



## **PROPOSAL DOCUMENT**

### **RELOCATION OF FORRES ACADEMY**

**Consultation: 18<sup>th</sup> September 2025 to 13<sup>th</sup> November 2025**

**MORAY COUNCIL IS PROPOSING, SUBJECT TO THE OUTCOME OF THE STATUTORY CONSULTATION PROCESS:**

- **To discontinue education provision at the existing Forres Academy school buildings on Burdsyard Rd, Forres IV36 1FG with effect from October 2028.**
- **To transfer education provision to the new Future Forres Academy buildings near to the existing school at a site on Orchard Road, Forres IV36 1PJ from October 2028**

This document has been issued by Moray Council in accordance with the Schools (Consultation) (Scotland) Act 2010 as amended. The Act requires that changes to school estate are subject to rigorous consultation.

The schools directly affected by this proposal are:

- Forres Academy
- Applegrove Primary School

**DISTRIBUTION**

A copy of this document is published on the Moray Council website: <https://engage.moray.gov.uk/new-forres-academy-relocation-consultation>

or can be requested by e-mail to [learningstates@moray.gov.uk](mailto:learningstates@moray.gov.uk)

A copy of the Proposal Paper is made available at these locations:

- Moray Council Offices, High Street, Elgin, IV30 1BX
- Forres Academy
- Applegrove Primary School
- Andersons Primary School
- Pilmuir Primary School
- Kinloss Primary School
- Dyke Primary School
- Dallas Primary School
- Alves Primary School
- Forres Library
- Logie Primary
- Elgin Central Library

Notice of the Proposals will be sent to:

- Parent Councils of Forres Academy and the Associated School Group (ASG) primary schools

- Parents/carers of pupils who attend Forres Academy and the Associated School Group primary schools
- The staff (teaching and non-teaching) of Forres Academy and Applegrove Primary School
- Any Trade Union which is representative of staff
- Community Councils
- Community Planning Partnership
- The constituency Member of Parliament
- The constituency Members of the Scottish Parliament
- The list Members of the Scottish Parliament
- Education Scotland

## **1. Legislative Background**

- 1.1. The proposal is advanced with the context of all applicable legislation. Amongst other duties, education authorities are required to secure adequate and efficient provision of school education (S.1 of the Education Act 1980); and to endeavour to secure improvement in the quality of school education in schools that are managed by them (S.3 of the Standards in Scotland's Schools Act 2000).
- 1.2. Forres Academy is classified as a Non-Rural school within the terms of the Schools (Consultation) (Scotland) Act 2010. In terms of S7 of that Act any changes to educational provision requires a public meeting to be held as part of the change consultation process.

## **2. Introduction**

- 2.1. Moray Council strives to allocate its resources in a way that ensures the quality of all its services. It attaches particular importance to providing the best possible educational experience for all pupils in its schools.
- 2.2. The Council's vision for developing its learning estates can be summarised as delivery of a:

“Learning Estate that is flexible and inspirational, that supports excellence and equity for all in Moray, building a better future for our children and young people, providing life-long learning opportunities and providing the foundations for a growing and diverse sustainable economy.”
- 2.3. In order to fulfil the vision, it is necessary to consider the changing nature of teaching, drivers for digitally enabled education, low carbon schools, additional support needs and early learning & childcare when considering the future of the learning estate. The [Learning Estate Strategy](#) requires the provision of the best learning environments for our learners and ensure that there is sufficient capacity as Moray grows as an economy.
- 2.4. The meeting of Moray Council on 7 September 2023 approved Future Forres Academy as the priority project for Scottish Government Learning Estate Investment Programme (LEIP) Phase 3 funding. At its meeting on 22 May 2024 the site at Applegrove/ Roysvale was approved as the preferred location for a new school.
- 2.5. This proposal document is focussed upon the Forres Academy, located within Forres, Moray, and part of the Forres Associated School Group and classified as Non-Rural by the Scottish Government.

