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EDUCATION SUB-COMMITTEE THURSDAY, 5 OCTOBER 2023

A MEETING of the EDUCATION SUB-COMMITTEE will be held in the COUNCIL CHAMBER, COUNCIL HEADQUARTERS, NEWTOWN ST BOSWELLS on THURSDAY, 5 OCTOBER 2023 at 9.30 am. This will be a Blended Meeting in accordance with Section 43 of the Local Government (Scotland) Act 1973 and can be accessed remotely via Microsoft Teams.

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 .

J. J. WILKINSON,
Clerk to the Council,

2 October 2023

BUSINESS		
1.	Welcome and Introductions	
2.	Apologies for Absence	
3.	Order of Business	
4.	Declarations of Interest	
5.	Minute (Pages 5 - 8) Minute of the meeting held on 24 May 2023 for signature by the Chair. (Copy attached.)	2 mins
6.	HMle Reports	
	(a) 10 a.m.. Broomlands Primary School (Pages 9 - 56) (Copy reports attached.)	30 mins
	(b) 10.45 a.m. Greenlaw Primary School (Pages 57 - 86) (Copy reports attached.)	30 mins

	(c) 11.30 a.m. - Jedburgh Campus (Copy reports attached.)	(Pages 87 - 178)	30 mins
	(d) 12.15 p.m. Walkerburn Primary School (Copy reports attached.)	(Pages 179 - 224)	30 mins
	(e) 1 p.m. - Stirches Primary School (Copy reports attached and Inspection Report to follow)	(Pages 225 - 236)	30 mins
7.	Any Other Items Previously Circulated		
8.	Any Other Items Which the Chair Decides Area Urgent		
9.	Date of Next Meeting The next meeting is to be held on Tuesday, 24 October 2023 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:- Danile Newsam (PHS) and Eliza Bevan (BHS)

Broomlands Primary School, Kelso:-

Local Members – Councillors E. Ronson, S. Mountford, T. Weatherston

Headteacher – Adam Lindsay

Parent Council Representative – pcbroomlandsprimaryschool@scottishborders.npfs.org.uk

Senior Lead Officer – Gillian McKenzie

Greenlaw Primary School:-

Local Members – Councillors J. Greenlaw, D. Moffat, M. Rowley

Headteacher – Rosemary Berrett

Parent Council Representative – Gina Blacklock

Senior Lead Officer – Grace Frew

Jedburgh Campus:-

Local Members – Councillors P. Brown, S. Hamilton, S. Scott

Headteacher – Susan Oliver

Parent Council Representative – pcjedburghgrammarmacampus@scottishborders.npfs.org.uk

Senior Lead Officer – Gillian McKenzie

Walkerburn Primary School:-

Local Members – Councillors R. Douglas, J. Pirone, R. Tatler

Headteacher – Caroline Elsey

Parent Council Representative - pcwalkerburnprimaryschool@scottishborders.npfs.org.uk

Quality Improvement Officer – James Bewsey

Stirches Primary School, Hawick:-

Local Members – Councillors W. McAteer, C. Ramage, S. Marshall

Headteacher – Lesley Miglis

Parent Council Representative – Laura Millar

Quality Improvement Officer – Gillian McKenzie

Please direct any enquiries to Fiona Henderson Tel: 01835 826502

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SCOTTISH BORDERS COUNCIL
EDUCATION SUB-COMMITTEE

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

- Present: - Councillors L. Douglas (Chair), J. Greenwell, C. Hamilton, A. Orr,
N. Richards, E. Robson, S. Scott, A. Smart, F. Sinclair, Pam Rigby (Youth
Engagement Worker).
- Apologies:- A. Hood, M. Docherty (Religious Representatives); N. York, C.
Clements, (Teacher Representatives); B. Birchall, G. Scott (Pupil
Representatives).
- 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).

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. **MINUTE**

The Minute of the Meeting held on 2 March 2023 had been circulated.

DECISION

AGREED the Minute for signature by the Chairman.

3. **PERFORMANCE AND IMPROVEMENT – QUINTILE 1 REVIEW**

- 3.1 There had been circulated copies of a report by the Director of Education and Lifelong Learning, which provided details of the approach taken by the Quality Improvement Team within Scottish Borders Council to provide support and challenge to 10 key schools to ensure a relentless focus on closing the poverty related attainment gap and which sought approval for the plan of action for session 2023/24. Mr Scott Watson, Quality and Inclusion Lead Officer and Mr Jamie Bryson, Headteacher – Selkirk High School presented the report and answered members questions.
- 3.2 The report explained that the Scottish Attainment Challenge and Scottish Borders Quality Improvement Framework underpinned the approach to raising attainment and closing the poverty related attainment gap. Data highlighted 10 schools for inclusion in a customised review programme, which involved a focused visit from a Quality Improvement Team to identify and share strengths and good practice, while identifying areas for improvement which were agreed with the school and captured in

an action plan. Across the reviews, a number of common areas for improvement were identified and these would be included in ongoing quality improvement plans.

- 3.3 The report further explained that the Scottish Attainment Challenge, launched in February 2015, aimed to raise the attainment of children and young people living in deprived areas in order to close the equity gap and to bring a greater sense of urgency and priority to the issue. It was underpinned by [The National Improvement Framework](#), Curriculum for Excellence and Getting it Right for Every Child (GIRFEC). In March 2022, Scottish Government produced a revised Framework for Recovery and Accelerating progress, designed to support Local Authorities and school leaders to refocus their efforts post Covid on closing the poverty related attainment gap in Scotland. In the Scottish Borders there was a significant gap between the attainment of those living in areas of high deprivation (Quintile 1) and those in areas of low deprivation (Quintile 5) and the Quality Improvement Team identified 10 schools in the Scottish Borders (3 High Schools and 7 Primary Schools) who contributed to the lower level of attainment in Quintile 1. The Team worked closely with Education Scotland Attainment Advisor and Headteachers to prepare a programme of school review to provide support and challenge for each of the 10 schools. In response to a question with regard to the progress on recommendation (b) (iv), Mr Watson advised that the consultation period was underway and would bring a report back with the progress. In response to a further question in terms of engagement with Families, Mr Bryson advised that engaging with Families was not easy but work was ongoing to work with Families and extra curriculum activities were the curriculum with 90 plus pupils at Selkirk High who followed a bespoke curriculum programme. Mr Watson highlighted the complexities of the system and offered a briefing session for Councillors.

DECISION

- (a) **NOTED the approach taken by the Quality Improvement Team to provide support and challenge to 10 key schools to ensure a relentless focus on closing the poverty related attainment gap; and**
- (b) **APPROVED the following actions for the next school session:**
- i. **to review school progress with individual recommendations within 12 months of the review date;**
 - ii. **to hold ‘Sharing Effective Practice’ sessions for all schools;**
 - iii. **to agree bespoke support plans for each of the 10 schools to ensure the poverty related attainment gap continues to narrow and close; and**
 - iv. **to consider how to make best use of the Strategic Equity Fund to further reduce the impact of poverty on the outcomes of children and young people.**

4. RESPECTFUL RELATIONSHIPS AND ANTI - BULLYING POLICY

- 4.1 There had been circulated copies of a report by the Director of Education and Lifelong Learning, which sought approval of the revised Respectful Relationships and Anti - Bullying Policy and the accompanying documents to support the Policy. The report explained that The Respectful Relationships and Anti-Bullying Policy sat within a suite of policies and guidance documents within the Inclusion Policy and framework for Scottish Borders. The Policy supported with work for all learning

establishments to have a positive ethos and environment, which was inclusive and reduced the number of incidents of bullying behaviour. However, if bullying behaviour did occur, the Policy aimed to address it in a consistent way. The Policy and supporting documents had been created through a 'community of practice' involving all stakeholders between November 2022 and March 2023. Mrs Christine Brown, Senior Lead Officer and Ms Yvonne Wilson, Health and Wellbeing Support Officer (Schools) presented the report and answered members questions. In terms of timescale, it was reported that there would be engagement with every school improvement plan and the policy would be in place by the new term in August 2023.

DECISION

- (a) **APPROVED the Respectful Relationships and Anti-Bullying Policy contained in Appendix 1, to this Minute in the Minute book.**
- (b) **AGREED to:-**
 - (i) **support the implementation and communication plan for the Policy and supporting documents.**
 - (ii) **the Policy and supporting documents being reviewed and updated in 2026.**

5. DIGITAL CITIZENSHIP – MOBILE TECHNOLOGY

There had been circulated copies of a report by the Director of Education and Lifelong Learning which sought approval of the first in a new series of guidance documents for schools under the theme of Digital Citizenship and would to include Cyber Resilience, Internet Safety and curriculum areas such as technology and health and wellbeing. This guidance focuses on supporting the safe use of mobile technology in schools. Mobile technology was an integral part of the lives of children and young people across the Borders and Scotland, with many bringing their own mobile phone devices into school. It was important that schools were empowered and confident in ensuring the safe and responsible use of all devices in school. The guidance responded to the need for an overarching framework to achieve consistency in schools' approaches and decision making and provide a clear framework, while empowering schools and clusters to develop an approach which responded to their local context. The guidance recognised that children and young people need to learn about digital citizenship as part of developing the four capacities of Curriculum for Excellence and the fundamental importance and impact of Inspire Learning was recognised throughout and would be rolled out across all schools with appropriate support for the implementation. All schools would be expected to share their plans to implement the guidance with pupils, parents and other key stakeholders.

DECISION

AGREED to:-

- (a) **approve the implementation of the Responsible Use of Mobile Technology Guidance.**
- (b) **the expectation that each school would share plans for implementation in their own setting with key stakeholders.**

Meeting concluded at 12 noon.



PERFORMANCE AND IMPROVEMENT – SCHOOLS (BROOMLANDS PRIMARY SCHOOL AND NURSERY CLASS)

Report by Director – Education & Lifelong Learning Education

**Education Performance Sub-Committee
5 OCTOBER 2023**

1 PURPOSE AND SUMMARY

- 1.1 This report proposes that the Committee considers His Majesty's Inspectorate of Education (HMIE) Reports for Broomlands Primary School and Nursery Class and the Improvement Plan developed by the Headteacher to address the key recommendations.
- 1.2 Broomlands Primary School was inspected using a 'full' inspection model. This 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.
- 1.3 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 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 and Early Years 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 approves:-

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

3 BACKGROUND

- 3.1 His Majesty's Inspectorate of Education His Majesty's Inspectors 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 March 2023, a team of Inspectors from Education Scotland visited Broomlands Primary School and Nursery Class. 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:

- 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.
- 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. This is supporting school improvement and helping children achieve and attain.
- 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.
- Staff make very effective use of digital technologies which are fully integrated across school life. This is enhancing children's learning experiences and skills.
- In the nursery, practitioners make highly effective use of outdoor spaces to promote and support children's thinking, curiosity and enquiry across the curriculum.

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

- Senior leaders should continue to develop clear measures to evaluate their success in improving outcomes for children.

- 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.
- 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.
- Senior leaders and teachers should continue to develop their use of information about children's progress in learning to plan further improvements in attainment.

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: Approved by Lesley Munro, Director – Education & Lifelong Learning

Author(s)

Name	Designation and Contact Number
Gillian McKenzie	Quality Improvement Officer – 01835 824000 Extension No. 8006

Background Papers:

HMIE Inspection Report March 2023

HMIE Summarised Inspection Findings (Nursery Class) March 2023

HMIE Summarised Inspection Findings (Primary School) March 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 People 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. Tel 01835 825080
SeniorMgtSupport@scotborders.gov.uk

Summarised inspection findings

Broomlands Primary School Nursery Class

Scottish Borders Council

16 May 2023

Key contextual information

Broomlands Nursery Class is located within Broomlands Primary School. It is the designated local area early years hub offering extended day provision. The nursery is registered for 60 children aged two until starting school. A maximum of ten children can be two years of age. The nursery includes several interlinked open-plan playrooms and a large outdoor area accessed directly from the playroom. It operates for 50 weeks each year and children can access their 1140 hours entitlement in a variety of attendance patterns between 8am and 6pm each day. Most children attend during school hours only. While the headteacher has overall responsibility, a senior early years officer manages the day-to-day running of the nursery. She is supported by an early years officer, and 12 early years practitioners. An early years teacher visits one day every two weeks to support the implementation of the nursery improvement plan.

1.3 Leadership of change

very good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

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

- The senior early years officer works well with the headteacher and depute headteacher to fully integrate the nursery with the school. This ensures a consistent experience for children, practitioners, and parents. The senior early years officer leads and manages the nursery very effectively. Practitioners have a range of leadership roles and responsibilities across the nursery. This is leading to improved learning experiences and positive outcomes for children. For example, leadership of mark-making and 'funky fingers' has resulted in a noticeable increase in children's engagement with early writing.
- The nursery team, together with the primary school staff, have developed a set of values to guide the work of children and practitioners. The values of courage, compassion and connection are displayed in the nursery and made meaningful and age-appropriate through 'values characters' such as Clara Compassion. Practitioners use a photographic display of children displaying the values to reinforce their meaning and importance. Children can talk about these values and how to show them as they play with their friends. Practitioners are very good role models for children and display compassionate, respectful approaches where children feel safe, settled and secure.
- The senior early years officer supports practitioners to access a wide range of training opportunities to develop their knowledge and understanding of early years issues. They are committed to their professional development and willingly share their new learning with colleagues at 'spotlight on professional learning' sessions. There is strong and effective teamwork and collaboration across the setting.
- The nursery improvements are included within the whole-school plan. Practitioners have also identified helpful additional priorities which are specific to the nursery. The senior early years officer, working with the nursery team, has developed a range of processes to ensure that improvements are implemented at a manageable pace. Practitioners use the national

guidance, *Realising the Ambition: Being Me (2020)*, very well to focus on interactions, experiences, and spaces. They make effective use of *How good is our early learning and childcare?* to evaluate aspects of their practice and to plan improvements. School senior leaders and local authority early years staff support the nursery team by offering 'learning walks' where they observe practice together and discuss strengths and next steps. This is encouraging practitioners to be reflective and is leading to noticeable improvements in the overall quality of provision.

- Children have opportunities to lead aspects of their learning by deciding where they would like to spend time, which resources they will use, and with whom they will play. There are a few opportunities for children to undertake leadership roles as star of the week, outdoor play risk assessor and snack helper. Practitioners are exploring ways of extending leadership opportunities for children.

2.3 Learning, teaching and assessment

very good

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

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

- Practitioners have created a positive, respectful and calm ethos which supports children very well in their play. As a result, children are successful and responsible, and are confident in the nursery routines. Practitioners plan spaces which include a range of real-life materials, resources and open-ended tasks. All children have freedom to explore, make choices and follow their own interests. Feedback from 'learning walks' reflects the high levels of sustained engagement and positive learning spaces, demonstrating the principle that all children have ownership of their nursery.
- All children enjoy spontaneous and planned play opportunities where adults facilitate their learning. Practitioners are developing open-ended questioning and differentiated experiences to provide support and challenge for children as they play. They should continue to differentiate resources further to meet the wide range of developmental needs of children.
- The nursery team have introduced a planning system which takes full account of national guidance. They track and monitor children's developmental skills, and their progress in literacy, numeracy and health and wellbeing. Practitioners record observations about the progress children make across learning. This is evident in children's learner journals, floorbooks and planning sheets. The intentional and spontaneous planning approach is responsive to children's interests and takes account of Curriculum for Excellence experiences and outcomes well. Practitioners ensure that judgements about progress are used effectively to plan children's next steps in learning.
- Practitioners seek children's opinions about what they would like to learn. This is a strong feature of the early level curriculum. This approach is facilitated by practitioners remaining in a nursery area for a full term so that they can fully develop children's ideas over time. They offer a very good balance between adult-led, adult-initiated and child-led learning experiences. This approach meets children's learning needs effectively.
- Practitioners share children's learning with parents through a digital platform, individual children's folios and parents' meetings. These approaches provide robust and detailed information that clearly demonstrates progress in learning. Children confidently share their learning experiences through discussion and reflection, at times using their folios well for reference. Practitioners are increasingly engaging in effective moderation activities with other early years centres which supports further the consistency of their professional judgement and quality of learner experiences.
- The nursery team builds on children's individual talents and interests, using knowledge of the children and families to build strong relationships. Children enjoy visiting local woods where they explore, investigate, and build connections with nature. The 'Our World Tree' promotes learning and achievements at home.

- Learning is enriched and supported by effective use of digital technologies. Children enjoy playing digital games on the interactive whiteboard, recording videos and voice notes, and enjoy viewing their learning on their online journal. Practitioners have plans in place to further enrich learning experiences using digital technologies.
- Practitioners should develop further the potential of group 'bubble time' and make more use of their knowledge of children to provide targeted support and challenge. This would support further depth in learning through intentional and responsive planning.

2.2 Curriculum: Learning and developmental pathways

- Practitioners offer a curriculum that is play-based and linked to children's ideas and interests. Children are able to make choices from a wide range of contexts. They have free access to a very well-resourced outdoor area. The nursery team skilfully set up a wide selection of interesting materials to encourage open-ended creativity and investigation. Practitioners should increase the range of resources and tools in the art and design space to support children to express their thoughts and ideas creatively. Children are highly engaged and many show very good concentration on their chosen activities.
- The nursery team make regular use of the school gym hall, the local forest, shops, and numerous community facilities to enhance the curriculum. Children have good opportunities to learn about literacy and numeracy in real life contexts.
- Practitioners plan activities very well to support children as they move into P1. They work successfully across early level to implement a shared approach. Pre-school children visit the P1 play zone every week and the P1 staff spend one day each week in the nursery to support children for the move from nursery to school. This approach enables school staff to ensure that new learning in P1 is increasingly challenging and builds successfully on prior learning in nursery.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners work effectively to keep families well informed of the life and work of the nursery. As well as informative newsletters and noticeboards, they share children's learning through photographs using a digital platform. This helps parents understand their child's learning journey and enables them to support learning at home.
- Practitioners undertake home visits and invite parents and families to 'stay and play' sessions which encourage parents to share in the playroom activities. This is helping families to support their children's learning at home, for example using similar activities or building on new learning through family trips and experiences.
- Partnerships with the community support children to enjoy opportunities to explore and develop intergenerational links. Children benefit from regular visits to a local care home where they interact with residents. Practitioners are committed to involving families further in nursery life, and to seek their views and involvement through a partnership approach. It would be helpful to develop a shared understanding of family learning to support the planning of groups and experiences.

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.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator reflects on the setting's approach to children's wellbeing which underpins their 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 each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Positive relationships are a key strength of the nursery. Practitioners deliver very high standards of care and actively promote wellbeing for children and their families. Each child has an identified 'responsive adult', which is helping children to form secure attachments. Practitioners' interactions with children are consistently nurturing, responsive and caring. This supports children to settle well and to feel safe and secure. Children and practitioners are proud of their nursery and there is a strong sense of community. Parents spoke very positively about the ways in which they and their children are welcomed and supported.
- Practitioners effectively use a values-based approach within the nursery which underpins their focus on wellbeing. They support children to develop an understanding of their own feelings and emotions through both universal and targeted approaches. This is made meaningful for very young children through stories, puppets and wellbeing characters, such as Harry Healthy and Sally Safe. All children have opportunities to develop their confidence and independence through serving food at snack and lunch times, and by helping to set out and tidy areas of the playroom.
- Practitioners show a sound understanding of wellbeing indicators and use them effectively to plan for children's needs. Children are learning more about wellbeing indicators by taking part in real life experiences such as baking, shopping trips and outdoor activities. They demonstrate a clear understanding of how to be safe, active, and healthy. They can talk about how fruit and vegetables, and regular exercise, are an important part of a healthy lifestyle.
- Children benefit from healthy cooked lunches within the school dining hall. They enjoy their food in a calm and relaxed environment where adults support children to develop independence, social skills, and table manners.
- Practitioners are clear about their responsibilities for keeping children safe. The senior early years officer has comprehensive audits, checks and processes in place to ensure practitioners implement and review policies. The nursery team receive regular child protection and safeguarding training. As a result, they are aware of, and comply with, statutory requirements in relation to early learning and childcare. Practitioners ensure all children have care plans and for a small number of children they create enhanced well-considered care plans to support their needs.
- The nursery team promote inclusion and equality well and children benefit from caring, calm and respectful interactions. Practitioners have a very good understanding of children and the local context. They are proactive in addressing potential barriers to learning. They work very well with partner agencies to implement strategies for children who require additional help with their care and learning. This ensures children have sensitive and highly effective support from practitioners who understand their unique needs.

- Practitioners value and respect diversity. Children are developing their understanding through the nursery team's skilled use of a range of resources and activities. Global education is a positive feature of learning and children are developing their knowledge of the world around them well through displays, books, stories and puppets. They are becoming more aware of different faiths and cultures as they celebrate a few festivals.

3.2 Securing children's progress

very good

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

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

- Almost all children are making very good progress in their literacy skills. Children talk confidently and expressively and listen well to stories and instructions. They enjoy a wide range of mark-making opportunities, both indoors and outside. These help children to develop early writing skills and fine motor skills. Almost all children can identify their name and a majority can write it. All children enjoy listening to and reciting songs and nursery rhymes.
- Almost all children are making good progress in numeracy. Most demonstrate a high level of interest in the woodwork bench, block play and loose parts, which promotes their skills in early mathematical development. They can sort, match, and identify numbers to ten. They take part in measuring activities and enjoy 'paying' for their snack using real money and counting out pieces of fruit for their group. They show a sound understanding of mathematical language such as more than, heavier than, and taller than. They take part enthusiastically in number songs and rhymes. A few children are now ready for more challenging experiences to further extend their skills in early numeracy.
- Children engage very confidently in self-registration experiences, such as signing in and ordering lunch. Practitioners reinforce the language of wellbeing when relevant and children participate in progressive learning experiences to explore the full range of wellbeing indicators. Children are able to talk about how to resolve conflict through dialogue and can describe strategies to use if they are feeling sad or angry.
- Children confidently explore and investigate early science concepts such as floating and sinking, using magnifying glasses, and identifying birds and minibeasts. They enjoy planting gladioli bulbs in the garden. They are developing a range of physical skills using climbing and balancing equipment outside, and when using hoops and bean bags in the gym.
- Children are making very good progress since starting nursery, building well on their prior learning. Almost all children are confident and continue to develop their independence skills well.
- Practitioners make very effective use of local authority developmental overviews which offer a holistic way to track skills development, early literacy, numeracy and health and wellbeing experiences. They make good use of their knowledge and professional judgement to assess whether the child has reached a developmental stage. This helps the nursery team to support and challenge children in their learning.

- Senior leaders and visiting teachers support practitioners to make accurate judgements about children's progress in learning. They meet throughout the session to review and monitor children's individual progress using a range of data. The nursery team continue to enhance further their approaches to capturing and recording children's progress over time. This is supporting them to provide well-timed interventions to challenge and extend children's learning.

Practice worth sharing more widely

The outdoor area is very large and exceptionally well resourced with a wide range of spaces and materials. Staff spend one full term in the outdoor area so that they can fully develop depth in learning and take forward children's ideas and interests over time. Staff have skilfully planned to address all curriculum areas outside. There are reading and writing areas, numeracy opportunities, numerous science and investigative experiences. Children have opportunities for exploration of large loose parts. They can access a music and sounds wall and an extensive range of physical activities including bikes and wheeled toys. If children opt to play outside, they can access a separate outside snack area so that they can remain outdoors if they wish. Children risk assess the outdoor area and show a very good understanding of safe practice outside.

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.

16 May 2023

Dear Parent/Carer

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

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

- 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.
- 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. This is supporting school improvement and helping children achieve and attain.
- 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.
- Staff make very effective use of digital technologies which are fully integrated across school life. This is enhancing children's learning experiences and skills.
- In the nursery, practitioners make highly effective use of outdoor spaces to promote and support children's thinking, curiosity and enquiry across the curriculum.

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

- Senior leaders should continue to develop clear measures to evaluate their success in improving outcomes for children.
- 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.
- 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.
- Senior leaders and teachers should continue to develop their use of information about children's progress in learning to plan further improvements in attainment.

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

Here are Education Scotland's evaluations for Broomlands Primary School

Quality indicators for the primary stages	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	

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

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Details | Find an inspection report | Find an inspection report | Inspection and Review | Education Scotland](#).

What happens next?

