

Public Document Pack



EDUCATION SUB-COMMITTEE TUESDAY, 23 JANUARY 2024

A MEETING of the EDUCATION SUB-COMMITTEE will be held in the COUNCIL CHAMBER, COUNCIL HEADQUARTERS, NEWTOWN ST BOSWELLS AS A BLENDED MEETING on TUESDAY, 23 JANUARY 2024 at 10.00 am.

All Attendees, including members of the public, should note that the public business in this meeting will be livestreamed and video recorded and that recording will be available thereafter for public view for 180 days .

N. McKINLAY,
Director of Corporate Governance

15 January 2024

BUSINESS		
1.	Welcome and Introductions	
2.	Apologies and Absence	
3.	Order of Business	
4.	Declarations of Interest	
5.	Minutes (Pages 3 - 16) (a) Minute of 5 October 2023 (b) Minute of 24 October 2023 (Copies attached)	5 mins
6.	Scottish Borders Revised Admissions Policy (Pages 17 - 40) Consider report by Director of Education and Lifelong Learning. (Copy attached.)	15 mins
7.	HMIe Reports - Ayton Primary School (Pages 41 - 70) (Copies attached.)	30 mins

8.	Any Other Items Previously Circulated	
9.	Any Other Items Which the Chair decides are Urgent	
10.	Date of Next Meeting Tuesday, 23 April 2024 at 10 a.m.	

NOTES

1. **Timings given above are only indicative and not intended to inhibit Members' discussions.**
2. **Members are reminded that, if they have a pecuniary or non-pecuniary interest in any item of business coming before the meeting, that interest should be declared prior to commencement of discussion on that item. Such declaration will be recorded in the Minute of the meeting.**

Membership of Committee:- Councillors L. Douglas (Chair), J. Greenwell, C. Hamilton, A. Orr, N. Richards, S. Scott, F. Sinclair, A. Smart and C. Ramage.

Religious Representatives:- A. Hood and M. Docherty

Teacher Representatives:- N. York and C. Clements

Parent Representatives :- Vacant

Pupil Representatives:- Daniel Newsam (PHS) and Eliza Bevan (BHS)

Please direct any enquiries to Fiona Henderson Tel: 01835 826502 or e-mail: fhenderson@scotborders.gov.uk

SCOTTISH BORDERS COUNCIL
EDUCATION SUB-COMMITTEE

MINUTE of MEETING of the EDUCATION SUB-COMMITTEE held in Council Chamber and via Microsoft Teams on Thursday, 5 October 2023 at 10:00am

- Present: - Councillors L. Douglas (Chair), J. Greenwell, A. Orr, N. Richards, F. Sinclair; A. Smart, A. Hood N. York, C. Clements, (Teacher Representatives); B. Birchall, G. Scott (Pupil Representatives),
- Apologies: - Councillor A. Smart. C. Hamilton, S. Scott, M. Docherty (Religious Representatives).
- In Attendance: - Director of Education and Lifelong Learning, Chief Education Officer, Senior Lead Officer – Education (C. Robertson), Democratic Services Officer (F. Henderson).
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1.0 **WELCOME**

The Chair welcomed everyone to the meeting, which included members of the Sub-Committee and those watching via the Live Stream, and outlined how the meeting would be conducted.

2.0 **MINUTE**

There had been circulated copies of the Minute of the Education Sub-Committee held on 24 May 2023.

**DECISION
AGREED.**

3.0 **BROOMLANDS PRIMARY SCHOOL**

In Attendance: - Mr A Lindsay (Headteacher), Pam Guthrie and Jennifer Redpath (Parent Council Representatives), Gillian McKenzie (Quality Improvement Officer) and Councillor Mountford.

The Chairman welcomed the representatives from Broomlands Primary School.

3.1 **HMIE report**

There had been circulated copies of a report on His Majesty's Inspector of Education (HMIE) Reports for Broomlands Primary School and Nursery Class and the Improvement Plan developed by the Headteacher to address the key recommendations. The report explained that Broomlands Primary School was inspected using a 'full' inspection model, which means that 4 key quality indicators were inspected in both the Early Learning and Childcare setting and the Primary School over a 5 day period. The HMIE Report evaluated the Early Learning and Childcare provision as very good and the Primary provision as good, across all quality indicators. The evaluation gradings range given by HMIE on school inspections can range from unsatisfactory to excellent. A grading of very good indicated there were major strengths in this aspect of the school's work. Gradings of good indicated there were important strengths with areas for improvement in this aspect of the school's work.

3.2 The inspection team had found the following strengths in the school's work - a)

Articulate, enthusiastic and confident children who clearly demonstrate their school and nursery values each day. They play and learn together well and are supportive of each other; b) The effective leadership of the headteacher and senior leaders in establishing a team of staff who work very well together and support one another to improve. School and nursery staff engage in

professional learning and reflection, and this was supporting school improvement and helping children achieve and attain; c) Senior leaders and all staff create a nurturing, inclusive ethos where children feel safe and cared for. This has a positive impact on the wellbeing of all children across the nursery and school; d) Staff make very effective use of digital technologies which are fully integrated across school life. This is enhancing children's learning experiences and skills and e) In the nursery, practitioners make highly effective use of outdoor spaces to promote and support children's thinking, curiosity and enquiry across the curriculum.

- 3.3 The following areas for improvement had been identified and discussed with the Headteacher and representative from Scottish Borders Council a) Senior leaders should continue to develop clear measures to evaluate their success in improving outcomes for children b) As planned, school staff should continue to develop opportunities for children to lead their own learning and apply their skills in real-life and meaningful contexts c) In the school, staff should review how they plan, implement and evaluate the support offered to children who need additional help with their learning. This should involve identifying specific targets that help demonstrate more clearly children's progress and successes and d) Senior leaders and teachers should continue to develop their use of information about children's progress in learning to plan further improvements in attainment.
- 3.4 Mr Lindsay explained that the model for school improvement had changed following advice from HMIE, with working parties established, using the rapid improvement cycle to approach the 4 key areas identified for improvement. The tracking systems in reading, writing, oracy and numeracy had been simplified. Working parties were focusing on how to plan and develop focused targets for children with additional need, and the universal target setting. Consideration was being given to how children were 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. From January 2024, working party time would be used to focus on how to provide opportunities for children to lead their own learning and would 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. Agreed use of standardized data and ongoing assessment would give a clearer picture of progress and specific areas to be developed. This linked to the stretch aims and children identified as being able to make the next level with targeted support and appropriate interventions.
- 3.5 In terms of progress made, a system was being developed to better track progress over time, ensuring that collectively every child could be closely tracked to ensure continuous progress was being made. This work dovetailed with the revised consultation processes, with a clearer focus on supporting those children who most needed it and a more relentless focus on ongoing attainment of all. Staff had already reviewed and adapted tracking in numeracy, removing jargon and ensuring it was written in child-friendly language, so that children can better engage with it. A personalized plan overview had been developed for individual children, capturing a clear picture of the whole child, including factors that may be impacting their attainment and including personalised targets and identified strategies and approaches that would support that child to make accelerated progress. Next steps were to engage parents in this process, trialing in two classes to see how digital technologies could be used, with Showbie as a key tool in this. Learning Walks were planned in the next term, with a focus on how children were leading learning, used as an audit tool to build on existing good practice later in the year. The timing for standardized assessment had been changed in line with SBC policy, to ensure that there was time to make better use of the diagnostic elements.
- 3.6 Pam Guthrie and Jennifer Redpath, representatives from the Broomlands parent Council e High School, explained that the school was improving all the time. There was good communication between school and home, with the school sharing the broad range of learning activities open to the children and regularly updated about improvements in the school. The curriculum overviews, give parents a clear idea of the learning going on in classes, allowing parents to support their child and follow-up learning. They believed Showbie had the potential to be even more helpful in sharing learning and helping parents work with their children. Children were positive about aspects of school such as music and the school provided a wide range of extra-curricular sports

and arts activities. The Parent Council were confident that the children were learning in a wonderful environment at Broomlands, where the staff were caring and nurturing. Technology was integrated into the school and an increasing range of opportunities for responsibility, through a wide range of pupil groups was provided, allowing the children to work collaboratively, supporting one another through small group work and working in a range of different learning styles. The importance of giving children clear targets, regardless of their level of need was recognized and it was highlighted that the school were very good at identifying additional need, and they work well with lots of partners to help and support children and families. The children have amazing ideas and the school provided opportunities for children to be creative, bring skills from outside school and encouraged to bring achievements from outside of school – this gives them recognition and was celebrated through the social media of the school.

- 3.7 Gillian McKenzie, Quality Improvement Officer congratulated the school on their positive inspection and highlighted that the Nursery use of their outside space was recognised as best practise.

DECISION

AGREED: -

- (a) **The School Improvement Plan for Broomlands Primary School which addressed areas for improvement as outlined in the HMIE Inspection Report (March 2023).**
- (b) **The Quality Improvement Team's plan for support and showcasing of the work of Broomlands Primary School following a strong inspection.**

4.0 GREENLAW PRIMARY SCHOOL

In Attendance: - Rosemary Berrett (Headteacher), Catherine Thomson (Quality Improvement Officer) and

WELCOME

The Chairman welcomed the representatives from Greenlaw Primary School.

4.1 HMIE Report

There had been circulated copies of a report on His Majesty's Inspector of Education (HMIE) Reports for Greenlaw Primary School and Nursery Class and the Improvement Plan developed by the Headteacher to address the key recommendations. The report explained that Greenlaw Primary School was inspected using a 'short' inspection model, which means that only two quality indicators were inspected in both the Early Learning and Childcare setting and the Primary School over a 3-day period. The HMIE Report evaluated the Early Learning and Childcare provision as good across all quality indicators. The evaluation gradings range given by HMIE on school inspections can range from unsatisfactory to excellent. A grading of good indicated there were important strengths with areas for improvement in this aspect of the school's work.

- 4.2 The inspection team had found the following strengths in the school's work - a) Children across the school and nursery who are happy, friendly and eager to share their learning b) Teachers' effective use of digital technology to personalise children's learning. Children enjoy these motivating learning experiences, which take account of their different strengths and needs c) The regular celebrations of children's achievements, widely shared through social media across the whole school community. These support children to develop confidence and team building skills.

- 4.3 The following areas for improvement had been identified and discussed with the Headteacher and representative from Scottish Borders Council a) Children should be more involved in leading their own learning. They need more opportunities to make choices and decisions about their learning and b) Senior leaders and staff should develop learning through play at the early level and beyond. This will enable staff to meet children's needs better and allow children to apply their skills in real-life contexts.

- 4.4 Mrs Berrett explained the main actions taken since the inspection - all staff identified ways in which children can lead their own learning and developed more opportunities for children to make choices and decisions about their learning and use the Pupil Voice Forum to ask for children's views and take into account their ideas and thoughts. Using the expertise and experience of the Early Years team both in school and centrally to develop an action plan which supported the understanding of pedagogical play and what this would look like in a multi composite classroom. Used the key document "Realising the Ambition" to reference and underpin practices so that teachers plan learning spaces, experiences and interactions and enrich children's learning opportunities within the classroom. The Headteacher and EYTT planned inset sessions on Play Pedagogy to deliver across the school in Oct 2023.
- 4.5 In terms of progress made, children were showing confidence in selecting evidence of their own learning and uploading it digitally to share with parents/carers during learning conversations in all classes; all children enjoyed outdoor learning opportunities which engage and extend their play through loose parts, team games and individual play experiences; Class teacher and EYP were working together in P1/2/3 on a weekly basis to promote children to be supported to learn through their play and to share practice that would develop teachers skills and knowledge in how we know and evidence children learning through play. In terms of issues, Mrs Berrett reported that Digital connectivity drops frequently which impacted fluidity of learning and clever touch boards did not connect to WIFI: this had been referred to CGI and IT business support regularly with no progress made to date and 55% of children were impacted by challenging family circumstances and/or rural isolation. Partnerships with e.g. CLD to support families in the community and between home and school was limited. The school ensured achievement opportunities to extend children's experiences and improve a collective sense of self-esteem and worth. However limited opportunities in housing in the area impacted the school role and was running at 50% capacity and would benefit from a higher school role which would be one factor that would help children to develop their social relationships further.
- 4.6 Although unable to attend Gina Davies, Chair of Parent Council had submitted a short statement in which she stated that parents and carers were pleased with the recent inspection report and the appointment of a new and experienced teacher for P1/2/3. The enthusiasm brought from another school to work within the Greenlaw team had been good for the children and parents were engaging well to the change. The teachers and support staff worked well together, and the Parent Council were very proud to have fundraised for outdoor equipment, toys and games to enhance the children's outside learning experiences. The use of school IPADS helped to make sure parents knew what their child were learning in school and the use of certain apps were good for all parents to engage at home with their children and digital learning. The school had invested in digital boards to make sure the classrooms had learning through technology available for all children. The HMIE report had enabled the school to have a positive profile within the Greenlaw community and this had helped to build the reputation and confidence of the school, community, teachers, support staff and parents.
- 4.7 Mrs Frew, QIO congratulated Rosemary and her Team on the very positive report and was delighted that the Inspection Team recognised the strengths that were clearly displayed. The Community is very important to the School as it sits at the heart of the Community, and everyone works together to improve the outcomes for the children and achievements were shared widely. The School Improvement Plan clearly sets out the actions to be address the areas requiring improvement and progress was already being made.

DECISION AGREED

- (a) The School Improvement Plan for Greenlaw Primary School which addresses areas for improvement as outlined in the HMIE Inspection Report (June 2023).**
- (b) The Quality Improvement Team's plan for support and showcasing of the work of Greenlaw Primary School following a strong inspection.**

5.0 **JEDBURGH GRAMMAR CAMPUS**

In Attendance: - Mrs Susan Oliver (Headteacher), Gillian McKenzie (Quality Improvement Officer), and Councillors

WELCOME

The Chairman welcomed the representatives from Jedburgh Grammar Campus.

5.1 **HMIE Report**

There had been circulated copies of a report on His Majesty's Inspector of Education (HMIE) Reports for Jedburgh Grammar Campus and Nursery Class and the Improvement Plan developed by the Headteacher to address the key recommendations. The report explained that Jedburgh Grammar Campus inspected using a 'full' inspection model, which means that 4 key quality indicators were inspected in both the Nursery Class and School over a 5-day period. The HMIE Report evaluated the Nursery setting and the school provision as good across almost all quality indicators, with one evaluation of very good for the Leadership of change. The evaluation gradings range given by HMIE on school inspections can range from unsatisfactory to excellent. A grading of very good indicated there were major strengths in this aspect of the school's work. Gradings of good indicated there were important strengths with areas for improvement in this aspect of the school's work.

