

## **Appendix B2 – Consultation Meeting Record (Parents/Carers) Forres Academy 29 October 2025**

### **Forres Academy – Relocation Consultation**

#### **Parent/Carers Meeting**

**Date: 29 October 2025**

**Time: 18:30**

**Venue: Forres Academy**

**In Attendance:** Andy Hall Service Manager Education Estate; Denise Whitworth Executive Director; Vivienne Cross Head of Education; Edward Thomas , Head of Housing, Properties and Communities; Stewart McLaughlan, Quality Improvement Manager; Shona Leese Senior Project Officer; Jane Martin Community Support Officer (Learning Estate); Gillian Bailey Community Support Officer (Learning Estate); Pragya Rathore Communications and Engagement Officer; Balfour Beatty: Steven Standring; Atholl McKay; Jackie Lumsden.

**Attendance:** 47 Community Members

#### **Meeting Notes**

Denise Whitworth welcomed everyone and introduced Council and Contractor attendees. Andy Hall provided a 15 slide PowerPoint presentation on the Forres Academy Relocation Proposal highlighting that the public consultation meeting and the consultation process overall would be managed in accordance with the School(Consultation)(Scotland) Act 2010 – a statutory process that should be followed for every major change to a school, including relocation, and that the process was to be open, robust, transparent and fair.

It was highlighted that the focus of this public consultation was the education impact and benefits of the proposed relocation of Forres Academy and that there were separate statutory processes underway with respect to other aspects of the Forres Academy project, specifically the planning application and proposed use of common good land, that although would be noted during this consultation would be directly as part of those other processes.

Attendees were reminded that the Relocation Consultation Survey would be open from Thursday 18 September 2025 to Thursday 13 November 2025.

#### **Discussions**

Questions from attendees

| <b>Questions</b>   | <b>Answers</b>  |
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| <b>Q1</b> What is happening with upper playing fields (Mannachie)?                     | Upper playing fields would still be council owned but not planned to be part of the new school boundary. The project has had an initial engagement meeting with Community Groups to discuss future use of this area and other open spaces that may be available should development of the Council preferred progress.<br><br>The area does have access issues but will not be lost as a green open space. |
| <b>Q2</b> Concern of pupils – how will they access outdoor space/ outdoor learning/PE? | This is a recognised area of concern of users, and we are looking to enhance retained Applegrove PS outdoor space, which is significant. Early discussions with parent council/HT have taken place and this will be extended to pupils in the future on how changes could be made around the school.  |

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|  | <p>Access to Roysvale for supervised outdoor activities will be managed through the existing booking system, or something similar, currently managed by the Council Leisure and Library team.</p> <p>The new 3G pitch planned for the current Forres Academy site will be an education and community asset and will be available to Applegrove PS pupils.</p> <p>The Forres Academy design has planned outdoor learning spaces e.g. community garden and performance area- which will be accessible to Applegrove PS pupils.</p> |
| <p><b>Q3</b> Greater use of Roysvale Park, how will issues such as balls on the road be mitigated against when there is no fence in place?</p>   | <p>Moray has a “no fencing” approach to schools unless there is an H&amp;S risk that dictates the requirement – e.g. existing fence along Sanquhar Road to prevent Applegrove pupils running onto the road.</p> <p>Andersons use outdoor space that is not fenced – use is supervised. Similarly, the use of the Roysvale site by Applegrove PS for active play and outdoor learning will be supervised.</p>   |
| <p><b>Q4.</b> Is Applegrove going to be competing to use the space?</p>  | <p>No - there will be a robust management of space. Both schools will have scheduling/timetables for using the space, this will be more rigorously adhered to in the future.</p>   |
| <p><b>Q5</b> What about other people using Roysvale?</p>   | <p>The use of the Roysvale Common good for organised activities is managed within an existing booking system, currently managed by the Council Sports and Leisure team.</p> <p>It is expected that the current commonsense trust approach that other members of the community will not encroach onto the area of group use will continue in the future. This is the existing situation with current use of Roysvale common good by Forres Academy for sports and health and wellbeing use.</p>                                   |
| <p><b>Q6</b> Grant Park has signage of school/sport use displaying “No Dog” signs, will this be the case at Roysvale?</p>  | <p>This will be considered as part of the of any future common good use process for which a statutory consultation was undertaken.</p> <p>The project is not looking to change the use of the common good except for the areas that have been identified for long term appropriation (bus drop off) or short-term use (site management) which has been detailed within the common good consultation and will be the subject of a future court application.</p>   |
| <p><b>Q7</b> Use as a community asset gym, who else will be using the building? Lossiemouth has a gym on the first floor &amp; a library – no barriers to public, concerns are around public</p> | <p>The east wing of the school will be designed to support controlled access to the public during the school day using electronic access-controlled doors and a managed reception space.</p> <p>Support to the safeguarding of young people is paramount in the design considerations that have been informed</p>  |