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

Lisa Marie McDonnell
HM Inspector

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Broomlands Primary School and Nursery Class

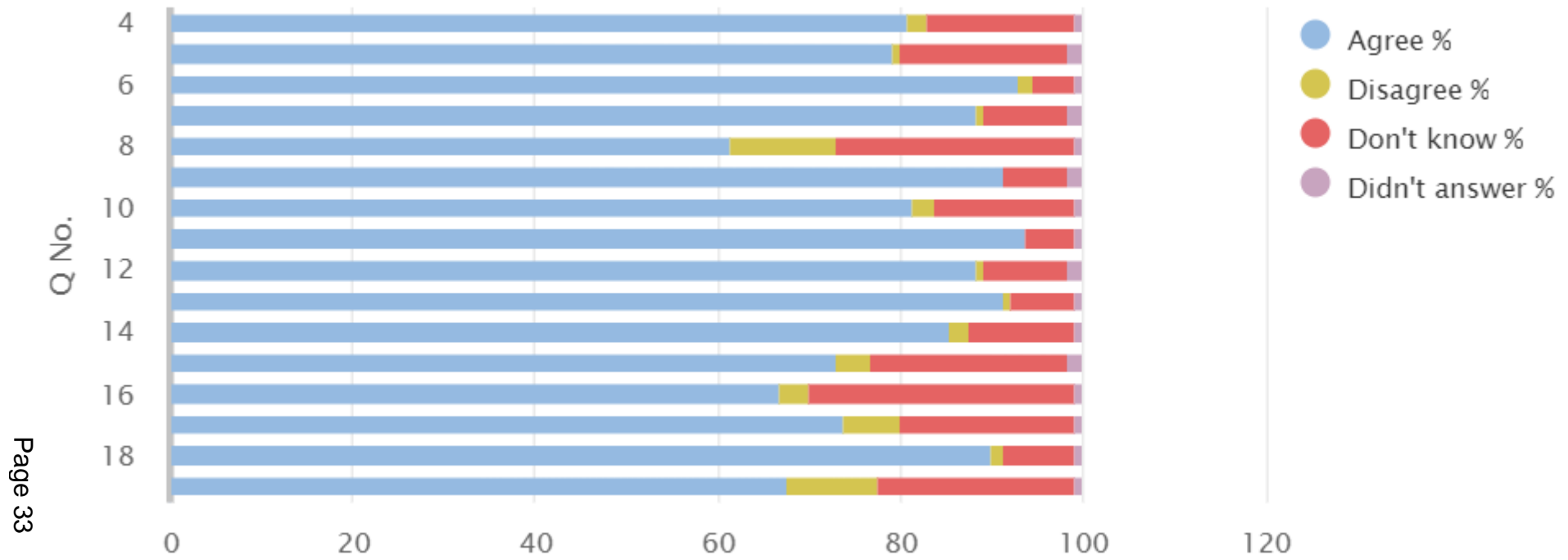
Pre-inspection questionnaire summary report **Inspection week: 6 March 2023**

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.	130	80.77	2.31	16.15	0.77
5	My school helps me to feel safe.	130	79.23	0.77	18.46	1.54
6	I have someone in my school I can speak to if I am upset or worried about something.	130	93.08	1.54	4.62	0.77
7	Staff treat me fairly and with respect.	130	88.46	0.77	9.23	1.54
8	Other children treat me fairly and with respect.	130	61.54	11.54	26.15	0.77
9	My school helps me to understand and respect other people.	130	91.54	0.00	6.92	1.54
10	My school is helping me to become confident.	130	81.54	2.31	15.38	0.77
11	My school teaches me how to lead a healthy lifestyle.	130	93.85	0.00	5.38	0.77
12	There are lots of chances at my school for me to get regular exercise.	130	88.46	0.77	9.23	1.54
13	My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day.	130	91.54	0.77	6.92	0.77
14	I have the opportunity to discuss my achievements outwith school with an adult in school who knows me well.	130	85.38	2.31	11.54	0.77
15	My school listens to my views.	130	73.08	3.85	21.54	1.54
16	My school takes my views into account.	130	66.92	3.08	29.23	0.77
17	I feel comfortable approaching staff with questions or suggestions.	130	73.85	6.15	19.23	0.77
18	Staff help me to understand how I am progressing in my school work.	130	90	1.54	7.69	0.77
19	My homework helps me to understand and improve my work in school.	130	67.69	10	21.54	0.77

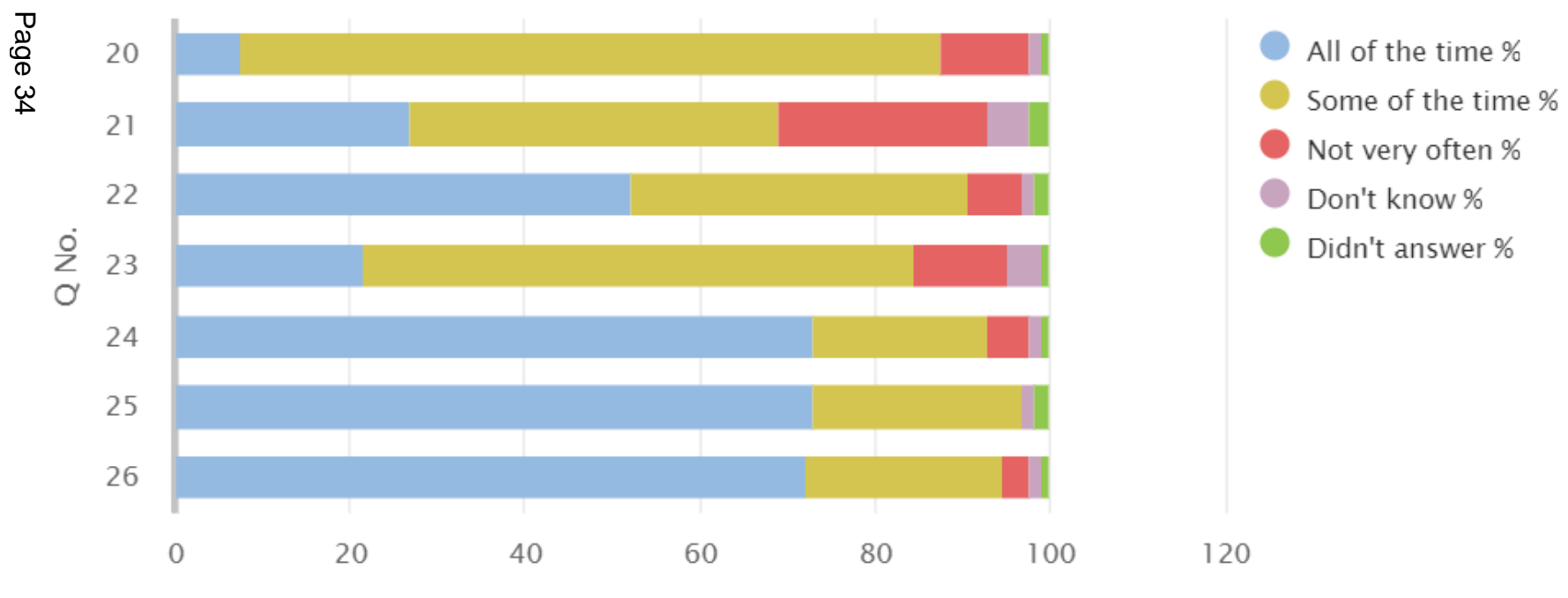
01 Your experience by percentage chart (sharing)



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.	130	7.69	80	10	1.54	0.77
21	My teachers ask me about what things I want to learn in school.	130	26.92	42.31	23.85	4.62	2.31
22	I enjoy learning at school.	130	52.31	38.46	6.15	1.54	1.54
23	I feel that my work in school is hard enough.	130	21.54	63.08	10.77	3.85	0.77
24	I know who to ask to get help if I find my work too hard.	130	73.08	20	4.62	1.54	0.77
25	I am encouraged by staff to do the best I can.	130	73.08	23.85	0.00	1.54	1.54
26	I am happy with the quality of teaching in my school.	130	72.31	22.31	3.08	1.54	0.77

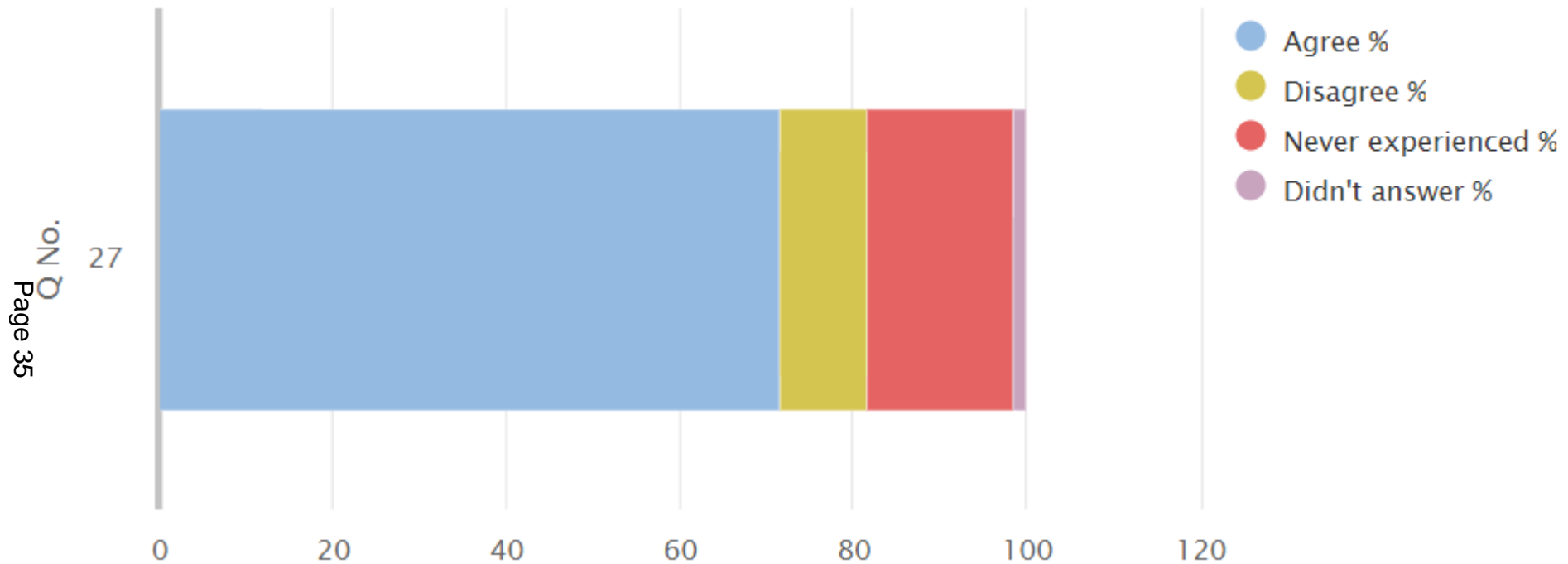
01 Your experience by percentage chart (sharing)



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.	130	71.54	10	16.92	1.54

01 Your experience by percentage chart (sharing) bullying

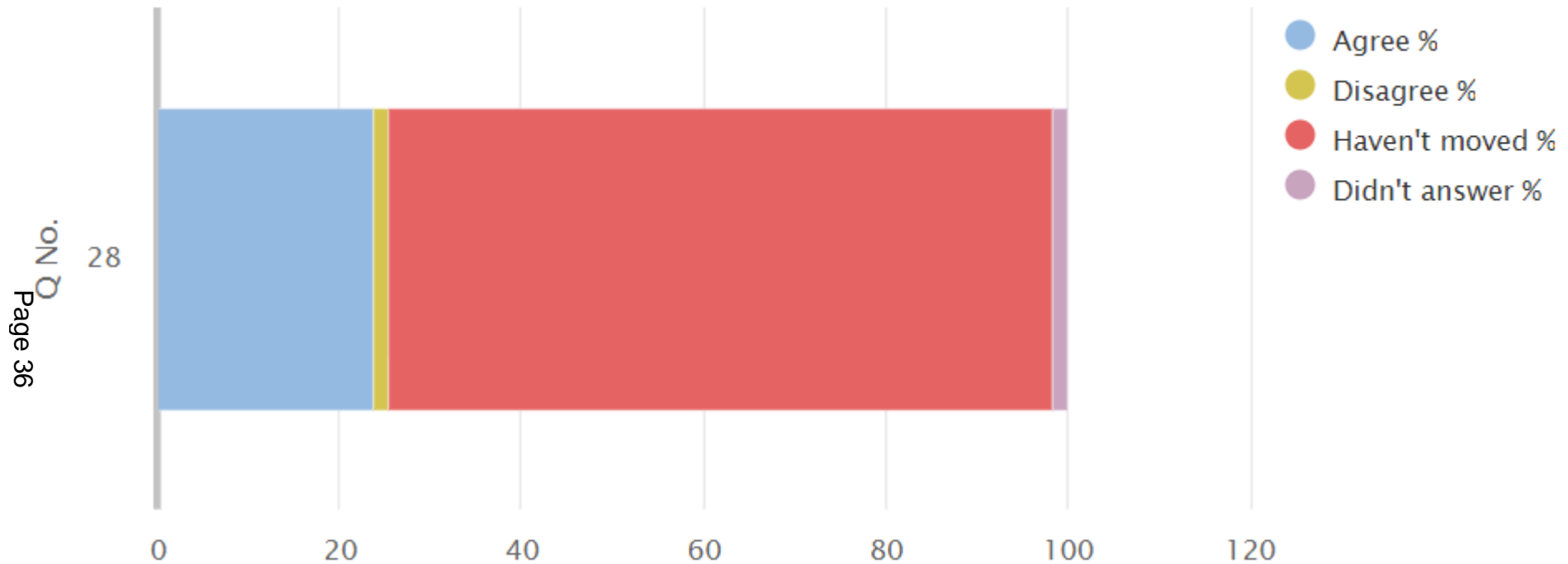


Q No. 27
Page 35

01 Your experience by percentage (sharing) moved

Q No.	Question	Response Count	Agree %	Disagree %	Haven't moved %	Didn't answer %
28	I was well supported if I moved to a new school within the last year.	130	23.85	1.54	73.08	1.54

01 Your experience by percentage chart (sharing) moved



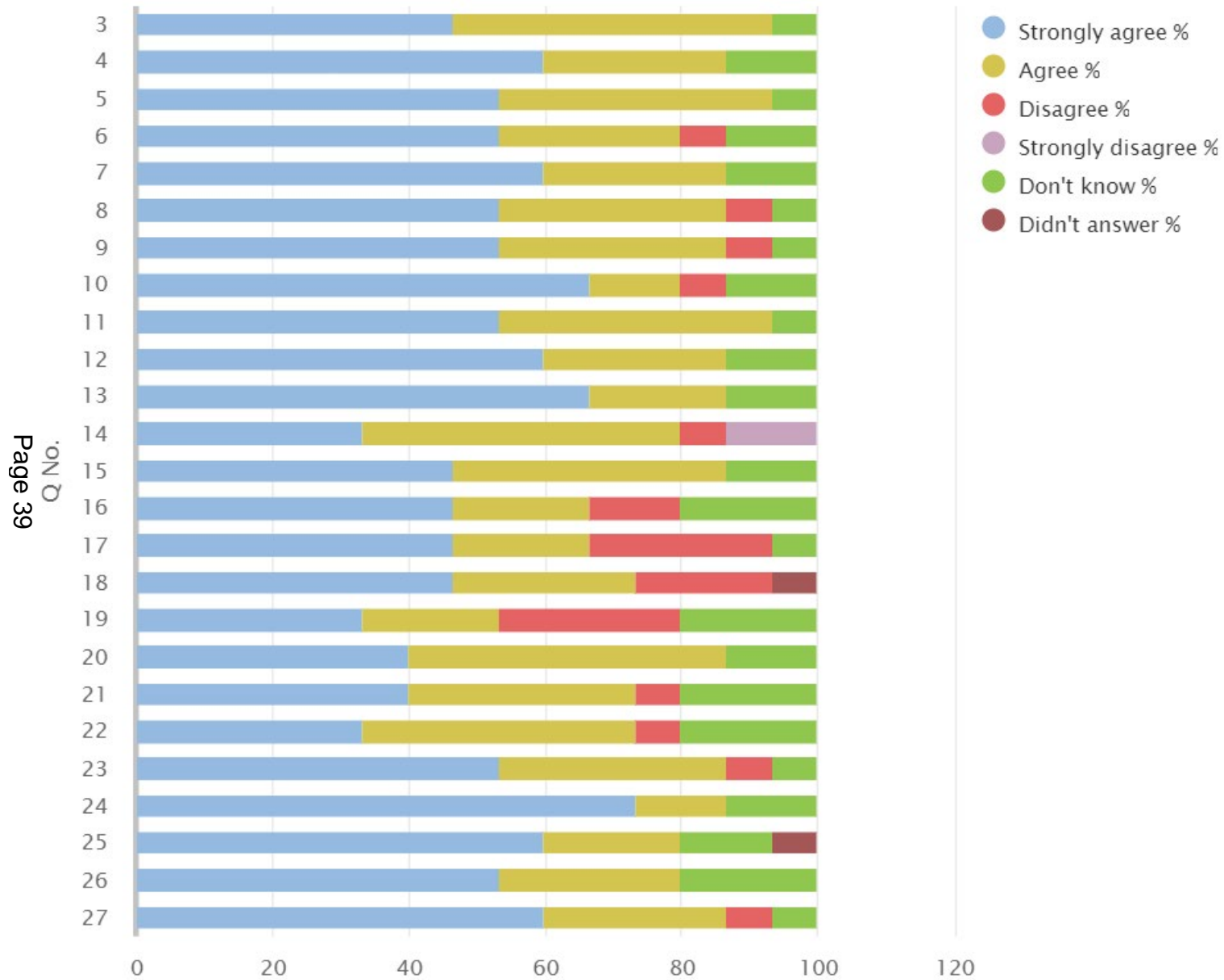
Questionnaire for parents/carers of children in the early learning and childcare setting (03)

03 Your experience by percentage (sharing)

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	Didn't answer %
3	My child likes being at this setting.	15	46.67	46.67	0.00	0.00	6.67	0.00
4	Staff treat my child fairly and with respect.	15	60	26.67	0.00	0.00	13.33	0.00
5	I feel that my child is safe at the setting.	15	53.33	40	0.00	0.00	6.67	0.00
6	My child's behaviour is managed effectively.	15	53.33	26.67	6.67	0.00	13.33	0.00
7	The setting helps my child to feel confident.	15	60	26.67	0.00	0.00	13.33	0.00
8	I feel staff really know my child as an individual.	15	53.33	33.33	6.67	0.00	6.67	0.00
9	The learning experiences my child has at the setting are at the right level for them.	15	53.33	33.33	6.67	0.00	6.67	0.00
10	My child's learning and development is well supported by the staff in the setting.	15	66.67	13.33	6.67	0.00	13.33	0.00
11	My child is encouraged to be healthy and to be physically active.	15	53.33	40	0.00	0.00	6.67	0.00
12	The setting supports my child's emotional wellbeing.	15	60	26.67	0.00	0.00	13.33	0.00
13	My child is making good progress at the setting.	15	66.67	20	0.00	0.00	13.33	0.00
14	I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles.	15	33.33	46.67	6.67	13.33	0.00	0.00
15	The information I receive about how my child is learning and developing is shared with me when I request it.	15	46.67	40	0.00	0.00	13.33	0.00
16	I understand how the setting monitors my child's progress in learning.	15	46.67	20	13.33	0.00	20	0.00
17	The setting gives me ideas on how to support my child's learning at home.	15	46.67	20	26.67	0.00	6.67	0.00
18	The setting organises activities where my child and I can learn together.	15	46.67	26.67	20	0.00	0.00	6.67
19	The setting takes my views into account when making changes.	15	33.33	20	26.67	0.00	20	0.00
20	I feel comfortable approaching the setting with questions, suggestions and/or a problem.	15	40	46.67	0.00	0.00	13.33	0.00

Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	Didn't answer %
21	I feel encouraged to be involved in the work of parent groups.	15	40	33.33	6.67	0.00	20	0.00
22	I am kept informed about the work of parent groups.	15	33.33	40	6.67	0.00	20	0.00
23	The setting is well led and managed.	15	53.33	33.33	6.67	0.00	6.67	0.00
24	The setting encourages children to treat others kindly and with respect.	15	73.33	13.33	0.00	0.00	13.33	0.00
25	I would recommend the setting to other parents.	15	60	20	0.00	0.00	13.33	6.67
26	My child was well supported as they started at the setting or moved to a new room or group.	15	53.33	26.67	0.00	0.00	20	0.00
27	Overall, I am satisfied with the setting.	15	60	26.67	6.67	0.00	6.67	0.00

03 Your experience by percentage chart (sharing)



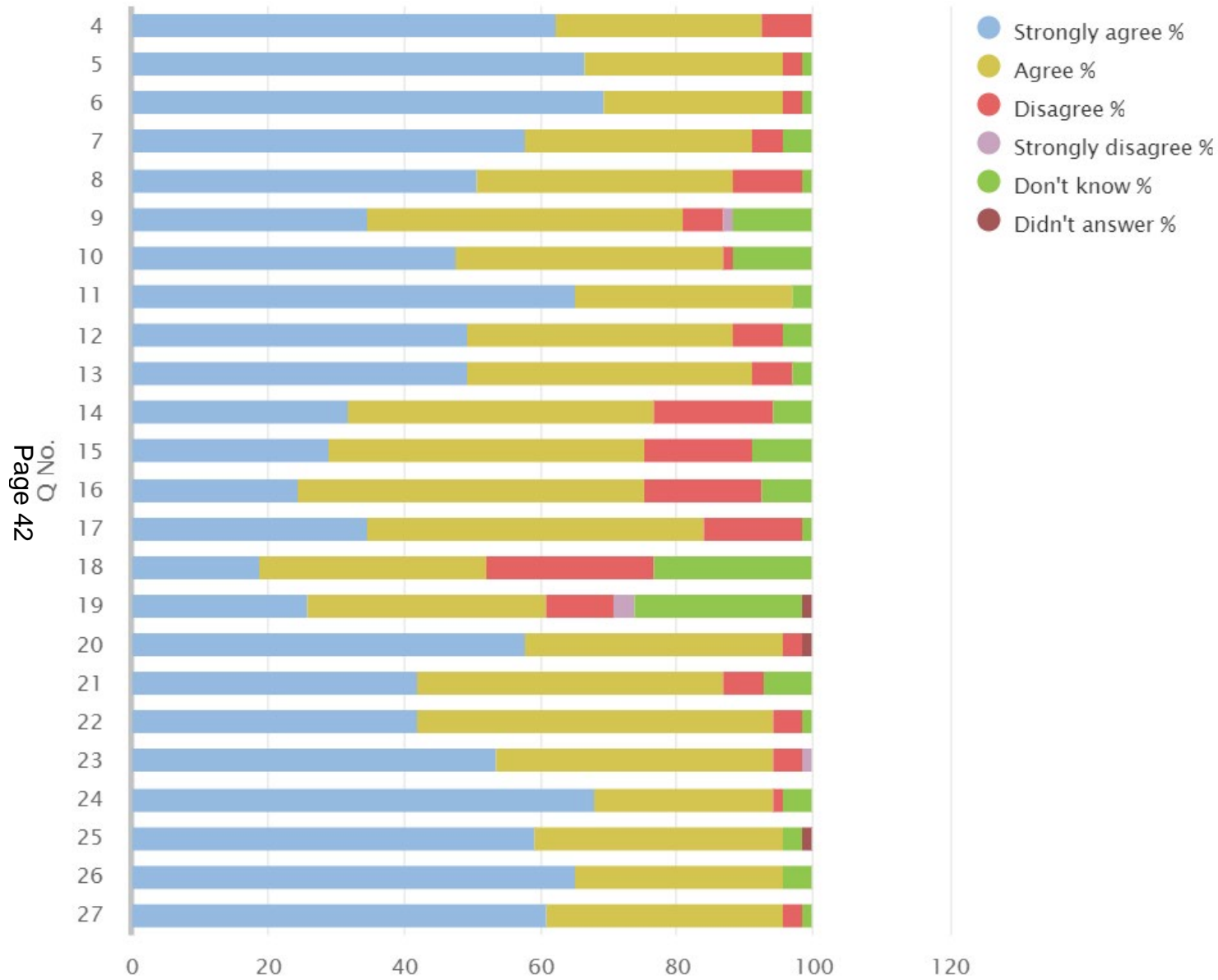
Questionnaire for parents/carers of children in primary stages (04)

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.	69	62.32	30.43	7.25	0.00	0.00	0.00
5	Staff treat my child fairly and with respect.	69	66.67	28.99	2.9	0.00	1.45	0.00
6	I feel that my child is safe at the school.	69	69.57	26.09	2.9	0.00	1.45	0.00
7	The school helps my child to feel confident.	69	57.97	33.33	4.35	0.00	4.35	0.00
8	I feel staff really know my child as an individual.	69	50.72	37.68	10.14	0.00	1.45	0.00
9	My child finds their learning activities hard enough.	69	34.78	46.38	5.8	1.45	11.59	0.00
10	My child receives the help he/she needs to do well.	69	47.83	39.13	1.45	0.00	11.59	0.00
11	My child is encouraged by the school to be healthy and take regular exercise.	69	65.22	31.88	0.00	0.00	2.9	0.00
12	The school supports my child's emotional wellbeing.	69	49.28	39.13	7.25	0.00	4.35	0.00
13	My child is making good progress at the school.	69	49.28	42.03	5.8	0.00	2.9	0.00
14	I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles.	69	31.88	44.93	17.39	0.00	5.8	0.00
15	The information I receive about how my child is doing reaches me at the right time.	69	28.99	46.38	15.94	0.00	8.7	0.00
16	I understand how my child's progress is assessed.	69	24.64	50.72	17.39	0.00	7.25	0.00
17	The school gives me advice on how to support my child's learning at home.	69	34.78	49.28	14.49	0.00	1.45	0.00
18	The school organises activities where my child and I can learn together.	69	18.84	33.33	24.64	0.00	23.19	0.00
19	The school takes my views into account when making changes.	69	26.09	34.78	10.14	2.9	24.64	1.45
20	I feel comfortable approaching the school with questions, suggestions and/or a problem.	69	57.97	37.68	2.9	0.00	0.00	1.45
21	I feel encouraged to be involved in the work of the Parent Council and/or parent association.	69	42.03	44.93	5.8	0.00	7.25	0.00
22	I am kept informed about the work of the Parent Council and/or parent association.	69	42.03	52.17	4.35	0.00	1.45	0.00

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.	69	53.62	40.58	4.35	1.45	0.00	0.00
24	The school is well led and managed.	69	68.12	26.09	1.45	0.00	4.35	0.00
25	The school encourages children to treat others with respect.	69	59.42	36.23	0.00	0.00	2.9	1.45
26	I would recommend the school to other parents.	69	65.22	30.43	0.00	0.00	4.35	0.00
27	Overall, I am satisfied with the school.	69	60.87	34.78	2.9	0.00	1.45	0.00

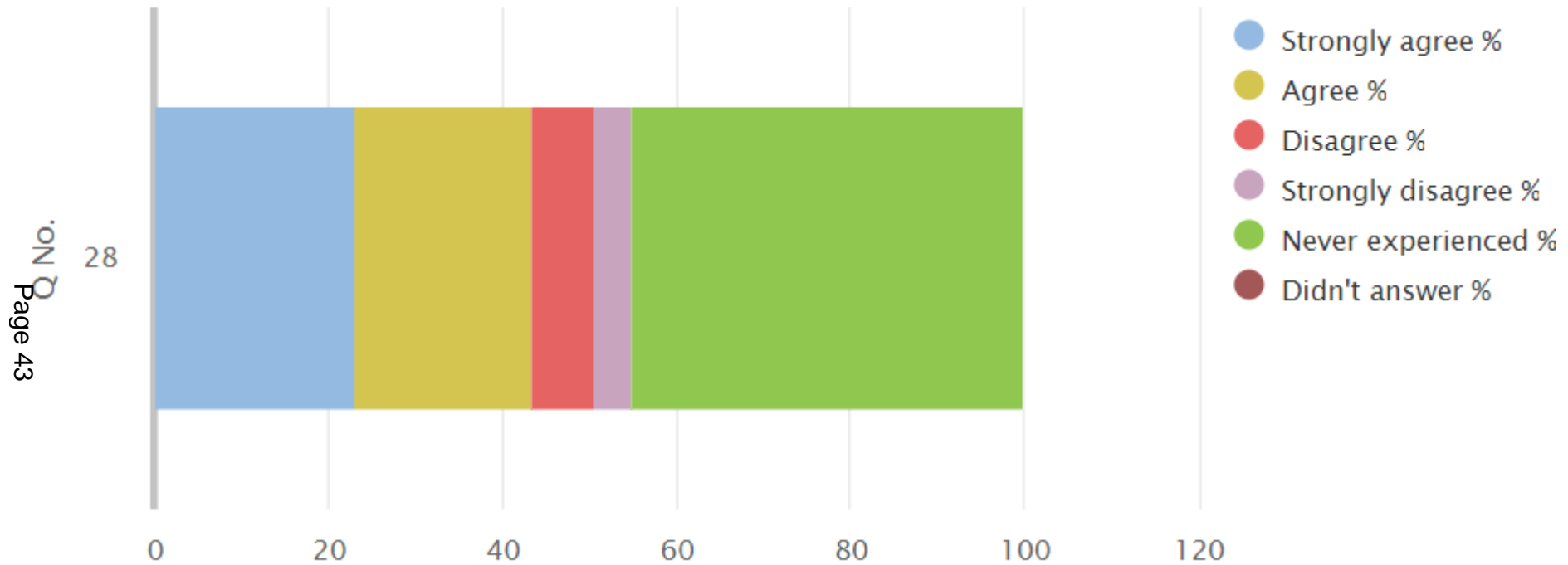
04 Your experience by percentage chart (sharing)