- 2.6. This consultation focuses solely upon the relocation of Forres Academy. Other elements (e.g. planning, common good) related to the new school project have been or will be subject to separate engagements and consultations.
- 2.7. The consultation process for this proposal is set out in detail in Section 12 of this document.

### **3. Reason for Proposal**

- 3.1. Secondary education for the Forres area is currently provided at Forres Academy. The original building was built in 1969 and has been expanded and updated several times to accommodate the requirements of modern education.
- 3.2. The capacity of the Academy is 1121 with a current roll of 821. The existing Forres Academy building was assessed in 2021 as overall condition D – life-expired and/or at serious risk of imminent failure. In August 2023, Reinforced Autoclaved Aerated Concrete (RAAC) was discovered in many areas of the 1969 building. Although mitigation works has recovered many areas for learning, several areas remain unused and any planned future use would require significant investment to complete mitigation works to safely return for school use.
- 3.3. Several options for replacing Forres Academy have been explored together with several possible locations for new build options. A feasibility study was undertaken and in addition to new build proposals, consideration was also given to the refurbishment of the current building on the existing site. The study concluded that a refurbishment option would not offer value for money and be unlikely to meet the aspirations of the local community, therefore a new build solution was proposed. Public engagement was undertaken over a four-week period in the form of an online and paper survey, with a community drop-in session also held. Officers within Education, Children's and Leisure Services, as well the wider Moray Council, have carefully considered the feasibility study and all the responses to the public engagement study and have supported recommendations on the preferred site.
- 3.4. The Schools (Consultation) (Scotland) Act 2010 requires that when a school is to be relocated then a consultation must be undertaken with the relevant stakeholders.

### **4. Details of the Proposal**

- 4.1. The Council proposes that education provision at the current Forres Academy at Burdsyard Road in Forres be discontinued with effect from October 2028 and that from that date pupils will continue their education at the new Forres Academy

which will be located at a nearby site within the Applegrove Primary School boundary on Orchard Road in Forres.

- 4.2. The new Forres Academy will be built with sufficient capacity for secondary pupils, based upon future school roll forecasts and the factors that impact those such as birth rate trends and estimated housing output rates; with shared facilities and with sufficient core areas that additional accommodation could be provided for future roll increase should this be required.
- 4.3. The catchment area for Forres Academy will not change with the new location. All pupils currently zoned to the school would continue to be zoned to the school and would attend the new Forres Academy.
- 4.4. Currently, pupils living out with 2 miles of their zoned secondary school would have an entitlement to school transport.
- 4.5. The current capacity and predicted rolls for Forres Academy, based on the September 2024 census data, are shown in Table 1 below. These figures are the published 2024 School Roll Forecast figures which can be found on the Moray Council website at the following address:  
<http://www.moray.gov.uk/downloads/file159781.pdf>

| Table 1 – Forres Academy December 2024 School Roll Forecast |          |      |      |      |      |      |      |      |      |      |
|---|----------|------|------|------|------|------|------|------|------|------|
| School  | Capacity | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 | 2032 |
| Forres Academy  | 1121     | 873  | 845  | 836  | 874  | 878  | 870  | 881  | 881  | 888  |

- 4.6. The school roll forecast information shown in Table 1 takes account all housing allocated in the Local Development Plan.
- 4.7. The locations of the existing Forres Academy and the proposed Forres Academy, with an indicative site plan, are shown below:



**Current Site**





**Proposed Site and indicative site plan**



## **5. Educational Benefits Statement**

5.1. In September 2019 the Scottish Government updated its vision for the future school estate in Scotland with Scotland's Learning Estate Strategy 'Connecting People, Places and Learning' which was developed by Scottish Government and COSLA. This contains ten guiding principles which local authorities are required to take account of in planning changes to their school estate, namely:

