

SCOTTISH BORDERS COUNCIL EDUCATION SUB-COMMITTEE

MINUTES of Meeting of the EDUCATION
SUB-COMMITTEE held in Council Chamber,
Council Headquarters, Newtown St Boswells
on Thursday, 5 October 2023 at 9.30 am

- 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).

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).

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 had 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.**

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 Chair 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.**

The meeting concluded at 12.45 p.m.