5.2 The inspection team had found the following strengths in the school's work - a)

The headteacher's very strong leadership, supported well by all senior leaders. Together, they have established a new, purposeful learning community, in which children and young people thrive and achieve successful outcomes; b) Improvements in the nursery. Leaders and practitioners have worked effectively as a team to make positive improvements to the quality of the learning environment and children's experiences; c) The aspirational ethos across the campus, which is underpinned by well-embedded values and positive relationships. These values help to create a shared sense of purpose that is demonstrated through children and young people engaging well in, and being motivated by, their learning; d) The learning community's shared understanding of wellbeing, which contributes to most children and young people feeling safe, supported and valued. Children and young people's wellbeing is strengthened through the effective work of staff and partners; e) Children and young people's development of important skills for learning, life and work. Young people also achieve consistently positive destinations after school.

5.3 The following areas for improvement were identified a) Continue to improve learning, teaching and assessment across the campus to ensure consistently high-quality learning experiences; b) Provide further opportunities for children and young people to share their views and know that their views have resulted in improvements across the school. This should include further opportunities for them to be involved in decision-making about their individual learning plans; c) Continue to work with partners to develop further the curriculum in the nursery. Senior leaders and staff should also continue to improve attainment across the curriculum, with a clear focus on literacy and numeracy at the primary stages and d) Continue to develop clear, effective systems for monitoring young people's progress in learning at each stage of the school.

5.4 The Headteacher explained Areas for improvement identified through inspection had been prioritised in the 2023-24 improvement plan and the agile leadership model of improvement planning would be maintained, as this supported action on the key priorities from last session, despite changing needs of children and young people, along with changing capacity across staff team.

5.5 In terms of progress made, it was explained that staff would continue to improve learning, teaching and assessment across the campus to ensure consistently high-quality learning experiences through the continued use of Professional learning model, along with SBC and cluster Learning, Teaching & Assessment frameworks, to support the goal of ensuring consistently high-quality learning experiences. Cluster focus this session was on ensuring pace & challenge. Engagement with #SBCWay this session and embedding thereafter would also

support improvements to consistency and quality of learning experiences. Further opportunities would be provided for children and young people to share their views and know that their views had resulted in improvements across the school. This should include further opportunities for them to be involved in decision-making about their individual learning plans. Continue to work with partners to develop further the curriculum in the nursery. Senior leaders and staff would also continue to improve attainment across the curriculum, with a clear focus on literacy and numeracy at the primary stages and continue to develop clear, effective systems for monitoring young people's progress in learning at each stage of the school.

- 5.6 Although unable to attend Lynsey Graham, Chair of Parent Council had submitted a short statement in which she stated that parents, carers and partners had been delighted with the 2023 SQA results, which were the best results for the school since 2014 – with S4 and S5 pupils setting new records for the number of qualifications achieved. Holiday revision opportunities and out of hour assistance from teaching staff was much appreciated by both young people and parents/carers. Following a positive response from parents/carers on the increased use of digital for sharing feedback and updates on children's progress etc., the school planned to review the current report system and the Parent Council were involved in the review. The school had created new opportunities which would help to improve attainment and achievement across S3-S6 year groups, with the introduction of National Progression Awards (EG. Modern Agriculture and Mountain Biking) and the Duke of Edinburgh Award scheme was a timetabled option – subjects/awards which are reflective of the current interests of pupils and are a welcomed addition. The weekly updates by email from the school/Head teacher were well received and thought to be a great way of communicating with parents/carers and partners.
- 5.7 Gillian McKenzie, Quality Improvement Officer congratulated Susan and her Team for the positive inspection. Although the keys were handed over in April 2022, it was not until last session that all covid restrictions were lifted and pupils and staff could move freely about the building. The staff brought together the secondary school and two primary schools and enhanced provision with a common purpose to improve outcomes for all pupils. Ms McKenzie highlighted the reshaping of the Nursery space inside and outside and the intergenerational work being undertaken in the garden and stated she had complete confidence in the Headteacher and her Team to continue to improve the outcomes for pupils.

DECISION

AGREED that: -

- (a) School Improvement Plan for Jedburgh Grammar Campus which addressed areas for improvement as outlined in the HMIE Inspection Report (April 2023); and**
- (b) Quality Improvement Team's plan for support and showcasing of the work of Jedburgh Grammar Campus following a strong inspection.**

MEMBERS

6.0 WALKERBURN PRIMARY SCHOOL

In Attendance: - Ms C. Eley (Headteacher), Erin Thomson (Parent Council Representative), James Bewsey (Quality Improvement Officer).

The Chairman welcomed the representatives from Walkerburn Primary School.

6.1 HMIE Report

There had been circulated copies of a report which explained that Walkerburn Primary School and Nursery Class was inspected in May 2023 using a 'full' inspection model, which meant that 4 key quality indicators were inspected in both the Early Learning and Childcare setting and the Primary School over a 5-day period. The HMIE Report evaluated the Early Years setting and the Primary provision as satisfactory across almost all quality indicators, with an

evaluation of good for the ensuring wellbeing, equity and inclusion category. The evaluation gradings range given by HMIE on school inspections can range from unsatisfactory to excellent, so a grading of very good indicated there were major strengths in this aspect of the school's work. The inspection team had found the following strengths in the school's work - a) All staff work together well to provide care and support to children across the school and nursery. Children feel safe, valued and cared for; b) Children's increasing confidence using digital technology enhances their learning in the nursery and school; ; c) The school grounds and local environment are used well to provide rich and relevant learning experiences for children across the school.

- 6.2 The following areas for improvement had been identified and discussed with the Headteacher and representative from Scottish Borders Council a) Senior leaders should review the roles and responsibilities of the staff team. This should support effective leadership and more robust evaluation of the work of the school and nursery; b) The staff team should continue to improve learning and teaching across the school and nursery. Staff should provide the right amount of challenge for all children in their learning and play; and c) Staff should continue to develop approaches to planning and assessment to ensure that all children make the best possible progress in their learning across the curriculum.
- 6.3 The Headteacher explained that a review of roles and remits of the Leadership team had been undertaken to reflect current leadership teams across the partnership and class teachers had identified opportunities for leadership development in literacy and digital learning, linked to their individual professional development targets. The School Improvement plan was closely linked to the SBC Way and breakthrough curriculum with a focus on Oracy, writing and health and well-being. Senior leaders were monitoring planning to ensure that teachers and practitioners were ambitious for all learners providing opportunities for challenge and extension activities. In respect of continuing to develop approaches to planning and assessment, it was explained that a review of tracking progress across the school and nursery had been undertaken with a greater focus on ensuring that planning reflected opportunities for accelerated learning. There was a sharper focus on individual learning pathways for all children and working closely with families and other agencies continued to support where barriers to learning had been identified.
- 6.4 Erin Hogan Thompson explained that there have been a series of improvements and continuing activities which were really benefiting students and families alike i.e., the continuation of breakfast club on Tuesdays and Wednesdays; the addition of Homework Club on Thursdays and the Gardening Club on Tuesdays. There had been a noticeable increase in outdoor learning and play which the students really enjoyed. The digital learning had also improved greatly as everyone had become more familiar with the Apps and how to use them - SumDog in particular, had made maths very enjoyable for everyone. Communication between the school and parents continued to be exemplary and always informed of events and activities within the wider community and invited into the school on several occasions. The school recently held a 'Share Our Learning' event for families to come along and see what their children had been learning and doing so far and it was evident how happy and engaged all of the students were. There was a high level of pride in their work and the whole culture at the school was very positive. The parents continued to be very happy with the school.
- 6.5 James Bewsey, Quality Improvement Officer explained that an intense support period would commence to ensure progress leading up to the follow up in May 2024. A support Plan had been formalised and his role would be to support and challenge the Headteacher and to sign post to good practice – clear plans had been laid out and these would inform engagement – Mr Bewsey acknowledged the work of the Early Years Team prior to and during the inspection.

DECISION

AGREED that: -

- (a) the School Improvement/ Action Plan for Walkerburn Primary School which addresses areas for improvement as outlined in the HMIE Inspection Report (May 2023).**

(b) the Quality Improvement Team's plan for scrutiny and support in accordance with the identified areas for improvement following a 'satisfactory' inspection.

7.0 STIRCHES PRIMARY SCHOOL

In Attendance: - Ms Lesley Miglis (Headteacher), and Gillian McKenzie (Quality Improvement Officer)

The Chairman welcomed the representatives from Stirches Primary School.

7.1 HMIE Report

There had been circulated copies of a report which explained that Stirches Primary School was inspected in June 2023 using a 'short' inspection model. This means that only two quality indicators were inspected in both the Early Learning and Childcare setting and the Primary School over a 3-day period. The HMIE Report evaluated the Early Years and Childcare provision as good and the Primary provision as satisfactory across quality indicators. The evaluation gradings range given by HMIE on school inspections can range from unsatisfactory to excellent, so a grading of good indicated there were important strengths with areas for improvement. A grading of satisfactory means that the strengths within this aspect of the setting work just outweigh the weaknesses in this aspect of the school's work. The inspection team had found the following strengths in the school's work – a) The relatively new headteacher had established a strong and positive culture in the school and nursery. Children behave very well and there was a calm and purposeful environment for learning; b) Teachers and senior leaders had worked well together to ensure children experience high-quality learning, teaching and assessment across the school. They had improved their approaches to using data to identify gaps in children's learning and c) 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.

7.2 The following areas for improvement had been identified and discussed with the Headteacher and representative from Scottish Borders Council a) Senior leaders should support teachers to reflect on their practice to make sure it is improving children's progress in learning; b) Teachers and practitioners need to involve children in planning what and how they learn. This will ensure children know how well they are progressing; and c) Staff should continue to raise children's levels of attainment in literacy and numeracy at all stages.

7.3 Headteacher explained the actions taken in the nine weeks since the inspection, a Pupil Equity Plan and School Improvement Plan in alignment with the verbal feedback we were given from the inspection team had been created. Actions in terms of priority one would focus on all staff being familiar with Aifl principles to ensure that children know what they are learning, and the steps needed for success. There would be consistent and agreed methodologies to ensure that learners were supported with high quality questioning and that there were opportunities throughout learning to clarify children's understanding. Raising attainment in Numeracy and Mathematics through the development of effective and consistent learning and teaching methodologies and through the implementation of effective and progressive planning and assessment. Implementing the #SBCWay Numeracy into good classroom practice and using this effectively in the planning. Embedding of the work done last session on effective teaching methodologies in Literacy incorporating North Lanarkshire Active Literacy and engaging in the SBC Way with a focus on Reading, Writing, and Oracy. Developing the curriculum to ensure all children had a progressive curriculum aligned with Curriculum Rationale and Vision, Values and Aims and that staff had a voice in the creative development of this. Ensuring the curriculum provided flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of our learners. Creating learning pathways which support children to build on their prior knowledge and are based on the principles of curriculum design. In terms of priority two, continuing to support and develop nurture principles as a nurturing school further implementing SBC Inclusion policy focussing on Nurture Principles 1 – Children's learning is understood developmentally and Principle 6 – The importance of transitions in children's lives; supporting the process of leading and developing differentiation to ensure all pupils have a range of resources to support/challenge at all levels of learning and that all tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for our

learners; ensuring all pupils know their individual learning targets and next steps to ensure personal progression and continuing to develop assessment evidence and ensure that there was clear understanding of progression across Curriculum for Excellence levels through effective moderation. Ensuring that all pupils attain their best based on assessment evidence collected being used formatively. In terms of priority 3 - become familiar with key Play Pedagogy documents, research and professional reading texts; develop effective interactions, environments and spaces to appropriately meet the needs of all ELC and P1 learners; Effective observing and assessing learners in P1 play to effectively support next steps in learning; extending children's voice to ensure their interests will be evident in experiences planned for learning. In terms of progress made all staff have a clear understanding about expectations for learners, ensuring that all assessment evidence was used to effectively meet learners needs and were working on enhancing their knowledge and understanding to support the process of leading and developing differentiation and providing resources to support and challenge pupils at all levels ensuring appropriate pace and challenge. Staff had completed reflective workbooks and professional dialogue sessions to aid their professional understanding. Professional learning had begun on engaging with the SBC Way focussing on Oracy to develop Literacy practice across the school and ELC. Formative Assessment strategies had been refreshed and Staff had completed a padlet identifying their next steps in taking this forward. Staff have begun to engage with the #SBCWay in relation to Numeracy and had completed training in Number Talks to ensure consistency in classroom conversations based around carefully planned problems that are solved mentally and had incorporated these into daily effective numeracy lessons. P1 teacher and Principal Teacher had been taking part in SEIC Play Pedagogy Pioneer Connector training to explore and enhance Play and their professional knowledge through familiarisation of early years' documents and professional reading. These staff and our Early Years' team have also been working to enhance their Interactions, environment and spaces (inside and outside) to ensure a seamless progression from ELC to P1. They are also going to be working to develop their Observations and assessments to ensure Children's voice is heard and that they are responding to their interests in our planning and delivery of Cross Curricular bundles.

- 7.4 Although unable to attend Laura Miller C,hair of Parent Council had submitted a short statement in which she stated that the parents felt there was less disruptive incidents in class and more involvement with parents about what was going on in the school, learning etc., there were more opportunities to go into school to see the children's work and talk to the teachers. The children are feeling more involved, have a better understanding of what was expected of them and were generally feeling more settled in class. The general atmosphere of the school had improved and the strong leadership, determination and passion in the head staff was clear. Parents felt that the school was moving in the right direction and would continue to do so.
- 7.5 Gillian McKenzie, Quality Improvement Officer congratulated the school on their positive inspection and highlighted that the Headteacher had only been in post 12 months prior to the inspection being undertaken. There was a very positive culture in the school and the outcomes for children were improving. A follow up inspection would be carried out in May 2024.
- 7.6 Members agreed that the rate of progress should be commended and were impressed with the energy and expertise improving outcomes for children which would feed into Hawick High School.

**DECISION
AGREED: -**

- (a) **the School Improvement Plan for Stirches Primary School which addresses areas for improvement as outlined in the HMIE Inspection Report (June 2023).**
- (b) **the Quality Improvement Team's plan for support and showcasing of the work of Stirches Primary School following the inspection.**

Meeting Concluded 12.45 p.m.

SCOTTISH BORDERS COUNCIL
EDUCATION SUB-COMMITTEE

MINUTE of MEETING of the
EDUCATION SUB-COMMITTEE held in
Council Chamber and via Microsoft
Teams on Tuesday, 24 October 2023 at
10:00am

- Present: - Councillors L. Douglas (Chair), J. Greenwell, C. Hamilton, A. Orr, N. Richards, C. Ramage, S. Scott, A. Smart, F. Sinclair, Pam Rigby (Youth Engagement Worker), M. Docherty (Religious Representatives); N); Eliza Bevan (Pupil Representative).
- Apologies:- A. Hood (Religious Representative); N. York, C. Clements, (Teacher Representatives and Daniel Newsam (Pupil Representative).
- In Attendance: - Director of Education and Lifelong Learning, Chief Education Officer, Equity and Inclusion Lead Officer, Senior Lead Officers – Education (C. Brown), Democratic Services Officer (F. Henderson).
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1. **WELCOME**

The Chair welcomed everyone to the meeting, which included members of the Sub-Committee and those watching via the Live Stream, and outlined how the meeting would be conducted.

