
**Please find attached papers in respect of Items No 6(a)
and 6(e) on the Agenda for the above meeting**

	(a) 10 a.m. Broomlands Primary School (Copy reports attached.)	(Pages 3 - 6)	30 mins
	(e) 1 p.m. - Stirches Primary School (Copy reports attached and Inspection Report to follow)	(Pages 7 - 24)	30 mins

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Education Performance Sub Committee Reporting
Parent Council Representative Feedback Form

DATE	5 October 2023
TIME	10am
SCHOOL	Broomlands Primary School
PARENT COUNCIL REPRESENTATIVE Name & Email address	Jennifer Redpath Pamela Guthrie pcbroomlandspromaryschool@scottishborders.npfs.org.uk
Please provide a brief summary of how the parents think the school is improving	<p>I think the school is improving all the time. There is good communication between school and home – school are good at sharing the broad range of learning activities open to the children. We are regularly updated about improvements in the school. We appreciate the curriculum overviews, which give us a clear idea of the learning going on in classes. As a parent this allows me to support my child and follow-up learning. We think Showbie has the potential to be even more helpful in sharing learning and helping us work with our children. Recently the children have been positive about aspects of school such as music. The school provide a wide range of extra-curricular sports and arts activities.</p> <p>I am confident my children are in a wonderful environment at Broomlands, where the staff are caring and nurturing. I really like the way technology is integrated into the school – it helps me keep in touch with the learning of my child. The school provides an increasing range of opportunities for responsibility, through a wide range of pupil groups. We appreciate the opportunity for children to work collaboratively, supporting one another through small group work and a working in a range of different learning styles – I think this important as children don't all learn in the same way.</p> <p>We recognize the importance of giving children clear targets, regardless of their level of need. For instance, my child struggled with learning about telling the time. Targets were set for him, which he was supported to reach, and then able to move on. The school are very good at identifying additional need, and they work well with lots of partners to help and support children and families.</p> <p>We recognize the amazing ideas children have and are pleased that Broomlands is looking at how they can lead their learning – it provides opportunities for children to be creative, bring skills from outside school and the school is open to hearing the ideas from the children and embracing this.</p> <p>I also like the fact that children are encouraged to bring in their achievements from outside of school – this gives them recognition and is celebrated through the social media of the school.</p>
Any further comments	We are pleased to continue to support the school. The Facebook page shares all the good learning that is going on in school. Broomlands are always thinking of new ideas and trying to make the children feel involved in the Broomlands community. It is a nice community to be a part of, and the Head Teacher and staff team maintain the

	family/community feel. If ever we have any issues or difficulties, they are dealt with quickly and taken seriously, which we appreciate.
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**Education Performance Sub Committee Reporting
Headteacher Feedback Form**

DATE	5 October 2023
TIME	10am
SCHOOL	Broomlands Primary School
HT	Adam Lindsay
Parent Council Chair	Jennifer Redpath & Pam Guthrie (Co-Chairs)
SMT (Insert numbers DHT, PTs etc)	1HT, 1 DHT, 1 PT
NO OF PUPILS	290 (including ELC)
NO OF CLASSES (detail composite classes numbers)	10 – P1, P1/2, P2, P3, P3/4, P4, P5, P5/6, P6, P7
DATE OF FOLLOW THROUGH VISIT	n/a
DATE OF PUBLICATION	16 May 2023
MAIN ACTIONS TAKEN to address Areas of Development (since publication of report)	<p>At Broomlands we have changed our model for school improvement, with working parties established, using the rapid improvement cycle to approach the 4 key areas identified for improvement.</p> <ol style="list-style-type: none"> 1. Following helpful advice from HMIE, we have simplified our tracking systems in reading, writing, oracy and numeracy. 2. Currently working parties are focusing on how we plan and develop focused targets for children with additional need, and also our universal target setting. We are looking closely at how children are better included in planning and reviewing their own progress, in order that they are better able to reflect on their learning and consider their own next steps. 3. From January 2024, we will use our working party time to focus on how we provide opportunities for children to lead their own learning. This will involve a high degree of creativity in terms of the contexts in which learning takes place, using as many real-life experiences and settings as possible, to allow learning to make more sense to children, and help them transfer skills across contexts. 4. Agreed use of standardized data and ongoing assessment will give us a clearer picture of the progress our children are making and specific areas for them to develop. This links to our stretch aims and our children who are identified as being able to make the next level with targeted support and appropriate interventions.
PROGRESS MADE	<ol style="list-style-type: none"> 1. We are developing a system in which we can better track progress over time, ensuring that collectively we can closely track every child to ensure continuous progress in being made. This work dovetails with our revised consultation processes, with a clearer

