will assist in the transition to a bigger school especially as the difference between them will be so dramatic. Greater inclusion of Ancrum in Jedburgh schooling would be beneficial
- Makes financial sense to have all the facilities in one place
- The pupils will make friends and bond earlier
- I feel it is nice for Ancrum learners to join Parkside in P6/7 however for the purpose of the campus being built they could join the campus or join Denholm

### Summary of comments not in favour the Proposal

- As the children attending primary school at the campus will have access to the new facilities, the children of Ancrum will miss out. Consideration should be given to integrating Ancrum Primary School into the campus to save on the running costs of the building, transporting the children for sports etc. and then the children of Ancrum would also get to benefit from the new facilities

**Council's Response:** *Noted. It is the Council's intention that Ancrum remains open as the rural primary school option within the cluster. Parents and carers will have the option to choose the primary setting they wish.*



781 (97%) of responders agreed with this Proposal with 15 (1.9%) disagreeing and 9 either leaving the questions blank or didn't know. 4 statutory consultees disagreed with the Proposal.

### Summary of comments in favour of the Proposal

- Many of the current facilities at these schools are not fit for purpose and the students deserve so much better

- All of the town's children would be learning together and could be put into classes suited to their needs for instance those who need extra support in primary school due to things such as dyslexia could be helped together
- It will be much easier when children move to secondary school
- One town, one school = no more rivalry and no more favouritism
- All Jedburgh children should benefit as long as the school is big enough with no composite classes and enough teachers and assistants to cater for all children

**Council's Response:** *Noted. Class sizes and teacher numbers are calculated in line with Scottish Government regulations.*

- It will be safer; having all pupils within one campus also cuts down on traffic throughout the areas where Howdenburn & Parkside are located at present. School transport would be easier to organise too
- One place for all kids and better facilities make for better education, also easier for transport and parents with one drop off point, also brings more business and people into the town and help it to prosper
- Pupils will be with their classmates all the way through all stages of education and it will create a single school team ethic
- My only concern would be Ancrum being forgotten about even though the decision to keep it open is a fantastic one; which we are all very happy about

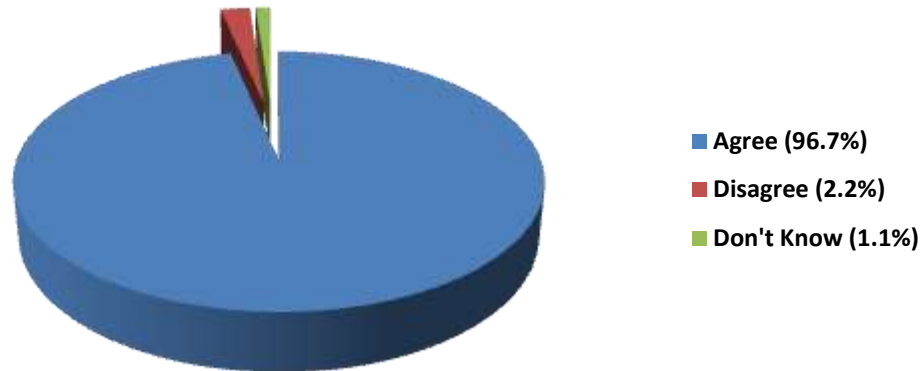
**Council's Response:** *It is the Council's intention that Ancrum continues as a rural school option for parents.*

- Many of the pupils will already take part in extra-curricular activities that are not defined by which school they go to, the re-zoning of the catchment zones should take away the issue of which school you attend

### **Summary of comments not in favour of the Proposal**

- The new campus may not be as accessible for parents with a disability  
**Council's Response:** *Noted. It is the Council's intention that the campus is accessible to the whole community. The building and car park will comply fully with all current disability and accessibility provisions, regulations and legislation.*

## Do you agree with the proposal to rezone the secondary catchment area in Jedburgh to the new campus?



778 (96.7%) of responders agreed with this Proposal with 18 (2.2%) disagreeing and 9 either leaving the question blank or did not know. Only 1 responder who disagreed was a statutory consultee.

### **Summary of comments in support of the Proposal**

The comments in support of the catchment change were all comments supporting the concept of the campus or that the catchment rezoning was a formality if the campus is to proceed.

### **Summary of comments not in favour of the Proposal**

There were no comments made against this Proposal.

## **6 EDUCATION SCOTLAND REPORT**

6.1 In line with the requirements of the 2010 Act, a report was provided by Education Scotland on the educational aspects of the Proposal. This report is attached as [Appendix 2](#).

6.2 Issues raised in the Education Scotland Report with regards to the Proposals are set out below:

### **HM Inspectors considered:**

- “3.1 **The proposal has clear educational benefit. This will allow learning to take place for children and young people aged 2-18, bringing greater potential for continuity and progression in their learning. The condition of a number of existing educational buildings in the town would require significant investment to bring them up to standards expected for 21<sup>st</sup> Century learning. Improved provision for digital technology has the potential to support innovative use by staff and pupils. Sport and recreation facilities will be much improved and on a par with those currently enjoyed by children and young people in other**

parts of the Region. Importantly, teaching time will be increased through improved arrangements for accessing sports pitches. The proposal improves the scope for enhanced joint professional learning for teachers and support staff currently working in different locations and in separate sectors. This has the potential to result in more flexible approaches to children's learning in a number of areas, for example, science, technology and drama. The community is very positive about the scope to develop further intergenerational learning and the positive benefits this will bring, including to developing the young workforce. Greater opportunities for learning linked to the world of work will be available to young people of all ages. The new purpose-built accommodation will be an inclusive environment for all children and young people, including those with additional support needs. This will allow all age groups to develop and learn important life skills in a suitable environment. All children and young people, including those in the nursery provision, will have much better access to quality areas to develop their learning outdoors. The new facilities will support the delivery of increased hours for children attending early learning and childcare centres. The creation of a community hub within the new campus will benefit the wider community in terms of improved opportunities for social and recreational use. There is also potential to support economic development.”

**Council's Response:** *Noted and agreed.*

#### **HM Inspectors considered:**

“3.2 Children, staff and parents from Howdenburn Primary School were very positive about the proposal. Children particularly looked forward to improved opportunities for sport, more clubs and activities, showing off their art work in nice surroundings, quiet spaces to work. They liked that all of the town's children would be together in the one site where they were learning in the same place as their friends and older siblings. The nursery currently has very limited outdoor space and the proposal would improve this significantly. Staff are keen to be involved further in making suggestions if the proposal goes ahead.”

**Council's Response:** *Noted and agreed. If the Proposals proceed, the Council intends to work with staff to capture their opinions and ideas regarding use of the new campus, the facilities, transition planning and proposed changes to the curriculum.*

#### **HM Inspectors considered:**

“3.3 All children, staff and parents from Parkside Primary School who spoke with HM Inspectors are delighted with the proposal and noted that the current school building, particularly the nursery class, were in a poor condition. The school community is very positive about the proposal and having more modern up-to date facilities and resources. Staff feel excited about the proposal and to be part of such an innovative project. Currently, children do not have easy access to outdoors and the surface is slippery in inclement weather. They like the community use which is being proposed. “

**Council's Response:** *Noted and agreed.*

**“Nursery staff would like more information on arrangements for two year old provision and their deployment in a larger provision. “**

**Council’s Response:** *Noted and agreed. The Council notes the comments from the nursery staff and would advise that a full review of Early Learning and Childcare (ELC) provision in the Borders is currently being undertaken by the Council. The review ties in with the Scottish Government’s policy to increase ELC funded provision for all eligible 2 years olds and all 3 and 4 year olds from 600 to 1140 hours by 2020. The Council will consult fully with nursery staff as further guidance is issued by the Government and the plans for the increased service evolve.*

**“Primary stage teachers would like to continue to be involved in any future decision-making as plans progress. They are particularly keen to be involved in practical decisions, for example, the campus design and how space is used. “**

**Council’s Response:** *Noted and agreed. The Council welcomes the willingness for teachers to be involved and would advise that, if the Proposals proceed, it is the intention to hold workshops to capture the ideas and comments from staff regarding the use of space, facilities, transition planning and the curriculum.*

#### **HM Inspectors considered:**

**“3.4 Children, staff and parents from Ancrum Primary School who spoke with HM Inspectors are all in favour of the proposal. Their main concern was that there is equity in terms of accessing resources, particularly digital technology. “**

**Council’s Response:** *Noted. The Council will review the current provision of resources at Ancrum Primary School and will investigate the options available regarding access to the campus and the available technology solutions available.*

**“Parents would also like the Council to explore the possibility of having an early learning and childcare setting for children aged three to four to encourage local children to attend the school and remain as pupils in Ancrum.”**

**Council’s Response:** *Noted. The Council is currently undertaking a consultation and review of its ELC provision to tie in with the Scottish Government proposals to increase funded ELC provision from 600 to 1140 hours for eligible 2 year olds and all 3 and 4 year olds by 2020. This will involve a detailed strategy being developed for each school cluster area. As part of this exercise the Council will be considering the demand for ELC provision at Ancrum and the viability of providing ELC at this setting. The local community will be kept informed as the plans evolve.*

**“All pupils who met with HM Inspectors considered that the proposal was worthwhile. They were very well informed about the proposal, including resources and community use of the building. They are keen to be involved in having a say in the proposed new school. For example, the new school badge, uniform and the name of the campus.”**

**Council’s Response:** *Noted and agreed. The Council will consult with pupils across the Jedburgh school cluster regarding proposals for the new campus including name, badge, uniform and motto.*

“3.5 Parents, staff and young people from Jedburgh Grammar are very positive about the proposal. They saw benefits in greater flexibility with staffing and delivery of the curriculum. The young people look forward to improved specialist rooms for science, information and communication technology, art and drama that would provide the best opportunities, including for school performances and shows. Young people described current traffic arrangements around their school as hectic and dangerous. However, they acknowledged that recently this had improved. Stakeholders all recognised the need for improved social areas inside and within the grounds of the proposed new school building. Parents and young people welcome aspects of the proposal which will provide opportunities to be more creative, working in partnership with the local college and businesses, and in so doing widen choices for young people. Staff are pleased with the prospect of less teaching time being lost through easier access to college courses and sports facilities.”

**Council’s Response:** *Noted and agreed.*

“ 3.6 If the proposal goes ahead, young people with additional needs, including those with autistic spectrum disorders who would be due to attend the Howdenburn Schoolhouse, will see the benefits of improved accessibility, more appropriate facilities for learning and personal care and increased opportunities to socialise with their peer group in the new campus.”