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.	69	23.19	20.29	7.25	4.35	44.93	0.00

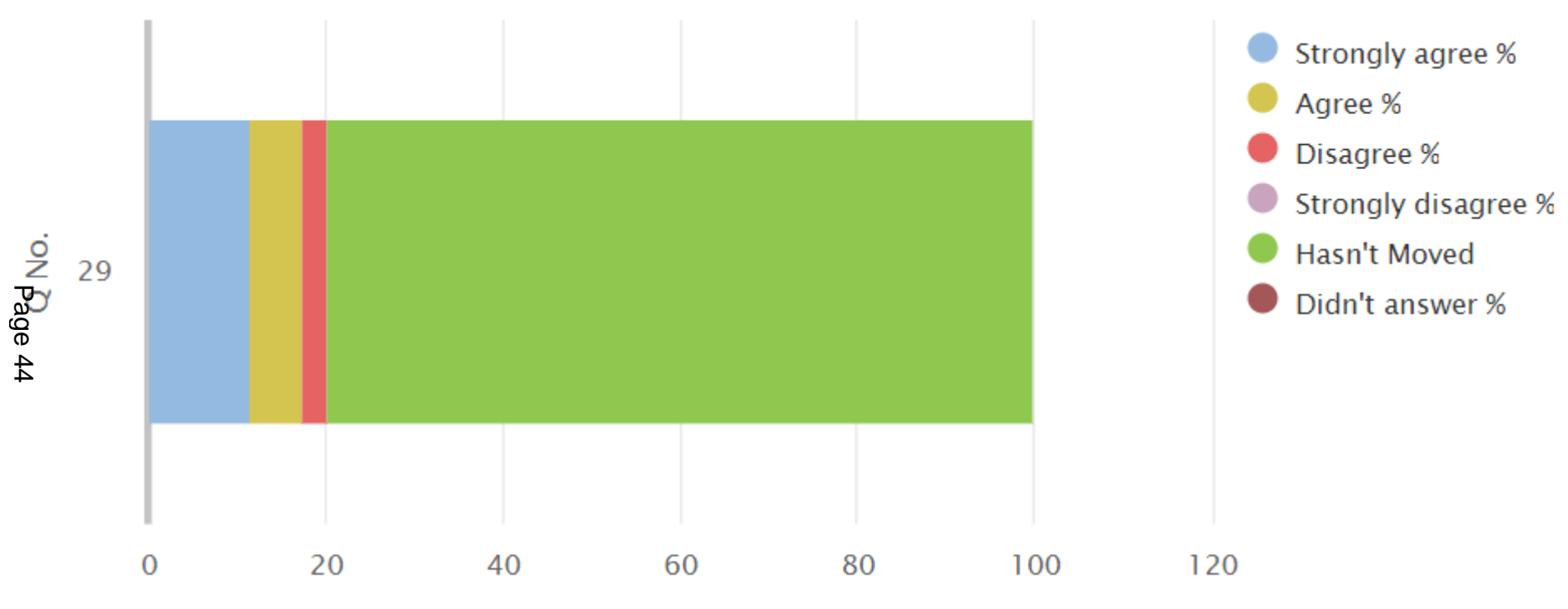
04 Your experience by percentage chart (sharing) bullying



04 Your experience by percentage (sharing) moved

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Hasn't Moved %	Didn't answer %
29	My child was well supported if they moved to a new school within the last year.	69	11.59	5.8	2.9	0.00	79.71	0.00

04 Your experience by percentage chart (sharing) moved



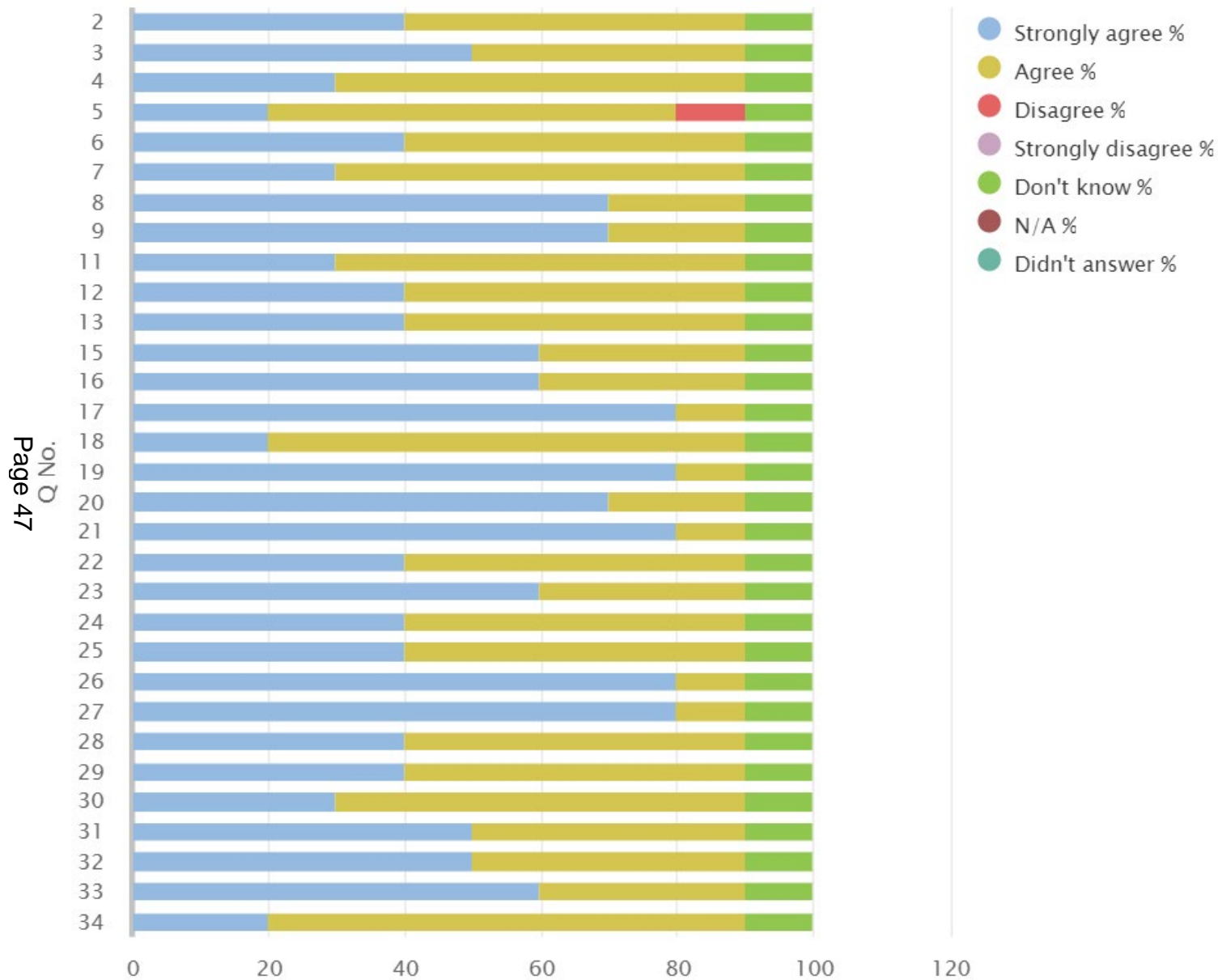
Questionnaire for early learning and childcare staff (08)

08 Your experience by percentage (sharing)

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
2	I find it rewarding to be a member of staff at this setting.	10	40	50	0.00	0.00	10	0.00	0.00
3	I feel a valued part of the setting's community.	10	50	40	0.00	0.00	10	0.00	0.00
4	I am encouraged to learn and share practice with colleagues from other settings.	10	30	60	0.00	0.00	10	0.00	0.00
5	I am given the opportunity to learn and share practice with colleagues from other settings.	10	20	60	10	0.00	10	0.00	0.00
6	I have a clear understanding of the social, cultural and economic context of the setting.	10	40	50	0.00	0.00	10	0.00	0.00
7	I feel appropriately supported by the setting to undertake my role.	10	30	60	0.00	0.00	10	0.00	0.00
8	I am supported to engage in professional learning.	10	70	20	0.00	0.00	10	0.00	0.00
9	My professional learning enables me to reflect on and improve my practice.	10	70	20	0.00	0.00	10	0.00	0.00
10	I have regular opportunities to undertake leadership roles.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	I have opportunities to be involved in agreeing priorities for the setting.	10	30	60	0.00	0.00	10	0.00	0.00
12	I am actively involved in the setting's ongoing self-evaluation.	10	40	50	0.00	0.00	10	0.00	0.00
13	My professional standards are used to support professional reflection and learning.	10	40	50	0.00	0.00	10	0.00	0.00
14	I use information, including data, effectively to identify and reduce inequalities in children's outcomes.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
15	I understand how to apply the setting's procedures relating to child protection and safeguarding.	10	60	30	0.00	0.00	10	0.00	0.00
16	The setting's vision and values underpins my work.	10	60	30	0.00	0.00	10	0.00	0.00
17	Staff treat all children fairly and with respect.	10	80	10	0.00	0.00	10	0.00	0.00
18	Colleagues treat each other with respect.	10	20	70	0.00	0.00	10	0.00	0.00

Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
19	Children are encouraged and supported to treat others with respect.	10	80	10	0.00	0.00	10	0.00	0.00
20	Staff and parents treat each other with respect.	10	70	20	0.00	0.00	10	0.00	0.00
21	Staff work well to understand and support children's behaviour.	10	80	10	0.00	0.00	10	0.00	0.00
22	Staff at all levels within the setting communicate effectively with each other.	10	40	50	0.00	0.00	10	0.00	0.00
23	The setting's arrangements for engaging parents in their child's learning are effective.	10	60	30	0.00	0.00	10	0.00	0.00
24	The setting is well led and managed.	10	40	50	0.00	0.00	10	0.00	0.00
25	Collaborative working across the setting is effective in taking forward improvement.	10	40	50	0.00	0.00	10	0.00	0.00
26	Children are engaged in their learning.	10	80	10	0.00	0.00	10	0.00	0.00
27	Children are provided with experiences which meet their learning and development needs.	10	80	10	0.00	0.00	10	0.00	0.00
28	Children are involved in talking about and planning their learning.	10	40	50	0.00	0.00	10	0.00	0.00
29	Children have the opportunity to lead their learning.	10	40	50	0.00	0.00	10	0.00	0.00
30	I receive appropriate support for the planning and assessment of children's learning and development.	10	30	60	0.00	0.00	10	0.00	0.00
31	The setting has effective strategies to support children with their learning and development, including those requiring additional support.	10	50	40	0.00	0.00	10	0.00	0.00
32	Staff have a shared understanding of how young children develop early language and mathematical skills.	10	50	40	0.00	0.00	10	0.00	0.00
33	Staff have a shared understanding of their 'responsibility of all' in relation to health and wellbeing.	10	60	30	0.00	0.00	10	0.00	0.00
34	I have regular opportunities to help shape the curriculum through discussions with colleagues, parents and partners.	10	20	70	0.00	0.00	10	0.00	0.00

08 Your experience by percentage chart (sharing)



Questionnaire for school teachers (10)

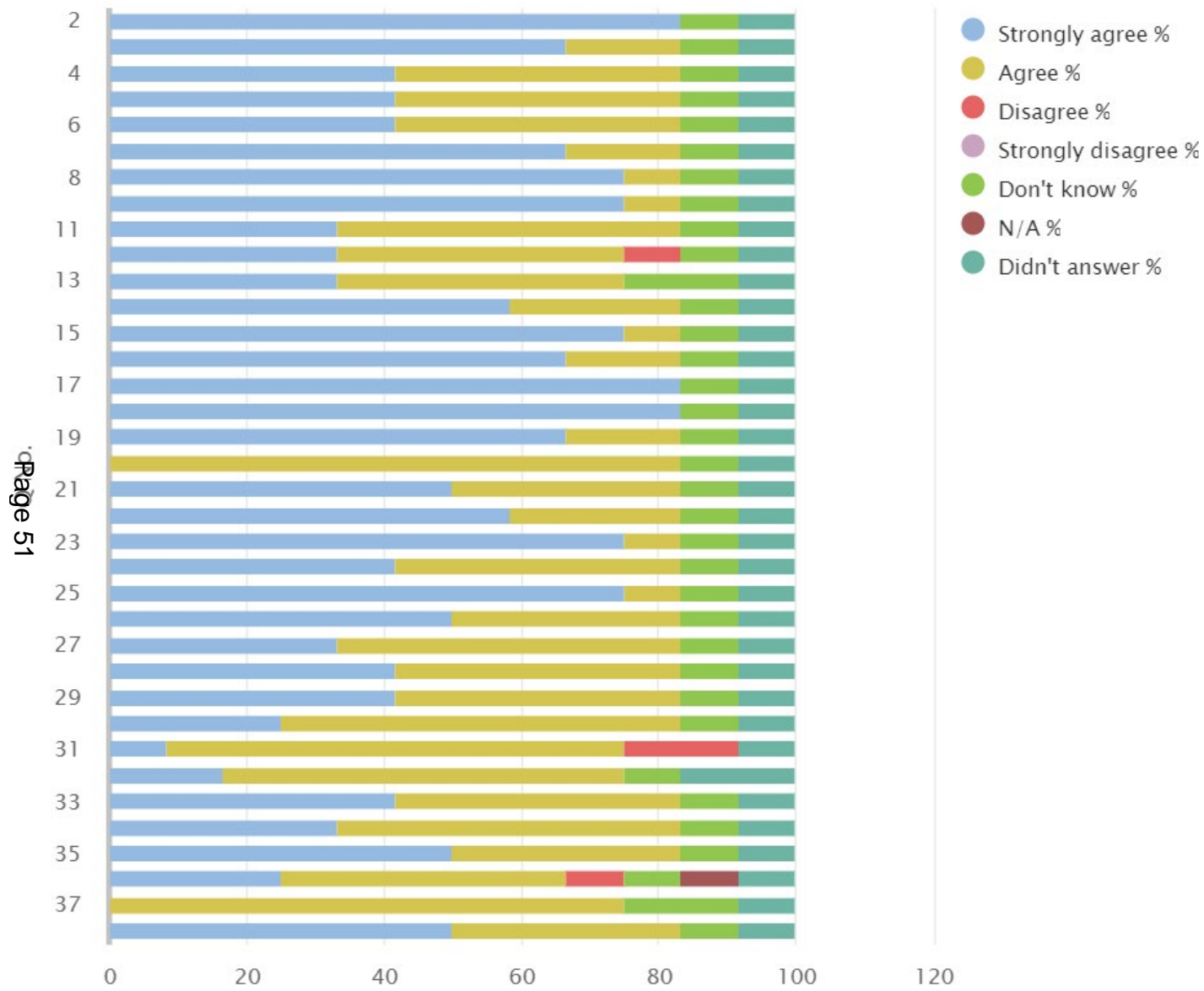
10 Your experience by percentage (sharing)

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
2	I find it rewarding to be a member of staff at this school.	12	83.33	0.00	0.00	0.00	8.33	0.00	8.33
3	I feel a valued part of the school's community.	12	66.67	16.67	0.00	0.00	8.33	0.00	8.33
4	I am encouraged to learn and share practice with colleagues from other schools.	12	41.67	41.67	0.00	0.00	8.33	0.00	8.33
5	I am given the opportunity to learn and share practice with colleagues from other schools.	12	41.67	41.67	0.00	0.00	8.33	0.00	8.33
6	I have a clear understanding of the social, cultural and economic context of the school.	12	41.67	41.67	0.00	0.00	8.33	0.00	8.33
7	I feel appropriately supported by the school to undertake my role.	12	66.67	16.67	0.00	0.00	8.33	0.00	8.33
8	I am supported to engage in professional learning.	12	75	8.33	0.00	0.00	8.33	0.00	8.33
9	My professional learning enables me to reflect on and improve my practice.	12	75	8.33	0.00	0.00	8.33	0.00	8.33
10	I have regular opportunities to undertake leadership roles.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	I have opportunities to be involved in agreeing priorities for the school.	12	33.33	50	0.00	0.00	8.33	0.00	8.33
12	I am actively involved in the school's ongoing self-evaluation.	12	33.33	41.67	8.33	0.00	8.33	0.00	8.33
13	GTCS standards are used to support professional dialogue.	12	33.33	41.67	0.00	0.00	16.67	0.00	8.33
14	I use information, including data, effectively to identify and reduce inequalities in children's and young people's outcomes.	12	58.33	25	0.00	0.00	8.33	0.00	8.33
15	I understand how to apply the school's procedures relating to child protection and safeguarding.	12	75	8.33	0.00	0.00	8.33	0.00	8.33
16	The school's vision and values underpins my work.	12	66.67	16.67	0.00	0.00	8.33	0.00	8.33
17	Staff treat all children and young people fairly and with respect.	12	83.33	0.00	0.00	0.00	8.33	0.00	8.33

Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
18	Colleagues treat each other with respect.	12	83.33	0.00	0.00	0.00	8.33	0.00	8.33
19	Children and young people are encouraged and supported to treat others with respect.	12	66.67	16.67	0.00	0.00	8.33	0.00	8.33
20	Children and young people are well behaved.	12	0.00	83.33	0.00	0.00	8.33	0.00	8.33
21	The school deals effectively with any bullying.	12	50	33.33	0.00	0.00	8.33	0.00	8.33
22	I am provided with feedback when I report an incident.	12	58.33	25	0.00	0.00	8.33	0.00	8.33
23	Staff at all levels within the school communicate effectively with each other.	12	75	8.33	0.00	0.00	8.33	0.00	8.33
24	The school's arrangements for engaging parents in their child's learning are effective.	12	41.67	41.67	0.00	0.00	8.33	0.00	8.33
25	The school is well led and managed.	12	75	8.33	0.00	0.00	8.33	0.00	8.33
26	Collaborative working across the school is effective in taking forward improvement.	12	50	33.33	0.00	0.00	8.33	0.00	8.33
27	Children and young people are engaged in their learning.	12	33.33	50	0.00	0.00	8.33	0.00	8.33
28	I give children and young people regular feedback which helps them to progress.	12	41.67	41.67	0.00	0.00	8.33	0.00	8.33
29	Children and young people are provided with experiences which meet their learning needs.	12	41.67	41.67	0.00	0.00	8.33	0.00	8.33
30	Children and young people are involved in talking about and planning their learning.	12	25	58.33	0.00	0.00	8.33	0.00	8.33
31	Children and young people are involved in setting their learning targets.	12	8.33	66.67	16.67	0.00	0.00	0.00	8.33
32	Children and young people have the opportunity to lead their learning.	12	16.67	58.33	0.00	0.00	8.33	0.00	16.67
33	I receive appropriate support for planning, preparation and assessment.	12	41.67	41.67	0.00	0.00	8.33	0.00	8.33
34	The school has effective strategies to support children and young people with their learning, including those requiring additional support.	12	33.33	50	0.00	0.00	8.33	0.00	8.33
35	Staff have a shared understanding of their 'responsibility of all' in literacy and numeracy and health and wellbeing.	12	50	33.33	0.00	0.00	8.33	0.00	8.33

Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
36	Moderation activities are helping me to make sound professional judgements.	12	25	41.67	8.33	0.00	8.33	8.33	8.33
37	I have regular opportunities to help shape the curriculum through discussions with colleagues, parents and partners.	12	0.00	75	0.00	0.00	16.67	0.00	8.33
38	I am aware of and involved in the school's strategies for raising attainment for all.	12	50	33.33	0.00	0.00	8.33	0.00	8.33

10 Your experience by percentage chart (sharing)



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16 May 2023

Dear Parent/Carer

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

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

- 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.
- 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. This is supporting school improvement and helping children achieve and attain.
- 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.
- Staff make very effective use of digital technologies which are fully integrated across school life. This is enhancing children's learning experiences and skills.
- In the nursery, practitioners make highly effective use of outdoor spaces to promote and support children's thinking, curiosity and enquiry across the curriculum.

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

- Senior leaders should continue to develop clear measures to evaluate their success in improving outcomes for children.
- 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.
- 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.
- Senior leaders and teachers should continue to develop their use of information about children's progress in learning to plan further improvements in attainment.

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

Here are Education Scotland's evaluations for Broomlands Primary School

Quality indicators for the primary stages	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	

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

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Details | Find an inspection report | Find an inspection report | Inspection and Review | Education Scotland](#).

What happens next?

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

Lisa Marie McDonnell
HM Inspector

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PERFORMANCE AND IMPROVEMENT REPORT– SCHOOLS (GREENLAW PRIMARY SCHOOL AND NURSERY CLASS)

Report by Report by Director – Education & Lifelong Learning Education

EDUCATION PERFORMANCE SUB COMMITTEE

5 OCTOBER 2023

1 PURPOSE AND SUMMARY

- 1.1 This report proposes that the Committee considers His Majesty's Inspectorate of Education (HMIE) Reports for Greenlaw Primary School and Nursery Class and the Improvement Plan developed by the Headteacher to address the key recommendations.
- 1.2 Greenlaw Primary School was inspected 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.
- 1.3 The HMIE Report evaluated the Early Learning and Childcare provision 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 good indicates there are important strengths with areas for improvement in this aspect of the school's work.
- 1.4 The Quality Improvement Team and Early Years Team will continue to work alongside the Headteacher to ensure continued progress towards excellence. The team will ensure that areas of good practice are shared across the Local Authority.

2 RECOMMENDATIONS

I recommend that the Committee approves:-

- 2.1 The School Improvement Plan for Greenlaw Primary School which addresses areas for improvement as outlined in the HMIE Inspection Report (June 2023).**

2.2 The Quality Improvement Team's plan for support and showcasing of the work of Greenlaw Primary School following a strong inspection.

3 BACKGROUND

3.1 His Majesty's Inspectorate of Education His Majesty's Inspectors 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 June 2023, a team of Inspectors from Education Scotland visited Greenlaw Primary School and Nursery Class. 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:

- Children across the school and nursery who are happy, friendly and eager to share their learning.
- 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.
- 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 were identified and discussed with the Headteacher and a representative from Scottish Borders Council.

- Children should be more involved in leading their own learning. They need more opportunities to make choices and decisions about their learning.
- 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 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: Approved by Lesley Munro, Director – Education & Lifelong Learning

Author(s)

Name	Designation and Contact Number
Grace Frew	Quality Improvement Officer – 01835 824000 Extension No. 5490

Background Papers:

HMIE Inspection Report June 2023

HMIE Summarised Inspection Findings (Nursery Class) June 2023

HMIE Summarised Inspection Findings (Primary School) June 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 People 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.
Tel 01835 825080

SeniorMgtSupport@scotborders.gov.uk

Summarised inspection findings

Greenlaw Primary School Nursery Class

Scottish Borders Council

12 September 2023

Key contextual information

Greenlaw Primary School Nursery Class is located in 'hatted' accommodation adjacent to the school. It is managed by the headteacher and staffed by an early years officer and an early years practitioner. A teacher from the Council's early years team visits every few weeks to offer advice and support. The nursery class is registered for 21 children aged two to five years attending at any one time. Of the 21 children, no more than five can be under three years of age. There are currently 12 children on the roll. Children access their 1140 hours by attending Monday to Thursday from 8.35 am to 3.05 pm, and on a Friday from 8.35 am to 12.35 pm. Not all children use their full entitlement and a minority have split placements with other nurseries or with a childminder.

2.3 Learning, teaching and assessment

good

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

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

- Staff have created a very calm, supportive playroom environment. This positive ethos is underpinned by the nursery's values of safe and happy, kind, working together, and learning and challenge. Staff are very good role models for children and regularly refer to the nursery's values as children play and learn.
- Children are settled, happy and confident. They take part eagerly in the rich learning experiences which staff offer. Many children show good concentration and focus for extended periods both indoors and outdoors. Children have access to a wide range of resources which offer open-ended activities and natural materials to support their play. They show curiosity and imagination and are able to use materials creatively, for example when creating an obstacle course. They are independent learners who share, cooperate and engage well with other children in group activities. Staff have correctly identified the need to extend children's literacy and numeracy opportunities outdoors. They also identify the need to provide children with more experiences in science, technology engineering and mathematics (STEM).
- Staff interactions with children are gentle and respectful. Staff have a good understanding of early years pedagogy and how children learn and develop. They give children time and space to develop their own ideas and interests through exploration and discovery. They use open-ended questions and explanations well to pose challenges and enhance children's learning opportunities.
- Staff know children very well and use this knowledge to plan both intentional learning and responsive experiences. They work effectively to prepare learning spaces that reflect children's interests. Staff capture children's progress in learning in attractive and informative floor books, to which children contribute. They proudly share these books with visitors and each other and talk animatedly about their learning activities.

- Staff observe children at play and record their observations in children's individual learning journals. These are shared with parents, who appreciate the level of detail and the way in which achievements are celebrated. Staff also engage in focused observations of each child to observe their progress towards their personal targets. Staff highlight children's progress through the early level experiences and outcomes clearly using individual trackers. They also track children's developmental milestones effectively.
- Staff make good use of the nursery improvement planning process to develop learning, teaching and assessment. For example, most recently staff have focused on embedding approaches to health and wellbeing and extending digital literacy. This has improved children's experiences in technologies and ensured a consistently strong focus on nurture. Staff are committed to ongoing professional learning opportunities to improve the nursery further.