- Learning environments should support and facilitate excellence joined up learning and teaching to meet the needs of all learners;
- Learning environments should support the welfare of all learners, meet varying needs to support inclusion and support transition for all learners;
- The learning estate should be well managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value;
- The condition and suitability of learning environments should support and enhance their function;
- Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle;
- Learning environments should be greener, more sustainable, allow safe access and accessible walking routes for walking, cycling and wheeling and be digitally enabled;
- Outdoor learning and the use of outdoor learning environment should be maximised;
- Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all;
- Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential;
- Investment in Scotland learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

5.2. The Moray Council's Learning Estate Strategy was approved by Council in December 2020 as a strategic approach, and updated in 2022, sets out the Council's vision of providing a sustainable education service aiming for excellence. It sets out how the Council will meet the needs of 21<sup>st</sup> century learning and teaching and aligns with the local priorities set out within the Local Outcome Improvement Plan (LOIP) and the Moray Council Corporate Plan.

5.3. Within Moray the strategic aspirations and key drivers are:

**Excellence**

- All learners to be educated in high quality buildings (minimum level B for condition and suitability).
- All learners to have access to high quality outdoor learning environments.

**Inclusion**

- The learning estate must be accessible to all.
- The learning estate must support achievement for all, including non-traditional learner pathways.
- The learning estate should support the health and wellbeing of all users.

**Place**

- Our learning estate should be for the local community, with flexible and extended use outside of normal nursery/school operating hours.
- Shared use of the buildings to be explored with partners to enhance and enable effective delivery of services within our communities.

**Sustainability**

- We will aim for school occupancy levels of at least 80% of functional capacity.
- The learning estate must meet national and local net zero carbon targets.
- The learning estate must be able to support high quality digitally enabled learning and community access to digital.
- We must achieve and evidence best value from our investments.

5.4. A new modern Forres Academy will enhance learning for all pupils by providing an inspiring and innovative learning environment that supports the delivery of the Curriculum for Excellence throughout the Broad General Education and into Senior Phase, broadening potential for additional work-based qualifications through flexible learning spaces provided. The modern design proposed will allow flexibility to use the learning environment creatively and linking different subject areas as we look to the future and as highlighted through ongoing work being undertaken by Education Scotland on the Curriculum Improvement Cycle, learning within discrete curriculum areas and wider project-based learning (inter-disciplinary learning) will be enhanced.

5.5. The new design will facilitate high levels of collaborative and collegiate working among educational professionals, further strengthening levels of achievement through curriculum offered and providing a wide range of opportunities for children to achieve their full potential as successful learners, confident individuals, responsible citizens and effective contributors. The greater potential

for natural and collaborative, collegiate working will enhance opportunities for staff to share practice and engagement in professional dialogue, evaluation and moderation.

- 5.6. The new building will be designed to promote accessible and inclusive learning, meeting the needs of all learning including those with enhanced Additional Support Needs who will be accommodated in well considered accessible facilities that will support them from their arrival on site, throughout the day, through formal learning and informal social times. Internal spaces will be further complemented by accessible outdoor spaces, enriching the learning environment and skills development for young people further.
- 5.7. The new building will also provide an improved wireless-enabled learning environment to maximise the effective use of digital devices and promote digital literacy and independent learning. Further potential to extend the qualification offer through e-learning courses for pupils due to flexible spaces provided and digitally enabled spaces is provided. The design takes account of the latest technology available, while ensuring the infrastructure supports the aspiration to move to one-to-one devices for all young people in secondary schools. This strategy will work alongside other devices that are an integral part of the delivery of the curriculum in some subject areas, supporting to prepare young people for future life and work and progression to positive post-school destinations
- 5.8. An assembly hall which can accommodate 400 pupils is part of the design brief, which will include retractable, tiered seating that can be moved away to allow the space to be used for a variety of purposes. The assembly hall also serves as an excellent venue for examinations, school productions, music and drama performances, information evenings for parents and community events. In addition to this large gathering space, there will be other spaces throughout the new school that will provide additional gathering space for presentations as well as providing social space for young people at break and lunch. Additional, large collaboration spaces can be created by opening the flexible partitions between some classroom areas. These double classroom spaces will also allow additional examination spaces for larger numbers.
- 5.9. Providing a new building with shared and flexible learning spaces will encourage staff to work collaboratively and provide more opportunities for pupils to work co-operatively, supporting depth, pace and challenge in learning within a modern learning environment. Further opportunities using flexible learning spaces may also widen opportunities for inter-generational working with Early Years' settings, Primary Schools and the wider community.
- 5.10. Spaces for learning will be designed to allow a range of learning and teaching approaches including active, interdisciplinary and outdoor learning. New and