**Council’s Response:** *Noted and agreed.*

“4 HM Inspectors strongly agree that the proposal has the potential to bring significant educational benefits to the children, young people and community of Jedburgh. Children, staff, parents and almost all of the community are excited and energised by the prospect of the enhanced facilities and the improved experiences this will bring for children, young people and local residents. Stakeholders who spoke with HM Inspectors were extremely positive about all of the town’s children coming together to learn in the one establishment. The proposal will help Scottish Borders Council meet its obligations to secure best value by making efficient and effective use of its school estate as well as increase the hours for nursery-aged children. In taking the proposal forward, Scottish Borders Council should continue to work closely with stakeholders to maintain the strong community ‘buy-in’ to the development. In so doing, they should also provide re-assurance to the few locals who raised concerns that these will be addressed appropriately as plans are more fully developed.”

**Council’s Response:** *Noted and agreed. The Council is committed to maintaining the strong community ‘buy in’ and will continue to maintain communication with the community to keep them informed of progress. The Council is committed to working with parties who have concerns regarding the proposed new campus and have already undertaken a full pre-planning consultation period. More information regarding the proposed location and design of the campus was made available at pre planning application engagement events. There will be opportunities during the detailed planning process for parties to raise further concerns and meet with officers to discuss the Proposals.*

## 7 INACCURACIES IN THE PROPOSAL PAPER

There were no material inaccuracies or omissions found or notified to the Council in respect of the Proposal Paper.

## 8 COMPLIANCE WITH STATUTORY PROCESS

- 8.1 Throughout this consultation, the Scottish Borders Council Children and Young People Services team has given due regard to the provisions of the Schools (Consultation) (Scotland) Act 2010 and Children and Young People (Scotland) Act 2014.
- 8.2 The statutory consultation process was robust, with high levels of engagement from the local community, and provided an opportunity for all stakeholders to identify key issues. Any areas of concern are responded to within **Sections 4, 5 and 6**. This final consultation document seeks to present all information and ask for any further views or alternatives to the Proposals to close the current nursery, primary secondary and specialist education provision within Jedburgh following the creation of a new Intergenerational Learning Campus and the associated rezoning of catchment areas and variations to the transition arrangements from Ancrum Primary School.
- 8.3 A recommendation will be made to the Council at a meeting to make a final decision on the Proposals. The recommendation will be based on the documents and information presented in this Consultation Report and will take due cognisance of any further views or alternatives to the Proposals expressed during the consultation period regarding this Consultation Report.
- 8.4 Parties are invited to raise any concerns and pose alternative solutions by making written or electronic submissions to:

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

Email Address: [schoolestates@scotborders.gov.uk](mailto:schoolestates@scotborders.gov.uk);

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.

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. 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.

For any written or electronic response to be considered it must be received by the Council no later than 5.00pm on the last day of the consultation period 6 November 2017.

**CHILDREN AND YOUNG PEOPLE SERVICES  
SCOTTISH BORDERS COUNCIL**

**13 October 2017**



**Appendix 1 – Proposal Paper dated 8 May 2017**



**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, 23 Castle Gate, 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 8<sup>th</sup> 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/strategicassessment-cheviotarea>
- 1.5 The Jedburgh area map can be viewed at:  
<https://www.scotborders.gov.uk/downloads/download/544/cheviotareamap>

## 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 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](#)

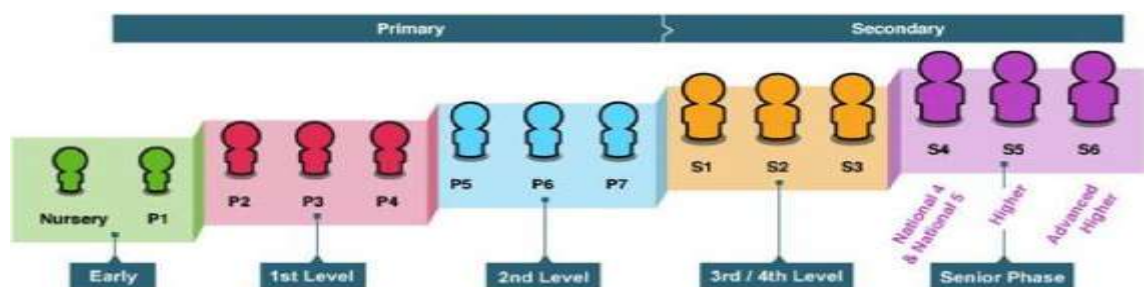


“An education authority shall endeavour to secure improvement in the quality of school education which is provided in the schools managed by them; and they shall exercise their functions in relation to such provision with a view to raising Standards of education.”

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.

10.2.2.2 A 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 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 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 wellbeing 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)**

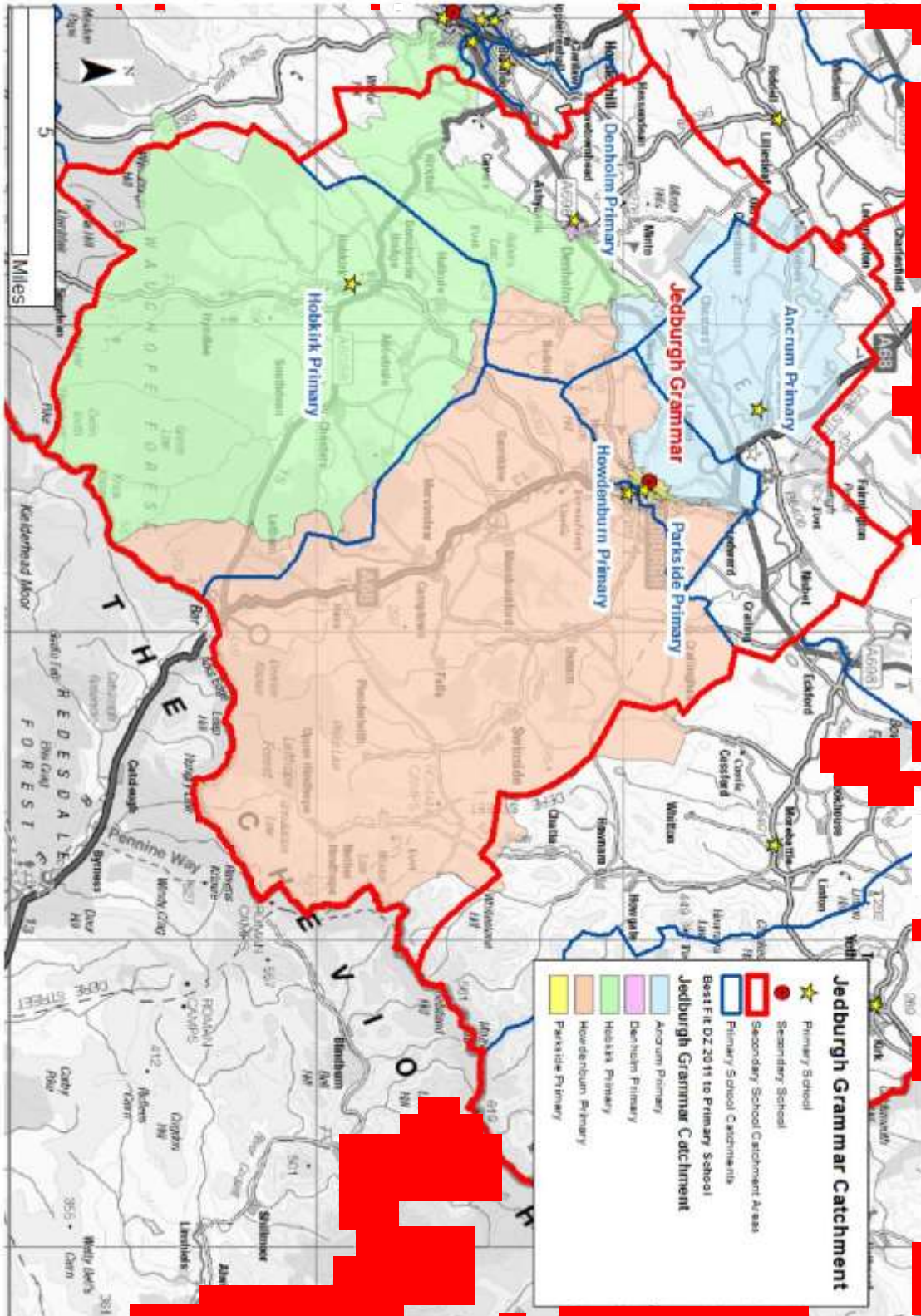
**8th May 2017**

## **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



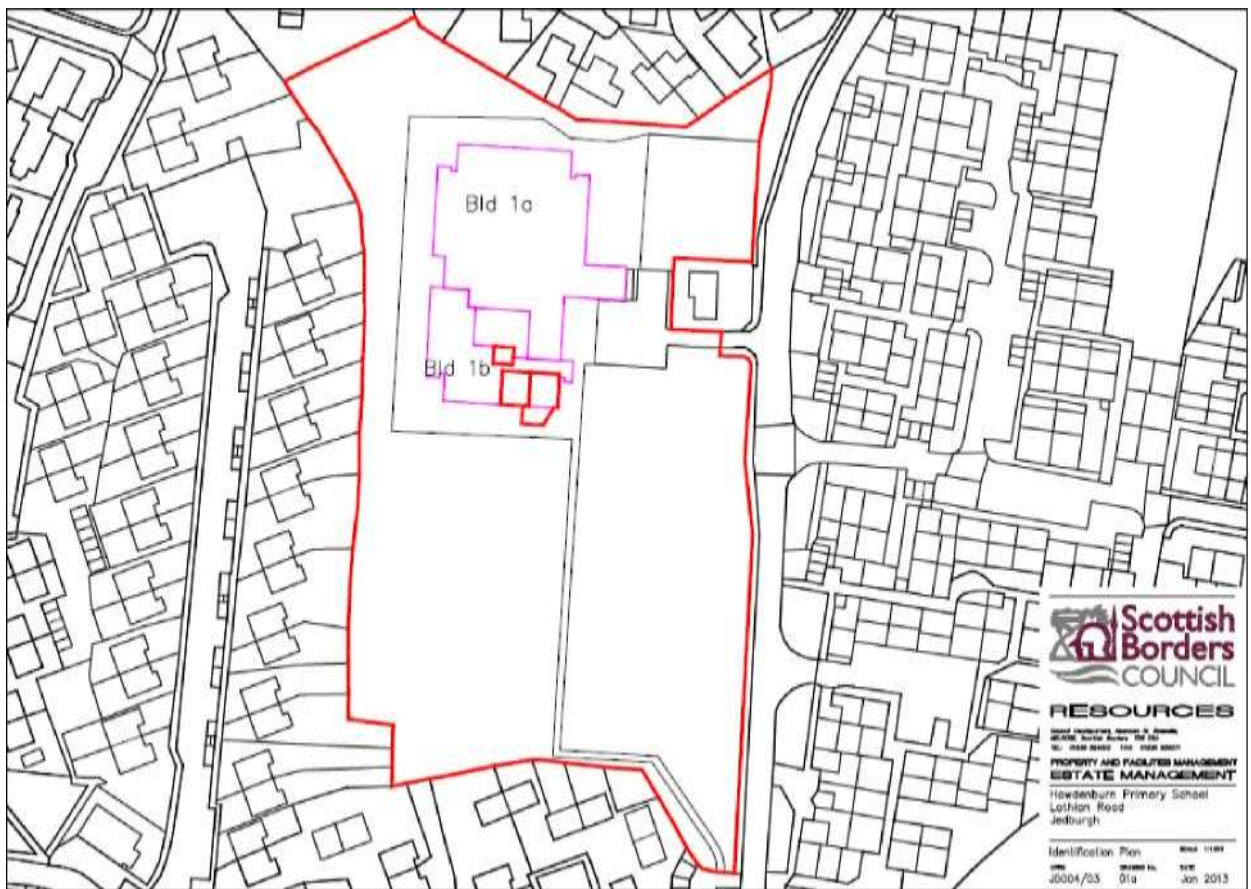
## APPENDIX 2

### 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.

Historical Pupil Roll Data - Howdenburn															
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