2.1 Safeguarding and child protection

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

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

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

- Children make good progress in communication and early language. A majority talk confidently to adults and each other. A few who are more reluctant to express their views are well supported by staff to engage in talking activities. Most listen well to stories and simple instructions. A few children predict events in stories and organise story cards in the correct sequence. They enjoy identifying animal sounds and matching them to animal pictures using the interactive whiteboard. Whilst most children can identify their name in print, only a few can write it. Children have good opportunities to use small tools and equipment. They would benefit from more opportunities to use writing implements to improve control of their fingers and hands.
- Children make good progress in numeracy and mathematics. Many can count to twenty and beyond. They match groups of objects accurately to number symbols. They enjoy number songs and rhymes. Children gather information by observing birds and transfer this information to a simple picture graph. During a village walk, they identify accurately windows and doors of different shapes and sizes. They learn about the concept of capacity as they pour liquids into different sized containers. Staff should extend children's interest in numeracy further by offering more mathematical play equipment such as solid shapes, measuring equipment and scales. Staff could also make use of stories which are linked to mathematical concepts.
- Children make good progress in health and wellbeing. Staff use emotional check-ins each day and children can talk about their feelings. Children describe strategies to use if they are feeling sad or angry. When playing outdoors children benefit from fresh air and exercise. They are developing a range of physical skills well when climbing, balancing and sliding. Children have a basic understanding of healthy foods and enjoy tasting different fruits and vegetables. They are independent at snack-time and lunchtime and understand the importance of washing their hands before eating and after using messy materials. Staff should develop children's understanding of being safe in the sun.
- Children's detailed learning journals evidence that they make good progress over time. Staff set manageable next steps for children and rigorously track their attainment through focused observations. Staff work successfully with other nurseries to understand national standards, and moderate and confirm their judgements on children's progress.
- Staff know children and families very well and have a clear understanding of their circumstances and socio-economic backgrounds. Their sensitive and personalised

interventions, and an inclusive ethos, ensure that children are well supported and benefit from the wide range of early level experiences.

Explanation of terms of quantity

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

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

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

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Greenlaw Primary School and Nursery Class

Pre-inspection questionnaire summary report Inspection week: 12 June 2023

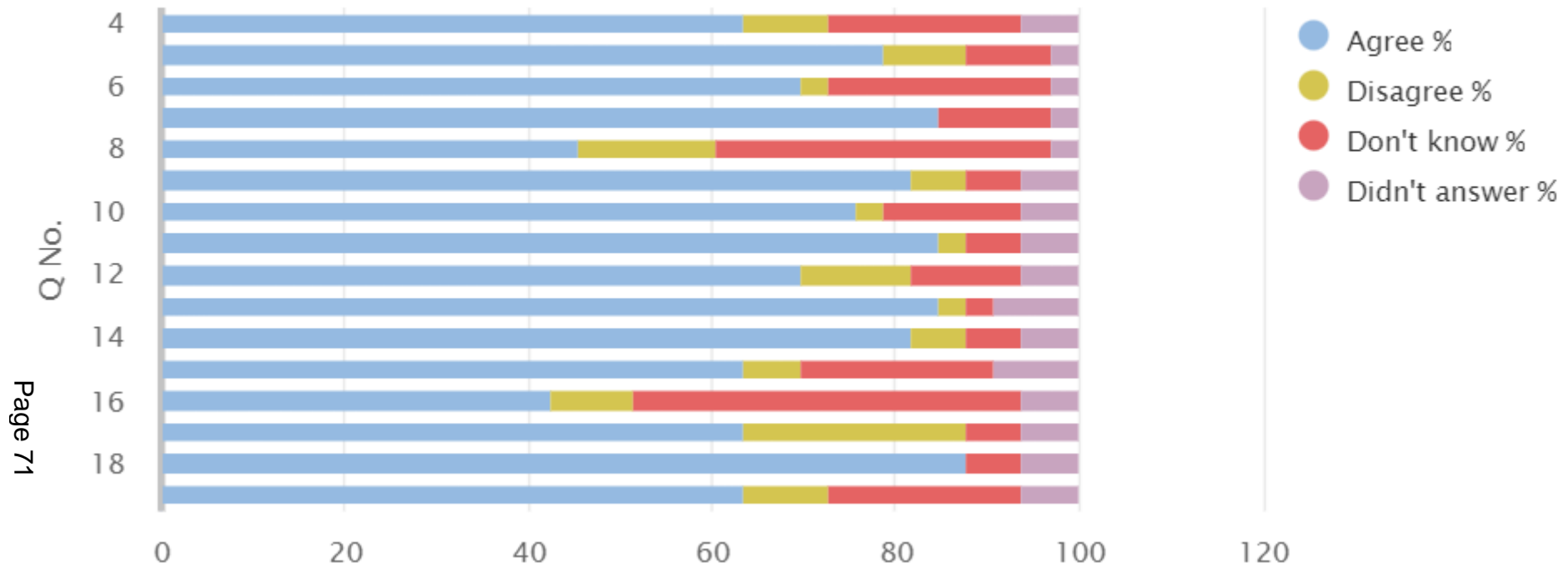
Questionnaire for children in primary stages (01)

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.	33	63.64	9.09	21.21	6.06
5	My school helps me to feel safe.	33	78.79	9.09	9.09	3.03
6	I have someone in my school I can speak to if I am upset or worried about something.	33	69.7	3.03	24.24	3.03
7	Staff treat me fairly and with respect.	33	84.85	0.00	12.12	3.03
8	Other children treat me fairly and with respect.	33	45.45	15.15	36.36	3.03
9	My school helps me to understand and respect other people.	33	81.82	6.06	6.06	6.06
10	My school is helping me to become confident.	33	75.76	3.03	15.15	6.06
11	My school teaches me how to lead a healthy lifestyle.	33	84.85	3.03	6.06	6.06
12	There are lots of chances at my school for me to get regular exercise.	33	69.7	12.12	12.12	6.06
13	My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day.	33	84.85	3.03	3.03	9.09
14	I have the opportunity to discuss my achievements outwith school with an adult in school who knows me well.	33	81.82	6.06	6.06	6.06
15	My school listens to my views.	33	63.64	6.06	21.21	9.09
16	My school takes my views into account.	33	42.42	9.09	42.42	6.06
17	I feel comfortable approaching staff with questions or suggestions.	33	63.64	24.24	6.06	6.06
18	Staff help me to understand how I am progressing in my school work.	33	87.88	0.00	6.06	6.06
19	My homework helps me to understand and improve my work in school.	33	63.64	9.09	21.21	6.06

01 Your experience by percentage chart (sharing)

01 Your Experience by Percentage Chart (Sharing)



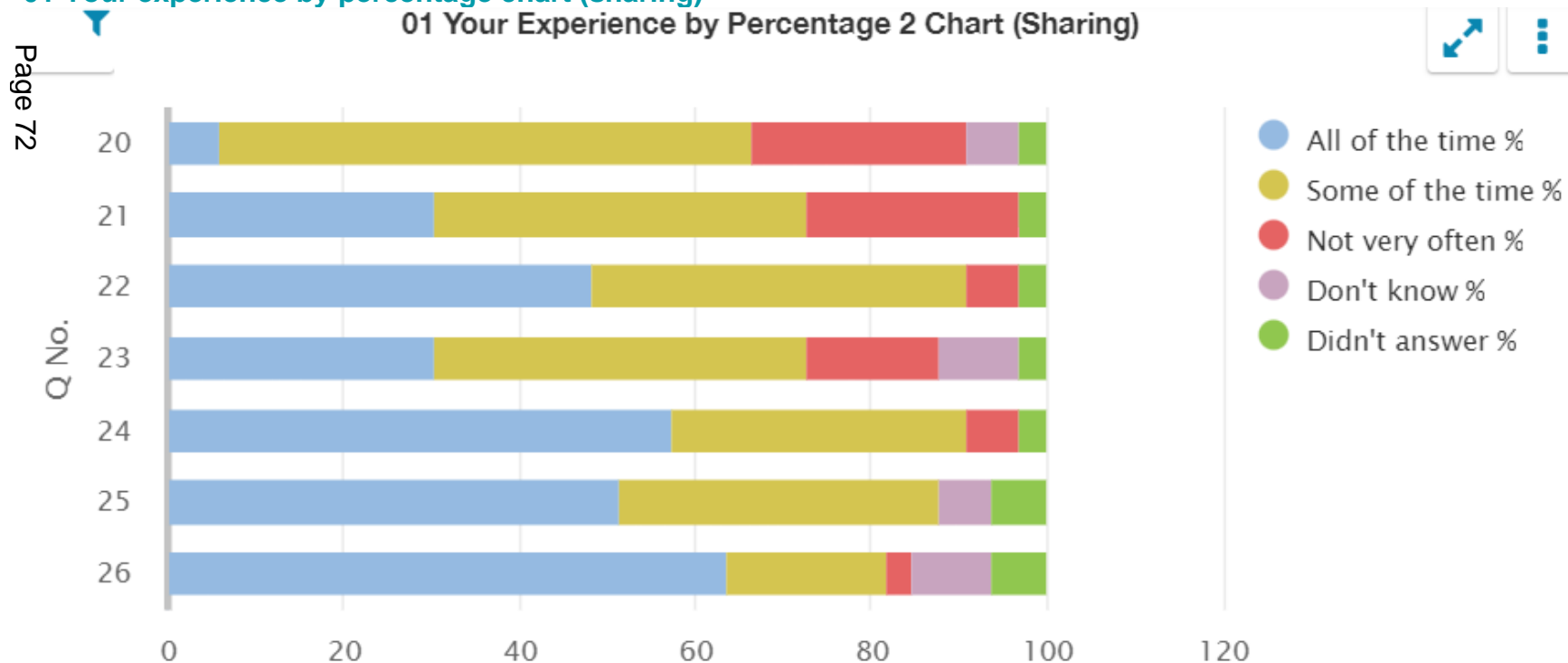
Page 71

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.	33	6.06	60.61	24.24	6.06	3.03
21	My teachers ask me about what things I want to learn in school.	33	30.3	42.42	24.24	0.00	3.03
22	I enjoy learning at school.	33	48.48	42.42	6.06	0.00	3.03
23	I feel that my work in school is hard enough.	33	30.3	42.42	15.15	9.09	3.03
24	I know who to ask to get help if I find my work too hard.	33	57.58	33.33	6.06	0.00	3.03
25	I am encouraged by staff to do the best I can.	33	51.52	36.36	0.00	6.06	6.06
26	I am happy with the quality of teaching in my school.	33	63.64	18.18	3.03	9.09	6.06

01 Your experience by percentage chart (sharing)

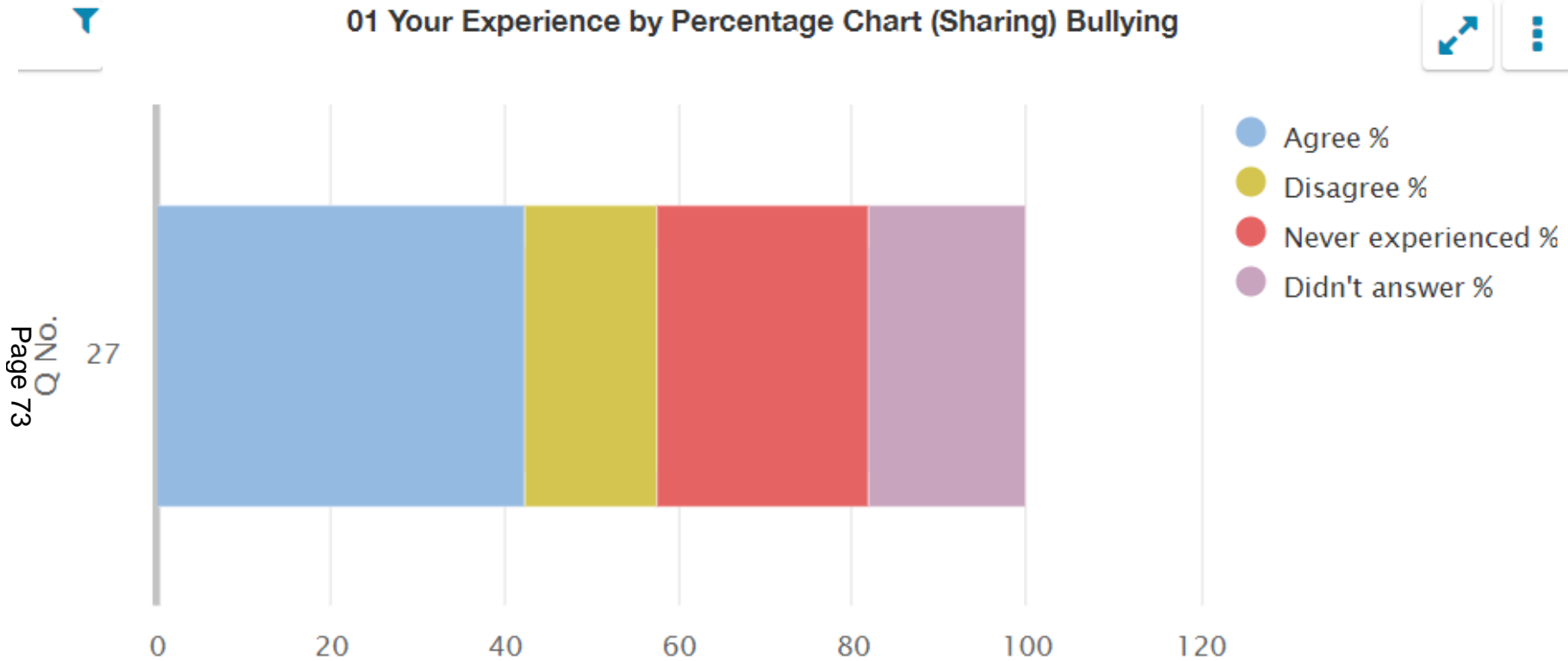
01 Your Experience by Percentage 2 Chart (Sharing)



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.	33	42.42	15.15	24.24	18.18

01 Your experience by percentage chart (sharing) bullying



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

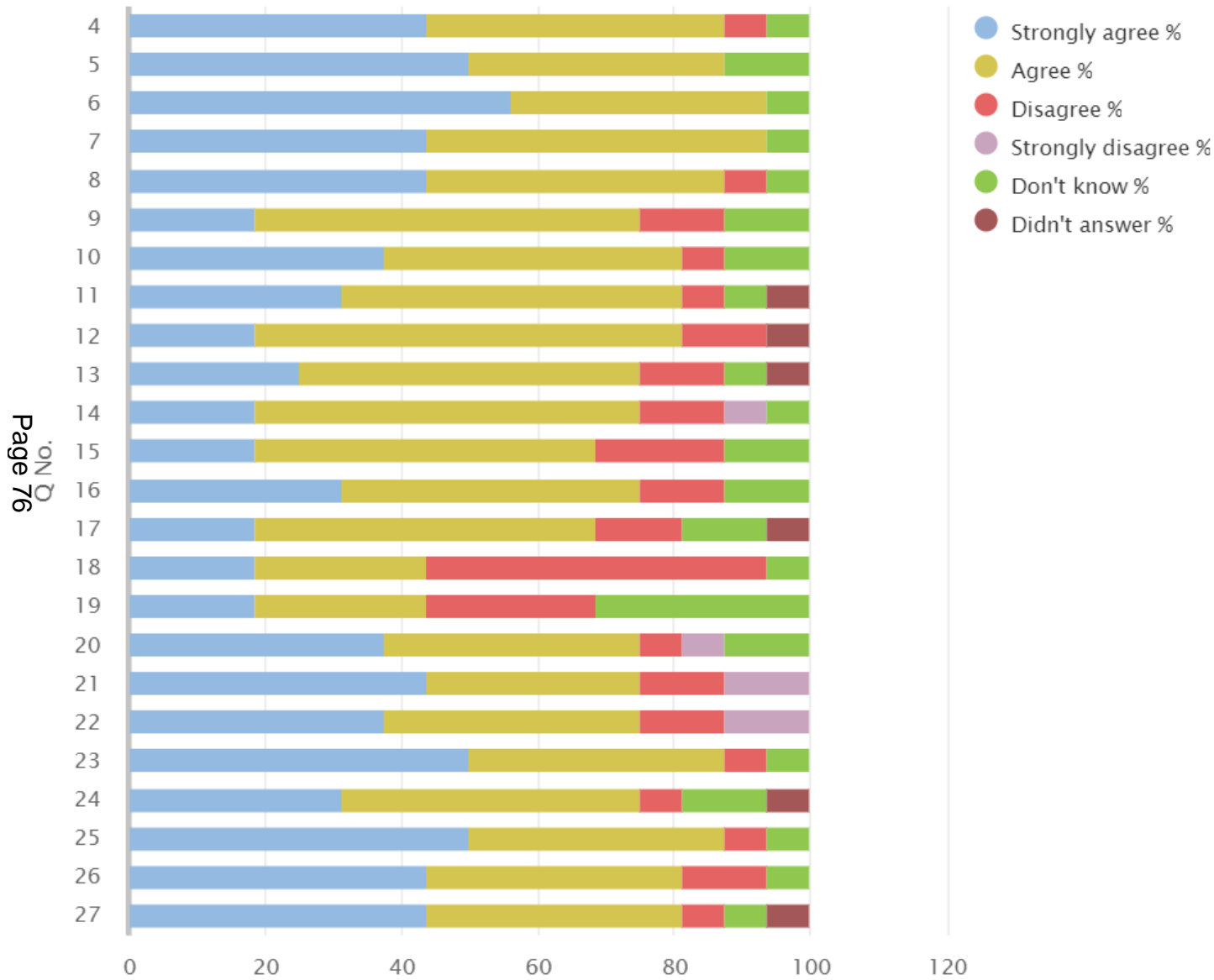
04 Your experience by percentage (sharing)

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.	16	43.75	43.75	6.25	0.00	6.25	0.00
5	Staff treat my child fairly and with respect.	16	50	37.5	0.00	0.00	12.5	0.00
6	I feel that my child is safe at the school.	16	56.25	37.5	0.00	0.00	6.25	0.00
7	The school helps my child to feel confident.	16	43.75	50	0.00	0.00	6.25	0.00
8	I feel staff really know my child as an individual.	16	43.75	43.75	6.25	0.00	6.25	0.00
9	My child finds their learning activities hard enough.	16	18.75	56.25	12.5	0.00	12.5	0.00
10	My child receives the help he/she needs to do well.	16	37.5	43.75	6.25	0.00	12.5	0.00
11	My child is encouraged by the school to be healthy and take regular exercise.	16	31.25	50	6.25	0.00	6.25	6.25
12	The school supports my child's emotional wellbeing.	16	18.75	62.5	12.5	0.00	0.00	6.25
13	My child is making good progress at the school.	16	25	50	12.5	0.00	6.25	6.25
14	I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles.	16	18.75	56.25	12.5	6.25	6.25	0.00
15	The information I receive about how my child is doing reaches me at the right time.	16	18.75	50	18.75	0.00	12.5	0.00
16	I understand how my child's progress is assessed.	16	31.25	43.75	12.5	0.00	12.5	0.00
17	The school gives me advice on how to support my child's learning at home.	16	18.75	50	12.5	0.00	12.5	6.25
18	The school organises activities where my child and I can learn together.	16	18.75	25	50	0.00	6.25	0.00
19	The school takes my views into account when making changes.	16	18.75	25	25	0.00	31.25	0.00
20	I feel comfortable approaching the school with questions, suggestions and/or a problem.	16	37.5	37.5	6.25	6.25	12.5	0.00
21	I feel encouraged to be involved in the work of the Parent Council and/or parent association.	16	43.75	31.25	12.5	12.5	0.00	0.00
22	I am kept informed about the work of the Parent Council and/or parent association.	16	37.5	37.5	12.5	12.5	0.00	0.00

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.	16	50	37.5	6.25	0.00	6.25	0.00
24	The school is well led and managed.	16	31.25	43.75	6.25	0.00	12.5	6.25
25	The school encourages children to treat others with respect.	16	50	37.5	6.25	0.00	6.25	0.00
26	I would recommend the school to other parents.	16	43.75	37.5	12.5	0.00	6.25	0.00
27	Overall, I am satisfied with the school.	16	43.75	37.5	6.25	0.00	6.25	6.25

04 Your experience by percentage chart (sharing)

04 Your Experience by Percentage Chart (Sharing)



12 September 2023

Dear Parent/Carer

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

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

- Children across the school and nursery who are happy, friendly and eager to share their learning.
- 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.
- 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.

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

- Children should be more involved in leading their own learning. They need more opportunities to make choices and decisions about their learning.
- 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.

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

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

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	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	

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

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

[Reports page | Inspection reports | 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.

Jacqueline Gallagher
HM Inspector

Summarised inspection findings

Greenlaw Primary School and Nursery Class

Scottish Borders Council

12 September 2023

Key contextual information

Greenlaw Primary School is located in Berwickshire, in the village of Greenlaw.

The headteacher has been in post since 2017. She is also the headteacher of Swinton Primary School and Nursery Class. She is supported across the two schools by a principal teacher. Staff recognise the diverse socio-economic circumstances of rural communities.

2.3 Learning, teaching and assessment

good

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

- Children benefit from nurturing relationships with all staff across the school. This creates a positive and encouraging climate for learning. Most children are motivated in their learning and are eager to ask and answer questions in lessons. Children enjoy exercising choice and applying their skills across a range of different contexts and would benefit from increased opportunities to do so.
- Teachers have established good relations and routines within their classes. In most lessons, teachers provide tasks and activities which are well matched to children's needs. They provide differentiated learning experiences in literacy and numeracy which offer valuable support for those children who require it. In a few lessons, tasks and activities could be more demanding. This will ensure better outcomes for children who are capable of further challenge.
- In almost all lessons, teachers share the purpose of learning well with children. This supports children well to understand what they are learning and make links to prior knowledge. In order to increase children's independent learning skills, staff should create more opportunities for children to take a lead in their learning.
- Teachers use plenary sessions well to reinforce key points and set up the learning focus for the next lesson. In a few classes, children and their teachers create measures together to judge how they will be successful in their learning. Teachers should ensure that learners create measures in their own words more regularly, so they understand fully what success looks like. There is scope for teachers to learn from each other to improve the consistent use of high-quality teaching across the school.
- Staff are at the very early stages of developing a play-based approach to learning across the early level. Children have limited opportunities to learn through play. Senior leaders should engage with the national guidance Realising the Ambition: Being Me. This will support staff to develop their knowledge and understanding of play pedagogy and the benefits of this approach. This will help staff to plan learning spaces, experiences and interactions and enrich children's learning opportunities.

- All teachers are highly skilled in using digital technologies to support and enhance children's learning. Staff confidently integrate a range of innovative technologies into classroom routines and lessons, which motivate and engage children well. At times, this is hampered by connectivity issues. Children are very confident using a variety of digital tools independently, such as apps, tablets and programmable toys. The school provides a digital platform to share learning with parents. Teachers should engage further with parents and demonstrate more fully how this digital platform can support them to become more involved in their child's learning.
- Almost all teachers provide encouraging written and oral feedback on children's individual pieces of work. In the majority of classes, teachers make effective use of constructive self and peer assessment to support children to reflect on their learning and identify where they have improved. Teachers should support children to identify their next steps in learning and create their own learning targets, drawing on best practice within the school.
- Teachers and senior leaders make effective use of regular assessments of children's reading, writing and numeracy. This includes standardised assessments and, at key milestones, Scottish National Standardised Assessments (SNSA). Senior leaders and teachers use information gathered from assessments well to identify children who require additional support with their learning.
- Senior leaders with teachers develop helpful curricular pathways which support teachers effectively with their planning. This also ensures processes and paperwork are kept manageable for teachers. Children work with their teachers to shape learning which links different areas of the curriculum with set topics in a rolling three-year programme. Children would benefit from the opportunity to have greater choice in what they learn about, not just how they learn during pre-selected projects.
- Staff meet regularly to effectively review children's progress and discuss plans for raising attainment. Teachers bring a wide range of evidence of children's progress to inform these discussions. They identify children who have gaps in their learning and plan support through discussion with senior leaders.
- Teachers are keen to share and learn from each other. They should engage in peer observations more regularly to share effective practice. Teachers have been involved in a few moderation activities within and beyond the school. More frequent opportunities for moderation will help develop further teachers' understanding of children's achievement of Curriculum for Excellence (CfE) levels.

2.1 Safeguarding and child protection

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

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

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

Attainment in literacy and numeracy

- In 2021/22, senior leaders identified that teacher professional judgement required to be more robust. This remains an ongoing focus. They introduced new progression pathways in literacy and numeracy. Inspectors agree that professional judgement of a level in literacy and numeracy is accurate in 2022/23.
- The number of children at each stage varies and is relatively small. Overall statements have been made about attainment and progress to ensure individuals are not identified. Most children achieve appropriate CfE levels in literacy and numeracy across the school. A few children have the capacity to make better progress and achieve more. Most children who require support with their learning are making good progress towards their learning targets.

Attainment in literacy and English

- Overall, most children are making good progress in literacy from prior levels of attainment. Children apply their literacy skills well in other areas of the curriculum, such as within learning which links different areas of the curriculum.

Listening and talking

- Younger children develop skills in taking turns when listening and talking in groups. Most older children share their ideas in class and group discussions and listen well to the views of others. They discuss their school experiences with confidence. Children across the school would benefit from increased opportunities to apply their talking and listening skills in a greater range of contexts.

Reading

- Younger children need more opportunities to experience a wider range of texts and engage in more challenging activities that develop their literacy skills more effectively. Most older children identify the main ideas in text and can confidently make predictions. They recognise the difference between fact and opinion. They answer inferential and evaluative questions and explain reasons for their views. Children enjoy their visits to the mobile library.

Writing

- The majority of younger children form lower case letters correctly and use full stops with increasing confidence. They need further opportunities to write independently. Older children write across a broad range of genres. This includes information reports, news articles, recounts, pieces of imaginative writing and Scots poetry in rhyming couplets. A majority of older children would benefit from more opportunities to write extended texts.

Numeracy and mathematics

- Most children across the school are on track to achieve national expected levels of attainment. All children would benefit from further practise in applying their numeracy skills to problem-solving and multi-step calculations, as well as more opportunities to apply their skills in numeracy across the curriculum.