flexible learning environments will inspire pupils and have a positive impact on health and wellbeing. They will further strengthen pride in Forres Academy and promote the school's main three values of *Inclusive, Kind and Determined*.

5.11. The new Forres Academy building will be fully responsive to future learning requirements, and the design process will ensure that all spaces support learning and teaching relevant to the society pupils will enter as adults. It will be designed to be an inspiring learning environment, fully able to support new and innovative digital learning and engage pupils with the curriculum. Provision of wider break-out spaces and pupil support areas will support all young people in relation to wellbeing and equity, ensuring that we get it right for every child by supporting them in inclusive workspaces where they are supported to reach their full potential.

5.12. The direct adjacency of Applegrove Primary School in addition to Anderson's Primary School and Pilmuir Primary School nearby to the new Forres Academy is a strategic decision that aligns with national policy drivers such as Getting It Right For Every Child (GIRFEC), Curriculum for Excellence (CfE) and Scotland's Learning Estate Strategy which promote collaboration, inclusion and equity across education. This adjacency will provide enhanced learning and teaching opportunities for primary school staff and pupils with:

- Ease of access to specialist facilities such as practical science classrooms, digital suites, technical workshops, performance and art studios and modern sports facilities;
- Opportunities for interdisciplinary learning and shared thematic projects (project-based learning) with secondary departments will enhance depth, progression, and challenge for senior primary pupils, especially in P6 and P7; and,
- Primary school staff benefiting from professional learning partnerships with secondary colleagues, encouraging innovation and consistency in pedagogy and assessment practices across the BGE (Broad General Education) phase.

5.13. It will further support improved transitions and continuity of learning where:

- Physical proximity to a larger local Primary School and nearness to two other local Primary Schools (Anderson's and Pilmuir) fosters a seamless transition from primary to secondary for the majority of pupils in the Forres ASG, reducing anxiety and promoting familiarity with staff, spaces, routines, and expectations;

- Joint curriculum planning across P7-S1 may be supported for continuity and progression in key curricular areas such as literacy, numeracy, STEM, and expressive arts; and,
- Earlier planned engagement with guidance staff and pastoral support systems would enhance pastoral continuity, ensuring that children are known well and supported effectively before and after transition.

5.14. It will also provide broader opportunities for inclusion and personal development:

- Access to wider extra-curricular activities and accommodation, which may include sports teams, music ensembles, clubs, and leadership programmes, will support the personal and social development of primary pupils;
- Children with Additional Support Needs (ASN) would benefit from early access to enhanced support services and inclusion strategies developed at secondary level, ensuring consistency and strengthened transition planning; and,
- Senior secondary pupils can be available to serve as mentors, role models, or reading buddies, fostering a culture of leadership, inclusion, and cross-age collaboration as well as potential to achieve additional qualifications or awards.

5.15. The ‘shared’ campus model that the adjacency allows to develop will support efficient use of shared resources and promote a community identity by:

- Promoting a coherent educational campus identity, supporting equity of access and community cohesion across all age groups;
- Enhancing the efficient and sustainable use of public resources, including staff expertise, facilities, catering, and transport logistics; and,
- Acting as a community hub, bringing together children, families, and wider partners in learning, wellbeing, and support.