2. **ATTAINMENT RESULTS 2022/23**

- 2.1 There had been circulated copies of a report by the Director of Education and Lifelong Learning, the purpose of which was to inform the Education Sub Committee of the progress schools were making in the Broad General Education for P1 to P7 and Senior Phase S4–6 Scottish Qualifications Examinations for session 2022-23. The report explained that the Academic session 2022-23 was the second year of ‘normal’ schooling across Scotland since the COVID-19. SQA examinations were delivered as expected with continued modifications to course assessments by SQA. The performance of almost all young people in 2023 remained in line with or above 2022 level Attainment trends.
- 2.2 The Broad General Education included children and young people from the ages 3 – 15. There were National Benchmark levels that most pupils in this phase of their education had to meet in Literacy and Numeracy. The achievement of these levels was based on teacher judgement, which were quality assured through moderation activities around teacher planning and pupil work. The National Benchmark levels were contained in the report and demonstrated the percentage of children who had achieved the National benchmark in Literacy and Numeracy for a particular level. The evidence was based on the judgement of the class teacher and the standard was moderated by other staff in the school, other schools within the cluster and a quality assurance process led by senior officers. In 2022-23 there was a clear demonstration

of improvement and a progression towards the Scottish Government's Stretch Aim of 85% of pupils attaining the appropriate levels and Borders schools continued to recover from the impact of COVID-19 and was reflected nationally.

- 2.3 In 2022-23 the majority of pupils in P1, P4 and P7 combined, achieved the appropriate Curriculum for Excellence level of attainment in the Broad General Education as measured by teacher professional judgement of progress in reading, talking and listening, with most pupils attaining the expected level in numeracy and writing. The levels of attainment of pupils in the Broad General Education was improving and there was evidence of recovery from the impact of the Covid-19 global pandemic, and in primaries 1,4 and 7 these had seen an increase for the second year running of pupils attaining the relevant benchmark.
- 2.4 For the Senior Phase, pupils had sat 14,000 exams across the Borders in May 2023, which remained in line with the previous years. The overall pass rate (A-C) for **S4** pupils at SCQF Level 5 remained in line with 2022 at 77,4% while 90.2% of S4 learners achieved an award at A-D. Examples of improvement in Quintile 1 attainment
- 2.5 Foundation Apprenticeships were available nationally at SCQF Levels 5 and 6 courses in a variety of subjects and these opportunities gave young people earlier exposure to the world of work, helping them develop the skills, experience and knowledge they'll need when they leave school. It's the chance to get a head start on their careers by gaining an industry-recognised qualification, work on real projects and broaden their career options and for employers, it's the chance to attract highly motivated and committed young people who are willing to learn, identify young people who are right for your business and ensure their organisation had people with the skills they need. For young people who left in May 2022, Scottish Borders remained in the top quartile nationally, with an increase from last year to 96.65 percent of young people achieving a positive and sustained destination. This was the highest for the last five years.
- 2.6 In response to a question about capturing other qualifications, Mrs Thomson confirmed that the figures included these. The monitoring of pupils with dyslexia and encouraging employers to employ them was raised and Mrs Thomson explained the measures in place, which included digital papers and the development of an app to a secure portal to allow ipads to be used in exams.

DECISION

AGREED to note progress that schools had made in maintaining and improving standards of attainment in the Broad General Education and Senior Phase in 2023.

3. **STANDARDS AND QUALITY REPORT AND IMPROVEMENT PLAN**
- 3.1 There had been circulated copies of a report by the Director of Education and Lifelong Learning, which provided an update on the progress made by the Education Service and schools during 2022-2023 and to note the improvement priorities for session 2023-24.
- 3.2 The Standard in Scotland's Schools etc Act 2000 placed a responsibility on Local Authorities to provide schooling for children and to ensure continuous improvement of the education system. The 2022/23 Standards and Quality Report provided a high-level summary of the performance of schools in line with the Education Service Improvement Plan. It noted attainment and achievement across all aspects of service delivery.
- 3.3 The Standard & Quality Report was an evaluation of academic session 2022/23 and drew on a range of data/information to support its conclusion contained in (Appendix

A) to the report. The Improvement Plan was a statement of objectives for academic session 2023-24 and contained in (Appendix B) to the report. The Plan had a strong focus on raising attainment for all and accelerated progress in closing the poverty related attainment gap as well as our continuing to drive to promote positive relationships and inclusive practice in all educational settings. It was also important to note the inclusion of Inspire Learning as a key driver for improvement in schools. Both documents evidenced a strong commitment to improving outcomes for children and young people in the Borders and their families.

- 3.4 The plan for session 2023-24 continued the key themes of Recovery, Equity and Innovation and had been prepared to address accelerated improvement in schools and settings following the refreshed Scottish Attainment Challenge. In June 2021 the OECD published their findings and recommendations for curriculum review and reform, SBC remained committed to ensuring all schools develop a curriculum which reflected not only these findings but the wider national agendas of No One Left behind, UNCRC, Learning for Sustainability and The Promise.

DECISION

AGREED to approve both Reports, namely 'Standards & Quality Report 2022 - 23' (Appendix A) and 'Education Improvement Plan 2023 - 24' (Appendix B).

Meeting concluded at 12 noon.

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SCOTTISH BORDERS REVISED ADMISSIONS POLICY

Report by Director of Education and Lifelong Learning

EDUCATION SUB-COMMITTEE

23 JANUARY 2024

1 PURPOSE AND SUMMARY

1.1 This report seeks approval of the revised Admissions Policy (2024).

1.2 The Policy covers the following:

- 1.2.1 Enrolment to Primary and Secondary Schools
- 1.2.2 Placement requests.
- 1.2.3 Class sizes and composite classes.

2 RECOMMENDATIONS

2.1 I recommend that Scottish Borders Council: -

- (a) Agree the changes to the Policy.**
- (b) Agree that the revised Policy will be implemented as of February 2024.**
- (c) Agree to the Policy being reviewed and updated, if required, in 2026.**

3 BACKGROUND

- 3.1 This Policy responds to and sits within the context of the Education (Scotland) Act 1980 and the Education (Additional Support for Learning) (Scotland) Act 2004, along with the associated amendments and guidance for these Acts.
- 3.2 Under the Education (Scotland) Act 1980 as amended, it is the duty of the Education and Lifelong Learning Service to provide an adequate and efficient school education for all children living within the Scottish Borders Council area.

4 SIGNIFICANT CHANGES TO PREVIOUS POLICY

- 4.1 Children and Young Peoples Services changed to Education and Lifelong Learning throughout the policy to reflect the current name of the directorate.
- 4.2 Sections 7.4.4 and 7.4.5 updated to reflect online enrolment and placement request processes which came into effect in November 2020. This allows parents to complete enrolment and placing request forms online, including uploading documents for example birth certificate and proof of address.
- 4.3 Section 7.17.8 updated to reflect increase in minimum number of children from a year group in a composite class from 4 to 5 and removal of reference to gender balance. This ensures the headteacher can create a class that best meets the needs for the children for example, it could be a mixed gender group or 5 boys or 5 girls.
- 4.4 Section 7.17.9 removal of section regarding Continuing Composite Class. Sections 7.17.3 and 7.17.4 detail creation of a composite class where required. In some cases, the children in a composite class would remain unchanged for the following year in others it may change, for example where there were 31 Primary 3 children this cohort would be split but when they moved to Primary 4, they may become one class.
- 4.5 Section 7.17.13 removal of section regarding 'management of classes'. While it is good practice to share as much information with parents in advance outlining general principles for year group activities, planning of all of this at the start of the session can become restrictive and inflexible in meeting the needs of the children.
- 4.6 Section 7.17.19 removal of this section, if a parent is unhappy with the class the child is placed in and has discussed this with the headteacher they would follow the SBC complaints procedure. This provides an independent review of whether the policy has been adhered to. If the policy has been followed the complaint would not be upheld if not, then the headteacher would be asked to review the classes and ensure the policy is adhered to.

5 IMPLICATIONS

5.1 Financial

There are no costs attached to the current recommendations.

5.2 Risk and Mitigations

The Authority has a legal duty in respect of admissions to provide suitable education opportunities for children and young people. This Policy provides clarity of expectation for parents when enrolling their child in a school in the Scottish Borders.

5.3 Integrated Impact Assessment

There are no significant effects on the Integrated Impact Assessment arising from the proposals contained in this report.

5.4 Sustainable Development Goals

There are no significant impacts on the economy, community or environment arising from the proposals contained in this report.

5.5 Climate Change

There are no significant effects on climate change arising from the proposals contained in this report.

5.6 Rural Proofing

There are no significant effects on rural proofing arising from the proposals contained in this report.

5.7 Data Protection Impact Statement

There are no personal data implications arising from the proposals contained in this report.

5.8 Changes to Scheme of Administration or Scheme of Delegation

There are no changes to be made to either the Scheme of Administration or the Scheme of Delegation as a result of the proposal contained in this report.

6 CONSULTATION

- 6.1 Director (Finance & Procurement), the Director (Corporate Governance), the Chief Officer Audit and Risk, the Director (People Performance & Change), the Clerk to the Council and Corporate Communications and any comments received will need to be incorporated into the final report.

Approved by

Lesley Munro

Director – Education and Lifelong Learning

Author(s)

Name	Designation and Contact Number
Gillian McKenzie	Quality Improvement Officer (01835 824000 Ext 8006)

Background Papers: Admissions Policy (Approved January 2018)

Previous Minute Reference:

Note – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Gillian McKenzie can also give information on other language translations as well as providing additional copies.

Contact us at Council Headquarters, Newtown St Boswells, Melrose TD6 0SA (Tel 01835 24000).

Education and Lifelong Learning

ADMISSIONS POLICY

1 PURPOSE

- 1.1 This document replaces Scottish Borders Council's previous policy on admissions approved in January 2018.
- 1.2 This document details Scottish Borders Council's policy with regard to admissions to all schools (excluding Early Learning and Childcare) under the management of Scottish Borders Council's Education and Lifelong Learning Service.
- 1.3 There is a separate policy for Early Learning and Childcare.
- 1.4 An impact assessment, to ensure all aspects of equalities legislation and principles are upheld within this policy, has been undertaken.

2 CORPORATE CONTEXT

- 2.1 This policy supports Scottish Borders Council Plan, Fulfilling our Potential.

3 ACCESSIBILITY

- 3.1 This document can be made available in large print, on tape or in other languages on request.

4 IMPLEMENTATION

- 4.1 The Authority has a legal duty in respect of admissions to:
 - 4.1.1 Provide suitable education opportunities for children and young people.
 - 4.1.2 Provide parents, children and young people information on their local schools. Details on all schools are included on Scottish Borders Council website (www.scotborders.gov.uk) and more detailed information is available directly from individual schools.
 - 4.1.3 Provide parents information on admission arrangements for children to the Authority's primary and secondary schools.

- 4.1.4 Advise parents of their right to choose a school, for their child, which is not in their catchment area by making a placement request.
- 4.1.5 Accept placement requests except where the Council has the right to refuse the request and chooses to exercise this right.
- 4.1.6 Advise parents of their rights to appeal if a placement request is refused.

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- 7.11 Refusal of a Placing Request
- 7.12 Standing List
- 7.13 Transport for Placement Request
- 7.14 Appealing the Refusal of a placement request
- 7.15 Class Sizes and Composition
- 7.16 Class Composition

6 LEGISLATIVE AND POLICY CONTEXT

- 6.1 This policy responds to and sits within the context of the Education (Scotland) Act 1980, and the Education (Additional Support for Learning) (Scotland) Act 2004, along with the associated amendments and guidance for these Acts. The Curriculum for Excellence establishes health and wellbeing, including developing positive and healthy relationships, as a core part of the learning experience.
- 6.2 Under the Education (Scotland) Act 1980 as amended (which will be referred to as the Act throughout this document), it is the duty of the Education and Lifelong Learning Service to provide an adequate and efficient school education for all children living within the Scottish Borders Council area.

7 CONTENT

7.1 Catchment Area

The Council has identified a catchment area for each of its non-denominational primary schools and secondary schools. Each catchment area has a secondary school and a number of associated non-denominational primary schools. A catchment area can be changed to

reflect movement in school rolls or to take into account significant new housing developments but before the change can be implemented a statutory consultation must be undertaken and any proposed change would need to be approved by the Authority. In certain circumstances approval of the Scottish Government may also be required.

7.2 **Denominational Primary Schools**

The Council also has denominational primary schools. Where a denominational primary school is oversubscribed, priority will be given to children of that denomination.

7.3 **Enrolment**

7.3.1 **School Age**

Under Section 30 of the Act, it is the duty of every parent who has a child of school age to provide that child with an education which is suitable to their age, aptitude and ability. Every parent must do this either by ensuring their child attends a public school regularly or by any other means for example by home education.

7.3.2 **The Act States that:**

"A parent includes a guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of, a child or young person".

7.3.3 **After Divorce or Separation**

Both parents will retain parental responsibilities unless the court has specifically removed those responsibilities. In relation to placement requests, both parents will normally have equal rights. However, for purposes of making a placement request, the application form must be completed with the details of the parent with whom the child is ordinarily resident.

7.3.4 **The Act describes who a person of school age is**

That is a child or young person who has reached the age of five years but has not yet reached the age of sixteen years.

7.4 **Process for Admission to Primary 1**

7.4.1 There is a legal requirement on parents to ensure that their child attends school from the start of the session in the August following the child's fifth birthday, unless suitable alternative arrangements for education have been made.

7.4.2 Attendance at a private school or a decision to educate a child at home may replace registration at one of the Authorities' primary schools. Parents are requested to notify the Authority in advance of enrolling their child in a private school or of starting to educate their child at home.

7.4.3 To be eligible for entry to Primary 1 at the start of the school year in August, a child must attain their fifth birthday between 1st March of that year and the last day in February of the following year, both dates inclusive. Each year the Authority will advertise details of the enrolment process for parents considering enrolment for their child for the following August. Enrolment week will be the last full week in November.

7.4.4 Parents will be asked to complete an online enrolment form. This ensures that a place is allocated to their child.

7.4.5 Parents who wish to make a placement request will be asked to complete an online enrolment form at their catchment primary

school to ensure a place is available for their child. They should also make a placement request.

7.5 Prioritising requests for enrolment to a catchment school

7.5.1 Where there are insufficient places for children living in a catchment area to attend their catchment school then the following priority order will be used to allocate places:

- (a) Children identified as being in need of educational provision available at a particular school.
- (b) Children with siblings already attending the school.
- (c) Children living furthest from their nearest alternative school with an available place. Distances will be determined by Passenger Transport.