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| <p>walking around schools. Public mixing with pupils is a concern.</p>   | <p>throughout by Core Education staff and Forres Academy to establish a safe design and use model. The public will not “be walking around the school and no unsupervised mixing with pupils</p>   |
| <p><b>Q8</b> Fewer classrooms, classes not large enough for teaching and support, spaces to support ASN.</p>         | <p>Class sizes – a lot of time has been spent on reviewing class sizes, acknowledging the needs of pupils, and providing adaptable and flexible spaces including smaller workspaces and de-escalation/breakout areas to support all learning needs.</p> <p>With an increase in ASN – whilst understanding and meeting the needs of support staff &amp; teachers. Working on mandatory training to meet needs in individual classrooms and there will be an enhanced provision in the school – smaller/flexible spaces addressing the needs of neurodiversity etc. creating inclusive spaces and classrooms with calm environments.</p> <p>Detailed usage studies have been conducted to understand how spaces are being used with a likelihood that teachers will be in the same area/classroom for most of the time but may have to move or change their way of working to allow the building to be used efficiently and efficiently.</p> <p>The large atrium space addresses the differing ways to deliver education and the ways pupils learn. The Atrium provides a space that meets a mix of large and small spaces during normal curriculum delivery and exams, together with providing a useful community use space outside of school hours. The atrium also resembles tertiary education learning space examples and so aids transition learning for senior phase students.</p> <p>It will be up to the school to determine how spaces are used based on the cohort of pupils. This adaptable design approach also helps with neurodiversity pupils and has been tried and tested successfully elsewhere.</p> |
| <p><b>Q9,</b> Are we learning from other new school builds? Are you proposing use by other agencies e.g. police?</p> | <p>Yes - lessons identified from other recent builds (Lossiemouth and Elgin HS) have been take account of. There was some initial engagement with blue light services with a view to site co-location however this was dependent on dual funding which was not forthcoming so did not progress. Police Scotland will not be moving into the new school building under current plans. Similarly, the library design is based on school use.</p> <p>However, the use of the building may change over its lifetime, noting this could be up to 60 years.</p>   |