5.16. The new design places real emphasis on outdoor learning which can be accessible by secondary school staff and pupils, primary school staff and pupils and the wider community. In addition to the space around the immediate new school build, such as the ecology garden, amphitheatre, enhanced outside PE and technical workshop, enhance ASN provision garden and kitchen garden, there will be ground improvements to the adjacent Roysvale Park grass football-sized pitch and athletics running track. The existing school area will be redeveloped to create

a 3G sports pitch and additional space that will be landscaped to improve biodiversity and create an area supportive of health and wellbeing while the new school will maintain walking distance access to the retained swimming, fitness suite and hydrotherapy pool facilities.

- 5.17. All the above factors will support pupil and staff wellbeing, staff recruitment and retention, pupil achievements and parental/community engagement as well as increased employability partnership approaches through flexible learning spaces provided.

## **6. Local Community Benefit**

- 6.1. The new building shall be a comprehensive, purpose-built facility for the whole community, located to be as accessible and welcoming as possible. It will look to create links with existing community facilities within the area and, as well as creating new links, it will retain facilities from the existing school such as the swimming pool, hydrotherapy pool, parking area and playing fields.
- 6.2. It is anticipated that the groups and individuals making use of the existing facilities will transfer to the new Academy facilities on completion. There will also be a new 3G pitch which will be of benefit to both the local community, Forres Academy and Applegrove Primary school.
- 6.3. By maintaining a central location, the new building should link with existing public transport and road infrastructure and minimise pedestrian travel distance and time from the existing town. It will promote active and sustainable travel as well as developing 'safer routes' to school.
- 6.4. The new Academy design is optimised with community and sport facilities which will significantly enhance opportunities for PE and related activities and will improve pupils' health and wellbeing. It will provide excellent facilities for children, families and other community users out with core school hours.

## **7. Alternatives to the proposal**

- 7.1. A range of alternative possibilities have been considered as noted below:
- **Continuing the status quo** – the current building is assessed as overall condition D – life-expired and/or in serious risk of imminent failure. The current school was designed for an earlier approach to education and no longer reflects the needs of user community for the integration of education, skills and jobs that will support long-term resilience and sustainability. Reinforced Autoclaved Aerated Concrete (RAAC) is also present in the current building and a significant investment in mitigating this has recovered some of the existing classroom accommodation in



the short to medium term, but not all. The continued drain on resource to simply maintain current building condition standards is unsustainable and is not seen as value for money or providing one of the council's key drivers that 'All learners to be educated in high quality buildings (minimum level B for condition and suitability).

- **Refurbish and Extend** – the feasibility of refurbishment together with extension option was considered, however it was rejected as there was potential of a compromised design solution in comparison to a new build (span between structural floor slabs significantly less than in a modern facility); financial implications of a staggered construction project (provision of decant accommodation), implications for pupils attending the school while phased construction is undertaken, the extent of RAAC and concerns over fire engineering would mean that the cost would likely exceed that of a new build with the risk that the final building could be compromised in some aspects.
- **New Build on existing site** - The current site falls within a significant flood area adjacent to the Mosset Burn. Planning requirements now take account of future climate change and increased flooding risks and this makes the current site not viable for a full rebuild on the site for number of significant reasons. Constructing a new building while retaining the old one would necessitate partial demolition impacting potential flooding. The new building floor would need to be significantly elevated creating an 'island development' that would not integrate with the surrounding landscape and existing infrastructure. In addition, to redevelop on the current site would require most if not all the school to decant to temporary modular accommodation for up to 3 years which in addition to adding significant project costs would have an impact on education delivery.
- **New Build on alternative site** - A thorough review was carried out regarding building on alternative sites; however, several significant challenges were identified, including complex land ownership, lack of access for site investigations, and higher overall costs. These issues make the alternative options impractical at this stage and risk delaying the delivery of the much-needed new school.