If all other factors are equal a ballot will be used to determine places.

7.5.2 Some children, based on the above criteria, will be required to attend the nearest alternative school that has places. In this case they will then be given a higher priority than a child making a placing request to the alternative school. The child can transfer back to their catchment school as soon as a place becomes available, if they wish.

7.5.3 Transport costs will be met if the child is distance entitled. If a place subsequently becomes available at the child's catchment school, parents will be responsible for school transport costs if they decide to retain their child at the alternative school. This will commence from the beginning of the subsequent school session.

7.5.4 If parents choose to send siblings to the same alternative school then a placement request will be required and they will be responsible for transport costs.

7.6 Admissions throughout the School Year

7.6.1 Children moving into the catchment area may be admitted at any time of the school year if there are places available. If no places are available the same process described in section 7.5 applies.

7.7 Transfer from P7 to S1

7.7.1 Most children will attend the catchment secondary school for their home address and will transfer there once they have completed their primary school education.

7.7.2 Parents of a child who is to transfer from primary education to secondary education in August will receive from their primary Head Teacher the name of the relevant secondary school. Each school will also arrange a transition programme to assist children through the transfer from primary to secondary education.

7.7.3 Where there are insufficient places for children living in a catchment area to attend their catchment school then the process detailed in section 7.5 will be applied.

7.7.4 Where a child attends a primary school as a result of a successful placement request to a non-catchment school, that child will not automatically transfer to the associated secondary school, for that primary school, unless they also live within the catchment area for that secondary school. If they do not live within the catchment area, a further placement request will have to be made.

7.8 Placement Requests: Primary and Secondary Schools

- 7.8.1 The Authority has a duty to accept placement requests from parents to facilitate parental choice where and when this is possible. Where a placement request is received by Education and Lifelong Service prior to 15th March in any year relating to a request to start a school in the following August, then the Authority will provide parents with a written decision by 30th April.
- 7.8.2 In any other case, the Authority has a period of two months from the date of receipt of the request to provide parents with a written decision about the placing request.
- 7.8.3 If the Council refuses to grant the request, reasons will be given in the written decision.
- 7.8.4 When a placement request is being made, parents must be informed that they must also register their child with their catchment school. This ensures that should the placement request be refused the child will have an allocated place at their catchment school.
- 7.8.5 If during the course of a school session, a family moves house to another catchment area a placement request must be made if they wish their child to remain at the original school. The parents would be liable for any transport costs.
- 7.8.6 Once a child has been offered a placement, it will not be withdrawn unless the Council becomes aware that granting the placement was based on false information.
- 7.8.7 It should be noted that, **where a child or young person has additional support needs, any placing request made should be made and will be responded to under the Education (Additional Support for Learning (S) Act 2004.**

7.9 Prioritising Placement Requests: Primary and Secondary Schools

- 7.9.1 Prioritising Placement Requests: Primary and Secondary Schools The priority order which will be considered is:
- Pupils having been refused a place at their local catchment schools because it is at capacity and the placement request is the nearest alternative school.
 - Recommendations from Education and Lifelong Education Service.
 - Children with siblings already attending the school.
 - Children living furthest from their nearest alternative school.

7.10 Admission of pupils from out with Scottish Borders Council

- 7.10.1 There are three categories of pupils potentially involved:
- Children living with their parents or carers who are permanently resident out with Scottish Borders Council.
 - Children who are looked after and accommodated.
 - Children who are resident within Scottish Borders Council as a result of arrangements made by parents or carers but whose parents or carers are permanently resident out with Scottish Borders.
- 7.10.2 **Children in Category (a)**
Parents or carers living out with Scottish Borders may ask for a placement request for their child to attend a Scottish Borders school. Such placement requests will be treated in the same way as other placement requests.

There is no payment of out with fees between Authorities for primary and secondary education. Charges will be made only for any additional provision required to meet the child's additional support needs. If additional support is required Head Teachers must notify the Local Authority in order that the home authority agrees to pay for the additional support. Enrolment must not take place until an agreement has taken place. The Buffering Policy should be applied.

Children in Category (b)

Where a child is in the care of a foster parent, the child should be enrolled at the catchment school for the address of the foster parent. The home authority is responsible for the costs of any additional support required. Enrolment at any out with catchment school should be made through a placement request.

Head Teachers should:

- (a) Record the pupil on SEEMIS as Looked After Away From Home.
- (b) Contact the Virtual School Headteacher and give the child's details.
- (c) Contact the Group Manager, Resources, Children & Families Social Work.

Children in Category (c)

Such pupils may only be enrolled on production of clear proof of address within Scottish Borders.

7.11 Refusal of a Placing Request

7.11.1 The Authority is entitled to refuse a placement request under the Act only where one or more of the grounds of refusal summarised below applies:

- (a) If placing the child in the specified school would-
 - (i) Make it necessary for the Authority to take an additional teacher into employment.
 - (ii) Give rise to significant expenditure on extending or otherwise altering the accommodation at or facilities provided in connection with the school.
 - (iii) Be seriously detrimental to the continuity of the child's education.
 - (iv) Be likely to be seriously detrimental to order and discipline in the school or
 - (v) Be likely to be seriously detrimental to the educational well-being of pupils attending the school.
 - (vi) Assuming that pupil numbers remain constant, make it necessary, at the commencement of a future stage of the child's primary education, for the Authority to create an additional class at the school.
 - (vii) If as a consequence of acceptance the capacity of the school would be exceeded in terms of pupil numbers.
- (b) If the education normally provided at the school is not suited to the age, ability or aptitude of the child.
- (c) If the Authority has already required the child to discontinue his attendance at the specified school.
- (d) If the child in question is resident out with the school's catchment area, and the acceptance of that child would entail

using one of the places reserved for pupils moving into the catchment area on a permanent basis (secondary schools only, 1 reserved place per S1 class)).

7.12 Standing List

7.12.1 The Standing List is a list of refused placement requests made during the normal round of placement requests.

7.12.2 A child whose placement request is refused during the normal round of requests from 1 December to 15 March will be entered on a list. This will be held from 30 April or the date of decision, if earlier, to the last day of the academic year applied for. This list will be called the Standing List. Any places which become available between 30 April and the last day of the new academic year will be offered to those children on the Standing List in priority order. See Section 7.5.

7.13 Transport for Placement Requests

7.13.1 Under the Act, an education authority has a discretionary power rather than a duty to provide school transport for pupils attending schools as a result of a successful placement request. Accordingly, Scottish Borders Council does not normally provide school transport in such circumstances.

7.13.2 Placement requests made in circumstances where Education and Lifelong Services agree that a change of school is necessary to protect the emotional, physical or educational wellbeing of the child may be considered for transport costs at the discretion of the Service Director.

7.13.3 In considering whether or not to provide transport, Scottish Borders Council will take safety issues into account.

7.14 Appealing the Refusal of a placement request

7.14.1 Under section 28C(1) of the Act parents whose placement request has been refused are entitled to appeal the Education and Lifelong Learning services decision.

7.14.2 This right of appeal only applies to placement requests made to Primary and Secondary schools. It does not apply to Early Learning and Childcare settings.

7.14.3 In the first instance the parent should make an appeal to the Clerk to the Council. The appeal should take the form of a letter stating that a placement request has been refused and that the parent wishes to appeal the decision stating their grounds of appeal.

7.14.4 An appeal must be made within 28 days of receipt of the refusal, or, in the case of a deemed refusal, within 28 days of either 30 April for requests made during the normal round of placing requests, or the expiry of two months following the date of the request, as the case may be.

7.14.5 A parent may request an informal meeting with an officer of Education and Lifelong Learning Services at any time, either before or after a placing request is refused. At this meeting the officer will explain the position of the Education and Lifelong Learning Service to the parent. This is entirely without prejudice to the parent's statutory rights of appeal.

7.14.6 Only one appeal, in respect of any child, will be considered in any twelve month period, although more than one placing request can be made in that period.

- 7.14.7 Where an appeal has been submitted to the Education Appeals Committee or the Sheriff Court, available places at school will continue to be allocated based on the criteria in sections 7.5.
- 7.14.8 In cases where a placing request has been made under the Education (Additional Support for Learning) (S) Act 2004, appeals against refusal will, in some cases, be made to Education Appeals Committee and in other cases be made to the Health and Education Chamber of the First-tier Tribunal for Scotland (formerly the Additional Support Needs Tribunal for Scotland). Advice should be sought on the appropriate body to deal with such appeal. In either case the appeal must be lodged within 28 days of the refusal. In the case of an appeal to the tribunal, an appeal from that body can be made to the Upper Tribunal rather than to the Sheriff Court.

7.15 **Class Sizes and Composition**

- 7.15.1 Teachers are allocated to each school according to the total number of children on the school roll and not on the number of children in any one year group.

7.15.2 **The National Agreement on maximum class sizes is:**

Primary Schools

P1	25 children
P2 and P3	30 children
P4-P7	33 children
Composite Class	25 children

Single Class Primary School 25 children but may be lower at the discretion of the service Director.

Secondary Schools

Practical Classes	20 pupils
S1 and S2	33 pupils
S3-S6	30 pupils

In Primary Schools class compositions will be fixed for the academic year on the Monday of the week of the Scottish Executive Census in September.

7.15.3 **Exceptions To Class Sizes**

The regulations allow for exceptions to the number of pupils in an individual P1, P2 or P3 class to be more than 25 or 30 up to a maximum of 33 where an 'ordinary teaching session' is conducted by a single qualified teacher. Pupils who are treated as 'excepted pupils', for the purpose of the regulations, do not count towards the limit of 25 or 30.

7.15.4 **Excepted Pupils**

A child may only be treated as an 'excepted pupil' if:

- He/she cannot be educated at the school in a class in which the class size limit is not exceeded without measures being taken which would prejudice efficient education or the efficient use of resources, and
- He/she falls into one of the five categories below.

- 7.15.5 The five categories of 'excepted pupils' fall into two groupings. Those who are placed outside a 'normal placing round' and those who have additional support needs but receive part of their education in a mainstream school.

- 7.15.6 For the purposes of the regulations a child is placed in a school, whether by request or otherwise, outside the normal placing

arrangements if the decision to place him/her is taken after 30 April in the year in which he/she is to start attending school.

- 7.15.7 **Excepted Pupils** - Those who are placed outside the 'normal placing round'
- (a) Children whose Co-ordinated Support Plan specifies that they should be educated at the school concerned or children for whom the Authority has recommended this school as an alternative placement.
 - (b) Children initially refused a place at the school, but subsequently on appeal offered a place outside a normal placing round or because the Authority recognise that an error was made in implementing their placing arrangements for the school.
 - (c) Children who cannot gain a place at any other suitable school within a reasonable distance of their home when they first move into the area.
 - (d) Children initially refused a place at the school, but subsequently on appeal offered a place outside a normal placing round or because the Authority recognise that an error was made in implementing their placing arrangements for the school.
 - (e) Children who cannot gain a place at any other suitable school within a reasonable distance of their home when they first move into the area.

7.16 **Composite Classes**

- 7.16.1 A composite class is a class which includes children from more than one year group.
- 7.16.2 Where the creation of composite classes is new to a school the Head Teacher will ensure that parents/carers are provided with information and/or opportunities to discuss the likely arrangement of classes before decisions are taken, in order that parents are clear about the reasons for compositing and what the criteria will be, before class allocations are announced.
- 7.16.3 Where possible, whole year groups will be included in the same class. In small schools it may be possible to include more than 2 whole year groups within one composite class eg P4/P5/P6.
- 7.16.4 When it is necessary to divide a year group to make one or more composite classes, places will be allocated based on age. For example if a school had 40 children in P4 and 45 children in P5 then one possible way to split the classes would be to put the oldest 11 children from P4 in a composite class with the youngest 13 children from P5. This would give:
- a P4 class of 29
 - a P4/5 class of 24
 - a P5 class of 32
- There are other minor variations on the above class allocations but they all involve a composite P4/5.
- 7.16.5 The reasons for using age are:
- It allows the Head Teacher to create classes which most closely resemble those of single year groups.
 - It is a clear and transparent criteria which is easily understood.
 - It is objective.

- 7.16.6 The placement of siblings within the year group will be discussed with parents and their views will be taken into account where possible. In smaller schools in particular, it may be necessary for siblings to be in the same composite class.
- 7.16.7 Schools will be expected to provide opportunities for children to develop relationships with their year group as well as with their composite class.

Small Numbers in a Composite Class

- 7.16.8 At times it may be necessary for a small group of children from one year group to be separated from their year group and join a composite class. When this is necessary it is essential that the Head Teacher ensures that each stage being created in the composite class has no fewer than 5 children.

Information Sharing With Parents

- 7.16.9 Composite class arrangements work most smoothly in schools where parents/carers understand the reasons why the composite classes are required, the rationale for their formation and the way in which children will be taught within the composite class.
- 7.16.10 Head Teachers will provide parents with information about composite classes, how they work and how children are taught in a composite setting, prior to the time when class arrangements are being made. It is likely that this will be in the form of parental leaflets and through the school handbook.
- 7.16.11 Once teacher allocations have been confirmed, class structures should be published as early as possible.
- 7.16.12 In certain circumstances class restructuring may have to take place during the summer break or shortly after the new school session has started. This could be caused by children enrolling or leaving the school. If this happens, Head Teachers will:
- Inform parents/carers as quickly as possible that changes have become necessary.
- 7.16.13 It will only be in exceptional circumstances that a school will be asked to restructure their classes after the census in September of the new school year. For example a parent/carer tries to enrol her/her child at the catchment school but the appropriate class is full and there is no capacity in the surrounding primary schools. Or in the event of an extraordinary incident which results in the medium term closure of a school building resulting in children from another school being temporarily located within a neighbouring school.

Dealing with Disagreements

- 7.16.14 If a parent/carer wishes to discuss the class arrangements made for their child, they should speak to the Head Teacher. The Head Teacher will provide them with the rationale for her/his decision.
- 7.16.15 If a parent/carer believes that their child has specific needs which have not been taken into account, they should discuss these with the Head Teacher. If the Head Teacher agrees with the parent/carer's views, she/he will discuss how these specific needs can be addressed in the class to which the child has been allocated. The Head Teacher would not necessarily be expected to move the child to another class.

7.16.16 If a parent/carer believes a Head Teacher has not adhered to this policy in allocating his/her child to a particular class, they should raise this concern with the Head Teacher, who will provide them with the rationale for her/his decision.

7.16.17 If the parent/carer remains unhappy with the class arrangements made for their child and any adjustments made to address their concerns, they may follow the Scottish Borders Council complaints procedure.

8 EQUALITIES

8.1 The Council is committed to the principles of equality of opportunity that underpin the Equality Act 2010, both in the provision of services and in its role as an employer. In pursuing these commitments the Council acknowledges its statutory duties under the Act, which specifically protects people who may experience discrimination, whether direct or indirect; harassment or victimisation in the workplace.