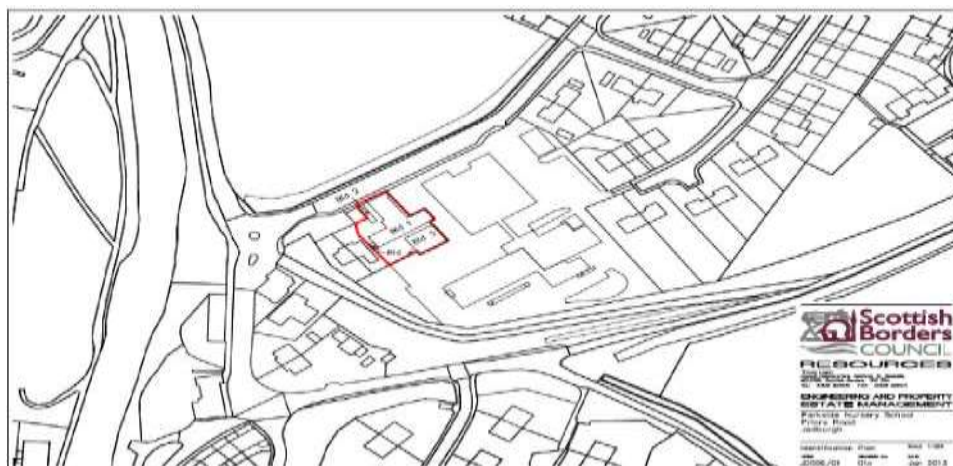
2.1 Parkside Primary School provides non-denominational primary education to pupils in Jedburgh. **Appendix 1** shows the present school catchment area for Parkside Primary School, which comprises the Abbey, East Central and West Central areas of the town. The Parkside Primary School catchment falls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

Historical Pupil Roll Data - Parkside														
---------------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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

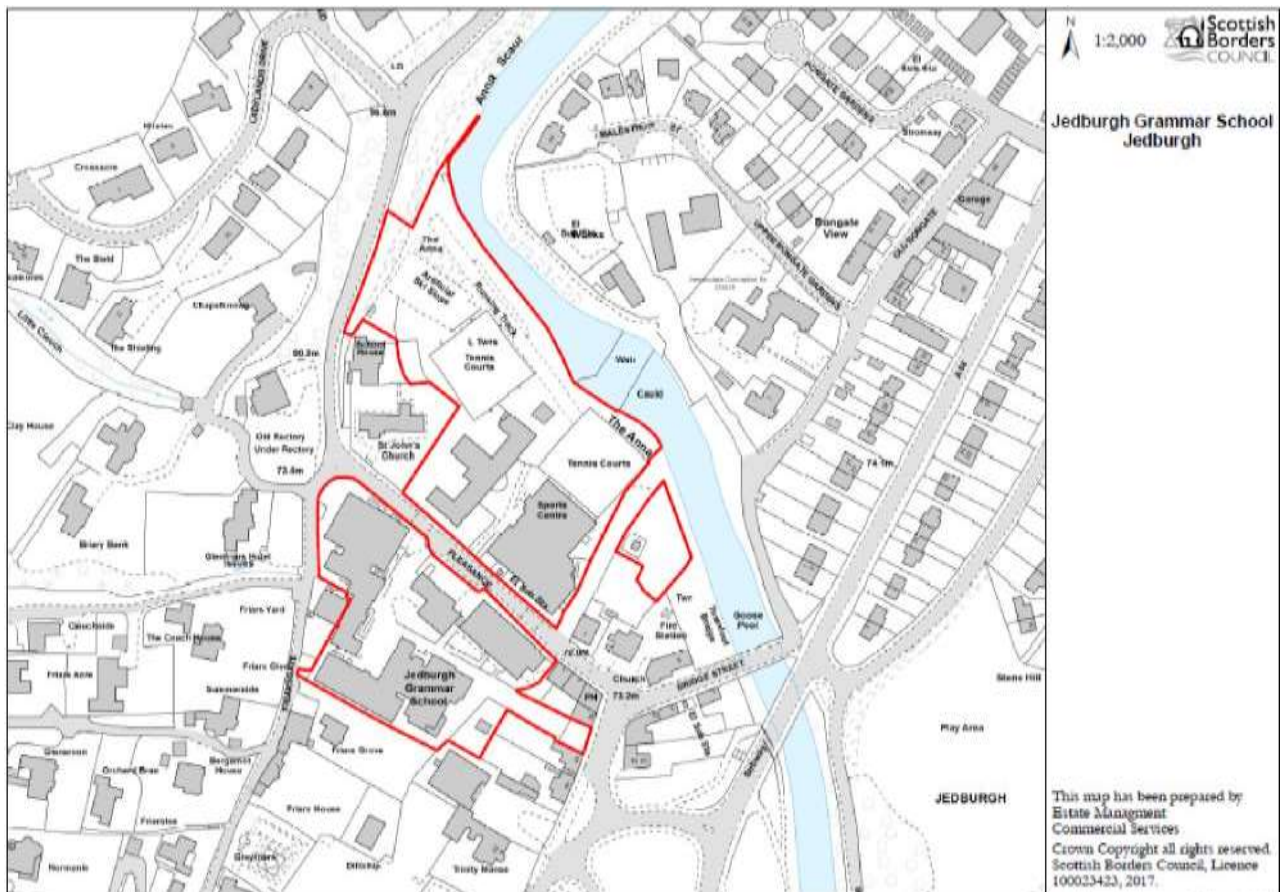
2.6 The most recent inspection report carried out by HM Inspectorate of Education (HMIE) is dated 30<sup>th</sup> June 2015 and can be accessed through this link

[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



## 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	



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>E-mail 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	
--	--

## 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	Current revenue costs for school proposed for closure			
Row 2	Name of School [enter name of school (Howdenburn)]	Costs for full financial year (projected annual costs)	Additional financial impact on receiving school [enter name of school]	Annual recurring savings (column 2 minus column 3)
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	SCHOOL COSTS SUB-TOTAL	£537,766		
Row 34				
Row 35	Income:			
Row 36	Sale of meals			
Row 37	Lets			
Row 38	External care provider			
Row 39	Other			
Row 40	SCHOOL INCOME SUB-TOTAL			
Row 41				
Row 42	TOTAL COSTS MINUS INCOME FOR SCHOOL			
Row 43	UNIT COST PER PUPIL PER YEAR (based on 145 pupils)	£3,624		
Row 44				

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

Table 3	Column 5	Column 6	Column 7
Annual Property costs incurred (moth-balling) until disposal			
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			
TOTAL ANNUAL COST UNTIL DISPOSAL			

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

Table 5	Column 5	Column 6	Column 7
Impact on GAE - note 5			
GAE IMPACT			

Financial Template

Table 1	Column 1	Column 2	Column 3	Column 4
Row 1	Current revenue costs for school proposed for closure			
Row 2	Name of School [enter name of school (Jedburgh Grammar)]	Costs for full financial year (projected annual costs)	Additional financial impact on receiving school [enter name of school]	Annual recurring savings (column 2 minus column 3)
Row 3	<i>School costs</i>			
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	<i>Building costs:</i>			
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	<i>School operational costs:</i>			
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	<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	SCHOOL COSTS SUB-TOTAL	£2,114,641		
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	SCHOOL INCOME SUB-TOTAL			
Row 41				
Row 42	TOTAL COSTS MINUS INCOME FOR SCHOOL			
Row 43				
Row 44	UNIT COST PER PUPIL PER YEAR (based on 345 pupils)	£6,129		

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

Table 3	Column 5	Column 6	Column 7
Annual Property costs incurred (moth-balling) until disposal			
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			
TOTAL ANNUAL COST UNTIL DISPOSAL			

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

Table 5	Column 5	Column 6	Column 7
Impact on GAE - note 5			
GAE IMPACT			





Financial Template

Table 1	Column 1	Column 2	Column 3	Column 4
Row 1	Current revenue costs for school proposed for closure			
Row 2	Name of School [enter name of school (Parkside)]	Costs for full financial year (projected annual costs)	Additional financial impact on receiving school [enter name of school]	Annual recurring savings (column 2 minus column 3)
Row 3	<i>School costs</i>			
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	<i>Building costs:</i>			
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	<i>School operational costs:</i>			
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	<i>Transport costs: note 3</i>			
Row 30	home to school		note 4	
Row 31	other pupil transport costs			
Row 32	staff travel			
Row 33	SCHOOL COSTS SUB-TOTAL	£614,666		
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	SCHOOL INCOME SUB-TOTAL			
Row 41				
Row 42	TOTAL COSTS MINUS INCOME FOR SCHOOL	£614,666		
Row 43				
Row 44	UNIT COST PER PUPIL PER YEAR (based on 237 pupils)	£2,593		

Column 5 Column 6 Column 7

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

Table 3	Column 5	Column 6	Column 7
Annual Property costs incurred (moth-balling) until disposal			
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			
TOTAL ANNUAL COST UNTIL DISPOSAL			

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

Table 5	Column 5	Column 6	Column 7
Impact on GAE - note 5			
GAE IMPACT			

## Appendix 2 – HMIE Report dated August 2017

**Report by Education Scotland addressing educational aspects of the proposal by Scottish Borders Council to build an intergenerational campus in Jedburgh; permanently close Howdenburn Primary School and Nursery, Parkside Primary School and Nursery, Jedburgh Grammar School and Howdenburn Schoolhouse education support base; to rezone the catchment areas of the primary schools and amend the transition arrangements for children attending Ancrum Primary School.**

### 1. Introduction

1.1 This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the *Schools (Consultation) (Scotland) Act 2010* and the amendments contained in the *Children and Young People (Scotland) Act 2014*. The purpose of the report is to provide an independent and impartial consideration of Scottish Borders Council's proposal to build an intergenerational campus in Jedburgh; permanently close Howdenburn Primary School and Nursery, Parkside Primary School and Nursery, Jedburgh Grammar School and Howdenburn Schoolhouse education support base; to rezone the catchment areas of the primary schools and amend the transition arrangements for children attending Ancrum Primary School. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

#### 1.2 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the Howdenburn Primary School and Nursery, Parkside Primary School and Nursery, Jedburgh Grammar School, Howdenburn Schoolhouse education support base and Ancrum Primary School;
- any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and

- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 30 May 2017 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the site of Howdenburn Primary School and Nursery, Parkside Primary School and Nursery, Jedburgh Grammar School, Howdenburn Schoolhouse education support base and Ancrum Primary School, including discussion with relevant consultees.