	<p>focus on supporting those children who most need it and a more relentless focus on ongoing attainment of all.</p> <ol style="list-style-type: none"> 2. Staff have already reviewed and adapted tracking in numeracy, removing jargon and ensuring it is written in child-friendly language, so that children can better engage with it. A personalised plan overview has been developed for individual children, capturing a clear picture of the whole child, including factors that may be impacting their attainment. This plan also includes personalised targets and identified strategies and approaches that will support that child to make accelerated progress. Next steps are to engage parents in this process, trialing in 2 classes to see how we can involve them using digital technologies, with Showbie as a key tool in this. 3. Learning Walks are planned this coming term, with a focus on how children are leading learning, used as an audit tool for how we can build on existing good practice later in the year. 4. Changed our timing for standardized assessment, in line with SBC policy, to ensure we have time to make better use of the diagnostic elements.
ANY CURRENT ISSUES	No.
FOLLOW UP INSPECTION	n/a

3 October 2023

Dear Parent/Carer

In June 2023, a team of inspectors from Education Scotland visited Stirches Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The relatively new headteacher has established a strong and positive culture in the school and nursery. Children behave very well and there is a calm and purposeful environment for learning.
- Teachers and senior leaders have worked well together to ensure children experience high-quality learning, teaching and assessment across the school. They have improved their approaches to using data to identify gaps in children's learning.
- Practitioners in the nursery engage children well through a range of learning experiences indoors and outdoors. They have a strong focus on helping all children to achieve the best possible outcomes.

The following areas for improvement were identified and discussed with the headteacher and a representative from Scottish Borders Council.

- Senior leaders should support teachers to reflect on their practice to make sure it is improving children's progress in learning.
- Teachers and practitioners need to involve children in planning what and how they learn. This will ensure children know how well they are progressing.
- Staff should continue to raise children's levels of attainment in literacy and numeracy at all stages.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Stirches Primary School and Nursery Class

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	satisfactory
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	good
Securing children's progress	good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

[Details](#) | [Find an inspection report](#) | [Find an inspection report](#) | [Inspection and Review](#) | [Education Scotland](#)

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Scottish Borders Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Ann Floyd
HM Inspector

Summarised inspection findings

Stirches Primary School Nursery Class

Scottish Borders Council

3 October 2023

Key contextual information

Stirches Primary School Nursery is based within the building of Stirches Primary School. The nursery provides early learning and childcare (ELC) placements for children from across the town of Hawick and surrounding area. Children can attend the nursery from the age of three until starting primary school. The setting can provide places for 48 children at any one time. Currently, there are 29 children on the roll. There is one large playroom, a kitchen area and children have direct access to the outdoor area. Children attend during term time from 8.45 am to 3.15 pm. The nursery has experienced significant instability in staffing over the last few years. The headteacher was appointed in March 2022. She has overall responsibility for the nursery. There is an early years officer (EYO) and three full-time equivalent early years practitioners. An acting EYO was in post from October 2021 until October 2022 when the EYO was absent. The EYO returned on a part-time basis in October 2022, then on a full-time basis from May 2023. An excellence and equity lead officer and an early years teacher from Scottish Borders Council support the work of the nursery staff on a regular basis.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- There is a warm, nurturing ethos across the nursery. Children have positive relationships with practitioners and other children. As a result, almost all children are confident, motivated and engage well in a range of adult-led, adult-initiated and child-led experiences, both indoors and outside. Practitioners provide natural and open-ended materials, indoors and outside, which help children to develop their skills of problem solving and creativity. With practitioner support, a minority of children use digital technology, such as interactive whiteboards and digital tablets, for research, recording learning and literacy and numeracy activities.
- Practitioners interact with children kindly and respectfully. They ask a range of questions when they interact with children which helps children to problem solve or describe what they are doing. They now need to ask more open-ended questions which help children identify the skills they are developing. Practitioners listen to children's thoughts and opinions well and use this information effectively to adapt resources and the environment, to enhance children's learning.
- Practitioners observe children carefully and record their observations well in children's individual online learning journeys. They identify clearly the skills children are developing and link these effectively to Curriculum for Excellence (CfE) experiences and outcomes, developmental milestones and the national wellbeing indicators. Practitioners use this information about children's progress effectively to identify next steps in learning for each individual in literacy, numeracy and health and wellbeing. They use the online learning journey to provide parents with helpful home learning ideas to help their child work towards their next

steps. Children enjoy helping practitioners to photograph their learning experiences and successes to add to their learning journeys.