8.2 The protected characteristics as defined by the Equality Act 2010 are: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or belief, Gender and Sexual Orientation.

9 VERSION CONTROL

Name of Document: Admissions Policy (2024)		Version Number:
Approved by: Lesley Munro		
Date first approved: 4 January 2018		Date of Review: January 2021
Name of Officer responsible for the Review: Gillian McKenzie		
Changes to the Policy		
<i>Paragraph No:</i>	<i>Change made and reason for</i>	

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Integrated Impact Assessment (IIA)

Stage 1 Scoping and Assessing for Relevance

Section 1 Details of the Proposal

<p>A. Title of Proposal:</p>	<p>Education and Lifelong Learning Admissions Policy</p>
<p>B. What is it?</p>	<p>A new Policy/Strategy/Practice <input type="checkbox"/> A revised Policy/Strategy/Practice <input checked="" type="checkbox"/></p>
<p>C. Description of the proposal: (Set out a clear understanding of the purpose of the proposal being developed or reviewed (what are the aims, objectives and intended outcomes, including the context within which it will operate))</p>	<p>Aim: To update Scottish Borders Council's policy with regard to Admissions to all schools (excluding Early Learning and Childcare) under its management.</p> <p>Outcomes: The Authority has a legal duty in respect of admissions to:-</p> <ul style="list-style-type: none"> • Provide suitable education opportunities for children and young people. • Provide parents, children and young people information on their local schools. • Provide parents information on admission arrangements for children to the Authorities', primary and secondary schools. • Advise parents of their right to choose a school, for their child, which is not in

	<p>their catchment area by making a placement request.</p> <ul style="list-style-type: none"> • Accept placement requests except where the Council has the right to refuse the request and chooses to exercise this right. • Advise parents of their rights to appeal if a placement request is refused. <p>Context: This policy responds to and sits within the context of the Education (Scotland) Act 1980, and the Education (Additional Support for Learning) (Scotland) Act 2004, along with the associated amendments and guidance for these Acts. The Curriculum for Excellence establishes health and wellbeing, including developing positive and healthy relationships, as a core part of the learning experience.</p> <p>Under the Education (Scotland) Act 1980 as amended (which will be referred to as the Act throughout the document), it is the duty of the Education and Lifelong Learning Service to provide an adequate and efficient school education for all children living within the Scottish Borders Council area.</p>
<p>D. Service Area: Department:</p>	<p>People Education and Lifelong Learning</p>
<p>E. Lead Officer:</p>	<p>Gillian McKenzie Quality Improvement Officer</p>

(Name and job title)	
F. Other Officers/Partners involved: (List names, job titles and organisations)	Headteachers
G. Date(s) IIA completed:	3 January 2024

Section 2 Will there be any impacts as a result of the relationship between this proposal and other policies?

No
If yes, - please state here:.

Section 3 Legislative Requirements

3.1 Relevance to the Equality Duty:	
Do you believe your proposal has any relevance under the Equality Act 2010? No	
Equality Duty	Reasoning:
A. Elimination of discrimination (both direct & indirect), victimisation and harassment. (Will the proposal discriminate? Or help eliminate discrimination?)	
B. Promotion of equality of opportunity?	

<i>(Will your proposal help or hinder the Council with this)</i>	
C. Foster good relations? <i>(Will your proposal help to foster or encourage good relations between those who have different equality characteristics?)</i>	

3.2 Which groups of people do you think will be or potentially could be, impacted by the implementation of this proposal? (You should consider employees, clients, customers / service users, and any other relevant groups)				
Please tick below as appropriate, outlining any potential impacts on the undernoted equality groups this proposal may have and how you know this.				
	Impact			Please explain the potential impacts and how you know this
	No Impact	Positive Impact	Negative Impact	
Age Older or younger people or a specific age grouping	x			
Disability e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible, progressive or recurring	x			
Gender Reassignment/ Gender Identity anybody whose gender identity or gender expression is different to the sex assigned to them at birth	x			
Marriage or Civil Partnership people who are married or in a civil partnership	x			

Pregnancy and Maternity (refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth),	x			
Race Groups: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)	x			
Religion or Belief: different beliefs, customs (including atheists and those with no aligned belief)	x			
Sex women and men (girls and boys)	x			
Sexual Orientation , e.g. Lesbian, Gay, Bisexual, Heterosexual	x			
<p>3.3 Fairer Scotland Duty</p> <p>This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to how we can reduce inequalities of outcome caused by socioeconomic disadvantage when making <u>strategic</u> decisions.</p> <p>The duty is set at a strategic level - these are the key, high level decisions that SBC will take. This would normally include strategy documents, decisions about setting priorities, allocating resources and commissioning services.</p>				
<p>Is the proposal strategic?</p> <p>No</p> <p>If No go to Section 4</p>				

If yes, please indicate any potential impact on the undernoted groups this proposal may have and how you know this:

	Impact			State here how you know this
	No Impact	Positive Impact	Negative Impact	
Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future.				
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies				
Area Deprivation – where you live (e.g. rural areas), where you work (e.g. accessibility of transport)				
Socio-economic Background – social class i.e. parents' education, employment and income				
Looked after and accommodated children and young people				
Carers paid and unpaid including family members				
Homelessness				
Addictions and substance use				
Those involved within the criminal justice system				

3.4 Armed Forces Covenant Duty (*Education and Housing/ Homelessness proposals only*)

This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to the three matters listed below in Education and Housing/ Homelessness matters.
This relates to current and former armed forces personnel (regular or reserve) and their families.

Is the Armed Forces Covenant Duty applicable?

No

If “Yes”, please complete below

Covenant Duty	How this has been considered and any specific provision made:
The unique obligations of, and sacrifices made by, the armed forces;	
The principle that it is desirable to remove disadvantages arising for Service people from membership, or former membership, of the armed forces;	
The principle that special provision for Service people may be justified by the effects on such people of membership, or former membership, of the armed forces.	

Section 4 Full Integrated Impact Assessment Required

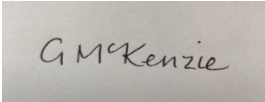
Select No if you have answered “No” to all of Sections 3.1 – 3.3.

No (please delete as applicable)

If yes, please proceed to Stage 2 and complete a full Integrated Impact Assessment

If a full impact assessment is not required, briefly explain why there are no effects and provide justification for the decision.

This policy responds to the Education (Scotland) Act 1980, and the Education (Additional Support for Learning) (Scotland) Act 2004. This update mainly reflects changes to SBC processes for example online enrolment and complaints procedures. It also provides clarity of process while empowering headteachers to make decisions to meet the needs of their children and young people within the parameters of the policy.

Signed by Lead Officer:	 Gillian McKenzie
Designation:	Quality Improvement Officer
Date:	3 January 2024
Counter Signature Director:	
Date:	



PERFORMANCE AND IMPROVEMENT REPORT– SCHOOLS (AYTON PRIMARY SCHOOL)

Report by Report by Director – Education & Lifelong Learning Education

EDUCATION PERFORMANCE SUB COMMITTEE

23 JANUARY 2024

1 PURPOSE AND SUMMARY

- 1.1 This report proposes that the Committee considers His Majesty’s Inspectorate of Education (HMIE) Reports for Ayton Primary School and the Improvement Plan developed by the Headteacher to address the key recommendations.
- 1.2. Ayton Primary School was inspected using a ‘full’ inspection model. This means that 4 key quality indicators were inspected in the Primary School over a 5 day period.
- 1.3. The HMIE Report evaluated the Primary provision as good, across all quality indicators. The evaluation gradings range given by HMIE on school inspections can range from unsatisfactory to excellent. A grading of very good indicates there are major strengths in this aspect of the school’s work. Gradings of good indicates there are important strengths with areas for improvement in this aspect of the school’s work.
- 1.4. The Quality Improvement Team will continue to work alongside the Headteacher to ensure continued progress towards excellence. The team will ensure that areas of very good practice are shared across the Local Authority.

2 RECOMMENDATIONS

I recommend that the Committee agree:-

- 2.1 The School Improvement Plan for Ayton Primary School which addresses areas for improvement as outlined in the HMIE Inspection Report (December 2023).**
- 2.2 The Quality Improvement Team’s plan for support and showcasing of the work of Ayton Primary School following a strong inspection.**

3 BACKGROUND

- 3.1 His Majesty's Inspectorate of Education (HMIE) are part of Education Scotland, a National body who carry out scrutiny activities in all schools and settings. During the COVID-19 pandemic, all inspection activity ceased so there has been a time delay in the scrutiny activities carried out. This has allowed time for the school to lead the areas of improvement identified and to ensure measurable impact of these.
- 3.2 Scottish Borders Council Quality Improvement Framework
- a) The Education (Scotland) Act 2016, The Standard's in Scotland's Schools Act 2000 (amended to include the National Improvement Framework) place direct responsibility on Local Authorities to endeavour to secure improvement in the quality of school education which is provided by the schools managed by it.
 - b) The Quality Improvement Team has a relentless focus on supporting and challenging continuous improvement in schools and settings to ensure the best outcomes for our children and young people.

4 REPORT EVIDENCE FROM HMIE AND LOCAL AUTHORITY

- 4.1 In December 2023, a team of Inspectors from Education Scotland visited Ayton Primary School. During their visit, the team talked to parents/carers and children and worked closely with the Headteacher and staff.
- 4.2 The Inspection team found the following strengths in the school's work:
- The very welcoming children and staff who make Ayton Primary School a happy place to learn. Caring and nurturing relationships between all staff and children ensure children feel safe and engage well in learning.
 - The Headteacher provides strong leadership for the school community. She is driving forward school improvements well. In her short time in post, the positive impact on children's experiences and outcomes is evident.
 - The recent improvements in digital learning approaches which are leading to children using technology effectively to enhance and extend their learning.
 - The positive steps in raising attainment of children across the school, particularly in reading, listening and talking and numeracy.
- 4.3 The following areas for improvement were identified and discussed with the Headteacher and a representative from Scottish Borders Council.
- Senior leaders and teachers should continue to improve high quality learning and teaching across the school. This should include increased opportunities for children to lead and review their learning.
 - Develop a robust strategic overview of children's additional support needs across the school. This will ensure all staff are confident in the range of supports used in Ayton Primary School to meet learner's needs. This will help senior leaders to evidence more clearly the positive impact of the support children receive.

- Senior leaders need to improve the recording and tracking of data and measure and close gaps in children's learning more effectively.

4.4 The Inspection team are confident that the school has capacity to continue to improve and they will make no further visits in connection with this inspection.

4.5 Local Authority Support in accordance with Scottish Borders Council's Quality Improvement Framework, a Quality Improvement Officer will continue to work alongside the School, offering a low level of support, to ensure continuous improvement.

4.6 The School will report progress in their annual Standards and Quality Report.

5 IMPLICATIONS

5.1 Financial

There are no costs attached to any of the recommendations contained in this report.

5.2 Risk and Mitigations

The report fully describes all the elements of risk that have been identified in relation to this project and no specific additional concerns need to be addressed.

5.3 Integrated Impact Assessment

Integrated Impact Assessment has been completed and there is no requirement for a full IIA to be completed in relation to this report.

5.4 Sustainable Development Goals

There is no impact/difference to sustainable development goals.

5.6 Rural Proofing

Not applicable.

5.7 Data Protection Impact Statement

There are no personal data implications arising from the proposals contained in this report.

5.8 Changes to Scheme of Administration or Scheme of Delegation

There are no changes to be made to the Scheme of Delegation which need to be made following the recommendations of this report.

6 CONSULTATION

6.1 The Director (Finance & Corporate Governance), the Monitoring Officer/Chief Legal Officer, the Chief Officer Audit and Risk, the Director (People Performance & Change), the Clerk to the Council and Corporate Communications have been consulted and any comments received will be incorporated into the final report.

Approved by

Name: Lesley Munro

Title: Director Education & Lifelong Learning

Author(s)

Name	Designation and Contact Number
James Bewsey	Quality Improvement Officer – 01835 824000 Ext No. 5541

Background Papers:

HMIE Inspection Report (5 December 2023)

HMIE Summarised Inspection Findings (5 December 2023)

HMIE Pre-Inspection Questionnaire Summary Report (23 October 2023)

Previous Minute Reference:

Note – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. The Senior Management Support Admin Team can also give information on other language translations as well as providing additional copies.

Contact us at Senior Management Support, Children & Young People’s Services, People Department, Scottish Borders Council, Newtown St Boswells, TD6 0SA.

Telephone: 01835 824000

SeniorMgtSupport@scotborders.gov.uk

5 December 2023

Dear Parent/Carer

In October 2023, a team of inspectors from Education Scotland visited Ayton Primary School. 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 very welcoming children and staff who make Ayton Primary School a happy place to learn. Caring and nurturing relationships between all staff and children ensure children feel safe and engage well in learning.
- The headteacher provides strong leadership for the school community. She is driving forward school improvements well. In her short time in post, the positive impact on children's experiences and outcomes is evident.
- The recent improvements in digital learning approaches which are leading to children using technology effectively to enhance and extend their learning.
- The positive steps in raising attainment of children across the school, particularly in reading, listening and talking and numeracy.

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

- Senior leaders and teachers should continue to improve high quality learning and teaching across the school. This should include increased opportunities for children to lead and review their learning.
- Develop a robust strategic overview of children's additional support needs across the school. This will ensure all staff are confident in the range of supports used in Ayton Primary School to meet learner's needs. This will help senior leaders to evidence more clearly the positive impact of the support children receive.
- Senior leaders need to improve the recording and tracking of data and measure and close gaps in children's learning more effectively.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#). 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 Ayton Primary School

Quality indicators	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Ensuring wellbeing, equality and inclusion	good
Raising attainment and achievement	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: 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.