## 2. Consultation Process

2.1 Scottish Borders Council undertook the consultation on its proposal with reference to the *Schools (Consultation) (Scotland) Act 2010* and the amendments in the *Children and Young People (Scotland) Act 2014*.

2.2 Almost all stakeholders who spoke with HM Inspectors were very positive and spoke highly about their opportunities to be involved in the consultation process. Over 500 people attended early engagement events on 25 and 26 April 2017. The formal consultation period ran from 8 May until 18 June 2017. Formal notices were given to relevant stakeholders. Information was shared in the local media during weeks beginning 1 and 8 May 2017, outlining the proposal and the public meeting. The public meeting was held on 30 May 2017. This was led by senior officers from the council and representatives of the parent councils of the schools affected. A number of elected members were present in addition to 260 members of the public. All participants and members of the public who spoke on the night with one exception were in agreement with the proposal. Over 800 people responded to the consultation either on paper or online with a very significant level of overall support. Less than 3% of respondents disagreed with some or all aspects of the proposal. The few concerns raised by mainly local residents were related to vehicle access to the preferred site and the potential loss of mature trees.

## 3. Educational Aspects of Proposal

3.1 The proposal has clear educational benefit. This will allow learning to take place for children and young people aged 2-18, bringing greater potential for continuity and progression in their learning. The condition of a number of existing educational buildings in the town would require significant investment to bring them up to standards expected for 21<sup>st</sup> Century learning. Improved provision for digital technology has the potential to support innovative use by staff and pupils. Sport and recreation facilities will be much improved and on a par with those currently enjoyed by children and young people in other parts of the council. Importantly, teaching

time will be increased through improved arrangements for accessing sports pitches. The proposal improves the scope for enhanced joint professional learning for teachers and support staff currently working in different locations and in separate sectors. This has the potential to result in more flexible approaches to children's learning in a number of areas, for example, science, technology and drama. The community is very positive about the scope to develop further intergenerational learning and the positive benefits this will bring, including to developing the young workforce. Greater opportunities for learning linked to the world of work will be available to young people of all ages. The new purpose-built accommodation will be an inclusive environment for all children and young people, including those with additional support needs. This will allow all age groups to develop and learn important life skills in a suitable environment. All children and young people, including those in the nursery provision, will have much better access to quality areas to develop their learning outdoors. The new facilities will support the delivery of increased hours for children attending early learning and childcare centres. The creation of a community hub within the new campus will benefit the wider community in terms of improved opportunities for social and recreational use. There is also potential to support economic development.

3.2 Children, staff and parents from Howdenburn Primary School were very positive about the proposal. Children particularly looked forward to improved opportunities for sport, more clubs and activities, showing off their art work in nice surroundings, quiet spaces to work. They liked that all of the town's children would be together in the one site where they were learning in the same place as their friends and older siblings. The nursery currently has very limited outdoor space and the proposal would improve this significantly. Staff are keen to be involved further in making suggestions if the proposal goes ahead.

3.3 All children, staff and parents from Parkside Primary School who spoke with HM Inspectors are delighted with the proposal and noted that the current school building, particularly the nursery class, were in a poor condition. The school community is very positive about the proposal and having more modern up-to-date facilities and resources. Staff feel excited about the proposal and to be part of such an innovative project. Currently, children do not have easy access to outdoors and the surface is slippery in inclement weather. They like the community use which is being proposed. Nursery staff would like more information on arrangements for two year old provision and their deployment in a larger provision. Primary stage teachers would like to continue to be involved in any future decision-making as plans progress. They are particularly keen to be involved in practical decisions, for example, the campus design and how space is used.

3.4 Children, staff and parents from Ancrum Primary School who spoke with HM Inspectors are all in favour of the proposal. Their main concern was that there is equity in terms of accessing resources, particularly digital technology. Parents would also like the council to explore the possibility of having an early learning and childcare setting for children aged three to four to encourage local children to attend the school and remain as pupils in Ancrum. All pupils who met with HM Inspectors considered that the proposal was worthwhile. They were very well informed about the proposal, including resources and community use of the building. They are keen

to be involved in having a say in the proposed new school. For example, the new school badge, uniform and the name of the campus.

3.5 Parents, staff and young people from Jedburgh Grammar are very positive about the proposal. They saw benefits in greater flexibility with staffing and delivery of the curriculum. The young people look forward to improved specialist rooms for science, information and communication technology, art and drama that would provide the best opportunities, including for school performances and shows. Young people described current traffic arrangements around their school as hectic and dangerous. However, they acknowledged that recently this had improved. Stakeholders all recognised the need for improved social areas inside and within the grounds of the proposed new school building. Parents and young people welcome aspects of the proposal which will provide opportunities to be more creative, working in partnership with the local college and businesses, and in so doing widen choices for young people. Staff are pleased with the prospect of less teaching time being lost through easier access to college courses and sports facilities.

3.6 If the proposal goes ahead, young people with additional needs, including those with autistic spectrum disorders who would be due to attend the Howdenburn Schoolhouse, will see the benefits of improved accessibility, more appropriate facilities for learning and personal care and increased opportunities to socialise with their peer group in the new campus.

#### **4. Summary**

HM Inspectors strongly agree that the proposal has the potential to bring significant educational benefits to the children, young people and community of Jedburgh. Children, staff, parents and almost all of the community are excited and energised by the prospect of the enhanced facilities and the improved experiences this will bring for children, young people and local residents. Stakeholders who spoke with HM Inspectors were extremely positive about all of the town's children coming together to learn in the one establishment. The proposal will help Scottish Borders Council meet its obligations to secure best value by making efficient and effective use of its school estate as well as increase the hours for nursery-aged children. In taking the proposal forward, Scottish Borders Council should continue to work closely with stakeholders to maintain the strong community 'buy-in' to the development. In so doing, they should also provide re-assurance to the few locals who raised concerns that these will be addressed appropriately as plans are more fully developed.

**HM Inspectors  
Education Scotland  
August 2017**

**Appendix 3 – Copy of Scottish Borders Council Presentation for the Public Meeting at Jedburgh Grammar School dated 30 May 2017**

## Agenda

- Welcome and Introductions
- Purpose of the evening
- Consultation process
- Feedback to date
- Invited speakers
- Questions

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## Jedburgh Statutory Consultation Meeting

Tuesday, 30<sup>th</sup> May 2017

Scottish Borders Council

# Consultation Proposal

It is proposed that:

- 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 Additional Support Needs being transferred to the Intergenerational Learning Campus
- 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 be rezoned from Howdenburn Primary School and Parkside Primary School to the Intergenerational Learning Campus
- The secondary school catchment zone be rezoned from Jedburgh Grammar School to the Intergenerational Learning Campus

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## Affected Schools

Schools affected by the proposals:

- Howdenburn Primary School and Nursery
- Howdenburn Schoolhouse
- Parkside Primary School and Nursery
- Jedburgh Grammar School
- Ancrum Primary School
- Denholm Primary School
- Hobkirk Primary School

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## Statutory Consultation

- Schools (Consultation)(Scotland) Act 2010
- 30 days from 8<sup>th</sup> May – 18<sup>th</sup> June
- 30 day Engagement Plan
- Visits to –
  - Jedburgh Community Council
  - Parent Councils/School Fayres
  - Jedburgh High Street

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## Planning Process

- Scale of development – Classed as a Major Development
- Pre Application notice submitted 19<sup>th</sup> May 2017
- Major application – Minimum 12 week Pre Consultation with Communities commencing mid June.
- Detailed planning application programmed for November/December 2017 – Approximately 4 month determination period.

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## Decision Making -Next Steps

### School Statutory Consultation Process

- Consultation closes – 18<sup>th</sup> June
- SBC engaging with PCs, staff and the children
- Education Scotland – 15<sup>th</sup> August
- SBC produce a Consultation Report
- Council meeting – October- SBC decision
- SG – opportunity to call-in process for 8 weeks

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## Statutory Consultation

### Response to surveys to date –

- 300 community responses; 98% agree and 2% disagree with the proposal to create the new Campus
- 166 pupil responses from Jedburgh Grammar School; 99% agree and 1% disagree
- Primary school pupils will be supported to respond soon

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## Feedback

### Positives:

- Enhanced technology
- Modernised facilities
- Broader curricular and learning opportunities
- Lifelong learning opportunities
- Seamless learning transitions

### Issues Raised:

- Class sizes
- Safety of children
- Disruption to those living closest to the new site
- Impact on the environment

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## Invited Speakers

- Parent Council Chairs:
  - Diana Hickson, Howdenburn Primary School
  - Julie Forsyth, Parkside Primary School
  - Anne Mitchell, Jedburgh Grammar School
  - Jodie Sandilands, Ancrum Primary School
- Richard Gordon, Community Council
- Bill Johnstone, Community Member

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## Questions

### Format:

- FAQ – earlier questions received as part of the consultation – continue to receive and update the FAQ
- Asked questions in advance – prepared answer
- Go to the floor – commit as best we can to answering the questions raised – until 8.30pm
- Final questions onto the sheet – 8.30pm – 9.00pm
- Meeting will close at 9.00pm

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## Questions

- Is the project really about cutting teaching and support staff posts? MS
- Where, when and how will Parkside School be accommodated during the building works? How will you ensure safe routes to school? JD
- How will the documenting, archiving and closing of the three schools be handled keeping in mind the emotional attachment of the children attending the school and the staff, past and present? SO
- How will a new school uniform be decided? CT
- How will the school support outdoor learning? MM
- How will the Council work with the community to decide what happens to the existing school sites? MJ