## **8. School Transport**

- 8.1. The location of the proposed replacement Forres Academy is on a site within 400m of the existing school therefore there would be no impact upon entitlement to school transport. The travelling times for pupils attending on foot would remain similar as would that of pupils transported to the school either by bus or car.

## **9. Sustainability**

- 9.1. Sustainability is a key factor in the design of the new school and is being incorporated into every feasible aspect. This ranges from the construction materials used, to the heating system and the lighting provided and the landscaping of the external site to encourage biodiversity. The new build is part of the Scottish Futures Trust Learning Estate Investment Programme (LEIP) which in order to receive funding achievement of the agreed outcomes requires to be evidenced. These outcomes include zero emissions heating, energy efficiency and construction embodied carbon and detail of these can be found at <https://www.scottishfuturestrust.org.uk/publications/documents/leip-outcomes-based-funding-briefing-document>
- 9.2. The new school design, construction and operation will be environmentally and energy efficient contributing directly to delivering yearly reductions in greenhouse gas emissions introduced by the Climate Change (Scotland) Act 2009.

## **10. Equal Opportunities**

- 10.1. An Integrated Impact Assessment (IIA) is a statutory requirement on the Council to assess the policies, procedures and practices necessary to meet the requirements of anti-discrimination and equalities legislation. It also affords an opportunity for the Council to consider the impact on the education service. In addition, an IIA can provide more information to develop and deliver services that meet the needs, in this case, of children and parents. An assessment has been carried out.
- 10.2. The aim of an IIA is to examine policies and practice in a structured way to make sure that adverse effects on groups with protected characteristics are avoided. It is also a tool to enable the Council to assess what positive steps it can take to promote equality of opportunity and measure the results of the actions that have been taken. The existing IIA will be reviewed and updated as an outcome of this Consultation and submitted as an Appendix to the Consultation Report.
- 10.3. With regards to the new Forres Academy and Applegrove Primary School it is believed that this will have a no negative impacts on any groups with protected characteristics.
- 10.4. As part of the consultation process the Council will consult with a wide range of stakeholders, including staff, parents/ carers and young people, and will address any comments about equality during this activity.

10.5. The new school design must and will be legally compliant with the following legislation and thereby avoid any discrimination with access to facilities and services:

- Equality Act 2010
- Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002
- Building Standards (Scotland) Regulations - Section 4: Accessibility

10.6. To meet the equality requirements the design will consider building access and circulation, access to facilities and the inclusivity of learning environments and outdoor spaces

10.7. Under The Equality Act 2010 education providers must not treat disabled pupils less favourably and should take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Existing arrangements in place for pupils with additional support needs within the Academy will continue. The new Forres Academy will be fully accessible and designed to be inclusive and so would not have a negative impact on any child who has a disability.

## **11. Implications for Staff**

11.1. Teaching and teaching support staff development is a key component to delivering high quality learning and teaching. The new school will provide even more opportunities for staff to work together and collaborate, with space to develop their own personal learning and to make further improvements to the curricular offer. The adjacency of the new secondary school and existing primary school will support a shared campus approach that will support this more collaborative approach between teachers, subjects and departments, with the curriculum structured to allow cross collaboration between subjects and skillsets. This will support staff to build on the significant achievements already recognised by the SCQF regarding the innovative curricular developments.

11.2. The opportunities offered at the new school regarding the increased opportunities to be more innovative with curriculum and learning journey should prove attractive to staff and assist with staff recruitment and retention. The working environment will be inspirational and enhanced with staff having access to onsite facilities including fitness facilities.

## **12. Consultation Arrangements**

12.1. At its meeting on 16<sup>th</sup> September 2025, the Education, Children's and Leisure Service Committee was asked to agree that a proposal document should be issued as a basis for consultation. No decision will be taken by the Committee or wider Council on the proposal contained in the paper until after the end of the

consultation period. The Committee and Council will then receive a report on the Consultation and will reach a view on the recommendations.