- Practitioners plan well for children's learning using CfE outcomes and experiences across all curriculum areas. They record which CfE experiences and outcomes children have been covered across the curriculum. They plan a range of adult-led and adult-initiated experiences and are responsive to children's needs and interests to allow for child-initiated learning. Practitioners should now involve children more in recording what they already know and planning what they would like to learn next.
- Practitioners meet three times a year to check and monitor children's progress in literacy and numeracy and towards developmental milestones. They use the data gathered to identify individual children who require support or challenge in their literacy and numeracy learning. Together, practitioners plan interventions carefully, and identify appropriate resources to support identified children to make better progress or provide further challenge. They now need to involve all children in setting individual and group targets and help them to reflect on how well they meet these targets.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Most children are making good progress in communication and language. Most children can follow a set of two or three simple instructions. Most children enjoy listening to stories and reciting well-known nursery rhymes. Almost all children can recognise their own name when they self-register in the morning. Most children can sequence familiar stories into beginning, middle and end. Most older children are beginning to form recognisable figures and letters and make an attempt to write their own name. A few children choose to mark make to enhance their play, such as writing shopping lists or making birthday cards for friends. Practitioners should continue to provide further opportunities for children to engage with non-fiction texts.
- Most children are making good progress in numeracy and mathematics. Most children can recall number sequences and one-to-one correspond to ten. A few can do so to 20. Most children enjoy using water and sand to develop their understanding of capacity, such as empty and full. They recognise and match simple two-dimensional shapes in their environment. Most children can sort and match by size and colour. Children would benefit from play to extend their knowledge of coins and time in relevant contexts.
- Most children are making good progress in health and wellbeing. They enjoy developing their gross motor skills as they run, jump, balance and climb in the outdoor area. Most children are developing their fine motor skills through activities such as cutting and using play dough. Almost all children are becoming aware of how to keep their bodies healthy by regular toothbrushing and selecting healthy choices for snack and lunch. Practitioners should help children to develop their fine motor skills further by including them in the preparation of snack. For example, children should be involved in chopping vegetables and fruit for snack. Most children show a sense of wonder about the natural world. They enjoy watching the development of the life cycle of real frogs in the nursery outdoor area and exploring how plants grow.
- Parents share children's achievement from home, such as, learning to ride a two wheeled bicycle. Practitioners use a display to share these achievements. Practitioners should identify those children who do not have opportunities for wider achievements out with the nursery. They need to identify and share wider achievements of all children which occur in the nursery. This should help all children to have their achievements recognised and celebrated and ensure no child is at risk of missing out. Practitioners know and understand well the cultural and socio-economic backgrounds of children and families. All children can access clothing for outdoor play in wet or cold weather. This allows all children to be involved fully in all aspects of outdoor play and learning. Practitioners know children very well as individuals and learners.

They use data gathered about children's progress well to identify next steps for those requiring support or challenge in their learning and provide targeted support. Almost all children who receive targeted support are making good progress in their learning.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

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Summarised inspection findings

Stirches Primary School

Scottish Borders Council

3 October 2023

Key contextual information

Stirches Primary School was built in 1977. It serves the Stirches local area on the outskirts of Hawick and the area immediately to the north. The school roll is 112 with 29 children enrolled in the Early Learning and Childcare provision. There are five classes in the school comprising P1/2, P2/3, P4/5, P5/6 and P6/7.

The school has experienced significant staffing and leadership changes over the past few years. The headteacher took up post in March 2022. The principal teacher has been appointed this session. A number of teaching staff work on a part-time basis.

Approximately 25% of children come from homes designated as within Scottish Index of Multiple Deprivation (SIMD) deciles one and two. The majority of children reside in homes within SIMD decile five. The current attendance level is 89.27% which shows an increase from last year

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Following an initial review of the context of the school, the headteacher focused immediately on building a positive and caring culture. There is now a nurturing culture and children say they feel valued. Most children say that school helps them to understand and respect other people. Parents, staff and children comment positively on the changed climate in the school since the headteacher arrived. Children behave very well and there is a calm and purposeful atmosphere in all classes. Relationships amongst staff and with pupils are kind and respectful and children are happy and secure. The culture of respect where almost all staff listen and respond positively to children, demonstrates how the rights of children are enacted daily. Most children feel safe in school, although a minority are unsure if they do or do not feel safe. A minority of children feel that other children do not treat them with respect. The headteacher should continue with plans to extend discussions with children about understanding others and respecting differences.
- Staff and senior leaders work well together to improve the quality of learning and teaching. Teachers welcome the collaborative approach to leading and supporting their work. At the start of each new session, staff receive a clear 'Welcome Back' guide. The 'Ready to Learn' policy outlines clearly how staff, parents and children should work together to achieve success for all children. In addition, there is a 'Framework for Learning'. The three documents outline very clearly the expectations of all staff in contributing to high quality experiences for children. This is beginning to lead to a coherent and well understood approach to children's learning. Teachers and support staff work very well together to provide experiences that children enjoy in most classes.