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# Questions from the floor

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## **Appendix 4 – Minutes of Public Meeting 30 May 2017**



### **Jedburgh School Consultation**

#### **Public Meeting at Jedburgh Grammar School on 30 May 2017 at 7pm**

##### **The Panel from Scottish Borders Council (SBC):**

**Donna Manson** (Service Director, Children and Young People Services)

**Michelle Strong** (Chief Officer Education)

**Martin Joyce** (Service Director Assets and Infrastructure)

**James Darrie** (Project Manager)

**Susan Oliver** (Headteacher Jedburgh Grammar School)

**Morag McCreadie** (Headteacher Howdenburn School)

**Claire Turnbull** (Headteacher Parkside Primary School and Ancrum Primary School)

##### **Invited Speakers**

**Diana Hickson** (Chair of Howdenburn Parent Council)

**Julie Forsyth** (Treasurer of Parkside Parent Council)

**Hannah Hawthorn** (Treasurer of Ancrum Parent Council)

**Ann Mitchell** (Chair of Jedburgh Grammar Parent Council)

**Richard Gordon** (Chair of Jedburgh Community Council)

**Bill Johnstone** (Community Speaker)

**Elected Members present:** 5

**Members of the Public Present:** 260

##### **Meeting**

Donna Manson (**DM**) welcomed everyone to the meeting and introduced the panel, the invited speakers and the Executive Members for Children and Young People from the Council. **DM** then gave an overview of the background to the proposals and the consultation process. **DM** outlined SBC's 30 day engagement plan with the community and asked that any group wishing to engage with the Council during the consultation period make contact to arrange this.

Martin Joyce (**MJ**) explained the planning process, advising that it was an entirely separate process to this Schools Consultation. **MJ** advised that due to the scale of the proposed development it was classed as a Major Development for planning. Accordingly a pre-application notice had been submitted to planning on 19<sup>th</sup> May 2017. A major application process runs for a minimum of 12 weeks pre-consultation period, with a consultation meeting being held in June. The detailed planning application is programmed for November/December and will take approximately 4 months to determine.

**DM** outlined the school consultation and decision making process. The Consultation period ends on 18<sup>th</sup> June and that SBC will continue its engagement with staff, children and the community beyond this date. **DM** advised that Education Scotland will be engaging with staff,

parents and pupils in August and will be preparing an independent report on the proposals. The Council will then prepare a report on the consultation process which will consider all comments and questions raised by all parties during the consultation period, including Education Scotland. This Report will be published prior to being presented to SBC in October; the Scottish Government then has a period to consider whether to call in the proposal, with a final decision expected by Christmas 2017.

**DM** provided an update of the level of responses received to date:-

- 300 community responses; 98% agree and 2% disagree with the proposal to create a new Campus;
- 166 pupil responses from Jedburgh Grammar School; 99% agree and 1% disagree;
- Primary school pupils are to be supported to respond soon.

**DM** highlighted some of the feedback regarding the proposals received to date:

Positives

- Enhanced technology
- Modernised facilities
- Broader curriculum and learning opportunities
- Lifelong learning opportunities
- Seamless learning transitions

Issues raised

- Class size
- Safety of children
- Disruption to those living closest to the new site
- Impact on the environment

**DM** advised where the proposal paper, response forms and the FAQ (prepared following submission of questions prior to this meeting) could be obtained. Everyone was encouraged to get involved and have their say and ask questions. People were encouraged to ask all questions that they may have either tonight at the meeting, in writing or in the mailbox. A further FAQ will be issued on the website and locally distributed.

**INVITED SPEAKERS**

**DM** then asked the Invited Speakers to address the meeting

**Diana Hickson (DH), Howdenburn Parent Council**

**DH** spoke on behalf of the Parent Council and the parents of Howdenburn Primary School. **DH** expressed her concerns about rumours that had circulated before about Jedburgh Grammar closing because of the falling roll and that 26% of secondary pupils from catchment had chosen to attend another Borders school. **DH** highlighted the issues with the condition of the current school estate in the town and the challenges this brings for teachers and pupils. Losing the secondary high school would damage the identity of the town as children would create friendship groups and participate in activities outwith the town. **DH** stressed the importance of retaining secondary education in the town and that education is for all. Retaining children will ensure a broad subject choice. This new school will enhance our town, helping to attract families into Jedburgh and keep those that take their children elsewhere for education. By giving children a fantastic education in Jedburgh it will encourage them to stay in the town or return to the town to have their families. This will ensure we have the right people in the town

in the future to provide all the services we need. On a primary level, it will give our children access to fantastic resources and help them become part of the community. They will see great role models amongst the secondary pupils on a daily basis. They will no longer be split between two schools; this will give more choice of friends. It will increase after school activity choice as children are reluctant/can't attend a club that is held at the other primary school, this often means clubs in the town can't survive due to lack of numbers. A secondary school in the town will provide good role models for younger children, better facilities for all and strong community for all to grow and prosper. In short this will benefit our whole town

**Julie Forsyth (JF), Parkside Parent Council**

**JF** advised that the parent council have spoken to parents and carers in the playground, at clubs and have asked for opinions on the Facebook page. The overwhelming response has been very positive. This is being seen as an exciting opportunity for the children and the wider community; the chance to have a state of the art school is an opportunity that shouldn't slip away. **JF** highlighted that a big issue for parents and pupils at the school is the lack of grass so pupils are excited about the prospect of new playgrounds and sports fields that will bring more choice of sports and the chance of outdoor learning. Parents need to be confident that the children are learning in a safe environment and when the wall fell down at Howdenburn it became shockingly apparent that the buildings, where children spend so much of their time, are past their sell by date and no longer safe or fit for purpose. Attracting teachers and retaining them is a problem. The new campus should assist retaining the current teachers and attracting new talents. The integration of primary schools would facilitate the creation of wider friendship groups. The school should be inclusive and it is important that it includes all children with Additional Support Needs. It is important that the new school brings the best from all schools such as the "Going for Gold" motto and buddy system from Parkside. The new school will be the chance for everyone to discover their talents and strengths.

**Hannah Hawthorn (HH), Ancrum Parent Council**

**HH** advised that the rural community of Ancrum were very excited about the opportunity of the new campus, which would build on the strong links between Ancrum and Jedburgh. The parent council have spoken to parents and used social media to measure support for the proposal. The following issues have been raised

- Wi-Fi is poor in Ancrum – will investment be available to upgrade it?
- The parents would like the joint headship to continue as it assists with communication and transitions;
- Will early learning and childcare provision be at Ancrum or the campus?
- How will class sizes be managed?
- Will timetabling allow Ancrum pupils to access to the PE and sport facilities at the new school?

**HH** confirmed that Ancrum parents see this as a wonderful opportunity for all.

**Anne Mitchell (AM) Jedburgh Grammar Parent Council**

**AM** confirmed that the Parent Council has discussed the proposal and considers that the potential benefits are immense:-

- The new campus should improve mental attitude. Pupils will feel valued and equal to those in the other border schools;
- The sports facilities will be significantly better and on site which will allow more opportunities and participation time while removing traveling time;



- The increased vocational education will assist with better pathways for the young people;
- Local businesses can be involved with education and training and can attract apprenticeships and employees;
- The provision of education and learning for secondary children with additional support needs is a real bonus;
- The campus will enhance the links between generations, allowing history, skills and knowledge to be shared;
- Senior models can be role models and will have opportunities for mentoring younger children; and
- The new campus will encourage pupils, families and staff to achieve.

### **Richard Gordon (RG), Chairman of Jedburgh Community Council**

**RG** confirmed his excitement about the proposal. Times change and education has changed with young people and future generations learning in different ways. The campus proposed will be state of the art providing learning and facilities for nursery, primary, secondary and beyond; there will be courses for all. Jedburgh has not been at the top of the queue for spending with Berwickshire getting 3 new schools, Kelso getting 2 and Peebles a new primary in recent years. It is now Jedburgh's turn. It is acknowledged there are concerns about access and implications in areas of the town but overall there will be a positive impact on Jedburgh as too many young people have left to seek wider opportunities. This will bring opportunities for vocational courses. Through the planning process and consultations, the community, the parents and staff can help shape the campus. This is an opportunity, it is a one off and the town deserves it.

### **Bill Johnstone (BJ), Community**

**BJ** considers that the proposal is very important for Jedburgh's future. This could be the biggest thing to happen in Jedburgh since the factories were built. It would be very unwise to reject the proposal as it's a major opportunity for everyone. There will be learning opportunities for all and will bring a momentum to the town; of confidence, parity, and a feel good factor. **BJ** hopes that the campus will bring opportunities for local businesses to be involved in the construction, with training and apprenticeships arising. The town needs to grow, the campus should bring teachers to Jedburgh; it will be an exciting draw for teaching professionals. The school has always been high achieving – let's set the bar higher. **BJ** recalled that historically the education in the town was under one headship, it's happened before. **BJ** advised that all objections need to be respected and heard. **BJ** has a particular concern regarding the safety and transport to and from the campus during construction and after. Oxnam Road already has heavy traffic including large lorries, Steps must be taken to introduce traffic calming and ensure safety. **BJ** hope that the building will fit with the topography on the site and be aspirational and inspirational not just rectangular boxes. This is a once in a lifetime opportunity.

### **RECEIVED QUESTIONS**

**DM** then invited the panel to answer questions that had been submitted prior to the meeting

#### **1. Is this project really about cutting teaching and support staff posts?**

Michelle Strong (**MS**) advised that this was not a cost cutting exercise. Teachers are allocated on the basis of a school roll. What the campus will allow is for the classes to

be organised in a way to make best use of that resource. Support staff are allocated based on the needs of the school and the pupils – this is regularly reviewed. There may be some duplication in roles for facility management staff however the campus will be larger and operate for longer hours so SBC will only know staffing levels once the design campus is finalised. The main driver for the campus is educational benefits for pupils, staff and the community.

**DM** advised that class sizes are regulated by legislation. More information about class size will form part of the FAQ that will be issued once we have received all of your questions and comments.

**2 Where, when and how will Parkside School be accommodated during the building works? How will you ensure safe routes to school?**

James Darrie (**JD**) advised that the options of how the building will fit onto the site are still being worked through. **JD** reiterated that planning has its own separate process which will involve its own consultation periods. **JD** confirmed that over the 12 week consultation there will be engagement seeking comments and questions regarding access and layout. The team are confident that the campus can happen on the preferred site. **JD** confirmed that safe routes to school would involve a full transport assessment, which will look at all journeys and then devise a full plan. The roads planning team will be involved and will give an independent view. This may well lead to road improvements such as traffic calming and new speed limits as has happened at the new school in Kelso.