Nicola Drew
HM Inspector

Summarised inspection findings

Ayton Primary School

Scottish Borders Council

5 December 2023

Key contextual information

Ayton Primary School is a small rural school in Berwickshire which is part of the Eyemouth Learning Community Schools. There are 70 children in the school across three classes, P1-3, P4/5 and P6/7. The headteacher has been in post since November 2022 as acting headteacher. She is also headteacher for Reston Primary School. The school also has a principal teacher, who has responsibility across both schools. Most children reside in Scottish Index of Multiple Deprivation deciles 6 and 7. Pupil Equity Funding (PEF) is used mainly to fund additional support staff to support universal and targeted interventions.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Children, staff, parents and partners know and understand Ayton Primary School's values of safe, respectful and kind. These values are at the centre of all interactions and are referred to by staff and children throughout the school. They are seen in action every day, as children look after one another, particularly older children showing kindness to younger children. Children and staff are proud of their 'small but mighty' school. They recognise the strengths in their close-knit school community and the value of knowing each other very well.
- The highly respected headteacher has been in post for less than a year. Prior to the headteacher's appointment, there was a period of instability within the staff team. Staffing across the school is now more settled. The headteacher has made a strong start to developing a clear strategic vision for improvement. This vision is already having a positive impact on practice. She is ably supported by the principal teacher and a committed staff team. School Improvement priorities have included developing consistent high-quality learning and teaching across the school. There is evidence that this priority is having a positive impact on children's learning, attainment and achievement.
- Staff, parents, partners and children agree the school is well led. Children and staff feel that the headteacher considers and listens to their views on moving the school forward. This collaborative approach has enabled the school improvement plan to be taken forward successfully over the last year. An agile plan for change has ensured progress in learning and teaching, particularly in digital learning and meeting learners needs. The headteacher and staff team are well placed to continue the planned school improvements.
- Teachers work effectively together with their partner school to engage in quality assurance and moderation of learning and teaching. Teachers value regular opportunities to work collaboratively with colleagues to improve approaches to learning and teaching, digital skills and supporting children's additional needs. This constructive partnership working allows teachers to share good practice and engage in professional dialogue. For example, developing their confidence in the quality of teaching, in the creation of 'What a good one looks like' (WAGOLL).

- The headteacher involves teachers in regular self-evaluation and quality assurance to review and strengthen practice across the school. She has created a calendar of monitoring, moderation and self-evaluation to support continuous improvement and reflection. Teachers engage fully with professional development opportunities, for example, engaging with a new national writing training programme. The headteacher is mindful of the pace of change and ensures staff are included and consulted on new priorities. Teachers feel they are empowered to lead initiatives and implement new ways of working. This professional trust has increased their confidence and motivation for positive change. As planned, the headteacher should look for ways to engage parents and children more fully in self-evaluation activities.
- All teachers have leadership opportunities at Ayton Primary School which include leading improvements in writing, outdoor learning, and the pupil council. Teachers collaborate effectively and support each other to develop high quality learning and teaching. They continually reflect and develop their practice which is leading to consistent approaches across the school. The headteacher and teachers need to continue this cycle of reflection. This practice will further improve and embed high quality learning and teaching across the school.
- All children in P6/7 have leadership opportunities including, digital ninjas, library leaders, buddies, junior road safety officers and house and sports captains. Children talk about the impact of their roles, including keeping children safe with the 'be bright be seen' campaign and improvements in the playground. The newly established pupil council represents the wider school. They recently linked with the local group 'Berwickshire Swap' to support a swap shop for winter jackets and toys. This project helps children to understand the importance of supporting others in the current economic climate. As a next step, teachers should help children to understand the skills they are developing as part of these leadership opportunities.
- Senior leaders have systems in place to regularly track children's progress. As planned, senior leaders should continue to gather and analyse a wider range of data with the whole staff team to identify all children's needs and specific gaps in learning. This will ensure interventions have the expected impact on children's outcomes and experiences and on closing gaps in learning.
- The headteacher uses pupil equity funding (PEF) well to support targeted and individual interventions for identified children. Additionally, the local cluster schools have used PEF to fund a home school link worker. As part of her role, she supports families and children to improve attendance and helps reduce other barriers to learning. A few parents report the positive impact this is having on children and families. As a next step, the school should consult more fully and include parents in decisions about the use of PEF.

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

- Senior leaders and staff promote a caring and inclusive learning environment for children underpinned by the principles of nurture. Almost all children engage well in learning opportunities where they are actively involved in learning. Staff plan learning well to promote independence. Most children access their learning independently and follow clearly established routines. Children would benefit from further opportunities to lead learning across the school. This will develop the skills and attitudes needed to support children to take responsibility for aspects of their own learning.
- Almost all children are motivated and engaged in their learning. In almost all lessons, the purpose of learning is clear and staff build upon children's knowledge and prior learning. In almost all lessons, learning intentions are shared with children and displayed. Teachers' explanations and instructions are clear. In almost all classes, teachers use questioning well to check for understanding and provide further support for learners where needed. They should extend questioning to encourage children to deepen their thinking and explain their answers in greater depth. Teachers use success criteria well within writing to support children's understanding. They should ensure that success criteria are consistently displayed and referred to across all areas of the curriculum. Children should have increased opportunities to co-create success criteria. This will provide greater opportunities for personalisation and choice and enable children to choose strategies that work best for them.
- Most children's experiences are appropriately challenging and well matched to their needs and interests. In most lessons, learning is differentiated well to ensure the needs of learners are met. Staff provide real life contexts, such as the recent cycle race to provide stimulating hooks for learning and to motivate learners. Children experience a broad range of contexts for learning and most children are beginning to make connections to skills for learning, life and work. Staff need to ensure there are opportunities for planned quality outdoor learning experiences across the school.
- The school's teaching for effective learning policy sets out clear expectations for all staff and has begun to lead to improvements in learning, teaching and assessment across the school. The focus on helping all children develop skills across the four capacities is emerging through planned learning experiences across the school. All staff are committed to the Scottish Borders Council (SBC) guidance bringing about improvements in consistency for learners. Almost all staff provide opportunities for children to become successful learners through good use of working walls. A consistent approach enables all learners to understand what a good one looks like (WAGOLL), what has been learned and how to achieve success.
- Learners are beginning to take a more active role in the wider community. This is providing children with relevant and meaningful learning contexts. Whole school participation in community events is developing children's skills as responsible citizens and enhancing their

understanding of building a socially just and equitable society. The pupil council worked with Berwickshire Swap to organise Berwickshire's pre-loved Christmas event. This supports a few learners to develop an awareness of the difference between equality and equity.

- Most children are beginning to reflect upon their learning. It is evident that emerging progress in setting targets and creating individual learning portfolios, using a digital platform, is helping children to evaluate their work. This approach should be extended across the whole school to develop further children's understanding of their strengths and next steps in learning. Children will benefit from opportunities to develop their language of learning to support them with this.
- Staff enable learners to make good use of digital technology to support their learning and improve their digital skills. Primary 4-7 learners benefit from 1-1 devices and are positive about the impact of this upon their learning. The recently introduced digital programme supports staff and children in developing their knowledge and skills within digital literacy. Children demonstrate understanding of their rights and responsibilities as digital citizens. They created rules and expectations for the use of tablets to display in their learning environment.
- Teachers are at the early stages of developing play pedagogy across the school. Staff should continue to work together to develop the indoor and outdoor learning environments to enhance learning through play. At early and first levels, almost all children's development is positively shaped by relationships, repetition and routines. Children would benefit from more purposeful interactions between adults and children to extend their curiosity and learning through play. Staff should seek to develop opportunities for responsive planning. They should explore ways to record playful learning and observations to identify children's strengths, interests and next steps. Further professional learning opportunities and engaging with the early years national practice guidance will support this.
- Staff are engaging well in professional learning which focuses upon developing aspects of learning, teaching and assessment with their partner school. Staff feel empowered by the headteacher to implement their ideas to bring about positive improvements. All staff value opportunities to meet with colleagues and engage in professional dialogue to improve their practice. A few staff are engaging in continuous professional learning opportunities (CLPL) through a national writing programme. This is bringing about emerging practice in using data to make improvements. As planned, this should be used to inform raising attainment in writing.
- All teachers work collegiately and understand the importance of long term, medium and short term planning to meet the needs of learners across the curriculum. Children should have opportunities to be more involved in planning learning, including children with barriers to learning.
- Most staff make good use of formative and summative assessment to inform planning for next steps in learning. There is a clear assessment calendar outlining a wide range of summative assessments including Scottish National Standardised Assessment (SNSA). Staff track this data and use this to inform their professional judgements. The headteacher has introduced attainment meetings with teachers at four key points in the year. Teachers engage in helpful professional dialogue to track and monitor learners' progress. This enables targeted support and interventions to be planned for.
- There are regular formal and informal moderation activities at school and partner school level. Staff speak positively about the opportunity to explore, try and feedback with others. As planned, staff should continue to engage in the moderation cycle. This will further develop a shared understanding of achievement of a level.

2.2 Curriculum: Learning pathways

- Senior leaders created a curriculum rationale in consultation with learners, staff and parents. This is improving everyone's understanding of the purpose of the school's curriculum. Staff make good use of this to inform planning. Staff should continue to build upon the school's unique context and make better use of the local area to develop further the curriculum.
- Staff have bundled experiences and outcomes. These are used on a three year context for learning cycle. This supports staff to ensure breadth and progression across the school. Staff are promoting children's curiosity and understanding in science through the Forces context. Planned experiences engage children in collaborative and investigative tasks developing key skills.
- Teachers work collegiately and actively seek opportunities to engage in professional learning to develop the school's curriculum. The school is taking part in a national improvement writing programme alongside other schools across the local authority. Staff should continue to review and refresh the curriculum with the involvement of parents and the wider school community.
- All teachers develop literacy, numeracy and health and wellbeing through discrete lessons and learning across the curriculum. Children experience their entitlement of two hours of high-quality physical education. Staff use a range of progressive pathways to build upon children's learning and skills. Learners would benefit from further opportunities for personalisation and choice within their learning. As planned, staff should refresh the Interdisciplinary learning programme to ensure an effective whole school and community approach to learning for sustainability.
- Children make good use of the library to support the school's reading programme. Children's reading skills are improving through accessing a range of texts for enjoyment or for a specific purpose to develop their skills in understanding, analysing and evaluating fiction and non-fiction texts.
- Children are confident in the use of digital technology. They are developing a range of skills and applying these across their learning. Children value the role that digital technology has in their learning, enabling them to become successful learners.
- Children receive their entitlement to experience a 1+2 languages approach. Teachers use a progressive programme to ensure that children experience progression and depth in learning German from P1 to P7. Staff have introduced French as a third language.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents feel the new headteacher and staff team lead the school very effectively. The headteacher and staff are approachable and communicate regularly with parents. Parents have identified the communication of the headteacher as a strength. They have welcomed the recent positive changes in the school and believe the new leadership is having a significantly positive impact on the school and its place at the heart of the community.
- The very supportive Parent Council Forum work closely with Ayton Primary staff team to support the needs of the school. They fundraise for trips and school resources and are currently fundraising for playground improvements. They meet regularly to support the work of the school.
- Parents have opportunities to visit the school for open days, parent contact and sharing learning events. These are now re-starting after the break due to the pandemic and parents welcome these opportunities to take part in school events. As a next step, senior leaders should consider how to involve parents more fully in school improvement priorities.

2.1 Safeguarding

- 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 impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Ayton Primary School is a happy place, where children and staff want to work and learn. All staff at Ayton Primary School have developed caring and nurturing relationships with all children. Staff know children and families very well and strive to ensure children have what they need to thrive. Children feel cared for in school and have trusted adults they can speak to if they need to. Children and adults respect each other. These positive relationships help children to feel safe and secure in school and support their positive engagement with learning.
- Most children have a good understanding of the wellbeing indicators and explain what they are and what they mean for them. For example, they understand how to keep themselves safe in the community and what to do if they have any worries, or if they need help. They talk confidently about frequent opportunities to be active in school including in physical education, the daily mile, outdoor learning, playtimes and clubs. They know why it is important to be active and healthy and how to look after their bodies.
- Teachers have recently completed wellbeing questionnaires with children across the school and have started to track children's wellbeing. They use this data alongside their knowledge of children and families to monitor and follow up timeously on any concerns children raise. The headteacher, teachers and staff are committed to improving the outcomes of all children. They link with a range of partners to meet successfully the wellbeing needs of children.
- The headteacher and teachers have developed meaningful partnerships with the local health team, the inclusion service, active school's co-ordinator and Berwickshire Christian Youth Trust to strengthen and broaden ways to improve outcomes for learners. For example, bespoke support packages are created for individual children using a range of resources. Teachers also benefit from the expertise and knowledge partners bring.
- All children in P6/7 have leadership opportunities. Children enjoy these opportunities to have responsibility and trust. They feel valued and respected members of their school community as they plan school events and competitions. Teachers should now support children to recognise the skills they are developing through these leadership roles and the contribution they are making to the school. A few younger children have joined the pupil council, however, there is scope to extend leadership opportunities across the school.
- Children learn about health and wellbeing through lessons planned using the Curriculum for Excellence (CfE) experiences and outcomes. They include learning about people who help us and how to look after our bodies, including daily toothbrushing in the P1-3 class. The headteacher has identified the need to review the health and wellbeing programme. This will ensure children have a broad, inclusive and progressive health and wellbeing curriculum. As part of this review, it would be important to include increased opportunities to explore diversity, discrimination and equality.

- All staff have regular professional learning on statutory duties. This includes annual child protection training, training linked to Getting it Right for every child (GIRFEC) and meeting children's needs. Staff understand their responsibilities to support all children in school. All staff use nurturing approaches and the headteacher has planned further training in meeting children's needs. Staff are committed to developing new approaches and working in partnership to support children to make good progress in their learning and achievements. For example, a few children attend a horse-riding programme and their progress in horse-riding skills, as well as their confidence in themselves has increased significantly.
- The headteacher monitors the attendance of children across the school. Overall, attendance is in line with the national average. Where a few children have barriers to learning and attendance at school has dipped, the headteacher is proactive in her approach to supporting children. Within the learning community, pupil equity funding has been used to employ a home-link worker who supports school attendance as part of this role. The headteacher identified children and families who would benefit from this support and families value this supportive approach. Moving forward, it will be important to review the success in improving attendance of identified children.
- The headteacher, support staff and teachers understand well the needs of children with barriers to learning. They plan a range of measures to support identified children including literacy and numeracy interventions, nurturing approaches, individual plans and support from partners. As a next step, teachers and the headteacher should review the range of supports and resources they currently use, audit their effectiveness and create a strategic overview to support teachers in their planning and recording of children's progress. This will ensure all staff are confident in their universal approaches to meeting learners' needs. It will also support staff to evidence more clearly the progress identified children are making.
- Positive relationships between children are a strength at Ayton Primary School. Occasionally, a few children become overwhelmed and disengaged in learning. Senior leaders have developed a relationship policy to support staff to manage these situations sensitively. Children say they trust the adults to follow up on any concerns they have. The school also record any incidents of alleged bullying and follow up appropriately.
- The headteacher and teachers know all children very well and review their progress as a class and as individuals. They track their literacy and numeracy over time and are now tracking wellbeing. They can clearly evidence the positive progress most children are making. They now need to review any gaps in learning for cohorts and individuals, including those affected by the poverty related attainment gap. This will ensure pupil equity funding is helping identified children to close gaps in learning and accelerate progress towards outcomes.

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

- Due to the small numbers at each stage, attainment has been considered across the school.
- Most children across the school achieved expected Curriculum for Excellence levels in literacy and numeracy in June 2023. The headteacher and teachers identified attainment in writing as less positive than reading and listening and talking. They have taken steps to address this.
- Most children who require support with learning are making satisfactory progress towards their targets.

Attainment in literacy and English

- Overall, most children make good progress in literacy from prior levels of attainment. A few children make very good progress.