Number, money and measure

- Most children across all stages are confident in the use of basic number processes. Across the school, most children can estimate and measure accurately. The majority of younger children recognise a wide range of numbers, add and subtract with increasing confidence within 10 and count accurately forwards and backwards in sequence. Older children demonstrate mental agility appropriate for their stage. They engage well with technology and numeracy games, increasing their speed of recall. Children carry out calculations with increasing accuracy. They identify place value of numbers accurately and show confidence when rounding. They are increasingly confident in applying their understanding of fractions and decimals. Most older children articulate confidently the relationship between fractions, decimals and percentages. Almost all older children are confident in rounding numbers and correctly describe the most appropriate units used for measurement. Older children need further practice using a range of strategies to solve word and multi-step problems.

Shape, position and movement

- Across the school, children are confident in naming and discussing the properties of two-dimensional shapes and three-dimensional objects appropriate to their age and stage. Younger children enjoy programming digital programmable toys to follow simple directions, left and right. They use the language of position and movement, such as behind, above, forwards and backwards, correctly. Older children name angles correctly and describe the properties of different types of angles. Most older children measure and identify accurately acute, obtuse, straight, right and reflex angles and can explain the difference between these.

Information handling

- Across the school, children demonstrate a good understanding of information handling. Children benefit from applying their skills in data and analysis in a range of contexts. The majority of younger children use their knowledge of colour, shape and size to match and sort items appropriately. Older children plot coordinates, make accurately labelled graphs independently and can talk about the data they have gathered. Older children use survey data to create frequency tables, construct pie charts and draw conclusions from their work. Children enjoy using digital tools to support their learning in this area. Older children would welcome more opportunities to use technology to display their learning.

Attainment over time

- Senior leaders have a comprehensive picture of children's attainment data over time. With staff, they plan and implement effective approaches which are raising attainment in literacy and numeracy for all learners.
- Teachers meet formally with senior leaders three times a year to discuss children's progress in literacy and numeracy. Together, senior leaders, teachers and pupil support staff analyse data. They target appropriate areas for support and challenge at both a whole class and an individual level. Senior leaders monitor the impact of interventions for individual children closely to ensure they are having a positive impact on progress and attainment. This helps children to make good progress from prior levels of attainment. Senior leaders should now gather information on children's progress across all areas of the curriculum.

Overall quality of learner's achievements

- Children enjoy regular opportunities to celebrate personal achievements, for example at assemblies. Children are proud of their achievements and talk confidently about how the staff and members of the local community celebrate their successes both in and outside school. They feel valued by staff and each other. Staff make effective use of social media to ensure that children's achievements are shared with parents and the wider community.
- Older children play important roles such as Junior Road Safety Officers, Heads of House and school ambassadors which develops their confidence and team building skills. They lead clubs to provide support for younger children, such as the dance buddies. This is developing their leadership and cooperative working skills. Younger children would benefit from similar opportunities to be leaders.
- There is a range of clubs and activities during and after school. Staff monitor participation in activities both in and outwith school. They are proactive in addressing barriers to participation. Children develop their performance skills well in expressive arts through participation in local and regional competitions in music and drama. They develop their skills in sport, often working with community and local authority partners. The next step is for senior leaders to develop a progressive skills framework which will help children identify the skills they are developing.

Equity for all learners

- The headteacher, senior leaders and staff have a very clear knowledge of the social and economic contexts of their children and families. They are particularly aware of the unique opportunities and challenges children living in a rural community experience. They use this knowledge effectively to work towards ensuring that all children have equity of opportunity and achievement. The Parent Council, in conjunction with school staff, ensures that cost is not a barrier to participation in events outwith the school. They provide funding for transport and outings for all children.
- Senior leaders and teachers create effective plans which address the needs of individual children, including by addressing poverty-related and other attainment gaps. They use Pupil Equity Funding (PEF) to provide tailored interventions such as additional support, a breakfast club, support with attendance and sensory support. Staff monitor effectively the steady progress towards closing the attainment gap. Teachers have introduced assistive technology to support a few learners. This is having a positive impact on their progress.

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.



PERFORMANCE AND IMPROVEMENT REPORT– SCHOOLS (JEDBURGH GRAMMAR CAMPUS AND NURSERY CLASS)

Report by Report by Director – Education & Lifelong Learning Education

EDUCATION PERFORMANCE SUB COMMITTEE

5 OCTOBER 2023

1 PURPOSE AND SUMMARY

- 1.1 This report proposes that the Committee considers His Majesty's Inspectorate of Education (HMIE) Reports for Jedburgh Grammar Campus and Nursery Class and the Improvement Plan developed by the Headteacher to address the key recommendations.
- 1.2 Jedburgh Grammar Campus was inspected using a 'full' inspection model. This means that 4 key quality indicators were inspected in both the Nursery class and the School over a 5 day period.
- 1.3 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 indicates there are major strengths in this aspect of the school's work. A grading 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 and Early Years 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 approve:-

- 2.1 The School Improvement Plan for Jedburgh Grammar Campus which addresses areas for improvement as outlined in the HMIE Inspection Report (April 2023).**

2.2 The Quality Improvement Team's plan for support and showcasing of the work of Jedburgh Campus following a strong inspection.

3 BACKGROUND

3.1 His Majesty's Inspectorate of Education His Majesty's Inspectors 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 April 2023, a team of Inspectors from Education Scotland visited Jedburgh Grammar Campus and Nursery Class. 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 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.
- 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.

- 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.
 - 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.
 - Children and young people's development of important skills for learning, life and work. Young people also achieve consistently positive destinations after school.
- 4.3 The following areas for improvement were identified and discussed with the Headteacher and a representative from Scottish Borders Council.
- Continue to improve learning, teaching and assessment across the campus to ensure consistently high-quality learning experiences.
 - 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.
 - 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.
 - Continue to develop clear, effective systems for monitoring young people's progress in learning at each stage of the school.
- 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 this 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: Approved by Lesley Munro, Director – Education & Lifelong Learning

Author(s)

Name	Designation and Contact Number
Gillian McKenzie	Quality Improvement Officer – 01835 824000 Extension No. 8006

Background Papers:

HMIE Inspection Report April 2023

HMIE Summarised Inspection Findings (Nursery Class) April 2023

HMIE Summarised Inspection Findings (School) April 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 People 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.

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Summarised inspection findings

Jedburgh Grammar Campus

Scottish Borders Council

20 June 2023

Key contextual information

School name	Jedburgh Grammar Campus
Council:	Scottish Borders Council
SEED number:	5632730
Roll (Sep 2017):	862

Jedburgh Grammar Campus is an all-through school, which is situated in the town of Jedburgh, in Scottish Borders Council. The school, which includes an early learning centre (ELC), provides education for children and young people between the ages of two and eighteen.

The headteacher has been in post since 2015. She is supported by five depute headteachers. The headteacher is the designated manager of the ELC, although one of the depute headteachers has strategic responsibility for it. She is supported by a Senior Early Years Officer.

The school also houses The Rose Hub, which provides enhanced provision for young people with severe and complex needs. Four young people attend this hub on a full-time basis, with other children and young people attending for periods of time. The school links with Ancrum Primary School, which has the same headteacher as Jedburgh Grammar Campus.

ELC

The roll in the ELC at the time of the inspection was 105 children. These children have varying patterns of attendance.

Primary stages

The roll at the primary stages at the time of the inspection was 384 children.

In September 2021, no children lived within the 20% most deprived datazones in Scotland. In September 2021, the school reported that 42.3% of pupils had additional support needs. There were no exclusions in 2021, and attendance was in line with the national average. The attendance in 2021/22 was 93.04%. The attendance from 2022 to date this term is 91.55%.

Secondary stages

The roll at the secondary stages at the time of the inspection was 373 young people.

In September 2021, 1.4% of young people lived in the 20% most deprived datazones in Scotland. In September 2021, the school reported that 29% of pupils had additional support needs. There were no exclusions in 2021, and attendance was above the national average. The attendance in 2021/22 was 90.5%. The attendance from 2022 to date this term is 90.49%.

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

- The headteacher and the senior leadership team (SLT) have successfully built and embedded the school vision of 'learning without limits', along with the school's five values of kindness, achievement, learning, respect and wellbeing. They work effectively with all staff and children and young people to ensure that the vision and values underpin positive relationships, effective school improvement, and purposeful partnerships across the school community. The school vision and values were developed in close consultation with staff, children and young people, and partners. The way that most staff, children and young people demonstrate the vision and values in their everyday interactions creates a very positive dynamic for learning, change and improvement in this new school campus. Senior and middle leaders use the vision and values well to set improvement priorities, develop self-evaluation, and drive forward change. This helps them to form robust action plans to support key aspects of change and improvement across the campus.
- Senior leaders work together effectively to plan for strategic improvement across the campus. Alongside middle leaders, they are using recently developed collaborative approaches for strategic planning, such as 'clarifying canvas' approaches and 'rapid action' plans. These are helping them to manage priorities for change and improvement well, involving staff across the campus. Staff at all levels are beginning to have more ownership of key areas of school improvement. As part of planning for improvement, senior leaders present a clear vision for developing the curriculum, in line with Developing the Young Workforce (DYW) priorities. They share this well with staff. Strategic curriculum planning takes good account of developing the needs of young people for the regional economy.
- The headteacher demonstrates very strong leadership. Following the COVID-19 pandemic, she brought together four settings into one new campus community successfully. This community has settled quickly and calmly into aligned ways of working and improving. The settled nature of the community is also resulting in improved learning experiences, leadership opportunities, and outcomes for children and young people, which allow them to thrive. The headteacher is respected across the campus and more widely amongst partners and stakeholders in the local community. They welcome her inclusive approach to involving them regularly in the life and work of the campus, including being involved in strategic planning work. This is an area of strength. The headteacher's drive to ensure and sustain high expectations of herself, staff and children and young people is evident. Along with senior and middle leaders, she is developing effectively the capacity of staff across the campus. She is rigorous and determined in her approaches to ensuring sustainable whole-school improvement.
- The five depute headteachers provide strong, effective support to staff across the campus. The strong leadership they provide is helping to develop cohesive, sustained and purposeful opportunities for all staff to work collaboratively. It is also helping to develop strategic areas of improvement across the school in a timely manner. These include wellbeing, equality and

inclusion, and improving learning experiences. As a result, staff, for example, drive forward the very effective use of digital approaches to improve learning experiences consistently, across all stages of children and young people's learning. The deputy headteachers acknowledge that further opportunities exist to develop collaborative working across the school community, and they plan to take these forward in a structured way.

- Across the campus, staff at all levels view themselves increasingly as agents of change. They are empowered by senior leaders. The majority of staff across the primary and secondary stages lead aspects of whole-school improvement and wider achievement opportunities for children and young people. This is helping to promote the sharing of good practice and closer collegiate working. It is also leading to an improved curriculum offer for children and young people in a few subject areas. Senior leaders should continue with their ambitious plans to support and grow the leadership potential of staff at all levels. This should include plans to revive whole-school strategic working groups.
- Staff approaches to self-evaluation are having a positive impact on the work of the school community. The approaches are helping staff to improve learning experiences for children and young people with increased rigour. They are also supporting them to improve approaches to promoting children and young people's wellbeing. Senior leaders and staff continue to refine and adapt self-evaluation approaches to ensure they have the maximum impact on all areas of their work. For example, they are beginning to link more readily and more comprehensively self-evaluation to professional learning (PL), professional review and development, and school improvement planning. As a result, staff at all levels are developing a clearer understanding of the key levers that impact whole-school improvement, learning and teaching, and positive outcomes.
- A minority of staff across the school campus have taken on leadership roles to progress aspects of PL, and support for colleagues at different stages of their careers. The headteacher, along with the SLT, is planning to develop these leadership opportunities further to create formal PL opportunities. This includes staff being able to gain accreditation for their engagement in, and leadership of, these aspects of PL and their development across the campus. Current approaches to PL are helping to ensure closer links between PL and whole-school strategic improvement. Staff have increased ownership of their contributions to work across the school.
- Children and young people at all stages engage in a wealth of relevant and challenging leadership opportunities. These opportunities help them to contribute to areas of school improvement. For example, the 'S6 head team', which has oversight of all S6 committees, also leads key events in the school calendar, including the well-organised leavers' ceremony and religious observance events. These events help to raise young people's self-esteem. Young people at the senior stages also lead activities for children from the primary stages, which enhance the primary curriculum and contribute to ongoing positive change across the campus. These include, for example, a teaching session in baking for children at P3 and lunchtime physical education (PE) classes for children at P2. A few children from P6 enjoy, and lead successfully, aspects of a yearly programme for children who join the campus from a neighbouring primary school. This programme improves children's confidence in making the transition to the campus building and supports their wellbeing.

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

- Staff have created a very positive ethos at Jedburgh Grammar Campus. This is based on their commitment to the school motto and school values. Almost all staff agree that these underpin their work. The learning environment is calm and supportive.
- Most children, young people and staff benefit from respectful relationships with one another, and they feel valued. Children and young people trust their teachers, and almost all of them say that they are happy with the quality of teaching. In most lessons, teachers create trustful, supportive contexts for learning in which children and young people are comfortable to learn from mistakes. Staff have high expectations for learners. As a result, almost all children and young people are motivated strongly to make progress in their learning. A minority of children and young people feel their engagement in learning is compromised by noise and distractions related to the open-plan learning spaces.
- Across all stages, almost all children and young people participate well in their learning. They enjoy learning when they can take part in pair and group work. In a few instances, when given the opportunity to lead aspects of their learning, children and young people's interest is enhanced and they have increased motivation and focus. A few learners would benefit from greater challenge in their learning.
- Almost all lessons are structured well and planned thoughtfully. In most cases, teachers explain the purpose of learning and how learners will know if they have been successful. In a minority of lessons, these aspects are revisited in plenaries that support children and young people to reflect on their learning. A next step for the school will be to develop consistency in how the purpose of learning is co-created and how this outlines the skills that children and young people will learn.
- In most lessons the pace of learning is matched well to learners' abilities and aptitudes. Most teachers design tasks and activities that are appropriately challenging. This includes, in most lessons, well-structured questioning that challenges children and young people's thinking. A next step for the school will be to develop approaches that incorporate higher-order thinking skills more regularly into learning opportunities for children and young people.
- In a few lessons, teachers' highly effective practice supports children and young people to make very strong progress in their learning. Leaders at all levels should continue to ensure that such practice is shared across the campus.
- Staff across the early level have engaged with national practice guidance, 'Realising the Ambition: Being Me' to inform their approach to play-based learning. Teachers integrate children's play experiences with learning at the early stages well. They consider the balance of

child-led and teacher-directed experiences to ensure that activities and learning spaces meet the needs of individuals and groups. These staff provide quality interactions and open-ended materials that support children's curiosity and learning.

- Senior leaders are aware of the need to ensure that learning experiences for all children and young people are of a consistently high quality. To support this, teachers and other stakeholders have been working together to develop a shared understanding of high-quality learning, teaching and assessment. This includes them outlining confirmed learning principles and details of expectations that support a nurturing approach. Teachers are now improving learning, teaching and assessment through engaging in well-targeted classroom observations that link well with the agreed principles for learning. They are also undertaking peer observations and collaborative work with colleagues from the primary and the secondary stages as observation buddies.
- The work of a staff-led improvement group is helping to drive forward improvements in learning, teaching and assessment. Most notably, this has supported very effective practice in supporting learning in a digital context. Teachers are highly skilled in using digital platforms to create stimulating learning activities. This is a strength across the school, which is complemented by the school providing learners from P4 with their own digital device. As a result, children and young people are confident and proficient in using digital approaches to enhance their learning. Children and young people who require additional support benefit from using specific tools available within digital platforms.
- In the Broad General Education (BGE) staff apply National Benchmarks well and use appropriate approaches to assess the progress made by children and young people. Most teachers enhance learning through opportunities for children and young people to participate in self-assessment and peer-assessment activities. Teachers should continue to extend the variety of assessment activities within the BGE to allow children and young people to demonstrate learning in a range of contexts.
- All teachers are making increasingly reliable professional judgements on learners' achievement of Curriculum for Excellence (CfE) levels. Their capacity to do this has been enhanced by teachers working collaboratively with staff from other schools. A next step for leaders at all levels will be to establish collegiate approaches to moderation that involve staff from the primary stages and secondary stages working more collaboratively. This will support further a shared understanding of standards and expectations across the 2-18 campus and support children and young people's progression in learning.
- Within the senior phase, teachers understand and apply well relevant examination criteria within appropriately focused assessment activities. As a result, teachers identify effectively young people's progress and respond appropriately to instances of under-achievement. Overall, staff are becoming increasingly confident when making judgements regarding young people's progress within certificated courses.
- Teachers increasingly use attainment data to inform children and young people of their progress in learning. Supported by recent well-targeted professional learning, most staff provide effective feedback to young people through learning conversations, and through sharing comments via digital platforms.
- Across all stages, most children and young people agree that the feedback they receive improves their learning. Leaders at all levels should extend such practice to ensure that all children and young people receive detailed advice on their next steps in learning. This includes

them reporting to parents in a more focused way on what children and young people need to do to make progress.

- Almost all teachers monitor effectively the progress of learners in lessons through observations, as well as through approaches such as questioning, self and peer assessment, and marking coursework. Within the BGE, systems are in place to track and monitor progress in literacy, numeracy and wellbeing. Increasingly, teachers use tracking effectively to identify young people who are at risk of not achieving their potential. Most teachers analyse data thoughtfully and respond by planning learning designed to meet children and young peoples' learning needs. There is scope to extend how all teachers consistently plan learning flexibly and set appropriately ambitious targets for all young people.

2.2 Curriculum: Learning pathways

- Staff have recently launched a revised 2-18 curriculum rationale. Senior leaders should continue to review this as planned with the school community to ensure that it is implemented well and aligns with the school's vision for its learners.
- All children at the primary stages receive their full BGE curriculum entitlement, with the exception of children at P1 and P2 who do not learn a modern language. All children from P3-P7 learn French. Children at P6 and P7 also experience Spanish in preparation for their transition to the secondary stages. The school's 2-18 context ensures that specialist staff are timetabled to deliver music, art, physical education (PE) and science to children at the primary stages. Senior leaders plan to increase this offer across more subjects and curricular areas. All children experience two hours of high-quality PE each week and benefit from accessing high-quality indoor and outdoor sporting facilities.
- Teachers at the primary stages use well-developed learning pathways across all curriculum areas, taking account of experiences and outcomes and National Benchmarks. A few children experience bespoke learning pathways to meet their needs effectively.
- A range of staff are supporting the school's transition programme. This includes children at the primary stages participating in 'Science, Technology, Engineering and Mathematics (STEM) Fridays'. These involve children at P7 visiting the science department each week to take part in motivating learning experiences. Staff across the primary and the secondary stages are working well together across a few curriculum areas, such as science and PE. However, all staff should now focus on planning appropriate progression for learners across all curriculum areas.
- Young people at S1 and S2 receive their full BGE curriculum entitlement, with course choice taking place at the end of S2. Young people across the school are supported appropriately by pastoral staff to make course choices. The school uses Skills Development Scotland (SDS) partners to support young people from S3 as they transition from the BGE to the Senior Phase. At S3, all young people follow a reduced number of selected subjects. This means that a minority of learners do not receive their entitlement to modern languages learning under the 1+2 policy. Senior leaders and staff should continue to review the S1 to S3 curriculum to ensure that all young people experience their entitlement to all curricular areas across the BGE.
- Young people from S1 to S3 experience religious and moral education (RME) and personal and social education (PSE) in line with national expectations. Young people from S1-S3 also participate in an additional period of health and wellbeing. This is helping to deepen their knowledge and understanding of wellbeing more generally.
- Young people at S4 experience one period of PSE and two periods of PE. Young people at S5 and S6 experience one period of PSE. Many young people have a disproportionate number of study periods in S5 and S6, which should be reviewed. Senior leaders should ensure that young people receive their entitlements to RME and PE in the Senior Phase.
- Young people at S4, S5 and S6 are timetabled as a single cohort, undertaking different qualifications depending on their stage and ability. This has enabled staff to broaden the school's curriculum offer in the Senior Phase. Creative course-choice approaches ensure that bespoke learner pathways are available to young people in the Senior Phase. The Schools Academy partnership with the local college provides opportunities for young people to access a variety of vocational qualifications. College programme options are promoted well on the

school website and within the course choice document, promoting parity of esteem for college vocational qualifications. A few young people access courses at other local secondary schools and Advanced Higher Computing Science is delivered by the University of the Highlands and Islands.

- Vocational pathways are extended from S4 to S6 to include a range of appropriate options that meet individual learners' needs. This includes, for example, targeted support for school leavers with industry placements. The Career Education Standard (3-18) is embedded well within curriculum programmes. Career education features well within most lessons and is supported by appropriate referrals to DYW and Skills Development Scotland (SDS) staff. Almost all young people are aware of this specialist support and how to access it. In almost all subject areas, teachers, DYW staff and SDS staff use labour market intelligence (LMI) to support young people's learning.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents commented on the positive relationships that have been established across the school community. They say that staff know their children well as individuals and are helping them to feel more confident.
- Most parents of children at the primary stages value the regular feedback they receive on their children's learning and development. Most parents of young people at the secondary stages agree that young people are well supported. They say that young people are making good progress, and they appreciate how staff build on young people's learning through lunchtime and after-school study sessions. Most parents across the campus feel comfortable approaching the school for information or support. Senior leaders should continue with their plans to involve all parents fully in supporting their child's learning.
- The school has an active Parent Council that engages well with the school. It has led fundraising across the school community to provide resources and support further opportunities for children and young people. Senior leaders regularly involve the Parent Council in the strategic work of the school. Moving forwards, the headteacher would like the Parent Council to have a more formal role in leading aspects of strategic improvement across the school community.

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

- Staff, children and young people have worked effectively to develop the strong sense of community evident in Jedburgh Grammar Campus. This has included them developing agreed values that link closely with the national wellbeing indicators. Staff reinforce these values in lessons, assemblies and through improvement planning processes regularly. As a result, they have become embedded at pace and are supporting positive relationships in which children and young people feel valued.
- The school's Inclusion Improvement Group worked with groups of staff and children and young people to develop a new positive relationships policy, 'Our Nurturing Campus'. To contribute effectively to this policy, all staff took part in professional learning on restorative practice and nurturing principles. There is evidence of some success in relation to this work. Most children and young people report that they have someone to speak to if they are upset or worried about something and most children and young people report that staff treat them fairly and with respect. A majority of children and young people say that their peers treat them with respect. A next step for staff will be to consider how this policy could be embedded more effectively across the whole campus. Senior leaders should develop the policy further to incorporate a shared understanding in relation to bullying concerns. Staff are currently recording any incidences of bullying to ensure they have a clear overview of them and intervene appropriately.
- Children and young people have developed a strong understanding of wellbeing through considering regularly what the wellbeing indicators mean for them in everyday life. Children and young people have regular opportunities to explore these indicators and evaluate their wellbeing in relation to them. This supports them in developing important life skills, such as learning to become more resilient emotionally, to keep themselves safe, and to make healthy decisions.
- Young people feel well-supported for life after school. They have a strong understanding of financial education and receive extensive support in applying for further or higher education courses. Young people value this support. Staff at the secondary stages should continue to evaluate the secondary PSE curriculum, including providing further support in life skills for young people leaving before the end of S6.
- Staff consider carefully how data can be used to support children and young people's wellbeing. Staff have begun recently to use effectively the Glasgow Motivation and Wellbeing Profile (GMWP) to gather data from children and young people between P3 and S6. This is informing fresh approaches to the provision of targeted interventions and universal support. Since using the GMWP, staff highlight that the number of children and young people feeling unhappy and unsafe has reduced following interventions.

- Staff have used the wellbeing data to identify that children and young people need improved opportunities to share their views and engage in decision-making. They have taken swift and strategic action to address this by introducing a 'house system' across the campus. The 'house system' enables children and young people to engage more fully in helpful dialogue with one another and with staff. This is raising their confidence and self-esteem, and helping to build community across the campus. Staff have also placed an increased focus on supporting children and young people's mental health, with a few staff and young people training as mental health ambassadors. Staff's early actions have led to positive feedback from children and young people, and from partners.
- Senior leaders have re-established regular Health and Wellbeing Partnership meetings. These allow them, along with staff and partners, to plan and implement effective targeted interventions for children and young people. Partners feel strongly that they are part of the campus community and appreciate being involved in contributing to the school's strategic direction. Children and young people benefit from staff and partners working collaboratively and sharing their ideas and expertise.
- Staff identify and know the additional support needs of children and young people well. They develop plans, which identify targets for children and young people who require additional support with their learning. These targets are helpful; however, they need to be more specific at times. Staff use a simple, tiered system, which allows them to be clear on the level of support that should be provided for children and young people. Staff are supported effectively by the pupil support department. Young people benefit from a range of planned measures, such as 1-to-1 support and nurture work, as well as access to sensory facilities in the Rose Hub. Staff have a strong commitment to working with families and have built strong, constructive relationships with them across the campus.
- Staff fulfil their statutory duties linked to children and young people well. For example, young carers are considered for a young carer statement and staff work effectively with partners to ensure support for them is accessible. Care-experienced young people benefit from a Champions Board hub, which is being piloted at Jedburgh Grammar Campus. Staff also monitor and track attendance and exclusions appropriately.
- The local authority submitted self-evaluation information relating to compliance with the revised Nutritional Regulations 2020 and key duties, as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff. The HNI also examined documentation relating to the effectiveness of whole school health promotion duties as far as they relate to food and nutrition. Areas for development have been agreed with the school and local authority.
- Staff should ensure that planning for children and young people on part-time timetables is reviewed regularly and that the voice of children and young people is always made clear in this planning.
- Almost all children at the primary stages and most young people at the secondary stages agree that the campus helps them to understand and respect other people. One of the ways in which they are supported to do this is by learning about LGBTI issues and neurodiversity. Young people would welcome increased opportunities to develop their understanding of equality and diversity. As planned, staff should continue to consider how equality and diversity can be developed across a progressive 2-18 curriculum, for example through building racial literacy. Staff have been responsive in addressing concerns around the impact of online misogyny. A next step for staff in relation to inclusion and equality will be to work with children, young people and partners to further extend a rights-based approach across the school.

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

Primary stages

Attainment in literacy and numeracy

- In session 2021/22, a majority of children across P1, P4 and P7 achieved expected Curriculum for Excellence levels in literacy and numeracy. Most children who require support with their learning or have identified additional learning needs are making satisfactory progress in their individual learning targets in both literacy and numeracy. Data provided by the school indicates that a majority of children are on track to achieve expected CfE levels in literacy and numeracy this session.

Attainment in literacy and English

- Across the school, a majority of children are making satisfactory progress from prior levels of attainment in literacy and English.