**JD** advised that the impact on Parkside will be considered during planning process and a plan will be devised at the detailed planning stage to minimise and mitigate against impact on Parkside. Safety will be paramount and protections will be imposed by legislation.

**3 How will the documenting, archiving and closing of the three schools be handled, keeping in mind the emotional attachment of the children attending the school and staff, past and present?**

Susan Oliver (**SO**) confirmed that everyone is aware of the 500 years of history at the Grammar and that there is an extensive history and alumni to celebrate. A working group will be established to work out how to incorporate this rich history into the new campus. This will comprise young people, the community, and the Jedforest Historical Society. The architects have confirmed that items of historical significance can be incorporated into the campus e.g. dux boards, stain glass windows and items from the memorial garden. Discussions have been held regarding the stain glass window and one pupil has suggested that a new pane is added incorporating the badges of the 3 schools proposed for closure depicting that we have come together.

**4 How will a new uniform be decided?**

Claire Turnbull (**CT**) advised that there will be consultation regarding the uniform given all three schools has different colours. The consultation will involve pupils, staff and parents where it can be discussed and decided what the uniform should be and whether there should be different colours for age groups etc. Discussions will also have to take place regarding the school badge – should it be an amalgamation of the existing badges or be a new design?

**5 How will the school support outside learning?**

Morag McCreadie (**MM**) advised that as the space is so large it will naturally allow outdoor learning for all pupils. The design will be sympathetic to the local environment which means that even before the children go outside they can learn from the outdoors considering the changing seasons and landscape, including in a creative and artistic way. There will also be opportunities to study eco systems and changes. The build process itself will provide opportunities from the start for pupils to learn and engage, as pupils will see the changes in the landscape during the build and arrangements will be made for that process to become a learning opportunity, as a skills for work resource with possible opportunities for apprenticeships and training. The plan is also to link the campus to other outdoor spaces in the town such as town walks, cycle paths etc. to enhance the community learning opportunities.

**6 How will the Council work with the community to decide what happens to the existing school sites?**

**MJ** indicated the drawings at the rear of the hall. There will be 2/3 sites to consider (depending on what happens on the Parkside site). Proposals will be worked on during the build process and it is the intention that there will be immediate redevelopment of the legacy sites as SBC does not want to see these vacant. Any use will be sympathetic to the town and the area – a variety of uses will be considered including commercial, affordable homes, residential and care homes/supported living. **MJ** advised that there will be statutory consultation on the legacy sites and consideration will be given to memorials to reflect the previous use.

**MJ** advised that the campus will be constructed through the South East Hub company which is a Private Public Partnership company which has obligations to the community which include training opportunities and apprenticeships but also it must seek to maximise the local supply chain. Events will be held for local contractors to bid for work. There will be learning opportunities at every stage and visits will be possible throughout for staff, parent councils and pupils to see the build.

**DM** advised that the development will bring income to the town, as people will stay eat and shop in the town. Some may even move here. The campus will have capacity for increased numbers. There will be job interviews for senior pupils – which may lead to support through degrees and apprenticeships. This will bring employment, careers and life changing opportunities. We want this to help the people of Jedburgh be all that they can be. Borders College will provide adult learning opportunities for all and all existing groups in the town will get access to the building.

## **OPEN FLOOR QUESTIONS**

**DM** then invited questions from the audience:-

**1 I am concerned about the potential implications for the health for the children. There are silos at Marinetti's beside the new planned site for the school which leads to fine plastic dust in the air.**

**MJ** answered that SBC is aware of that issue. As part of the consultation process will be working with partners to ensure there is no health risk. We will not do anything that will increased risks and will do everything to ensure compliance in reducing risks. There will be a detailed design solution for the site. This will include statutory consultation with partners including Environmental Health.

**2 What is the educational philosophy around this project? Duns, Earlston, Eyemouth and Kelso have separate secondary and primary schools, so why will Jedburgh be the only town to have one campus?**

**DM** replied that in terms of numbers at JGS - 345 pupils – is one of the 2 smallest secondary schools in the Scottish Borders; all the other schools mentioned are much larger. Over the last two years, the education team has looked at progress, attainment and development at the school. We have looked at results and listened to concerns about limited opportunities for staff to work collaboratively and to make improvements. The Education team considered different models across the country; to see what we can do with resources we have. We have looked at the approach taken by Dumfries & Galloway, which has 3-18 Learning campuses of a similar in size to what is being proposed here. This approach has been adopted elsewhere in Scotland for learning clusters of a similar size to Jedburgh. At the meeting here two years ago where we asked the young people to come along, they were very clear that they wanted to have opportunities to gain the skills that they consider important. They also raised the issue that going to Borders College for vocational learning involves considerable travelling time. There was a desire for more opportunities within the town and we are looking to develop that. Education policy within Scotland is changing; there should be a range of pathways for young people and schools should be delivering the opportunities. That is why we are working with Borders College to expand their offer into Jedburgh. We shall give examples of similar sized campuses in the FAQ that will be issued once we have received everyone's questions and comments during the consultation.

**3 I am wary that the Council will not deliver the Campus. I am concerned with traffic and safety on the Oxnam Road. As a taxpayer, can I be assured that SBC will do all it can to ensure safety during the construction of this school?**

**DM** answered the questioner was absolutely right to raise these concerns. If we all look back to the last time that we were in this hall addressing the collapsed wall situation at Howdenburn Primary School, many parents expressed their concerns about traffic on Oxnam Road, along with other concerns. As a Council we went to every community in the Scottish Borders through the School Estates consultation process. The response from the Jedburgh community during this consultation was significant. The people of Jedburgh raised a range of issues and in the report we presented to Council in the Council Chamber, Councillors agreed that the people of Jedburgh have to come first in terms of the areas to be addressed. As you have heard tonight, there is a huge commitment from the Council on this project. There is quite a bit of work to do in terms of safety and we will address the concerns, **MJ** will respond on this.

**MJ** - would like to address health and safety in terms of 2 stages, the first being the construction stage. Obviously during the build we would expect a lot of traffic to site. We would work with the contractor to develop a detailed construction management plan which would enable the planning of drop off times for delivery of materials to the site, particularly significant loads such as steel works. The plan would take account of busy times for town and would understand the constraints, with deliveries planned to minimise disruption for the town. Deliveries would be planned on a day to day basis during the length of the construction phase, which we would estimate taking 20 months. We recognise this is a long period of time but the increased level of traffic required during construction will be temporary. The contractors would take all mitigating measures to minimise disruption including cleaning of roads. All major

operations would be carried out within normal working hours recognising that people are living close to the site.

The second stage is ensuring safety for young people accessing the school. During the planning process we will ensure all routes to school by bus, car and on foot are implemented within the requirements of the Safe Routes to School team. To ensure safety within the campus in the longer term we will be looking at both of these in detail within the 2 phases. We will set up communication channels to update the community on significant activity during the construction phase and will make use of use social media to update on the process of the building and provide regular updates on significant activity which will be temporary. We will publicise times and dates as widely as possible.

There will be opportunities for children and young people involved in the developments and there will be learning experiences through planning the health and safety of the site. There has been a regular period of school building in Scottish Borders and across Scotland and we have delivered success in this area. We will be establishing working groups to look at these areas and we will work with parents and the door is open to anyone who would like to be involved in planning safety and communicating wider messages

**4 The Idea is super –I wonder what the management structure will be like?**

**DM** answered that currently we have to go through the consultation process. SBC will produce a Consultation Report and when it is finalised this will go to Scottish Government with a decision expected before Christmas. If Scottish Government does call in the proposal, it will be based on whether the Council have followed the process. All the information will go to Government and once this is completed we have a 2 month period for final stamping. We will then commence consultation to decide what the campus will look like, what it will deliver and what management structure is required. We will consult with the head teachers and establish what our ambitions are for children's attainment and achievement. The management structure might resemble what we have at the moment or it might be quite different (currently we have Broad Education from the age of 3 until the end of S3 and then Senior Phase from S4 onwards) There will be educational opportunities. We will consult with social work staff, families and our partners in Health. The structure of the best leadership team will be fully consulted upon and considered. The Parent Council at Ancrum have said they want to retain a joint head teacher arrangement, this option will be fully considered as part of the process. Information will be shared with parents, fundamentally by law they are involved, community will be consulted, children will be consulted, we will look at areas that the children would like answers to e.g. playtimes, lunchtimes and there will be focus on the children's questions.

**5 It is fantastic to hear about the proposal for intergenerational learning, vocational learning and sports facilities. We in Jedburgh know that excellent academic learning provision accompanies this but, as this may not be discerned by outsiders, please could a word such as "academic" be included in the proposed statement, with a view to enhancing the school roll, thus increasing number of teaching staff and pupil choice.**

- **Can research be carried out into the 26% who live in Jedburgh and go to other schools and why they do that at present?**

- **Will the campus have and advertise state of the art science labs (and other academic provision)**
- **Will there be study bases in departments/facilities for senior students – can this be adapted/ideas for other depts. E.g. social subjects for other senior students**
- **Will the campus offer a wider range of subjects to help increase the roll?**
- **How will we attract families to town? More housing? Perhaps using the area at Howdenburn PS?**
- **Will there be a 3G pitch?**
- **What will the school be named?**

**DM** said that one of the areas she is really excited about is looking at some of the opportunities and different models; one where children work in science before secondary school is an important one. We saw this when Howdenburn closed after the wall incident and primary pupils got access to the labs then. In one area of the Borders primary children attend a secondary every week for science and modern language lessons. **DM** invited **SO** to expand.

**SO** added that pop-up labs have been a great success. We will be building on this to give the children opportunities in science and maths. Staff have been coming up with great suggestions for the curriculum. We will be looking at outdoor learning at the site with the Geography class and other ideas for Social subjects. One of the benefits of working in a small community is the help you get. Volunteering is a big part of things, e.g. gardening, fitness. This has helped people get employment. Some local employers work with the school and let them know what they are looking for. A lady within Jedburgh is delivering staff development training

**SO** added that figures for children going outwith catchment area are mainly made for personal reasons. The 26% figure also included all the children from Denholm Primary, where there is a joint catchment with Jedburgh Grammar and Hawick High School, who chose Hawick.

**DM** answered that name of new school will be taken under consultation. There will be a vote on this. We will ask the community and the children to suggest names to be presented to the Councillors. A short leet will be prepared and there will be a vote.