- 12.2. As this consultation is occurring as part of a wider capital building project, activity will continue in terms of the planning process to ensure that if this proposal is accepted the building programme will be able to finish within the timescales set for securing the funding from the Scottish Government.
- 12.3. A copy of this proposal document will be issued to all of the consultees listed on the first page of this document and it will also be published on the Council's website:
- 12.4. Reading copies of this proposal will be made available at Moray Council, Elgin Central Library, Forres Library, Forres Academy, Alves Primary School, Anderson's Primary School, Applegrove Primary School, Dallas Primary School, Dyke Primary School, Kinloss Primary School, Logie Primary School and Pilmuir Primary School.
- 12.5. The period of consultation will run from 18 September 2025 until 13 November 2025 which adequately covers the statutory 6-week period inclusive of at least 30 school days.
- 12.6. Two in person public meetings are planned to be held, the first for pupils, parents and carers of pupils on Wednesday 29 October 2025 and the second on Tuesday 4 November 2025 for the wider public. In addition, a virtual meeting will also be held for anyone that has not been able to attend the two in person sessions, to be held on Thursday 6 November 2025.
- 12.7. The meetings will be convened by the Council and the Council will present the reasons for bringing forward the proposal. There will be an opportunity for questions and comments and a minute will be taken so that comments can later be summarised and considered.
- 12.8. Opportunities will be provided for the Forres Academy and Applegrove Primary School staff to discuss the proposal. Opportunities will also be arranged for impacted pupils at each school to engage in the consultation in a manner appropriate to their age.
- 12.9. An online survey will be available from 18 September 2025 as part of the consultation. This can be completed at the following address:  
<https://engage.moray.gov.uk/embeds/projects/44023/survey-tools/50564> – or by

scanning the QR code below:



12.10. The Council will also consider any written comments which should be emailed to [learningestate@moray.gov.uk](mailto:learningestate@moray.gov.uk). Alternatively, any comments can be sent to **Education Estates, HQ Room 231, Elgin Council Offices, High Street, Elgin, IV30 1BX**. Comments should be received no later than 4pm on 13 November 2025

12.11. A copy of this document will also be sent to Education Scotland. They will also receive a copy of any relevant written representations that are received by the Council during the consultation period. They will receive a copy of any oral representations made at the public meeting and a copy of any other relevant documentation. Education Scotland will then prepare a report on the educational aspects of the proposal. In preparing their report, they may visit the schools impacted and make such reasonable enquiries they consider appropriate.

### **13. Consideration of Consultation Responses**

13.1. The Council will review the proposal having regard to the Education Scotland Report, written representations that it has received, and oral representations made to it by any person at the public meeting and the online survey responses. It will then prepare a report on the consultation. This report will be published in electronic format and will be available on the council website.

13.2. The report will include a record of the total number of written representations made during the consultation period, a summary of the written representations and a summary of the oral representations made at the public meeting. The report will also include the Authority's response to the Education Scotland Report, a response to issues raised through 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. The report will also contain a statement explaining how the Council has complied with the requirement to review the proposal in light of the Education Scotland Report and representations (both written and oral) that it received.

13.3. The last section of the report will include an officer recommendation as to whether the proposals should be adopted and implemented. The Consultation

Report will be published at least three weeks prior to the Council making a final decision.

#### **14. Decision Making**

14.1. The consultation report will be considered by Education, Children's and Leisure Services Committee who will be asked to review and make comment on the officer recommendation.

14.2. Following discussion and recommendation at the Education, Children's and Leisure Committee, Full Council will consider the report and be asked to approve the officer recommendation in the report. This is expected to be in February 2026.

#### **15. Conclusion**

15.1. The Council believes that the measures proposed in this document will enhance the provision of secondary education within the Forres Associated School Group and further deliver a valuable community hub to the centre of the town.

15.2. This proposal paper is issued in terms of the authority's procedures to meet the relevant statutory requirements.