Listening and talking

- Children at early level listen well to stories and apply new vocabulary in different contexts, for example through play contexts. They participate enthusiastically in discussions. A minority would benefit from further opportunities to develop their turn taking skills when speaking. At first level, most children apply verbal and non-verbal techniques, such as eye contact and body language, when communicating. A minority of children would benefit from developing their skills in listening to carry out instructions and listen for key information. At second level, almost all children contribute appropriately to group discussions or when working collaboratively. Across the school, children are most confident when speaking and working collaboratively with their peers. Staff should consider further ways to develop children's listening and talking skills to build their confidence in speaking to an audience.

Reading

- At early level children are able to identify the title, author, and illustrator of a book. They can answer questions about events and characters within a text. A few require support to make predictions about what will happen next in a story. At first level, most children find key information from a range of fiction and non-fiction texts, including digital texts. They use the contents page, index and headings to help locate information. The majority of children make appropriate notes under given headings to organise information they gather. Children should continue to develop their fluency, understanding and expression when reading. Almost all children would benefit from identifying literary techniques identified through different reading contexts, to improve their own writing. At second level, most children apply a range of skills and strategies to read and understand texts. Most children explain their preference for specific types of texts confidently and their reason for this preference. Teachers should continue to encourage children to experience a wider variety of texts.

Writing

- Children at early level are able to use their knowledge of phonics to write simple words. They are able to use a capital letter and a full stop in a sentence. Children should have further and regular opportunities to write to convey ideas, feelings and information for a purpose. At first level, the majority of children are developing well their ability to use more complex vocabulary, sentence length and punctuation to vary the structure and content of their text. At second level, almost all children enjoy writing for a variety of contexts and purposes. A few children require ongoing additional support to develop accuracy in organising ideas and thoughts in their writing. A few children also require support to understand the role of basic punctuation to convey meaning clearly. Overall, children across all levels would benefit from more regular opportunities to improve their knowledge of literary techniques gained through reading, to improve their writing for a variety of purposes.

Attainment in numeracy and mathematics

- At all stages, most children are making satisfactory progress in numeracy and mathematics building on prior levels of attainment.

Number, money and measure

- Children at early level have a developing understanding of forward and backward number sequences. They can add and subtract confidently within 20 using mental strategies. They are less confident when sharing a given amount equally and need support to develop their understanding of analogue time. Children at first level can use the four key operations well and round numbers to the nearest 10 and 100. They have a good understanding of common units of measurement. They require support to recognise the value of a digit and its place and value and to use the correct notation for fractions. At second level, children have a good understanding of number and number processes. They can order numbers, including negative numbers, and have a good knowledge of multiples, factors, and prime numbers. They require further opportunities to develop their understanding of the relationship between fractions, percentages and decimals. As teachers have identified, children at first and second levels would also benefit from further opportunities to apply their knowledge and skills of numeracy using word problems.

Shape, position and movement

- Children working at early level recognise and describe a range of two-dimensional and three-dimensional shapes using language such as straight, round and curved. They require further opportunities to develop their understanding of positional language. Children at first level can use positional language associated with direction and turning. They would benefit from further opportunities to develop their understanding of two and three-dimensional shapes and describe their properties using appropriate mathematical language. At second level, children can classify correctly and draw a range of angles using appropriate terminology. They are less confident in their application of specific vocabulary relating to the properties of two and three-dimensional shapes.

Information handling

- At early level children can sort objects based on set criteria such as size and colour. They should have further opportunities to interpret information from simple graphs and charts. Children at first level understand that information can be gathered using tally marks but would benefit from revisiting other methods of presenting data such as bar and line graphs and pie charts. At second level, children can collect and organise information for a given task. They would benefit from further opportunities to draw conclusions from a range of data and develop their understanding of chance and uncertainty.

Secondary stages

Attainment in literacy and numeracy

Broad General Education (BGE)

- In 2021/22, by the end of S3, most young people achieved CfE third level or better in literacy. Most young people achieved this level or better in numeracy. In 2021/22, by the end of S3, a minority of young people achieved CfE fourth level or better in literacy. A minority of young people achieved this level or better in numeracy.
- The school's BGE attainment data is becoming increasingly reliable. Across the campus are engaging more regularly in moderation activities, within and outwith the school. Senior leaders and staff are also engaging in robust dialogue concerning the progress of individual children and young people. This is supporting increased reliability in teachers' professional judgments.

Senior Phase

Literacy (leavers)

- Almost all young people left school with Scottish Credit and Qualifications Framework (SCQF) level 4 or better in literacy, including the course award, from 2017/18 to 2021/22. The percentages of young people leaving with this qualification are broadly in line with the virtual comparator (VC). Most young people left school with SCQF level 5 or better in literacy, with the majority attaining the course award, in most of these years. A minority of young people left school with SCQF level 6 in literacy during the same time period. These percentages are broadly in line with the VC.

Numeracy (leavers)

- Almost all young people left school with SCQF level 4 or better in numeracy from 2017/18 to 2020/21, with most young people leaving with this qualification in 2021/22. This is broadly in line with the VC. Most young people also attained the course award over these five years. The majority of young people left school with SCQF level 5 or better in numeracy, with a minority attaining the course award, over the same time period. A few young people left school with SCQF level 6 in numeracy during three of the five years, including 2021/22.

Literacy (cohorts)

- In S4, most young people attained SCQF level 5 or better between 2017/18 and 2021/22. The percentages of young people attaining this level are significantly higher than the VC in two of the years. By S5 (based on the S5 roll), the percentages of young people attaining SCQF level 5 or better, and SCQF level 6, are broadly in line with the VC over the five years. Most young people attained SCQF level 5 or better in three of the years. By S6 (based on the S6 roll), the percentages of young people attaining SCQF level 5 or better, and SCQF level 6, are broadly in line with the VC from 2018/19 to 2021/22. Most young people attained SCQF level 6 in three of the five years.

Numeracy (cohorts)

- In S4, a minority of young people attained SCQF level 5 or better in three of the five years from 2017/18 to 2021/22, including the latest year. This is significantly lower than the VC in these years. By S5 (based on the S5 roll), the majority of young people attained SCQF level 5 or better over the five years. This is broadly in line with the VC. A minority of young people attained SCQF level 6 in most of these years. This is broadly in line with the VC from 2018/19 to 2020/21. The percentage of young people attaining SCQF level 6 declined to being significantly much lower than the VC in 2021/22. By S6 (based on the S6 roll), the percentages of young people attaining SCQF level 5 or better are broadly in line with the VC over the five years. The percentages of young people attaining SCQF level 6 are also broadly in line with the VC from 2019/20 to 2021/22.

- Senior leaders and staff are using a range of strategies to improve the attainment of young people in literacy. This includes teachers increasing the pace and challenge of learning for young people in S3, through using more advanced, appropriate texts. It also includes them using a wider variety of assessment approaches to determine and influence positively young people's ongoing progress.
- Senior leaders and staff are also using various strategies to improve the attainment of young people in numeracy. These include the introduction of a bespoke, additional programme for young people who need additional support with their learning. This programme has increased considerably the percentages of young people achieving success in course awards at SCQF level 4 or better and SCQF level 5 or better. Senior leaders are also improving young people's attainment by ensuring that all young people undertake the most appropriate courses for their success. This includes a few young people undertaking courses such as Applications of Mathematics.

Attainment over time

- A variety of faculty and departmental tracking and monitoring systems is in place in the BGE. These support staff appropriately in determining young people's progress and attainment over time and in providing suitable interventions as required. A BGE school tracking and monitoring system is also in place to track young people's progress and attainment in literacy, numeracy, and health and wellbeing. Senior leaders continue to develop this system so that it enables staff to capture all young people's progress in literacy, numeracy and health and wellbeing more effectively according to their prior levels of attainment. They plan to incorporate other curriculum areas over the coming months to support them in ascertaining more easily an overview of all CfE levels.
- A variety of faculty and departmental tracking and monitoring systems is in place in the senior phase. A range of school tracking and monitoring systems is also in place to capture young people's progress, attainment, wellbeing, and progress towards positive destinations. Whilst a few of these tracking and monitoring systems are contributing positively to young people's success in positive destinations, senior leaders should, as planned, streamline further the systems. This will support them in developing a single, comprehensive system that staff can access more easily.

Attainment over time - senior phase

- When compared using average complementary tariff points, the attainment of all leavers is broadly in line with the VC in most years from 2017/18 to 2021/22, including the latest year. The attainment of the highest attaining 20% of leavers shows signs of improvement over the five years.
- In S4, when compared using average complementary tariff points, the attainment of the lowest attaining 20% and the middle attaining 60% of young people is broadly in line with the VC in most years from 2017/18 to 2021/22. The attainment of the highest attaining 20% of young people is broadly in line with the VC over the five years.
- By S5 (based on the S5 roll), the attainment of the lowest attaining 20% and the middle attaining 60% of young people is broadly in line with the VC from 2017/18 to 2021/22. The attainment of the highest attaining 20% of young people has declined from being broadly in line with the VC from 2017/18 to 2020/21 to being significantly lower than the VC in 2021/22.
- By S6 (based on the S6 roll), the attainment of the lowest attaining 20%, the middle attaining 60%, and the highest attaining 20% of young people is broadly in line with the VC in the majority of years from 2017/18 to 2021/22. The attainment of all leavers shows important signs

of improvement over this time, with the attainment of the middle attaining 60% improving to being significantly higher than the VC in the latest year.

- In S4, at SCQF level 4 or better, a majority of young people gain six or more qualifications from 2017/18 to 2021/22. The percentages of young people gaining six qualifications at this level declined to being significantly lower than the VC in 2020/21 and 2021/22. At SCQF level 5C or better, and at SCQF level 5A or better, the percentages of young people gaining one or more to six or more qualifications are broadly in line with the VC in most years from 2017/18 to 2021/22, including the latest year.
- By S5 (based on the S5 roll), at SCQF level 4 or better, the percentages of young people gaining one or more to five or more qualifications are broadly in line with the VC from 2017/18 to 2021/22. At SCQF level 5C or better, and SCQF level 5A or better, a minority of young people gain five or more qualifications over the five years, which is broadly in line with the VC. At SCQF level 6C or better and SCQF level 6A or better, the percentages of young people gaining one or more to five or more qualifications are generally in line with the VC from 2017/18 to 2022/22.
- By S6 (based on the S6 roll), at SCQF level 5C or better, the percentages of young people gaining one or more to four or more qualifications are broadly in line with the VC from 2017/18 to 2021/22 and show signs of improvement. At SCQF level 5A or better, SCQF level 6C or better, and SCQF level 6A or better the school performs broadly in line with the VC over the same time-period, with a few exceptions. At SCQF level 6C or better, a minority of young people gain four or more qualifications from 2017/18 to 2021/22. At SCQF level 7C or better, the percentages of young people gaining one or more to three or more qualifications are broadly in line with the VC over the five years.

Primary and secondary stages

Overall quality of learners' achievement

- Children and young people succeed and take part in a wide range of activities. As a result, they are gaining confidence and developing a range of skills including interpersonal, communication, organisational and problem-solving skills.
- Children and young people are developing their leadership skills and can apply these in a range of activities, such as Eco-Schools, sport leaders, STEM leaders and Junior Road Safety Officers. Children and young people enjoy being role models and contributing widely to the life of the school on a daily basis. Young people recognise they are developing their capacity to communicate, and they are developing increased self-esteem. A growing number of young people use these volunteering opportunities to contribute to awards at SCQF levels 4, 5 and 6.
- An increasing number of children and young people succeed in a wide range of sports activities, including rugby, netball, football and hockey. Engagement in school sport continues to have strong participation levels and is improving children and young people's wellbeing and fitness. A minority of young people are gaining accreditation in first aid, coaching, umpiring and refereeing. A few are succeeding locally and regionally through sporting activities.
- Children and young people value taking part in local cultural events that celebrate the history and traditions of the town, such as 'Jethart Callant's Festival' and 'Hand ba'. They enjoy taking responsibility and are developing confidence appropriately.

- Children enjoy working with and being supported by the 'Growing Together' intergenerational volunteers. They are involved actively in work associated with the polytunnel. Children at P4 are learning skills in horticulture, recycling and an appreciation of the environment.
- Young people also gain a range of courses and awards. Almost all young people at S2 have completed a John Muir Award through their participation in nature, wellbeing and outdoor activities. A minority of young people at S3 are working towards completion of the Bronze Duke of Edinburgh Awards and all young people at S3 participate in the Youth Philanthropy Initiative. These young people are developing important skills for learning, life and work. Staff should explore implementing a wider range of youth awards, which recognise formally young people's leadership, volunteering and achievements.
- Staff record young people's involvement in the wide range of achievements. However, they do not monitor young people's participation routinely. As a result, they do not always know if achievements reach those who would benefit from them most. Staff should continue with their plans to develop a comprehensive, strategic oversight of achievement across the whole school. They should work with their partners to establish clear processes to record and analyse the impact of their collective achievement offer.
- Children and young people's achievements are valued and celebrated routinely through assemblies, celebrating events and the recently introduced house system. Staff make regular use of newsletters, local press, social media and visual displays throughout the school to recognise success. Senior leaders have recently introduced a useful recognition programme, linked to the school values of kindness, respect, achievement, wellbeing and learning.

Primary and secondary stages

Equity for all learners

- Almost all young people leaving school from 2017-18 to 2021-22 moved to a positive destination. In 2021/22, a majority of young people left school for further or higher education, with a minority of young people leaving school for employment.
- Senior leaders and staff have a clear understanding of the social, cultural, and economic context of the school. This is helping them to plan and direct a range of interventions that support the progress of targeted individuals, groups of learners and families. They are tracking and supporting well children and young people's wellbeing. They are also developing ongoing, effective strategies to support children and young people's literacy skills. Young people and staff engage in regular and supportive mentoring conversations to support the planning of all interventions.

Explanation of terms of quantity

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

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

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

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Summarised inspection findings

Jedburgh Grammar Campus

Scottish Borders Council

20 June 2023

Key contextual information

Jedburgh Grammar is an all-through school for children aged from two to 18 years. Jedburgh Nursery is part of the school campus and provides early learning and childcare for up to 127 children. The current roll is 105 children. The nursery serves Jedburgh and the surrounding rural areas. The campus was established in April 2020 and opened in August 2020. The nursery consists of one large playroom and a large outdoor area. The nursery team comprises two nursery teams from different settings coming together. In addition, a few new staff have been employed to work 50 weeks per year.

Children have various patterns of attendance. Most children attend for full days during term-time and others attend for the full year. A few placements are available for parents to purchase for wraparound care. The nursery operates between 8.00 am and 6.00 pm.

The headteacher is the designated manager of the ELC, although one of the depute headteachers has strategic responsibility for it. Staffing within the nursery consists of a senior early years officer (SEYO) and three other early years officers (EYOs). A team of 18 practitioners supports them. In addition, the team is supported by a local authority early years teacher and an excellence and equity lead (EEL).

At the end of the academic year in 2022, the Care Inspectorate inspected the nursery. In addition, the school welcomed a recovery visit from His Majesty's Inspectors of Education.

1.3 Leadership of change

good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

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

- Since the HMIE recovery visit and Care Inspectorate inspection, senior leaders have had a determined focus on improvement. They provide strong support and guidance to the practitioner team which is valued. To assist this further, the team have created a 'staff charter'. As a result, expectations are clear for all staff and the team work well together to ensure the smooth running of the nursery.
- Practitioners model the values of kindness, respect, achievement, wellbeing and learning, positively through their relationships and interactions with children. Practitioners should continue to support children to become aware of the language of the values in a developmentally appropriate way. Senior leaders and practitioners recognise that they now need to ensure that all stakeholders are aware of the vision and values.
- Practitioners along with senior leaders benefit from a range of professional learning. These opportunities have developed further practitioners' knowledge, skills and confidence in order to make well-judged improvements within the nursery. Professional learning includes access to training, communities of practice and visits to other settings. These opportunities are now beginning to impact positively on the quality of learning spaces and children's experiences. In

addition, practitioners benefit from guidance and encouragement given by the EYOs, EEL and local authority early years teacher. This is supporting practitioners to continue to develop their skills and understanding of self-evaluation and the role of the adult in children's play.

- Increasingly, practitioners are developing their leadership skills by leading on key areas of work within the nursery. Senior leaders recognise that they now need to increase opportunities for all practitioners to develop leadership skills. This would support the development and implementation of future key improvements within the nursery.
- The improvement plan sets out two key areas for improvement. These are learning, teaching and assessment and inclusion. In this last year, senior leaders and practitioners have implemented a number of changes. Senior leaders manage the direction and pace of change very effectively. Practitioners engage in a range of self-evaluation activities to support the continuous improvement of the nursery. This includes audits of the learning environment and mealtimes, which has resulted in improved experiences for children. Senior leaders monitor closely the work of the nursery and provide helpful feedback to staff. They recognise that they now need to embed these changes and self-evaluation as an integral aspect of practice. In doing so, they should help practitioners to reflect critically on the quality of their provision. This should help them to identify and demonstrate clearly the impact that change is having on children's learning and outcomes.

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

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

Children under three

- Children are curious and active as they enthusiastically explore the small and larger play spaces. Practitioners are sensitive and responsive as they provide well-judged levels of support. The team use strategies such as signing effectively to enable children to express their needs. The team adapt interactions and vocabulary appropriately to suit children's individual stage of development. Practitioners should continue to enrich and develop further spaces and experiences. Currently, a few resources are not yet matched to children's developmental needs.

Children three to five

- Children engage well and are highly motivated in the interesting and well-planned indoor and outdoor learning spaces. They concentrate well on their chosen activities and are absorbed in their play throughout most of their day. Across the large nursery, most children are familiar and secure in the nursery routines. Practitioners should develop further their initial positive changes to ensure spaces and interactions support children to explore their interests in more depth. A minority of children would benefit from more challenge in their learning.
- Practitioners notice, anticipate, and respond quickly to children's questions and preferences. Their improved shared understanding of their role, alongside important changes to how they plan for children's learning, means interactions are improving. Practitioners apply learning from coaching and evaluation activities to observe, commentate, or interact sensitively with children in their play. The team is beginning to use observations of learning more effectively to influence their planning of experiences. They should continue to work together to make sure there is a consistent approach across the team. Practitioners should continue to build on prior learning to ensure children make the best possible progress in their learning.
- Practitioners cooperate well to act on guidance from senior leaders and visiting specialists to try out new ways of working. The team participate well in termly progress meetings. They are beginning to use developmental overviews and trackers more effectively to build a record of children's progress. Feedback from senior staff supports practitioners well when they are recording specific observations of children's learning. All practitioners should continue to develop their skills and confidence in creating focused next steps. The team should ensure children, practitioners and families understand the purpose of, and fully contribute to, children's next steps in learning.
- The team record detailed information about children who may be experiencing barriers to learning. Senior leaders and practitioners promptly identify children who require additional help. The depute headteacher and SEYO use their in-depth knowledge of children and families very well to advocate for services to meet their needs. Practitioners implement agreed strategies

effectively. They should continue their work to introduce the use of developmental milestones for children with complex needs. This should enable practitioners to capture the progress of children who have additional support needs more effectively.

2.2 Curriculum: Learning and developmental pathways

- Practitioners provide a curriculum that is play-based and increasingly responsive to children's interests. Improved planning of spaces, experiences and interactions include recent focused attention to literacy. Practitioners have facilitated a few experiences with colleagues in the campus to offer opportunities in science and woodwork. The team should develop further shared working across a wider range of curricular areas to develop their curriculum further. The team is aware that the recently produced 2-18 curriculum rationale does not yet fully reflect the approach across the early level. Senior leaders should continue to review the rationale with staff, parents and children. They should ensure all stakeholders understand how the rationale reflects the work of the nursery.
- Practitioners plan initial, personalised transitions into the nursery in partnership with families very well. The team is sensitive to the individual needs and temperaments of individual children. Practitioners and parents have close, trusting relationships. This enables them to share important information about children's learning and development. Practitioners implement a well-planned programme of activities that support children as they move into primary school. Enhanced transition help children who find change more unsettling. Teachers visit the playroom to observe children's strengths and interests and discuss progress with practitioners. This informs teachers' planning. Practitioners and teachers should continue to work together to increase shared learning opportunities across the early level to continue to ensure continuity and progression in learning.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners have increasingly, since the pandemic, been encouraging parents to become involved in the life of the nursery. This includes spending time in the playroom with their child and attending groups. These opportunities enable parents to play alongside their child and access support on key issues relating to health and children's development and learning. Weekly themes include healthy eating and children's early communication and language skills. Practitioners work well with a range of partners, such as community learning and development and the home-visiting teacher, to promote and encourage parents to join parent groups. This helps parents to access adult learning opportunities and, for a few, gain accredited qualifications.
- Practitioners use social media, newsletters and email to share key information with parents. They use an online tool well including 'parent postcards' to share information on children's learning and progress. This includes snapshots of key achievements, next steps and ideas to support children's learning at home. A few parents would like to hear about nursery information and their child's progress more frequently.

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 reflects on the setting's approach to children's wellbeing which underpins their 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 each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Within Jedburgh Nursery, children and families' wellbeing is paramount and central to the work of practitioners. The team strive to ensure outcomes for children improve as a result of their nursery experience. Practitioners' strong relationships with children along with the calm and nurturing ethos is impacting positively on children's wellbeing. Most children feel safe, secure and happy during their time in nursery. Practitioners know children's circumstances very well and respond respectfully with care and consideration to each child's needs.
- Practitioners are good role models for children and as a result, most children demonstrate care and kindness to their friends. They co-operate well with each other during play and are developing friendships. Practitioners use approaches that are sensitive and effective to help children regulate their emotions. This enables children to share how they feel and helps them to understand how their actions can impact on others. At times, practitioners use the language of the wellbeing indicators during meaningful contexts and routines. Senior leaders recognise that this needs to become consistent across the team.
- Practitioners have continued to review and adapt children's mealtimes to ensure lunchtime is calm and relaxed. This approach develops children's social and independence skills. Very recently, the local authority has provided additional help from catering staff, which has enhanced the quality of experience for children. Practitioners are now able to give their full attention to supporting children effectively at these times. It will be important to continue to ensure children have the highest quality lunchtime experience.
- Practitioners are aware of their statutory duties in relation to ELC. They access appropriate professional learning to ensure they understand their roles and responsibilities in keeping children safe. Practitioners support children who require additional help with their learning well. Senior leaders across the campus should continue to review the levels of support for children to maximise the development and learning of all children within the nursery. Recently, practitioners have made improvements to how they plan for children who require additional help with their learning. The plans now identify clear strategies. This is helping all practitioners to implement strategies consistently. There is scope to review a few children's individual targets to ensure they are more specific and measurable within appropriate timescales.
- Practitioners recognise and value each child as an individual. Regular meetings with senior leaders enable practitioners to discuss any potential barriers to inclusion and children's development and learning. The team use effective strategies to reduce such barriers. For example, practitioners use visual prompts to support children to communicate their needs and access all experiences. Practitioners provide a few experiences to develop children's awareness of cultural diversity. They recognise they could promote diversity more effectively by ensuring relevant resources are available that reflect the diverse world in which children live.

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

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

Children under three

- Children are happy and curious as they move resources across the playroom and explore force and speed in water play. They enjoy filling and emptying containers with sand. Children develop a highly positive sense of self as they join in familiar stories and songs. They would benefit from increased opportunities to explore, investigate and engage in creative play opportunities. This should support the youngest children's stage of development more effectively.

Children aged three to five

- Children make good progress in communication and early language. Most children predict, re-tell and join in with stories in small groups. They frequently access books and magazines independently. Practitioners should continue to develop further children's interest and love of stories by increasing opportunities for children to develop, tell and document their own stories. Most children recognise their name as they peg their name to their drawings or mark make on the smartboard. Children frequently attempt to form letters as they write their name. Children would benefit from increased opportunities to write for a purpose.
- Children make good progress in numeracy and mathematics. They develop an awareness of shape and length as they build in the construction area or use loose parts to create large structures. A few children use mathematical language with understanding as they make cakes from playdough. Most children would benefit from a wider range of opportunities to develop further their skills in numeracy and mathematics. This should include information handling and exploring time and measure.
- Almost all children play together well, particularly during imaginative play in the home corner. Children develop their gross motor skills well as they navigate slopes, move over and under tunnels or challenge themselves to balance on ramps they have made.
- Practitioners support and encourage children and recognise their achievements well. Children are proud as they help to look after their outdoor area and play materials and help practitioners to prepare snack for their friends. Practitioners should continue to increase leadership roles for all children.
- Senior leaders monitor children's progress termly. Improved approaches to recording and evaluating termly literacy, numeracy and health and wellbeing shows positive initial impact.

The team have improved their understanding of the progress individual children make. They have planned a pilot of using two-dimensional barcodes with children to access online profiles. This provides an interesting opportunity for children to have increased involvement in documenting and evaluating progress towards their personal targets.

- Practitioners recognise the challenges families may face. The team works well with the excellence and equity lead to identify and provide support to children. This includes well-attended parents' groups, individual support and an enhanced offer by the whole team to target improvements in children's listening skills. The team work very well with partner agencies to ensure equity for all children and families. Practitioners are beginning to be more involved in gathering data to assess the impact of this support on children's progress.

1.1 Nurturing care and support

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore we evaluated this quality indicator as very good.

Children experienced a high level of nurturing care from a staff team who understood the importance of caring supportive relationships with children and developing relationships with parents and families. Children's care was delivered with kindness and respect by a staff team who knew the children in their care very well.

Children's overall wellbeing was supported through the effective use of personal planning. Keyworkers had collected, recorded, and updated a range of information that enabled them to meet the care needs of children effectively. This was carried out in partnership with parents and was used to promote consistency of care.

Where children needed additional support with aspects of their development, these strategies had recently begun to be recorded in more detail. They were regularly assessed to ensure that there was progress or to change plans to better meet individual needs. Staff had developed positive and proactive relationships with external agencies and professionals to promote positive outcomes for children.

Children's safety and wellbeing was supported through very good procedures for the administration of medication. Where children had allergies or food preferences these were recorded and shared with staff to ensure continuity of care and safety. Arrangements for sleeping met good practice guidance and children experienced warmth, care, and emotional security at this time. Staff had a firm understanding of child protection and safeguarding procedures. They had carried out training which was regularly refreshed to ensure ongoing confidence and understanding in this area of practice.