Listening and talking

- At early level, almost all children listen well to adults and follow instructions. Most children take turns and listen to their peers. Almost all children answer questions about a text to show understanding. At first level, most children listen well for information and answer questions confidently relating to what they have heard. They contribute effectively to group discussions and share their views, explaining their answers. At second level, most children express their views articulately and listen to and build upon the opinions of others. All children identify the difference between fact and opinion and give examples of this. Across the school, a few children need to develop their skills in listening to others and taking turns.

Reading

- At early level, almost all children enjoy a range of texts and make good use of the class library. They comment appropriately upon the title, author, illustrator, and blurb. They take account of simple punctuation when reading aloud. At first level, most children read fluently with expression and use a range of strategies to decode unknown words. They understand the key features of fiction and non-fiction texts and answer questions to show their understanding of texts read. They are developing their understanding of inferential and evaluative questions. At second level, children choose books from a wide range of texts within the school library. Almost all children explain their choice of book and link this to author, genre, and characterisation. They use a range of reading skills to analyse and understand texts and link this to writing. At first and second level, children should have further opportunities to discuss the writer's style and key features of a genre.

Writing

- At early level, most children use capital letters and full stops to accurately punctuate a sentence. They need more opportunities to engage in emergent writing to develop their

confidence and independence. At first level, most children plan and organise their ideas well to create new texts. They include information about the topic and are beginning to review work against helpful check lists to ensure they include relevant information. At second level, most children create texts for a variety of purposes and audiences. They make use of success criteria and planning to apply key features of different genres into their writing. Most children effectively use persuasive language and techniques to persuade the reader.

- Recent work to improve writing skills across the school is beginning to have an impact on the quality of children's writing and their breadth of experience in writing a range of genres. Across the school, a minority of children need to improve the presentation of written work.

Numeracy and mathematics

- Overall, most children are making good progress in numeracy and mathematics. A few children across the school are making very good progress.

Number, money and measure

- At early level, almost all children have a good knowledge and understanding of numbers to 20. Almost all children add and subtract mentally within 10. At first level, most children are confident in their knowledge of money. They demonstrate well their understanding of simple fractions and equivalent fractions. Most children are confident and agile in mental calculations within 100, including place value, rounding, addition and subtraction. They should revise subtraction and division using a written method. At second level, most children have a good understanding of number and number processes. They apply their knowledge of multiplication and division to mentally multiply and divide multiples of 10, 100 and 1000. Children calculate simple fractions, percentages and decimal fractions accurately to solve problems. A few children would benefit from further opportunities to explore place value within decimals.

Shape, position and movement

- At early and first level, children recognise, describe and sort common two dimensional (2D) shapes and three-dimensional (3D) objects. At first level, children should revisit learning on the mathematical language used to describe the properties of shape. At second level, almost all learners identify, classify and describe an increasing range of 2D shapes and 3D objects. Most children identify acute and obtuse angles in shapes and in the environment. At second level, children should explore 2D shapes and 3D objects using digital applications to draw and represent complex shapes.

Information handling

- At early level, children use knowledge of colour and size to match and sort items, which they show in bar graphs. At first and second level, children explain the features of a bar graph and answer questions using different graphs and tables. They know how to collate information in a graph, and how to label it accurately. As a next step they should use digital applications to create their own graphs and charts, using a suitable scale.

Attainment over time

- Senior leaders track children's progress over time. In these robust attainment meetings, they use a wide range of assessment data to measure progress of individual children against prior levels of attainment. Most children are making good progress against prior levels of attainment and a few children are making very good progress. Children who require additional support with learning are identified for interventions and support. Most children who require support with learning are making satisfactory progress towards their own targets. Teachers and the headteacher now need to evidence more clearly the positive impact of interventions for identified children.

Overall quality of learners' achievements

- Children's achievements are recognised and celebrated in a variety of ways including recognition boards and certificates which are shared in assemblies. All classes contribute to a whole school 'Wow Moments' display to share learning they are proud of including taking part in a rugby festival.
- Teachers have recently begun using a digital application to record children's learning and achievements. Children are beginning to select work they are proud of for their profile. This will create a record of children's learning and achievements as they move through school.

Equity for all learners

- All staff have a very good understanding of the socio-economic factors which affect families. They are mindful of the cost of the school day. Staff are committed to ensuring all children receive the support they need to have a positive learning experience. Senior leaders work with a range of partners to improve children's outcomes. The daily breakfast club is well attended and is funded through grants, PEF and a very low daily cost to ensure all children can attend if they wish.
- As part of the SBC cluster plan, local schools use PEF to fund a home school link worker. This supports effective transitions for P7 and identified children and families who are affected by the poverty related attainment gap. Part of this new role includes supporting attendance. It is too early to assess the impact of this intervention, however, there are early signs this is having a positive impact on specific children.
- PEF is used predominantly to employ support staff. They deliver targeted interventions in literacy, numeracy and wellbeing for identified children with gaps in learning and in their readiness to learn. The school is not yet able to evidence the progress they are making in closing the poverty related attainment gap. It will be important moving forward to review how identified children's progress is captured to ensure interventions are successfully closing the attainment and wellbeing gaps and accelerating progress for these children.

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.

Ayton Primary School

Pre-inspection questionnaire summary report Inspection week: 23 October 2023

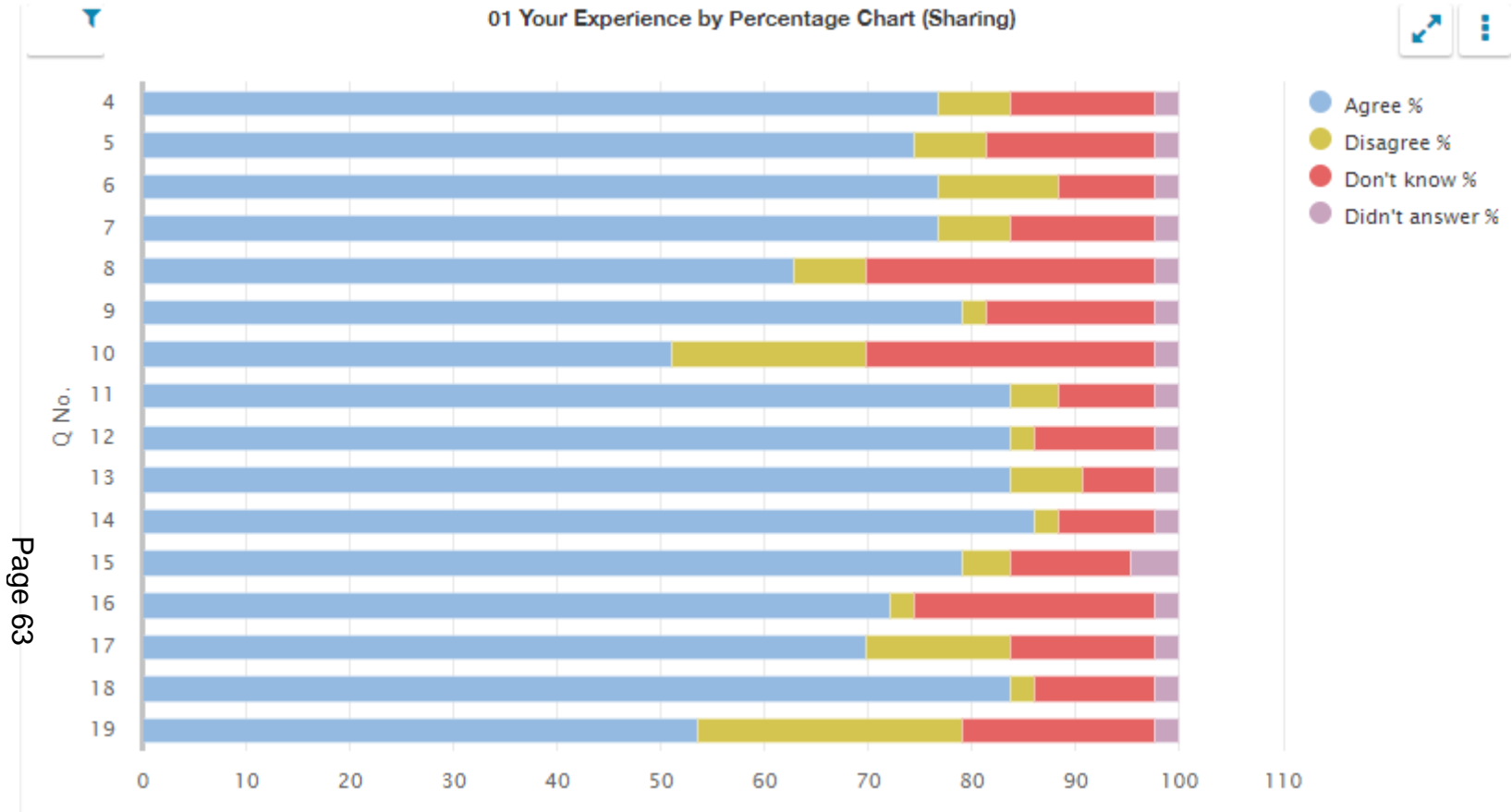
Questionnaire for children in primary stages (01)

01 Your experience by percentage (sharing)

Q No.	Question	Response Count	Agree %	Disagree %	Don't know %	Didn't answer %
4	I feel safe when I am at school.	43	76.74	6.98	13.95	2.33
5	My school helps me to feel safe.	43	74.42	6.98	16.28	2.33
6	I have someone in my school I can speak to if I am upset or worried about something.	43	76.74	11.63	9.3	2.33
7	Staff treat me fairly and with respect.	43	76.74	6.98	13.95	2.33
8	Other children treat me fairly and with respect.	43	62.79	6.98	27.91	2.33
9	My school helps me to understand and respect other people.	43	79.07	2.33	16.28	2.33
10	My school is helping me to become confident.	43	51.16	18.6	27.91	2.33
11	My school teaches me how to lead a healthy lifestyle.	43	83.72	4.65	9.3	2.33
12	There are lots of chances at my school for me to get regular exercise.	43	83.72	2.33	11.63	2.33
13	My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day.	43	83.72	6.98	6.98	2.33
14	I have the opportunity to discuss my achievements outwith school with an adult in school who knows me well.	43	86.05	2.33	9.3	2.33
15	My school listens to my views.	43	79.07	4.65	11.63	4.65
16	My school takes my views into account.	43	72.09	2.33	23.26	2.33
17	I feel comfortable approaching staff with questions or suggestions.	43	69.77	13.95	13.95	2.33
18	Staff help me to understand how I am progressing in my school work.	43	83.72	2.33	11.63	2.33
19	My homework helps me to understand and improve my work in school.	43	53.49	25.58	18.6	2.33

01 Your experience by percentage chart (sharing)

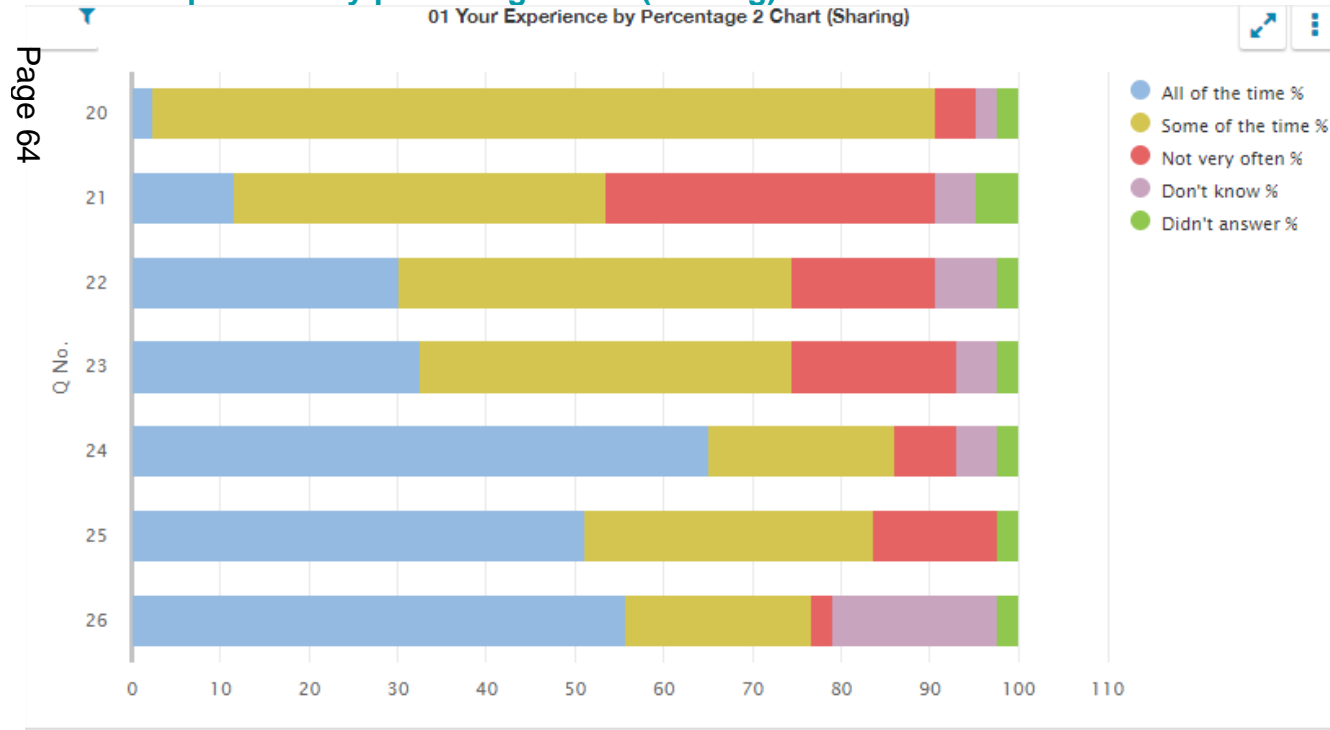
01 Your Experience by Percentage Chart (Sharing)



01 Your experience by percentage 2 (sharing)

Q No.	Question	Response Count	All of the time %	Some of the time %	Not very often %	Don't know %	Didn't answer %
20	Other children behave well.	43	2.33	88.37	4.65	2.33	2.33
21	My teachers ask me about what things I want to learn in school.	43	11.63	41.86	37.21	4.65	4.65
22	I enjoy learning at school.	43	30.23	44.19	16.28	6.98	2.33
23	I feel that my work in school is hard enough.	43	32.56	41.86	18.6	4.65	2.33
24	I know who to ask to get help if I find my work too hard.	43	65.12	20.93	6.98	4.65	2.33
25	I am encouraged by staff to do the best I can.	43	51.16	32.56	13.95	0.00	2.33
26	I am happy with the quality of teaching in my school.	43	55.81	20.93	2.33	18.6	2.33