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| <p><b>Q10</b> With these new ways of working, recruitment, and retention – does this new way of working have teacher buy-in?</p> | <p>The Education and Learning Team will review and manage the school in terms of what is best for the current needs of pupils and staff, and these may change depending on the cohort of pupils.</p> <p>We will ensure staff are fully aware and know how they will be working. We are not trailblazers, and this is not new practice. This is looking at how education is delivered now and looking outward how education can be delivered.</p> <p>The new ways of working will be accordance with existing and future Working Time Agreement (Scotland) – which allocates hours to staff for the tasks out with of class contact time.</p>  |
| <p><b>Q11</b> What is the feedback from teachers?</p>  | <p>Teachers are trained to deliver in the correct way for the cohort in the school, with a central resource to help upskill teachers. Staff have visited several 3-18 Campuses across Scotland, showing different ways of working in practice, their positive experiences have been shared with local teaching staff.</p> <p>For example, within the Lossiemouth High flexible spaces – team teaching year groups. It is good for teachers to work together as can learn from peers. The Head Teacher and senior management team will spend time preparing plans for preparing staff on how to work in the new facility supported by the project team as the design is finalised.</p> |
| <p><b>Q12</b> How will pupils be supported in a transition to new layouts?</p>   | <p>Pupils will be engaged whilst the building is progressing. Pupils will be able to visit the building (under supervision) and experience 3D/virtual tours during the process. Their experience of school will be enhanced within the new state of the art facility.</p>   |
| <p><b>Q13</b> When is the build due to commence and how will Applegrove PS be helped during this phase?</p>                      | <p>It is planned to break ground in June 2026. Applegrove PS will be fully briefed and strongly supported prior to and during construction. Balfour Beatty have a wealth of experience in building close to existing schools, however, concerns during construction of noise, dust traffic will all fall under the Construction Site Management Plan, which is part of the Planning Application, and will be continually reviewed. Contact between site and school management will be a priority during construction.</p>   |
| <p><b>Q14</b> 40% of Applegrove PS pupils have ASN requirements</p>  | <p>This can be accommodated with actively encouraging site visits as learning experience. Community benefits, Balfour Beatty will go into Applegrove PS and actively engage pupils as various aspects of the project develop. We do not want the construction to be disruptive but to bring benefit.</p>  |
| <p><b>Q15</b> Community use, but how will this work simultaneously?</p>  | <p>Partner Agency use may want a space within the school, we understand the concern of shared use, however: it will be supervised, controlled access, safeguarding is key – we are looking at how this works elsewhere – supervised and</p>   |

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|   | <p>how intergenerational working/ peer group/role models. It is not in the plans/design for other services (police) to use the building however, if the roll changes over time 20/30 years the use of the building may change.</p> <p>Police are not moving into the school as their premises, however, other buildings across the UK/Europe now do this. Currently seeing fall in school rolls: use of the building may change in the future.</p>  |
| <p><b>Q16</b> Library – how would that work if public using same time as school?</p>                | <p>Emphasised that there is no proposal for police use or for a public library within the school; however, consideration has been given during design of the building so it can be flexible in the future.</p> <p>Older and younger people interact in any public library – and it is how Forres Community House library works now – with a mix of all age ranges.</p> <p>A combined school and public library operate at Lossiemouth HS and Milnes HS highlighting the potential to develop and use a mixed us model wider.</p> <p>The long-term forecast is falling school rolls across Moray and therefore we should be designing and building our school to be flexible and adaptable for the future. Any future use will agree and developed through engagement and consultation with all school and wider community stakeholders.</p> <p>There is an advantage to children and young people mixing with older generation – the two-way benefits of intergenerational interaction learning proven. Benefits seen in other school settings where older people are reading with pupils but on a supervised basis to ensure safeguarding.</p> |
| <p><b>Q17</b> Are you confident about the construction timetable?</p>                               | <p>Key project stages to successful complete including Common Good court submission, planning process and this relocation consultation for which time has been factored into the project timeline.</p> <p>We are working closely with Balfour Beatty to meet the current Oct 2028 operational handover of the school. It will be a challenge and there are always risks in construction programmes that may delay delivery.</p>   |
| <p><b>Q18</b> Cost – what is the budget? What is the funding mix and is it a fixed price build?</p> | <p>The budget is £87.5 million; it is a fixed price. The design and build will be fully funded by the Council through Capital borrowing with the Scottish Government Learning Estate Improvement Programme providing Outcome Based Revenue funding over 25 years which should be over 50% of the project costs.</p>   |

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| <b>Q19</b> If all permissions granted by May 2026, would Balfour Beatty be ready to start? | Provided all planning requirements are met and commercial terms agreed Balfour Beatty should be ready to start in late May/early June 2026. |
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Denise Whitworth closed meeting **8:15pm**, thanked everyone for attending and advised if there were any further questions, to respond to the consultation by survey, letter, or email.