Improvements had been made to the mealtime routine and, overall, it provided children with a social experience where opportunities were provided to develop independence, chat with friends and staff and learn life skills. Staff sat with children and assisted them where necessary. They encouraged children to eat well and ensured that they had a drink at this time. Staff needed to continue to assess the lunch experience and carry out planned work with parents regarding healthy packed lunches. Younger children ate in the playroom to provide them with a family meal experience. The meal was very well supported by staff who ensured that children had a relaxed and social experience.

Care Inspectorate grade: very good

1.3 Play and learning

We evaluated this quality indicator as good where several strengths affected positively on outcomes for children and clearly outweighed areas for improvement.

Children were having fun as they engaged in their play and learning. They could choose where they wanted to play, allowing them to be independent and confident. Many children were engaged in their play and sustained their interest in activities for significant periods of time.

Consideration had been given to the layout of the playroom to provide learning zones, which were well resourced and supported by staff who were consistent to that area. The youngest children had their own play space as it was recognised that some children needed the quieter group to establish firm attachments and develop their confidence. Children in this group also had significant access to the wider playroom environment and outdoor space. This provided them with a broader range of play and learning opportunities. Staff had a good understanding of Schematic play, and this could be further used to support younger children in their play and learning.

Staff were observant during children's play and were developing their skills in supporting learning through their interactions with children. This helped to support social development such as turn taking and sharing. Many staff used appropriate questioning and discussion to help children problem solve and make decisions.

Children were able to access the outdoor area for significant periods of the day. They enjoyed this area where they had many play opportunities to develop their gross motor skills. There were resources for play with water, sand and mud and they could use open ended resources to create and problem solve. Staff had identified further development of the outdoor area to increase the opportunities for numeracy and literacy.

Children's learning was enhanced by staff who had a very good understanding of child development. They were using this knowledge to assess children's progress using local authority tools. Each child had an online learning journey which contained observations of their play and development. These were added to regularly and gave parents a good overview of their child's learning and their time in nursery.

Care Inspectorate grade: good

2.2 Children experience high quality facilities

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore we evaluated this key question as very good.

Children benefitted from a well-furnished, bright, and well-ventilated setting. Careful consideration had been given to the layout and use of space to ensure that it provided an interesting and comfortable place to play and learn. Restful, quiet areas had been thoughtfully designed to offer children space to relax during the day. These areas were well supported by staff and used throughout the session.

The well organised play areas supported children to begin leading their own play and have fun with their friends. The range of play resources were age appropriate, well presented and maintained to show children that they mattered.

Children had free flow access to the outdoor area, which was secure and appropriately staffed to ensure children's safety. Staff recognised the positive impact being outdoors had on children's overall wellbeing. Outdoor opportunities were enhanced by using local community areas for walks and outings.

Children took part in the risk assessment process for outdoor play and some indoor activities such as the woodwork bench. Children were learning about risk and their place in a social world through conversations during play. For example, staff asked appropriate questions to prompt children's thinking about how risky a play situation was, and how they could minimise the risks for themselves, and to consider their influence or impact on others.

The environment was clean and infection prevention and control procedures were embedded in practice. Food hygiene and handling procedures were followed for the making and serving of food. Handwashing was carried out by staff and children at appropriate points during the day. Nappy changing followed good practice guidance and promoted dignity for each child. These practices promoted children's safety, health, and wellbeing.

Information gathered about children was kept securely in line with good practice. Staff had a very good understanding of confidentiality and appropriate information sharing to ensure that children's right to privacy was maintained.

Care Inspectorate grade: very good

3.1 Quality assurance and improvement are led well

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

High quality care and support was achieved by effective quality assurance systems including in depth self-evaluation. The senior team had involved staff in the self-evaluation process which had enabled a shared vision for children's outcomes to be established. The priorities of the improvement plan were known to staff and were regularly discussed and assessed as part of the reflective practice. This shared responsibility with staff was leading to continuous improvement.

Record keeping, such as medication and learning journals, were well monitored. Auditing of accidents and incidents took place regularly as did the review of risk assessments and safety procedures.

A shared vision created a settled and welcoming ethos in the service, promoting a positive atmosphere for children to play and learn. The positive ethos had enabled staff to be proactive in taking shared responsibility for change. This meant children benefited from a staff team who were motivated and responsive to meeting their needs.

The senior team and staff understood the importance of parental involvement. Staff had increased the use of social media and the Showbie App to share nursery life with parents. To provide support, information, and opportunities to be involved in the life of the nursery there were a range of groups such as the PEEP groups and stay and play sessions.

The child's voice was recorded through the floor books, which noted children's views, comments, and suggestions. The layout of the play spaces took direct account of children's needs and wishes. During our visit we heard staff asking children's general opinions and there had been some examples of children directly influencing the self-evaluation process.

Care Inspectorate grade: very good

4.3 Staff deployment

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The team worked well together, which created a positive atmosphere, where staff were courteous and respectful to each other. This provided a happy, safe and relaxed environment for children. Staff displayed warmth and kindness which enabled children to feel valued, loved, and secure. Staff were enthusiastic about their roles and spoke positively about their work, highlighting that children were at the heart of everything they did. They were committed to providing high quality care and support to children and families.

Children benefitted from a staff team who had a range of skills, knowledge, and experience. Staff were proactive about learning through reading, courses, peer discussion and visiting other settings. To support their professional development some staff were leading on learning activities or parent groups.

Staff communicated well with each other and worked together to ensure children were safe and engaged in quality experiences throughout the day. This allowed key tasks and responsibilities to be carried out whilst ensuring children were appropriately supported and outcomes for them remained positive.

The senior team recognised and valued the importance of ensuring that the service was appropriately staffed at all times. Staff were flexible and breaks were planned to minimise impact on children whilst making sure staff had time to rest. Recent improvements had been made to the deployment of staff to ensure that staff were not removed from the playroom to set up tables for mealtimes. This enabled more staff to be available for group time and the busy transition to the dining area.

Staff supported children well and the presence of additional staff during the inspection enhanced this level of support. We have asked the senior team to consider staff deployment to ensure that there are a suitable number of staff to meet individual needs of children.

Care Inspectorate grade: good

During the previous Care Inspectorate inspection, the setting had one requirement and four recommendations. These requirements and recommendations have been met. As a result of this inspection, there no requirements and no areas for improvement.

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.

**Education Performance Sub Committee Reporting
Headteacher Feedback Form**

DATE	5 October 2023
TIME	11.30am
SCHOOL	Jedburgh Grammar Campus
HT	Susan Oliver
Parent Council Chair	Lynsey Graham
SMT (Insert numbers DHT, PTs etc)	HT, 5 DHTs, 11 PTs Covering Jedburgh cluster (JGC and Ancrum Primary)
NO OF PUPILS	830 (ELC: 76 Primary: 380 Secondary: 374)
NO OF CLASSES (detail composite classes numbers)	Primary: 15 classes (3 at P2, 2 at all other stages) Secondary: 3 registration classes at each stage S1-S4 2 registration classes at each stage S5-6
DATE OF FOLLOW THROUGH VISIT	n/a
DATE OF PUBLICATION	20 th June 2023
MAIN ACTIONS TAKEN to address Areas of Development (since publication of report)	<ul style="list-style-type: none"> • Areas for improvement identified through inspection (highlighted below) have been prioritised in 2023-24 improvement plan. • Agile leadership model of improvement planning will be maintained, as this supported us to action key priorities last session, despite changing needs of children and young people, along with changing capacity across staff team.
PROGRESS MADE	<p>Continue to improve learning, teaching and assessment across the campus to ensure consistently high-quality learning experiences.</p> <ul style="list-style-type: none"> • Professional learning model (used successfully previously), along with SBC and cluster Learning, Teaching & Assessment frameworks, will continue to support our goal of ensuring consistently high-quality learning experiences. Cluster focus this session is on ensuring pace & challenge. • Engagement with #SBCWay this session and embedding thereafter will also support improvements to consistency and quality of learning experiences. <p>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</p>

involved in decision-making about their individual learning plans.

- Review role of Pupil Council and two-way communication with wider Pupil Forum, to provide more opportunities for learners to take on lead roles in school improvement. Initial focus areas include creating a Jedburgh cluster Respectful Relationships and Anti-bullying Statement and engagement with Jedburgh Children & Teenagers 20 minute neighbourhood plan (linked to Jedburgh Placemaking team).
- We plan to make greater use of digital technology to collect learner feedback. Sharing current practice in this area will be the focus of an Extended Leadership Team meeting on 25th October.

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.

- 2023 SQA exam diet produced best results since current qualification system was introduced in 2014. Despite a national downturn in results, Jedburgh Grammar Campus bucked this trend by increasing the overall pass rate from last year. Young people in S4 and S5 set new records for the number of qualifications achieved in one year. The percentage of S4s achieving 5 or more awards at National 4 and National 5 level is the highest since the introduction of these qualifications in 2014. The percentage of S5s achieving three or more awards at Higher level is also greater than ever before.
- New opportunities for attainment and achievement introduced across S3-S6 to reflect interests and aspirations of young people, including National Progression Awards in Modern Agriculture and Mountain Biking and introduction of the Duke of Edinburgh Award Scheme as a timetabled option within the school day.
- Engagement has begun with #SBCWay professional learning to support improvements in oracy across the BGE and we will engage with reading, writing and numeracy evaluations later this session.
- Targeted interventions to support individuals/small groups in place at all stages.
- Jedburgh cluster targeted families model updated September 2023. This will ensure more effective and efficient all-through support for children, young people and families to overcome barriers to learning, with a focus on early intervention. Engagement with SBC Team around the Cluster programme, including sharing practice which has had a positive impact on outcomes for learners and families in our cluster.

ELC:

- we continue to provide weekly Peep – Learning Together sessions for parents with a focus on Literacy, Numeracy and Health and Wellbeing.
- Early Years Practitioners and Early Years Officers, along with numeracy lead, are engaging in 5 sessions of numeracy training with SBC Early Years Teacher Team this session. Staff continue to use communication strategies from “Wee Talk Borders” throughout the nursery. Progress and gap identification meetings are held each term and the identified gaps in learning are used to inform the planning.
- Pre-school Home Visiting Team referrals have been processed and the PSHVT will commence transition support for agreed pupils from now.
- Curriculum Rationale has been written and will now be shared with staff and other stakeholders.
- ELC2/supported space has been reviewed and increased floor space made available. Focus will now shift to experiences we can offer which are developmentally appropriate.
- ELC-P1 transition is being enhanced this session to ensure a cohesive approach to transition between all SBC providers.

Continue to develop clear, effective systems for monitoring young people’s progress in learning at each stage of the school.

- We are reviewing and streamline systems for tracking and monitoring of learner progress which were introduced last session. Some changes have already been introduced following professional dialogue with members of the inspection team e.g. BGE tracker now includes more detail around progress in line with CfE levels.
- We are combining separate senior phase trackers for attainment and health & wellbeing to ensure all information is held in one place and support a holistic
- We plan to review our programme of reporting to parents/carers this session, to reflect the positive response to increased use of digital technology for sharing feedback. Parent Council will be involved in this review.

ELC:

- Developmental overviews and trackers are now being quality assured by Early Years Officers to ensure consistency in practitioner judgement and to increase understanding of what ‘on track’ in learning means.
- Care Plan+ documents have been reviewed and new CP+ put in place to ensure all support needs are being met.

	<ul style="list-style-type: none"> • ELC Developmental milestone tracking is used for all children who have an Additional Support Needs diagnosis. Development Overviews 1-3 are used for all children and the SBC Literacy and Numeracy trackers are used to track progress across early level. SBC H&WB tracker to be rolled out when available. Information shared during transition programme with P1 staff.
ANY CURRENT ISSUES	
FOLLOW UP INSPECTION	n/a

Education Performance Sub Committee Reporting
Parent Council Representative Feedback Form

DATE	5 October 2023
TIME	11.30am
SCHOOL	Jedburgh Campus
PARENT COUNCIL REPRESENTATIVE Name & Email address	Lynsey Graham Lynsey.graham78@gmail.com
Please provide a brief summary of how the parents think the school is improving	<p>Parents and partners were 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.</p> <p>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 plans to review the current report system. Parent council are involved in the review.</p> <p>The school has created new opportunities which will 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 as a timetabled option – subjects/awards which are reflective of the current interests of pupils and are a welcomed addition.</p> <p>Weekly updates by email from the school/Head teacher are well received and thought to be a great way of communicating with parents/carers and partners.</p>
Any further comments	

20 June 2023

Dear Parent/Carer

In April 2023, a team of inspectors from Education Scotland and the Care Inspectorate visited Jedburgh Grammar Campus and Nursery Class. During our visit, we talked to parents/carers, children and young people and worked closely with the headteacher and staff.

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

- 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.
- 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.
- 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.
- 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.
- Children and young people's development of important skills for learning, life and work. Young people also achieve consistently positive destinations after school.

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

- Continue to improve learning, teaching and assessment across the campus to ensure consistently high-quality learning experiences.
- 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.
- 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
- Continue to develop clear, effective systems for monitoring young people's progress in learning at each stage of the school.

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

Here are Education Scotland's evaluations for Jedburgh Grammar Campus

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

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

Here are the Care Inspectorate’s gradings for the nursery class

Care Inspectorate standards	Grade
Nurturing care and support	very good
Play and learning	good
Children experience high quality facilities	very good
Quality assurance and improvement are led well	very good
Staff deployment	good

Requirements/recommendations made by Care Inspectorate for the nursery class

During the previous Care Inspectorate inspection, the setting had one requirement and four recommendations. These requirements and recommendations have been met. As a result of this inspection, there are no requirements and no areas for improvement.

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:
[Reports page | Inspection reports | Education Scotland](#) and the [Care Inspectorate website](#).

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.

Celia McArthur
HM Inspector

Karen Robertson
Care Inspector

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Jedburgh Grammar Campus

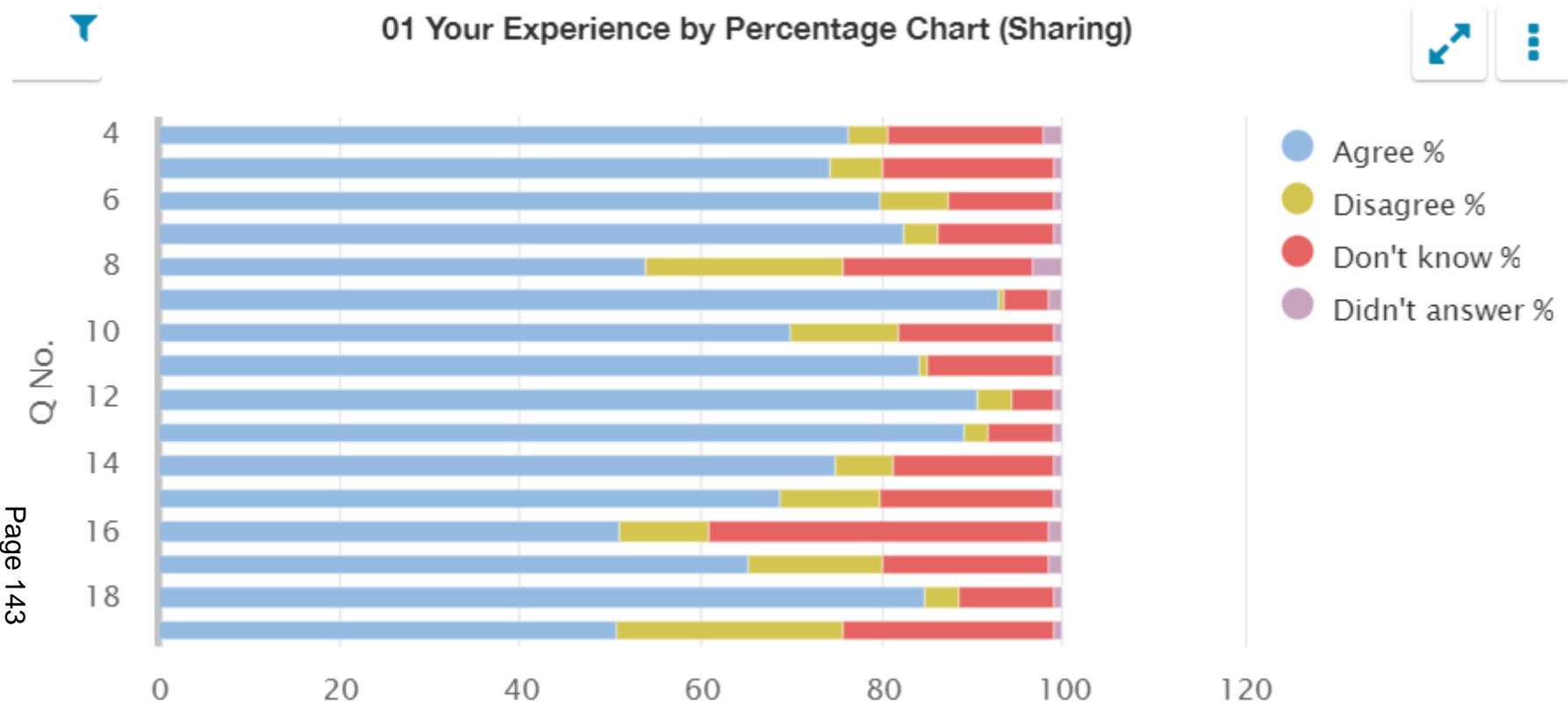
Pre-inspection questionnaire summary report Inspection week: 17 April 2023

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.	182	76.37	4.4	17.03	2.2
5	My school helps me to feel safe.	182	74.18	6.04	18.68	1.1
6	I have someone in my school I can speak to if I am upset or worried about something.	182	79.67	7.69	11.54	1.1
7	Staff treat me fairly and with respect.	182	82.42	3.85	12.64	1.1
8	Other children treat me fairly and with respect.	182	53.85	21.98	20.88	3.3
9	My school helps me to understand and respect other people.	182	92.86	0.55	4.95	1.65
10	My school is helping me to become confident.	182	69.78	12.09	17.03	1.1
11	My school teaches me how to lead a healthy lifestyle.	182	84.07	1.1	13.74	1.1
12	There are lots of chances at my school for me to get regular exercise.	182	90.66	3.85	4.4	1.1
13	My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day.	182	89.01	2.75	7.14	1.1
14	I have the opportunity to discuss my achievements outwith school with an adult in school who knows me well.	182	74.73	6.59	17.58	1.1
15	My school listens to my views.	182	68.68	10.99	19.23	1.1
16	My school takes my views into account.	182	51.1	9.89	37.36	1.65
17	I feel comfortable approaching staff with questions or suggestions.	182	65.38	14.84	18.13	1.65
18	Staff help me to understand how I am progressing in my school work.	182	84.62	3.85	10.44	1.1
19	My homework helps me to understand and improve my work in school.	182	50.55	25.27	23.08	1.1

01 Your experience by percentage chart (sharing)

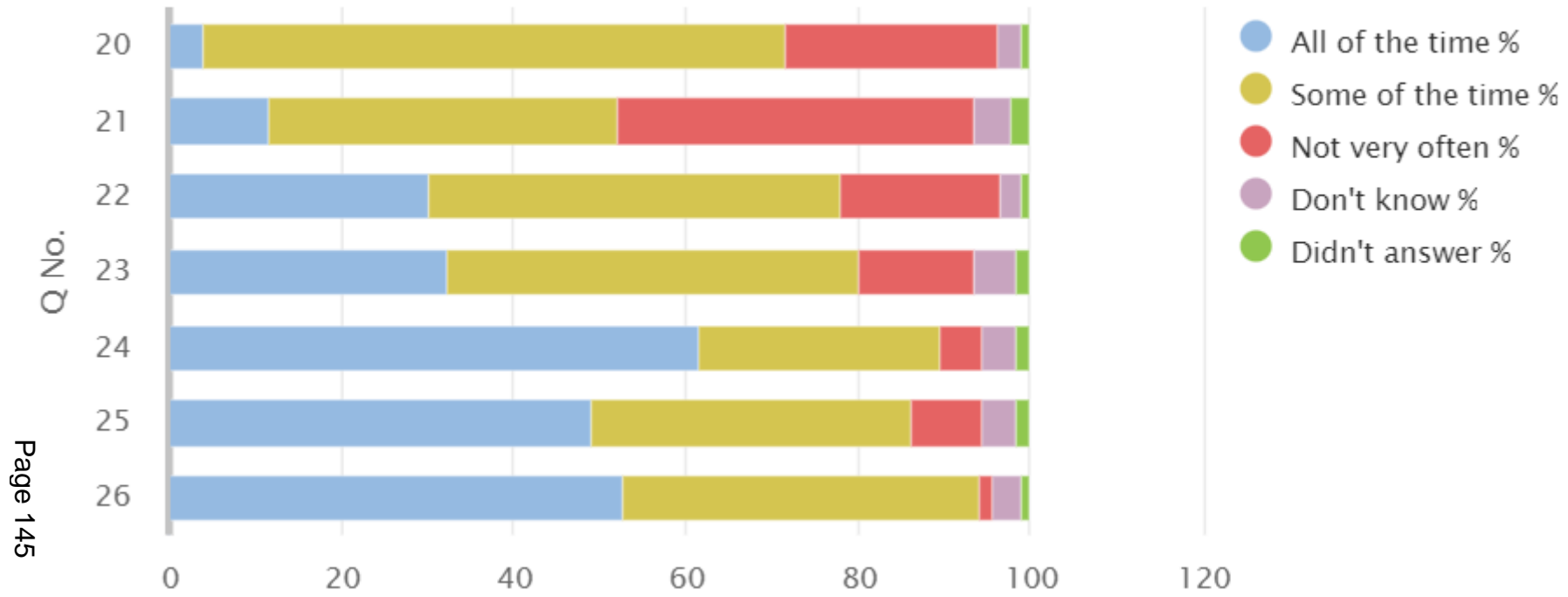


01 Your experience by percentage 2 (sharing)

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.	182	3.85	67.58	24.73	2.75	1.1
21	My teachers ask me about what things I want to learn in school.	182	11.54	40.66	41.21	4.4	2.2
22	I enjoy learning at school.	182	30.22	47.8	18.68	2.2	1.1
23	I feel that my work in school is hard enough.	182	32.42	47.8	13.19	4.95	1.65
24	I know who to ask to get help if I find my work too hard.	182	61.54	28.02	4.95	3.85	1.65
25	I am encouraged by staff to do the best I can.	182	48.9	37.36	8.24	3.85	1.65
26	I am happy with the quality of teaching in my school.	182	52.75	41.21	1.65	3.3	1.1

01 Your experience by percentage chart (sharing)

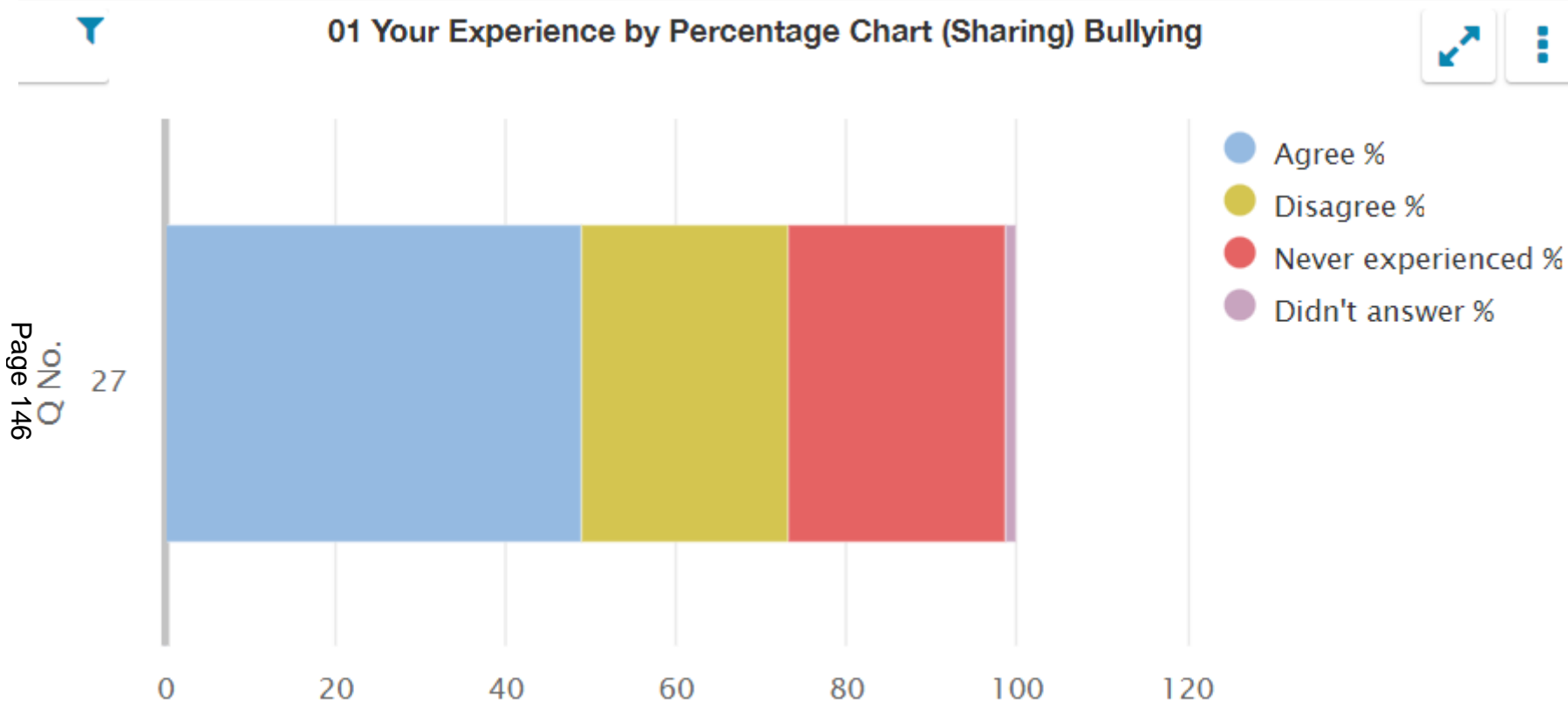
01 Your Experience by Percentage 2 Chart (Sharing)