**MJ** addressed the planning questions. SBC has a 3G pitch programme which has been developing over a number of years. There has been consultation to have a 3G pitch in Jedburgh on ground owned by Lothian Estates. There is now an opportunity to relocate the pitch next to the school. There will need to be a consultation taken place with the community and the local sports clubs to see what they want. It is up to the community as to where the 3G pitch would be located.

**MJ** addressed the housing question. If you ask any private housing developer what the key is to attracting people to a development, they would say education. The legacy sites provide an opportunity for this to happen –both private and social. Legislation states that for every private development built, there needs to be affordable housing included within this.

- 6 Why is this the only site? Is this because the Council own the land? This is going to cause a lot of flooding through Jedburgh through taking down a lot of trees. There were flood warnings in Jedburgh on Saturday and flooding is on the increase. The road has been flooded; this has affected house prices in Jedburgh. Businesses have shut down because of this. It is fine saying education will attract people to the town but they also need jobs and a High Street and the location will impact on this. The proposed field is a marsh, chopping down trees is a shortcut to more flooding. 25 mature trees will need to be removed. 1 tree accounts for 25 million gallons of**

**water per year. A lot of insects will be affected; these are used by the fishing industry in the area. Jobs will be provided through the construction but these will be temporary. Development of housing will not meet needs of local people. Large parts of town are on the minimum wage. In terms of Hartrigge Road, I have heard that this will be used as an access road for the construction. Mature trees will need to come down which will need more damage. Why is there no other site, there is the Howdenburn School site which is large enough?**

**DM** said that site analysis has been undertaken and established that, for an intergenerational campus, the Howdenburn site is too small, both in terms of accommodating the pupil numbers and the facilities they need including sporting facilities. Pupils are keen that they can access sporting facilities during the school day easily and quickly, so there is no detrimental effect on timetables (e.g. wasted travel time). All other sites have been looked at. The sites near the Abbey have historical restrictions as does the current Grammar school site. There are also too many other restrictions on the Grammar site, not least the road running through the site. The Scottish Government is clear that they only currently have funding for large scale projects within communities that can be delivered within tight timescales. Protracted site or project discussions will jeopardise our chances of funding. We arrived at the Hartrigge site because we can deliver an appropriate, high quality project within the required, timescales. Detailed site analysis has now to be done to address all other environmental concerns that have been raised. More details of the options analysis will be provided in the FAQs that will be produced once we have received everyone's questions and comments.

**JD** recapped on the environmental concerns raised- access, ecology, trees, flooding etc. and said that all these things sit within the planning process. The project team needs to satisfy the Planners, within SBC, that any concerns raised can be addressed, mitigated etc. Bat, bird, tree, insect, drainage surveys and environmental impact assessments are all currently being carried out by a range of specialist companies. The SBC Planners must be absolutely satisfied after considering all information provided. All information relating to surveys etc. will be made available as part of planning process and be on show for all to see, and consider what constraints are put on the project.

**MJ** quoted SBC's affordable housing policy, where 25% of any development has to be affordable, and that this can take many forms. SBC has already had interest from partners about the sites, and whilst Jedburgh doesn't yet form part of SBC's 6 extra care housing schemes across the region, partners are already saying they are would be interested in exploring options in Jedburgh, so the demand is there.

- 7 Will the design include a 400m synthetic running track? This will be an asset for campus and would benefit all, from the very young to the senior. I see this facility will help provide the added bonus of interschool athletics. Wider scale this can only help in this community, club athletes and other organisations. This will only advance careers. We can go forward knowing that there is a swell of support behind the idea for a new school.**

**DM** Serious consideration will be given to young people and performance in sport. We do recognise the importance of competition and elite sport. We will consider provision of sporting facilities during the design stage and the children have been very clear

about what they would like to see too e.g. hockey facilities. We share your view about the facilities.

**8 After children with Additional Support Needs move on from primary there is no provision for them. Hawick does have provision, but there are no community ties for the children there. Will provision be made for them at the new school?**

**DM** – There is an absolute commitment to provide for those Additional Support Needs in the town at the campus. There will be partnerships with Borders College and employers in the town – regardless of young people’s ability. They will be able to start and then complete their education in the town and this will look beyond school age and look at life skills and lifetime opportunities. There will be links with Borders College so vulnerable people society can be supported. You have our absolute commitment that the driver is our children. SBC recognises that children with additional support needs thrive in a community but that they also need tailor made facilities. Thank you for raising that point.

**Closing the Meeting**

**DM** advised that we would advise everyone of the next steps once the consultation period ends on 18<sup>th</sup> June. **DM** thanked the Jed Eye for their special pull out in the local paper, helping to publicise the consultation and the event tonight. **DM** then thanked the local community for their engagement in the process. People were asked to raise their issues so that we can work together to resolve things and make things happen in the town. **DM** finished by stating what a privilege it was for her to serve education in the Scottish Borders. The young people are amazing in the schools in the town and a credit to you all. They are well rounded, confident and amazing people which makes our job even more enjoyable and rewarding. Thank you for coming. Thank you.

**END OF MEETING**



## Appendix 5 - Frequently Asked Questions



### **STATUTORY CONSULTATION FOR JEDBURGH SCHOOLS PUBLIC MEETING 30<sup>TH</sup> MAY 2017 FREQUENTLY ASKED QUESTIONS**

#### **1 Why are we only hearing about the Proposals now?**

In February 2016, the Council launched a pre-consultation process regarding the schools in Jedburgh. There was a fantastic response from Jedburgh and we listened to your issues and concerns. Following this we considered the options for education within the town; engaging with the Community Council, Parents' Councils and local Councillors. An options analysis was undertaken and it was considered that an intergenerational learning campus would not only address the issues and concerns that were raised in the pre-consultation by the pupils and parents but would also provide a state of the art learning and community facility for the town and the surrounding communities. Discussions were then commenced with the Scottish Government regarding the joint funding of a new campus and it was only then that we could come to the community to discuss our proposals and seek your views.

#### **2 Why was this site chosen?**

The Hartrigge Park site was chosen after a detailed analysis by the Council of the sites available within the town that would be suitable for the development of a campus style facility. The Council carried out a detailed analysis of the sites within its ownership across the town (removing the largest capital risk to the project) and then assessed each site in terms of location, capacity, environment, access and egress, Safe Routes to School, ground conditions, adjacent land use, infrastructure capacity, costs, timings and phasing. From this detailed analysis Hartrigge Park emerged as the preferred site.

***Please note that a formal planning process must be completed. A pre-application notice was submitted on 19<sup>th</sup> May 2017.***

#### **3 What is the likelihood of further investment if this proposal does not proceed?**

Funding has been discussed with the Scottish Futures Trust through the Schools for the Future programme. They have confirmed their support for this proposal, subject to the outcome of this consultation, with an ambitious timeline for delivery. If we do not proceed with the proposal it is unlikely that we will be in a position to maintain Government support at this time. Funding is typically secured on a single

school basis so it would be unlikely that we would be able to secure further funding to improve/replace all three schools in the short term.

#### **4 What about those of us that live next to the site or on the roads leading to the site?**

The Council recognises that people in the town may be anxious about the prospect of a large construction project taking place and the potential implications of the campus in their immediate area. Many of the answers to questions including the detailed design, layout and the proposed access routes will emerge during the planning process that was commenced last week. The planning process is distinct to this school consultation process and will comprise its own consultation process. The timings of the planning process will be publicised shortly.

#### **5 How will you ensure the safety of the children in the Campus?**

Safety of the children is always a priority. The new campus will specifically designed to ensure safety of all children, with areas for each age group being distinct with secure entries/exits for all children and all areas will have lockdown facilities. Staffing ratios will be maintained to ensure safety at all times and children will be supervised at all times.

#### **6 How will issues such as bullying, drugs and violence be managed on such a large scale?**

The Council is seeking to build on the strengths of the existing schools, where bullying incidents are rare and the relationships between staff and children are strong. The schools have a great ethos and benefit from great community involvement and support. There are strong values of inclusion, wellbeing and equalities across the schools. The campus will strive to maintain these strengths and positives through strong leadership and management. The management team will visit other campus schools across Scotland to view best practice and to learn how they operate. At the campus, staff will be able to build early relationships with pupils and their families and maintain these throughout the learning journey. The pastoral team will be involved at the start of every learning journey and will develop greater knowledge and understanding of the young people within their care.

#### **7 How will building a new Campus improve education and learning for the children?**

The Educational Benefits of the new campus are described in detail in the Proposal Paper. The principal benefits are:-

- Each learner will be able to proceed at an appropriate pace through the stages of learning, benefitting from limited transitions and a consistent, coherent and progressive approach to learning;

- In addition to providing state of the art facilities and surroundings, the new campus will allow a wider range of learning, teaching approaches and opportunities in line with the Curriculum for Excellence;
- The campus will allow a more effective and efficient deployment of resources and a more consistent approach across the learning stages regarding teaching, assessment, tracking and target setting;
- The campus will allow greater opportunities for staff to work collaboratively and to develop in a larger staff pool with different experience, strengths and skills;
- Curriculum changes will be possible to improve the learning journey with a particular emphasis on literacy, numeracy, science and technology, health and wellbeing, closing the attainment gap and developing a young workforce.

## 8 How do I have my say?

It is important that the Council hears as many voices in the community as possible. Your responses can really help shape and influence decisions. You can play your part by:

- Submitting a written or electronic response to Scottish Borders Council - forms are available at the meeting, from the Council (details are given below) or electronically at : [www.scotborders.gov.uk/jedburgh](http://www.scotborders.gov.uk/jedburgh)
- Submitting or asking questions at the public meeting, all questions will be recorded and will be considered in the Consultation Report that the Council is required to publish prior to any decision being made;
- Speaking to your local Councillors; and
- Engaging with your school's Parent Council. The Parent Council can play a key role in engaging with the Council throughout the process.

If you require a paper copy of the Proposal Paper or the Response Form or have any comments or questions, please contact us at

**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)**

## JEDBURGH SCHOOLS CONSULTATION

### FREQUENTLY ASKED QUESTIONS DURING THE CONSULTATION PERIOD

#### Planning and Construction

#### 1. **Why was this site chosen over the other sites?**

The Hartrigge Park site was chosen after the Council carried out a detailed analysis of the sites available within the town that would be suitable for the development of a campus style facility. The Council considered four sites within its ownership across the town (removing the largest capital risk to the project) and then assessed each site in terms of

- Location
- Capacity
- Environment
- Access and egress
- Safe Routes to School
- Ground conditions
- Adjacent land use
- Infrastructure capacity
- Costs
- Timings and phasing

From this detailed analysis Hartrigge Park emerged as the preferred site.