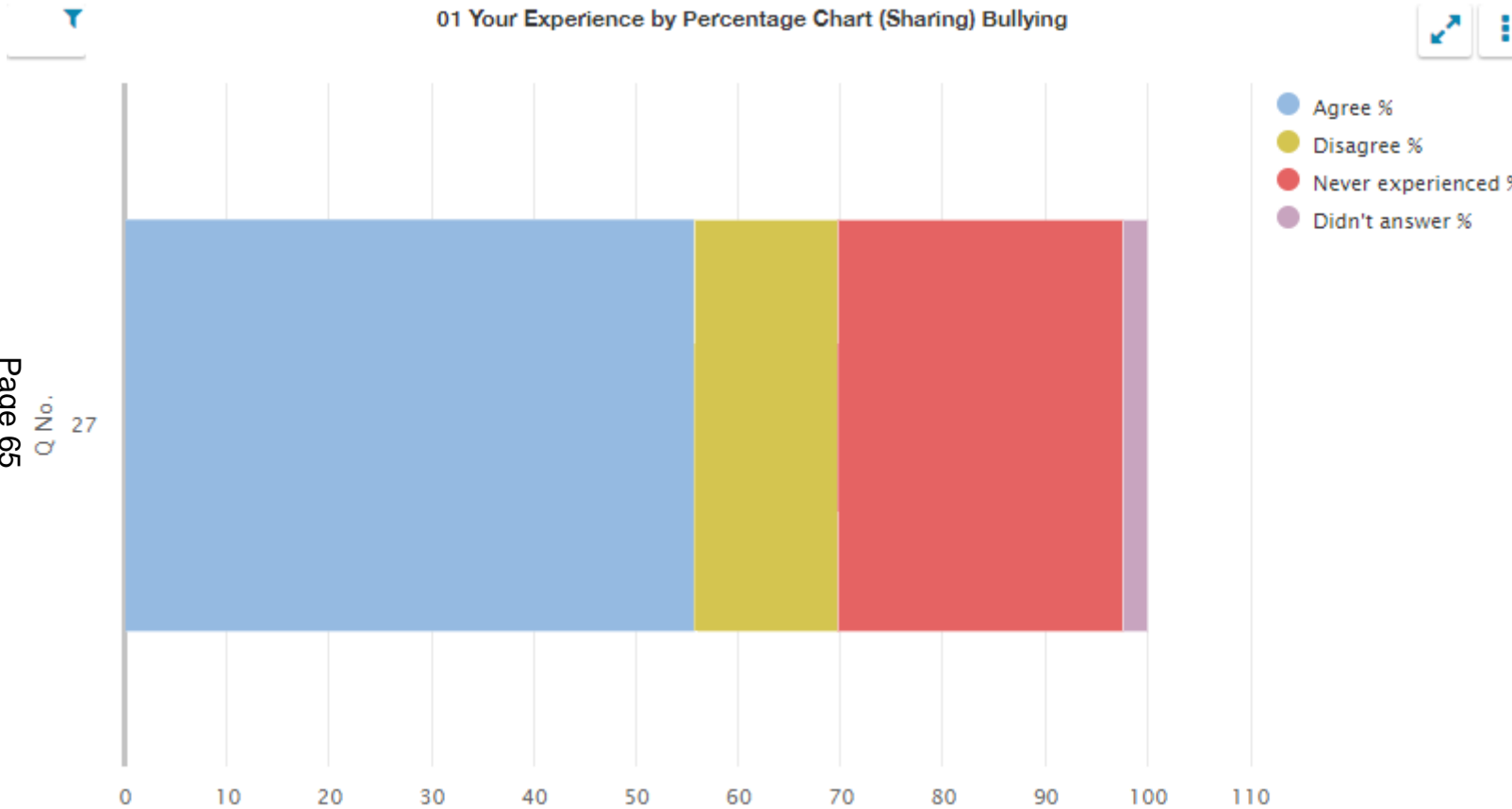
01 Your experience by percentage chart (sharing)



01 Your experience by percentage (sharing) bullying

Q No.	Question	Response Count	Agree %	Disagree %	Never experienced %	Didn't answer %
27	My school deals well with any bullying.	43	55.81	13.95	27.91	2.33

01 Your experience by percentage chart (sharing) bullying



Questionnaire for parents/carers of children in primary stages (04)

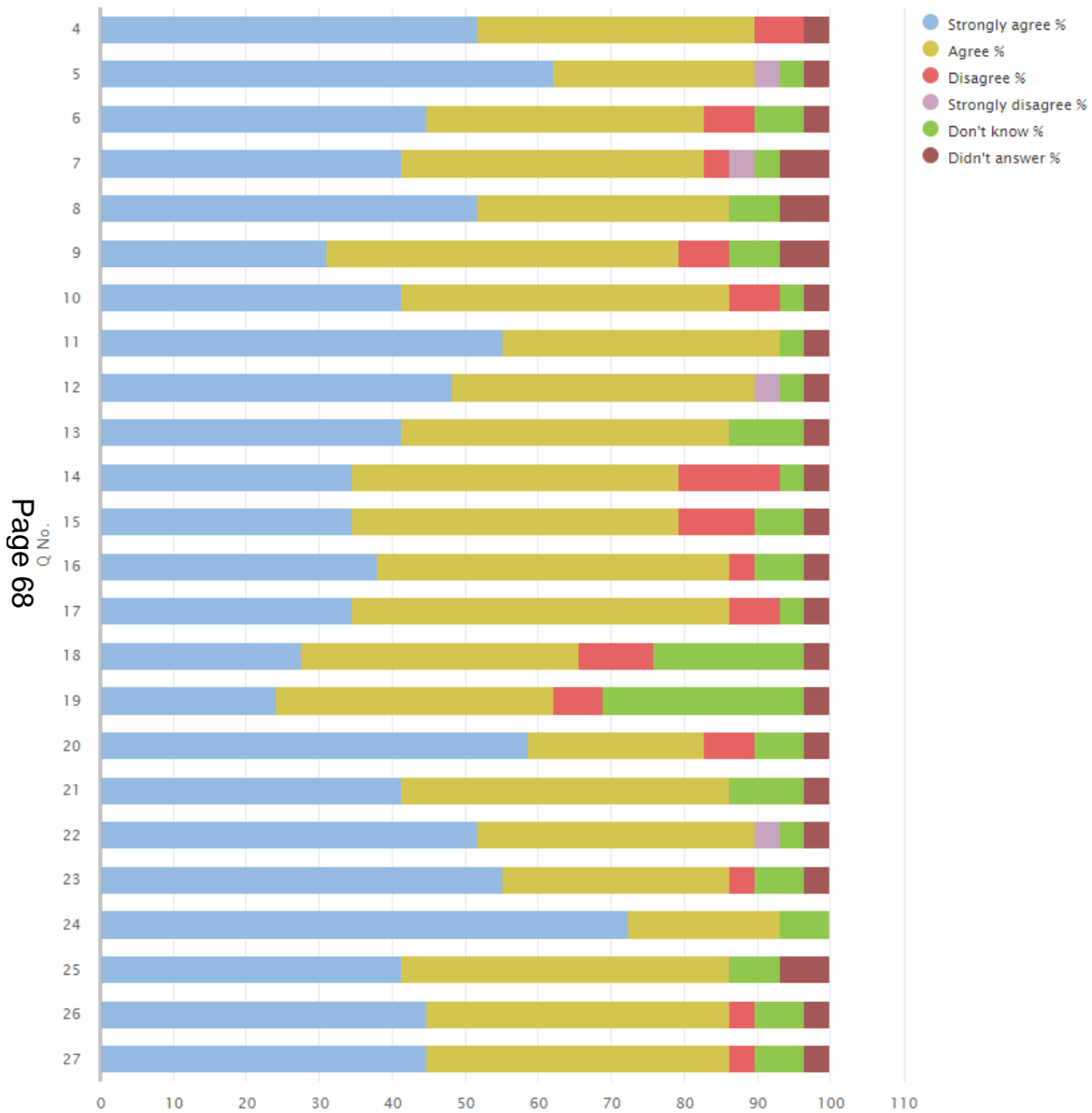
04 Your experience by percentage (sharing)

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	Didn't answer %
4	My child likes being at this school.	29	51.72	37.93	6.9	0.00	0.00	3.45
5	Staff treat my child fairly and with respect.	29	62.07	27.59	0.00	3.45	3.45	3.45
6	I feel that my child is safe at the school.	29	44.83	37.93	6.9	0.00	6.9	3.45
7	The school helps my child to feel confident.	29	41.38	41.38	3.45	3.45	3.45	6.9
8	I feel staff really know my child as an individual.	29	51.72	34.48	0.00	0.00	6.9	6.9
9	My child finds their learning activities hard enough.	29	31.03	48.28	6.9	0.00	6.9	6.9
10	My child receives the help he/she needs to do well.	29	41.38	44.83	6.9	0.00	3.45	3.45
11	My child is encouraged by the school to be healthy and take regular exercise.	29	55.17	37.93	0.00	0.00	3.45	3.45
12	The school supports my child's emotional wellbeing.	29	48.28	41.38	0.00	3.45	3.45	3.45
13	My child is making good progress at the school.	29	41.38	44.83	0.00	0.00	10.34	3.45
14	I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles.	29	34.48	44.83	13.79	0.00	3.45	3.45
15	The information I receive about how my child is doing reaches me at the right time.	29	34.48	44.83	10.34	0.00	6.9	3.45
16	I understand how my child's progress is assessed.	29	37.93	48.28	3.45	0.00	6.9	3.45
17	The school gives me advice on how to support my child's learning at home.	29	34.48	51.72	6.9	0.00	3.45	3.45
18	The school organises activities where my child and I can learn together.	29	27.59	37.93	10.34	0.00	20.69	3.45
19	The school takes my views into account when making changes.	29	24.14	37.93	6.9	0.00	27.59	3.45
20	I feel comfortable approaching the school with questions, suggestions and/or a problem.	29	58.62	24.14	6.9	0.00	6.9	3.45
21	I feel encouraged to be involved in the work of the Parent Council and/or parent association.	29	41.38	44.83	0.00	0.00	10.34	3.45
22	I am kept informed about the work of the Parent Council and/or parent association.	29	51.72	37.93	0.00	3.45	3.45	3.45

Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	Didn't answer %
23	I am satisfied with the quality of teaching in the school.	29	55.17	31.03	3.45	0.00	6.9	3.45
24	The school is well led and managed.	29	72.41	20.69	0.00	0.00	6.9	0.00
25	The school encourages children to treat others with respect.	29	41.38	44.83	0.00	0.00	6.9	6.9
26	I would recommend the school to other parents.	29	44.83	41.38	3.45	0.00	6.9	3.45
27	Overall, I am satisfied with the school.	29	44.83	41.38	3.45	0.00	6.9	3.45

04 Your experience by percentage chart (sharing)

04 Your Experience by Percentage Chart (Sharing)

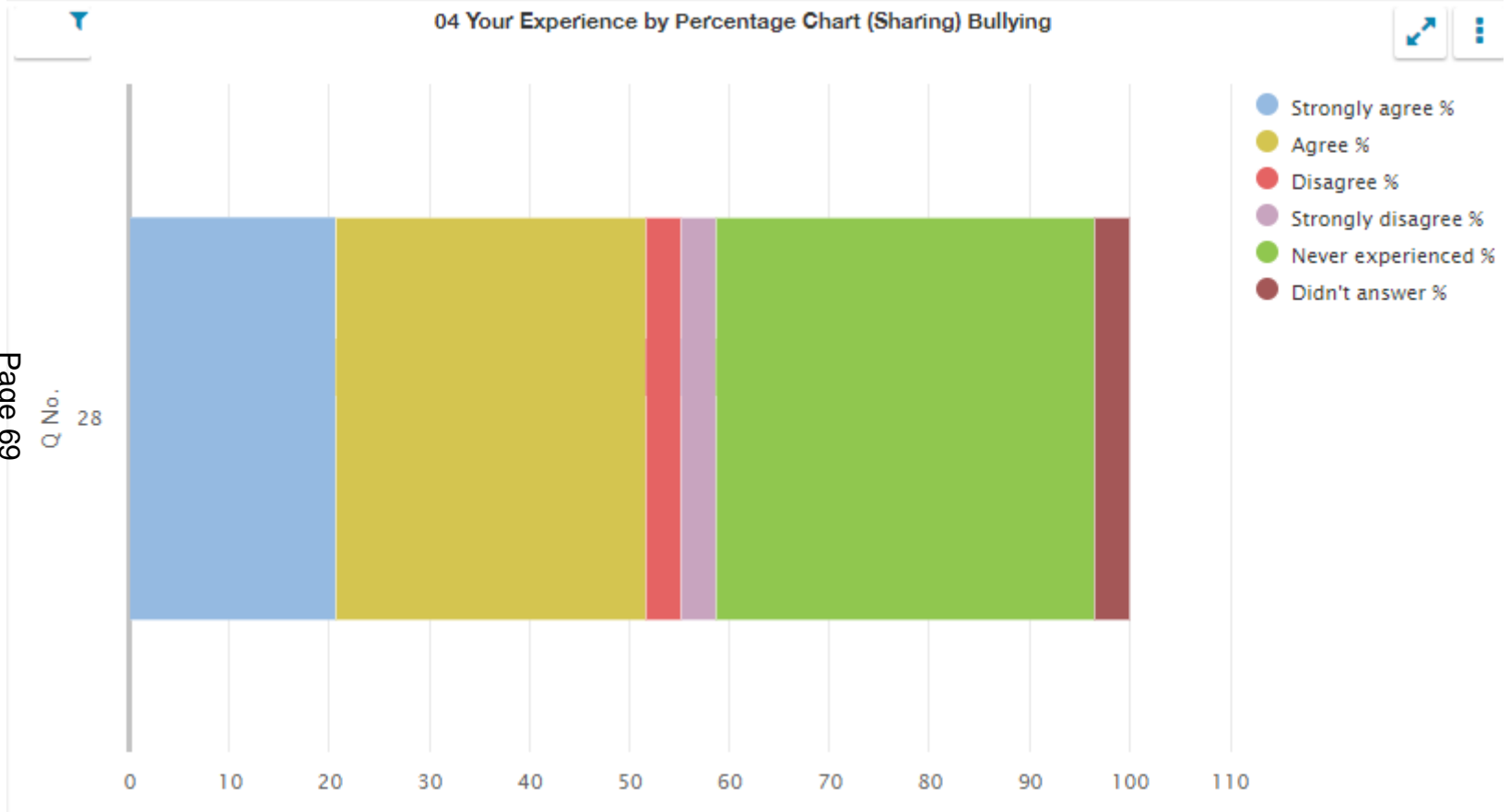


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04 Your experience by percentage (sharing) bullying

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Never experienced %	Didn't answer %
28	The school deals well with any bullying.	29	20.69	31.03	3.45	3.45	37.93	3.45

04 Your experience by percentage chart (sharing) bullying



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