- In a few classrooms, experiences are enriching and relevant when children choose the topics they learn. In these classes, teachers plan activities to make sure all children work at an appropriate level and are able to extend their learning at an appropriate pace. In a few classes, children are leading their own learning, although this now needs to be extended across all classes. The headteacher and staff agree that teachers need to respond flexibly to incidental and unplanned learning. Teachers should continue to develop this aspect of practice.
- In most lessons, teachers need to ensure all children are fully engaged, motivated and remain on task. Teachers need to differentiate lessons better and plan learning to suit individual needs. Most lessons are overly teacher led and teachers now need to increase the pace of learning within lessons.
- Digital learning is led by staff and evident in all classes and children use tablets to research and help them respond to class activities. Digital approaches are supporting a few children to extend their learning. A few children who work at a different pace, may need a different approach to learning using digital technology. Teachers prepare interesting lessons, but could make greater use of digital technologies as well as outdoor learning to further enhance learning and motivation.
- All teachers explain the purpose of learning and use measures of success to help children understand what they need to do to succeed. Most children understand what teachers expect of them. A few teachers use stimulating questions to promote curiosity and challenge learning. Teachers should continue to develop these skills across the school to improve attainment further. Teachers should continue to work together to develop aspects of practice such as use of teacher voice, higher-order questioning, verbal feedback to support learning and checking for understanding. The headteacher has set high expectations and all staff now need to reflect on their own practice. This reflection will be important in ensuring consistent, highly effective classroom practice.
- Teachers have made a positive start to implementing approaches to play. They have created purposeful environments and used spaces well to encourage children's curiosity. As planned, teachers should continue to develop approaches to play-based learning. They should continue to engage in professional reading using national practice guidance such as *Realising the Ambition: Being Me* (2020) to develop their thinking.
- Teachers write feedback in jotters and this is helping a few children understand what they need to do next. This approach is at an early stage and teachers along with children should continue to consider what feedback leads to the best outcomes. The headteacher has introduced summative assessments to support teacher's understanding of progress. She should proceed to develop a more holistic approach to assessment linked clearly to planning, learning and teaching.
- The headteacher has introduced more robust approaches to tracking and assessing children's progress. Teachers discuss individual pupil progress and use data to highlight which children may need support. Children would benefit from agreeing individual targets so that they clearly understand what they need to do to improve their learning across the curriculum.
- The headteacher is aware that a next step is to develop procedures to moderate children's work. This should include internal school moderation as well as moderation beyond the school.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, levels of attainment in literacy and numeracy are satisfactory. Attainment data for session 2021-2022 show that overall, at early, first and second levels, the majority of children achieved national standards in literacy and English. Overall, a minority of children achieved national standards in numeracy and mathematics at early, first and second levels.
- Most children make satisfactory progress from prior levels of attainment. Most children who require additional support are making satisfactory progress towards their individual targets, with a few making good progress.
- Across the school, children are capable of making better progress. The headteacher acknowledges the need to work closely with all staff to raise levels of attainment in literacy and numeracy. Staff have implemented a range of well-planned universal and targeted interventions. As a result, children's overall levels of attainment have increased for session 2022-2023. As planned, staff should continue to raise attainment in literacy and numeracy.

Attainment in literacy and English

- Overall, children make satisfactory progress in literacy and English.

Listening and talking

- Most children at early level respond appropriately to each other and to staff. They are developing their confidence in sharing their ideas. Most children at first level communicate clearly and audibly. A few children need further support to remain focused and interact with others during group discussions. Most children at second level interact with each other well and share their views. A few can articulate complex subjects with confidence. Children in the upper stages would benefit from more opportunities to develop their listening and talking skills within a wider range of audiences.

Reading

- At early level, most children use their knowledge of sounds and letters to decode simple words. They enjoy reading books and talking about characters. The majority of children at first level talk with enthusiasm about their favourite author and the types of books they like. They can describe the main features of fiction and non-fiction books. The majority of children at second level read fluently and with expression. A few children working at second level need more support to be immersed in reading and develop a love of books. They would benefit from further opportunities to discuss characters and plots in their allocated school reading book in more detail. The school has a well-stocked attractive library area. Children borrow books regularly, which is fostering their enjoyment of reading.