***Please note that a formal planning process is still to be completed. A pre-application notice was submitted on 19<sup>th</sup> May 2017. Two public engagement events are proposed at Jedburgh Grammar School regarding this on Monday 26 June at 12-7pm and Tuesday 22 August at 12-7pm.***

#### 2. **Are the Council aware of the drainage issues at the site?**

SBC are aware of drainage issues at the site and will carry out full ground investigations of the site and a drainage assessment prior to submitting a formal planning application. A detailed strategy regarding drainage will be formulated during the planning application process.

#### 3. **How will the volume of children making their way (by foot, car or bus) to one destination be managed? Will there be several new safe road crossings for children? Will the design incorporate non-road cycle lanes? Will the roads be altered?**

The safety of all children, staff and members of public using the campus is the major priority of SBC. The planning process will include a full transport assessment and will require appropriate plans to be designed regarding all access and egress. This will include the agreement of a Safe Routes to School strategy which will cover all modes of transport that may be utilised to get to school. SBC's roads planning team will be

involved and will give an independent view. This may well lead to road improvements and changes; including new crossings, speed limits and traffic calming.

**4. How will noise from the factories be dealt with?**

The acoustic design of campus will consider the surrounding noise level so that the building will be able to comply with current design standards for noise levels in schools.

**5. When will the building start?**

Construction is programmed to start in spring 2018 and to be completed by spring 2020.

**6. What will be done to preserve the trees and existing landscape? How will the environment and ecology of the area be protected?**

It will be a requirement of the planning process that SBC submits an ecological report that identifies the existing site based conditions and proposes remedial work to mitigate the impacts on trees and other ecological features on the site. Careful design and location of the building, external playgrounds and accesses will ensure that damage to existing mature trees in the site is kept to a minimum.

**7. The site is well used for local walks – will these routes be maintained?**

SBC is aware of the semi-rural walking path running to the south of the site between the proposed campus and the rear gardens of Oxnam Road. This will not be affected by the campus construction and will remain open at all times. The Council will work with the community to ensure that other walking routes are, wherever possible, preserved.

**8. What facilities will the campus have? Will there be a skate park and a multi-use auditorium with a cinema screen that can be used by the school and the public?**

The campus is still in its design stage. SBC have noted the numerous suggestions that have been made by pupils, staff and community members and will work with the design team to establish what the campus can comprise to optimise its use for learning, health and wellbeing and recreation for the community. More details will be available during the planning application phase.

**9. How will you keep the site safe? How will noise and disruption be minimised during the construction phase?**

Safety is SBC's main priority. The site will be secure and safe at all times during the build. As there will be significant traffic to site over the course of the build, we will work with the contractor to develop a detailed construction management plan which will enable the planning of drop off times for delivery of materials to the site, particularly significant loads such as steel works. The plan would take account of busy times for town and would understand the constraints, with deliveries planned to minimise disruption for the town. Deliveries will be planned on a daily basis during the construction phase, which we would estimate taking 20 months. We recognise this is a long period of time but the increased level of traffic required during construction will be temporary. The contractors will take all mitigating measures to minimise disruption, including the cleaning of roads. All major operations will be carried out within normal working hours recognising that people are living close to the site. We will set up communication channels to update the community on significant activity during the construction phase and will make use of use social media to update on the process of the building and provide regular updates on significant activity which will be temporary. We will publicise times and dates as widely as possible.

**10. How will you ensure the structural integrity of the school after all the issues with the schools in Edinburgh?**

The school will be designed and constructed in a way so that the likelihood of defects is eliminated wherever possible. SBC is working with all other local authorities and the Scottish Government, and will ensure that findings from the Edinburgh schools project are addressed when designing the new campus.

**11. What's going to happen to the old school buildings? Will the public get a say?**

Proposals will be worked on during the campus' build programme and it is the intention that there will be almost immediate redevelopment of the legacy sites as SBC does not want to see these vacant. Any use will be sympathetic to the town and the area – a variety of uses will be considered including commercial, affordable homes, residential and care homes/supported living. There will be statutory consultation on these sites before any development is agreed and undertaken.

**Delivery of the new Campus**

**12. Will any change of government affect the delivery of the school?**

Education was devolved to the Scottish Government under the Scotland Act 1998. The Scottish Government has established the Scottish Futures Trust (SFT) as an independent body, to deliver value for money across public sector infrastructure investment. SFT operates at arm's length from the Scottish Government and works with every local authority across Scotland to drive forward the Scottish Government's £1.8bn Scotland's Schools for the Future programme. SFT's role is to efficiently and effectively manage the programme to help local authorities achieve the very best value-for-money for their investment in new schools. SBC has received confirmation from SFT that they will jointly fund the creation of the new campus in Jedburgh providing that the campus is deliverable by 31<sup>st</sup> March 2020.

**Education**

**13. How will class sizes be managed?**

Classes sizes are governed by Scottish Government regulations; in primary school single stage classes cannot exceed 25 (P1), 30 (P2-3) and 33 (P4-7); composite classes (two year groups in one class) cannot exceed 25; and multi-composite classes are at the discretion of the Head of Service. In secondary school non-practical classes cannot exceed 33 (s1-3) and 30 (S4-6); and practical classes, such as Home Economics, Technical or Science cannot exceed 20 pupils. There are separate guidelines governing Additional Support Needs class sizes.

**14. Will all pupils start at the same time?**

The timings of the operation of each stage of learning will be reviewed at the same time as SBC considers the Safe Routes to School. Any proposed changes to current school timings will require prior consultation with staff, pupils and parents/carers.

**15. What about security of the new campus both during the day when the children are there and at night?**

Safety is the main priority of SBC. The campus will be specifically designed to ensure the safety of all those who use the campus. In particular the children's areas will be secure at all times. The design process will also address the security of the campus during periods when it is not in use.

**16. What other 3-18 campuses are there in Scotland?**

There are several 3-18 campuses already in operation in Scotland or due to be opening soon, this includes:-

**Argyll & Bute**

**Lochgilhead Joint Campus** – 686 pupils in 2016 (Primary - 221, Secondary- 465)

**Rothsay Joint Campus** – 561 pupils in 2016 (Primary -275, Secondary -288)

**Comharlie nan Eilean Siar**

**Sir Edward Scott School, Harris** - 131 pupils in 2016 (Primary - 77, Secondary – 54)

**Castlebay Community School, Barra** – 189 pupils in 2016 (Primary - 81, Secondary – 108)

**Dumfries & Galloway**

**Dalbeattie Learning Campus** (opening October 2017 for c800 pupils)

**North West Campus, Dumfries** (opening summer 2018 with capacity for 922 pupils including 60 nursery places)

**East Ayrshire**

**William McIlvanney Campus, Kilmarnock** (opening 31 March 2018 for c2,000 pupils)

**Knockroon Learning and Enterprise Campus, Cumnock, Auchinleck** (opening in 2019 school year c2,500 pupils cost c£63.5m)

**Highland and Islands**

**Tain Campus** – concept approved regarding c£45m campus for >1,000 pupils in 2014; site still not agreed

**Wick Joint Campus** opened April 2017 after several delays (reported to cost £48.5m for c900 pupils)

**17. What will the campus be called?**

SBC is intending to carry out an informal consultation regarding the name of the new campus. We will be seeking suggestions from the pupils, staff and community prior to the preparation of a short leet. We are also proposing to consult with the pupils regarding the uniform(s) and the motto for the campus.

**18. How many teaching and support staff will lose their jobs?**

Teachers are allocated on the basis of a school roll. The campus will allow classes to be organised in a way to make the best use of the staff. Support staff are allocated based on the needs of the school and the pupils – this is regularly reviewed. There may be some duplication in roles for facility management staff however the campus will be larger and operate for longer hours so SBC will only know staffing levels once the design of the campus is finalised.

**19. What are the learning opportunities of an intergenerational learning campus? How will the campus help our young people get into employment?**

There will be opportunities for all ages to learn and develop at the campus. The campus will allow a more coherent and progressive learner journey through all stages of education and learning. The curriculum will be redesigned to allow a more flexible approach to allow each learner to progress at an appropriate pace. There will be increased opportunities to be taught by specialists of literacy, mathematics and science; with primary pupils getting access to science labs etc. There will also be increased opportunities for vocational learning and training, with an emphasis of developing skills for life, learning and work. Placements and work experience will be available within the campus at (e.g. childcare and catering) but also with local business partners. Borders College will work with SBC to operate a satellite college from the campus providing

opportunities for further and higher education within the town. South of Scotland Partnership and Borders Skills Partnership will all work with SBC within the campus to provide vocational development opportunities. There will also be significant learning opportunities for the wider community to meet the demand within the town. These will include opportunities to obtain qualifications and training, learning and recreational opportunities.

### **What happens next in the Consultation Process?**

The next stage in the process is for Inspectors from Education Scotland to come to Jedburgh, when the schools return in August. The Inspector(s) have 3 weeks to consider the educational aspects of SBC's proposal and submit a report to SBC. During this period the Inspector(s) will visit the schools and meet with children, young people, staff and parents who may be affected by the proposals. Following this the Inspectors will prepare their report regarding the educational benefits contained in the Proposal Paper, the responses that were received during the consultation period and what they have learnt during their visits to the schools.

Following receipt of this report SBC will then prepare a Consultation Report which will contain:-

- An explanation of how SBC has reviewed the proposals following receipt of the responses during the consultation period;
- The report in full from Education Scotland and its responses to the points it raises;
- A summary of the points raised during the consultation – both written and oral and the SBC's response to these points;
- The substance to any alleged inaccuracies and details of the SBC's response and any action taken; and
- Any omitted information.

The Consultation Report will be published on SBC's website and copies will be available locally. The publication of the Report will be publicised along with details of how to access a copy.

There will be a 3 week period following publication of the Consultation Report before SBC can make a decision whether to proceed with the proposals, in whole or in part. SBC must notify the Scottish Ministers of its decision regarding any closure proposals within 6 working days of this decision. From that date there will be a 3 week period for any party to make representations to the Scottish Ministers regarding the closure proposals. The Scottish Ministers then have a further 5 week period to consider whether to call in the closure proposals.

The Scottish Ministers may only call in a closure proposal if it appears to them that SBC has failed to comply:-

- in a significant regard, with the terms of the Schools (Consultation) Act 2010 as amended; or
- to take proper account of a material consideration relevant to its decision to implement the proposal.

In the event that the Scottish Ministers call the proposal in they must refer it to the School Closure Review Panel, who has 8 weeks to review the proposal. If the Panel refuses to consent to the closure proposal, SBC has a right of appeal to a sheriff. This decision is final. In the event consent is refused SBC will be unable to make a further closure proposal regarding the same school(s) for a period of 5 years.