Writing

- Across the school, almost all children write in a range of genres including recounts and newspaper reports. Most children at early level write short sentences independently, using their knowledge of sounds to spell out words. At first level, the majority of children punctuate and write more extended texts, using joining words and paragraphs well. The majority of children at second level use paragraphs and more complex sentences successfully in their writing. At first and second levels, teachers should encourage children to present extended pieces of writing work to a high standard.

Numeracy and mathematics

- Overall, children make satisfactory progress in numeracy and mathematics. Staff recognise the need to raise attainment in this area. Staff have implemented helpful approaches to identifying and closing gaps in children's learning. They are beginning to raise levels of attainment in numeracy. Teachers should ensure that children revisit mathematical concepts regularly in a planned, progressive way. This should ensure that children have opportunities to consolidate their knowledge.

Number, money and measure

- Most children at early level recognise numbers up to 30 and beyond. They add and subtract numbers within ten confidently. A minority of children at first level identify the place value of digits within numbers to thousands. They are less confident about the value of zero as a place holder. Most use a range of measuring instruments successfully to estimate and measure length, weight and capacity. At second level, a minority of children identify numbers confidently up to one million. They use a range of strategies to complete addition, subtraction, multiplication and division problems accurately. They convert units of measure such as metres into centimetres successfully.

Shape, position and movement

- Most children at early level identify a range of two-dimensional shapes and three-dimensional objects successfully. The majority of children at first level can describe the properties of three-dimensional shapes using terms such as face, edge and side. They use protractors accurately to measure and name angles. A minority of children at second level name the properties of three-dimensional objects. They are less confident describing the relationship between the radius and diameter in circles.

Information handling

- Most children at early level recognise and continue patterns according to specific criteria such as shape and colour. At first level, a minority of children interpret information from simple bar graphs accurately to ask and answer questions. At second level, a minority of children gather and display information successfully on a range of graphs and charts. They interpret information accurately to ask questions and draw conclusions. They would benefit from opportunities to use digital technology to display data on graphs and charts.

Attainment over time

- Senior leaders have implemented a clear strategy to raise levels of attainment through targeted and universal interventions. This is leading to increased levels of attainment. As planned, staff should maintain a clear focus on raising children's levels of attainment.
- Over the last few years, a range of factors, including COVID-19, has meant that attainment data over time is not yet fully reliable. The headteacher has introduced more robust tracking and useful assessment processes this session. These are beginning to support teachers' understanding of national standards and helping them to use and analyse assessment data

more accurately. Teachers should engage further with the National Benchmarks to support their planned assessments to measure children's progress. As planned, teachers should also engage in moderation activities with colleagues from other schools. This will support their professional judgements of children's achievement of Curriculum for Excellence levels.

Overall quality of learner's achievements

- Children enjoy receiving 'Stirches Superstars' certificates weekly. This encourages them to recognise that they are successful learners, confident individuals, effective contributors and responsible citizens. Staff celebrate children's wider achievements twice a year during assemblies, online and on the celebration wall. They share children's classroom achievements on 'Above and Beyond' displays. This is building children's confidence well and developing their sense of pride in their accomplishments. As a next step, staff should support children to articulate the skills they are developing.
- Staff track children's achievements on a whole school tracker. They identify children who are at risk of missing out and plan meaningful opportunities to help them achieve success.
- Children represent the school in various sporting competitions which is building their communication and teamwork skills. Children enjoy leadership roles which are developing their citizenship skills successfully. For example, as house captains, Junior Road Safety Officers or as playground buddies.
- Children participate in local community events such as singing at the Hawick Common Riding event or performing at the Reivers Festival. This is helping children to feel valued members of the local community.

Equity for all learners

- All staff have a good understanding of contextual factors that impact on the lives of children and their families. Children enjoy participating in these activities. They offer a range of free after school clubs and experiences at little or no cost to ensure no child misses out. The Parent Council supports the school well by providing financial support for children who need it through fundraising events.
- Staff have made significant progress in implementing universal and targeted nurture approaches to support children's wellbeing. As a result, children feel more included and are more ready to learn.
- The headteacher uses Pupil Equity Funding well to implement targeted interventions in literacy, numeracy and in health and wellbeing. Senior leaders track and monitor the impact of this work carefully. There is evidence to demonstrate that these interventions are accelerating children's progress in closing identified gaps.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

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