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.	182	48.9	24.18	25.82	1.1

01 Your experience by percentage chart (sharing) bullying

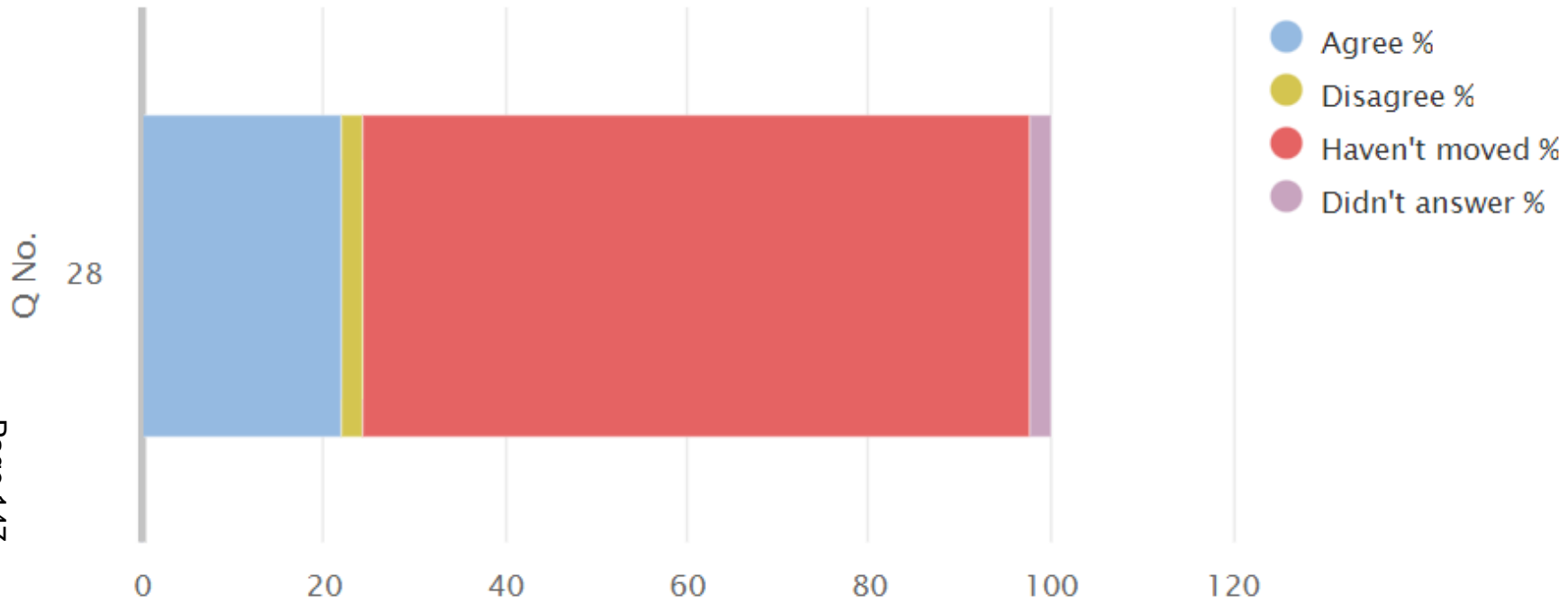


01 Your experience by percentage (sharing) moved

Q No.	Question	Response Count	Agree %	Disagree %	Haven't moved %	Didn't answer %
28	I was well supported if I moved to a new school within the last year.	182	21.98	2.2	73.63	2.2

01 Your experience by percentage chart (sharing) moved

01 Your Experience by Percentage Chart (Sharing) Moved

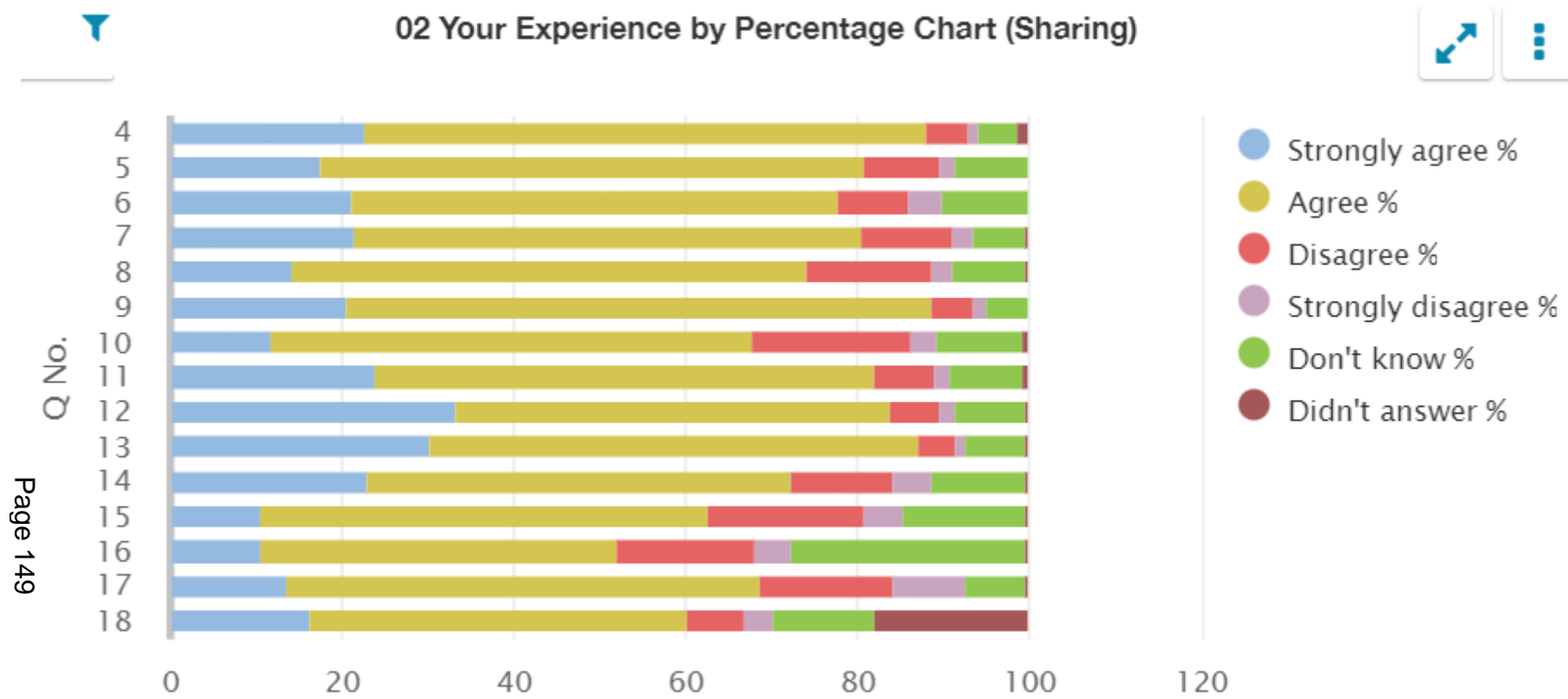


Questionnaire for young people in secondary stages (02)

02 Your experience by percentage (sharing)

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	Didn't answer %
4	I feel safe when I am at school.	273	22.71	65.57	4.76	1.1	4.76	1.1
5	My school helps me to feel safe.	273	17.58	63.37	8.79	1.83	8.42	0.00
6	I have someone in my school I can speak to if I am upset or worried about something.	273	21.25	56.78	8.06	4.03	9.89	0.00
7	Staff treat me fairly and with respect.	273	21.61	58.97	10.62	2.56	5.86	0.37
8	Other young people treat me fairly and with respect.	273	14.29	60.07	14.29	2.56	8.42	0.37
9	My school helps me to understand and respect other people.	273	20.51	68.13	5.13	1.47	4.76	0.00
10	My school is helping me to become confident.	273	11.72	56.04	18.68	2.93	9.89	0.73
11	My school teaches me how to lead a healthy lifestyle.	273	23.81	58.24	6.96	1.83	8.42	0.73
12	There are lots of chances at my school for me to get regular exercise.	273	33.33	50.55	5.86	1.83	8.06	0.37
13	My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day.	273	30.4	56.78	4.4	1.1	6.96	0.37
14	I have the opportunity to discuss my achievements outwith school with an adult in school who knows me well.	273	23.08	49.45	11.72	4.4	10.99	0.37
15	My school listens to my views.	273	10.62	52.01	18.32	4.4	14.29	0.37
16	My school takes my views into account.	273	10.62	41.39	16.12	4.4	27.11	0.37
17	My homework helps me to understand and improve my work in school.	273	13.55	55.31	15.38	8.42	6.96	0.37
18	I was given good advice to make choices about taking the subjects that are right for me.	273	16.48	43.96	6.59	3.3	11.72	17.95

02 Your experience by percentage chart (sharing)

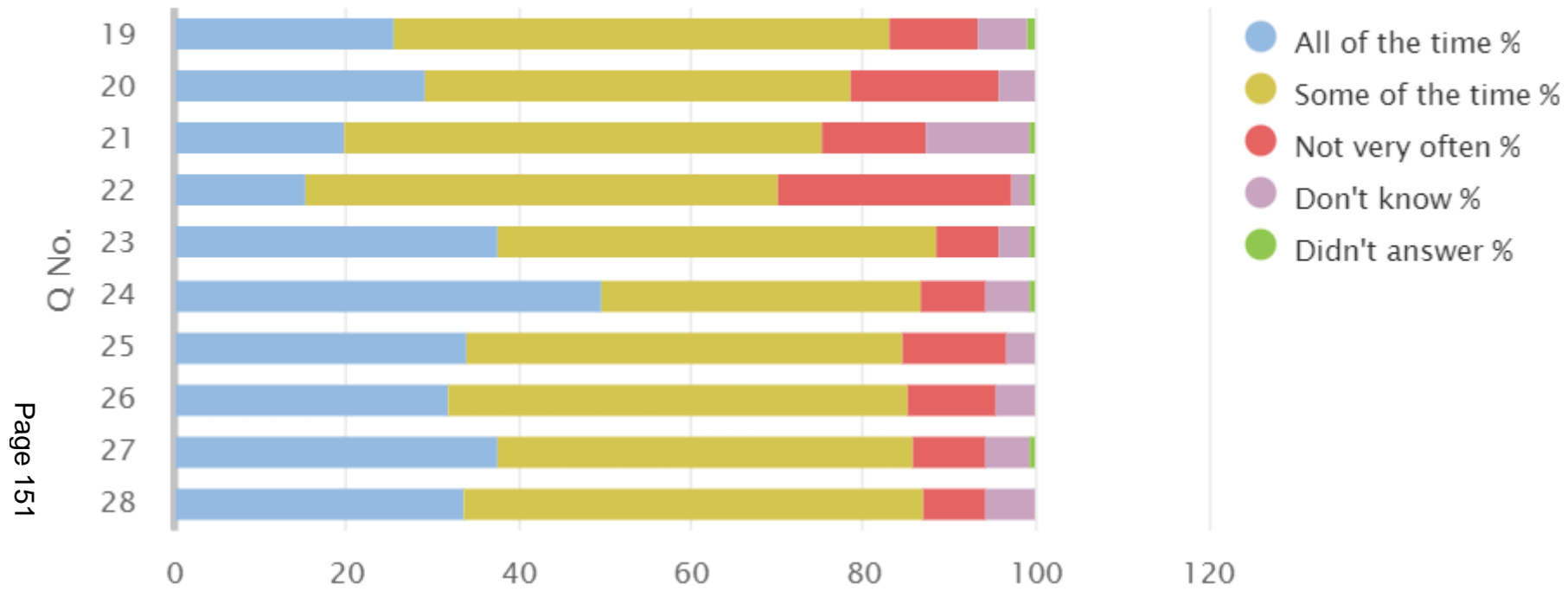


02 Your experience by percentage 2 (sharing)

Q No.	Question	Response Count	All of the time %	Some of the time %	Not very often %	Don't know %	Didn't answer %
19	Staff help young people to be responsible for their own behaviour.	273	25.64	57.51	10.26	5.86	0.73
20	I feel comfortable approaching staff with questions or suggestions.	273	29.3	49.45	17.22	4.03	0.00
21	I am given the opportunity to influence what and how I learn.	273	19.78	55.68	12.09	12.09	0.37
22	I enjoy learning at school.	273	15.38	54.95	27.11	2.2	0.37
23	I feel that my work in school is hard enough.	273	37.73	50.92	7.33	3.66	0.37
24	I know who to ask to get help if I find my work too hard.	273	49.82	37	7.69	5.13	0.37
25	Staff help me to understand how I am progressing in my school work.	273	34.07	50.55	12.09	3.3	0.00
26	The feedback I receive on my work helps me to improve my learning.	273	31.87	53.48	10.26	4.4	0.00
27	I am encouraged by staff to do the best I can.	273	37.73	48.35	8.42	5.13	0.37
28	I am happy with the quality of teaching in my school.	273	33.7	53.48	7.33	5.49	0.00

02 Your experience by percentage 2 chart (sharing)

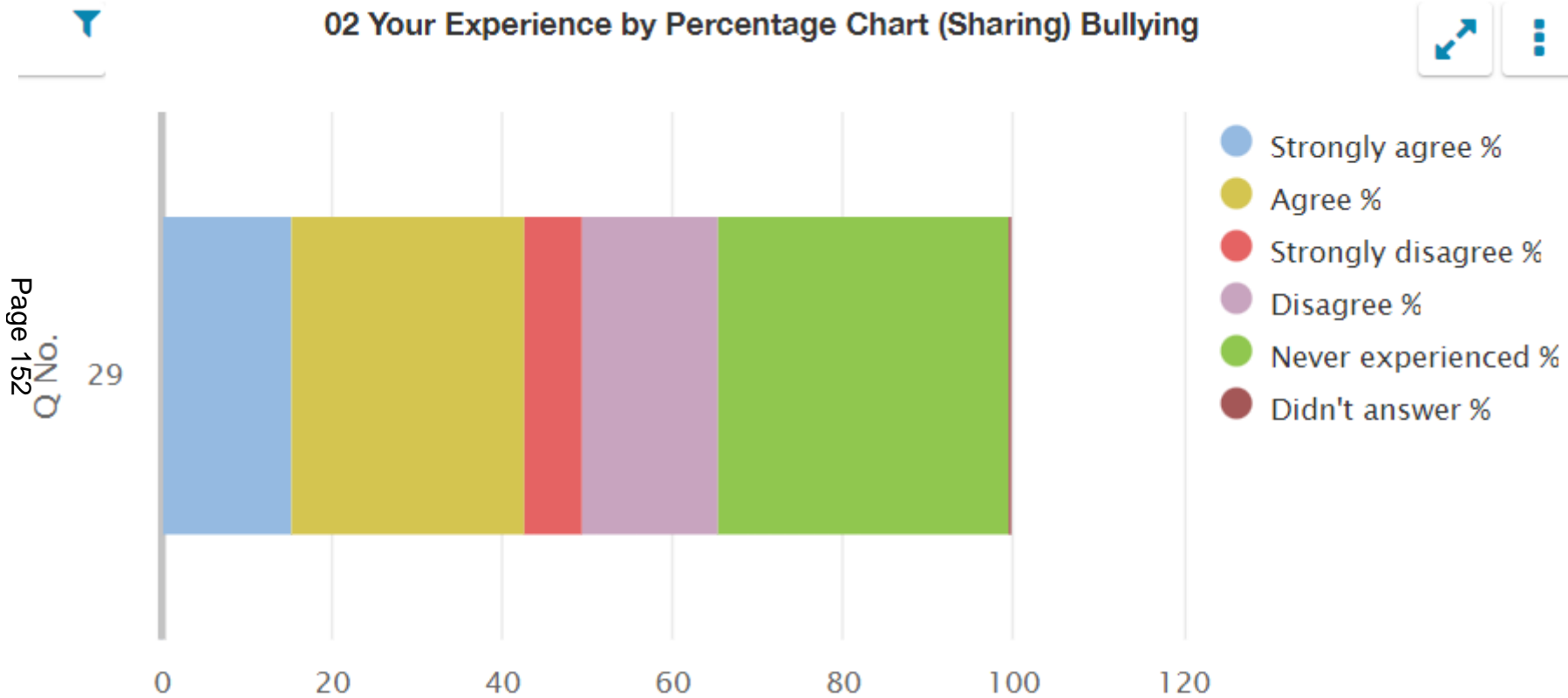
02 Your Experience by Percentage 2 Chart (Sharing)



02 Your experience by percentage (sharing) bullying

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Never experienced %	Didn't answer %
29	My school deals well with any bullying.	273	15.38	27.47	16.12	6.59	34.07	0.37

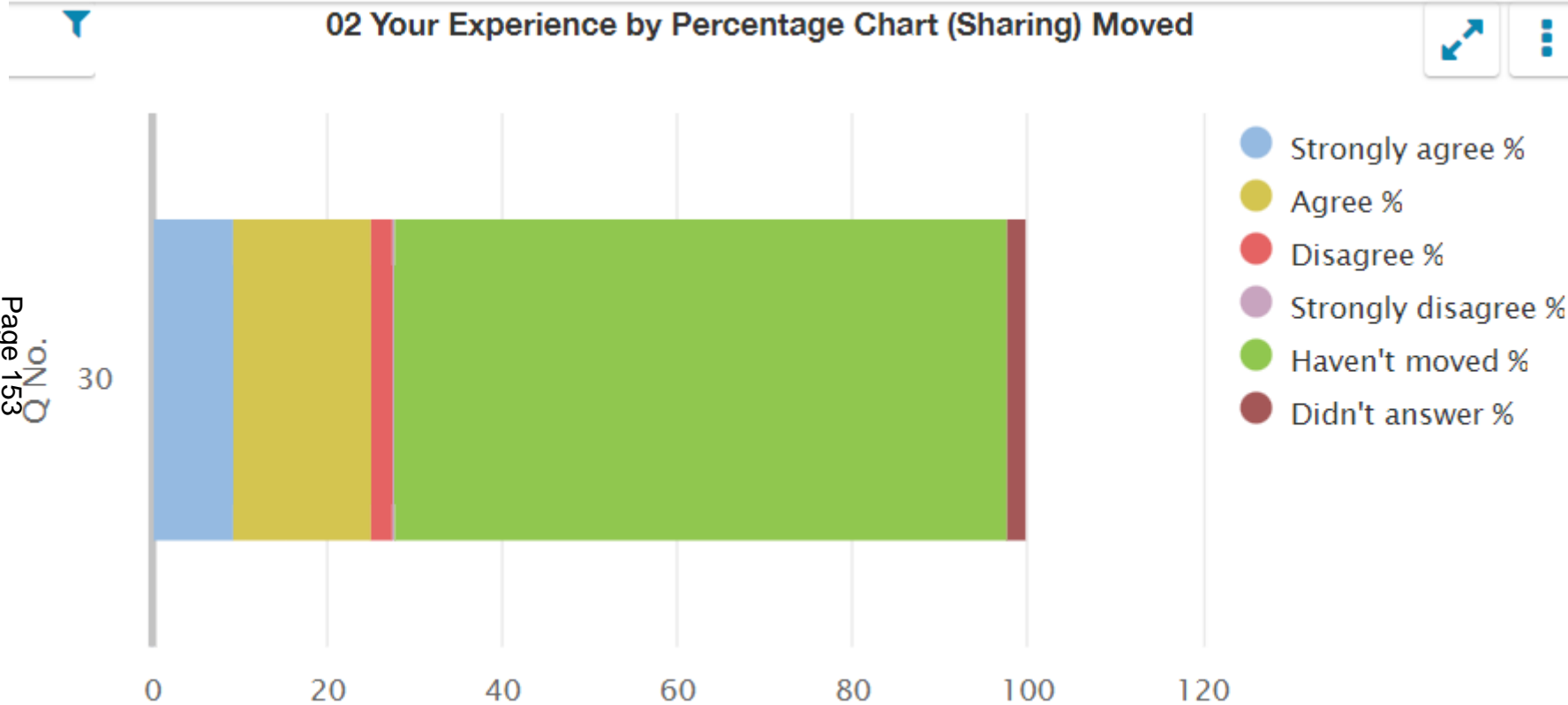
02 Your experience by percentage chart (sharing) bullying



02 Your experience by percentage (sharing) moved

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Haven't moved %	Didn't answer %
30	I was well supported if I moved to a new school within the last year.	273	9.52	15.75	2.2	0.37	69.96	2.2

02 Your experience by percentage chart (sharing) moved



Page 153
Q No. 30

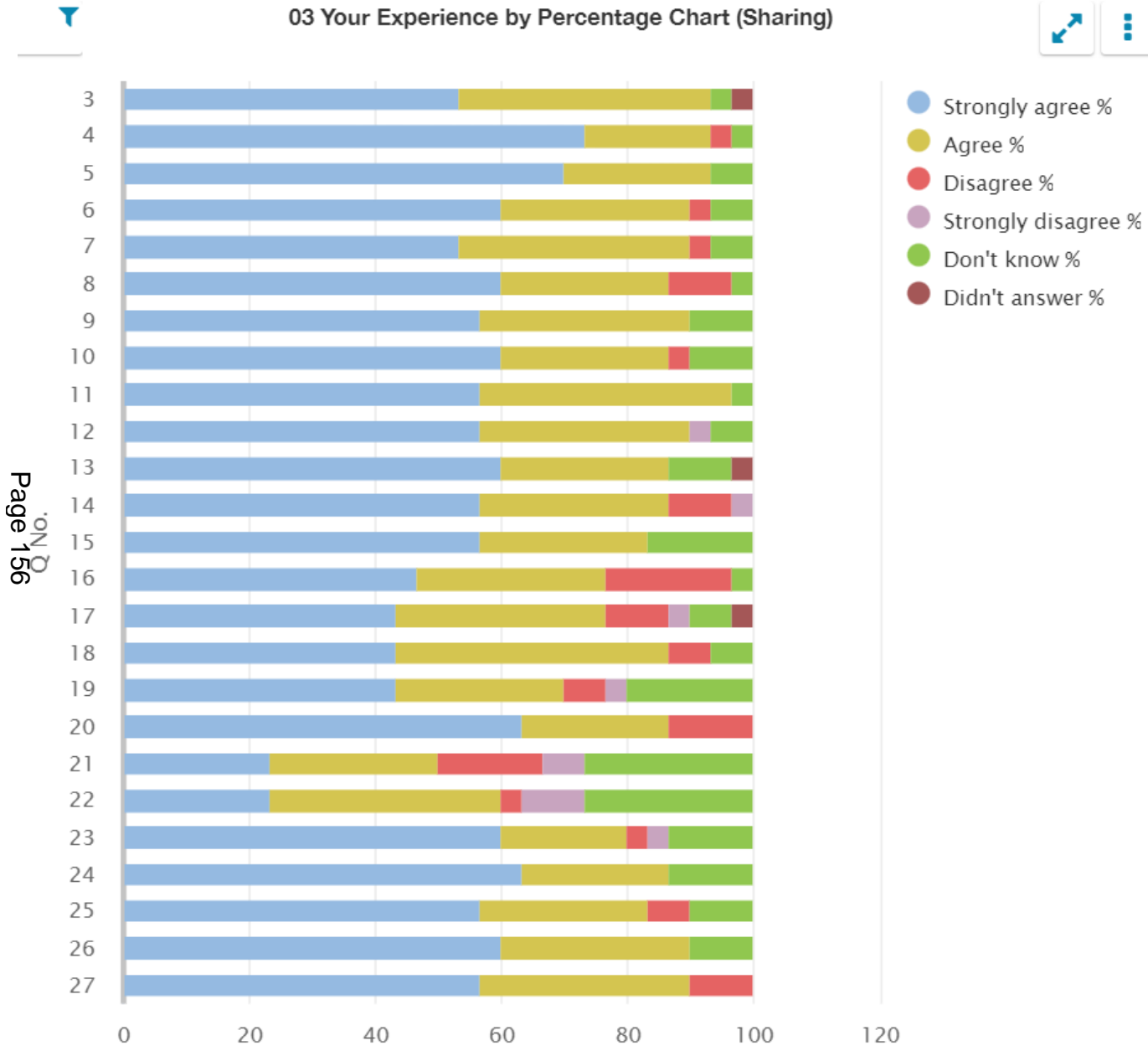
Questionnaire for parents/carers of children in the early learning and childcare setting (03)

03 Your experience by percentage (sharing)

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	Didn't answer %
3	My child likes being at this setting.	30	53.33	40	0.00	0.00	3.33	3.33
4	Staff treat my child fairly and with respect.	30	73.33	20	3.33	0.00	3.33	0.00
5	I feel that my child is safe at the setting.	30	70	23.33	0.00	0.00	6.67	0.00
6	My child's behaviour is managed effectively.	30	60	30	3.33	0.00	6.67	0.00
7	The setting helps my child to feel confident.	30	53.33	36.67	3.33	0.00	6.67	0.00
8	I feel staff really know my child as an individual.	30	60	26.67	10	0.00	3.33	0.00
9	The learning experiences my child has at the setting are at the right level for them.	30	56.67	33.33	0.00	0.00	10	0.00
10	My child's learning and development is well supported by the staff in the setting.	30	60	26.67	3.33	0.00	10	0.00
11	My child is encouraged to be healthy and to be physically active.	30	56.67	40	0.00	0.00	3.33	0.00
12	The setting supports my child's emotional wellbeing.	30	56.67	33.33	0.00	3.33	6.67	0.00
13	My child is making good progress at the setting.	30	60	26.67	0.00	0.00	10	3.33
14	I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles.	30	56.67	30	10	3.33	0.00	0.00
15	The information I receive about how my child is learning and developing is shared with me when I request it.	30	56.67	26.67	0.00	0.00	16.67	0.00
16	I understand how the setting monitors my child's progress in learning.	30	46.67	30	20	0.00	3.33	0.00
17	The setting gives me ideas on how to support my child's learning at home.	30	43.33	33.33	10	3.33	6.67	3.33
18	The setting organises activities where my child and I can learn together.	30	43.33	43.33	6.67	0.00	6.67	0.00
19	The setting takes my views into account when making changes.	30	43.33	26.67	6.67	3.33	20	0.00
20	I feel comfortable approaching the setting with questions, suggestions and/or a problem.	30	63.33	23.33	13.33	0.00	0.00	0.00

Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	Didn't answer %
21	I feel encouraged to be involved in the work of parent groups.	30	23.33	26.67	16.67	6.67	26.67	0.00
22	I am kept informed about the work of parent groups.	30	23.33	36.67	3.33	10	26.67	0.00
23	The setting is well led and managed.	30	60	20	3.33	3.33	13.33	0.00
24	The setting encourages children to treat others kindly and with respect.	30	63.33	23.33	0.00	0.00	13.33	0.00
25	I would recommend the setting to other parents.	30	56.67	26.67	6.67	0.00	10	0.00
26	My child was well supported as they started at the setting or moved to a new room or group.	30	60	30	0.00	0.00	10	0.00
27	Overall, I am satisfied with the setting.	30	56.67	33.33	10	0.00	0.00	0.00

03 Your experience by percentage chart (sharing)



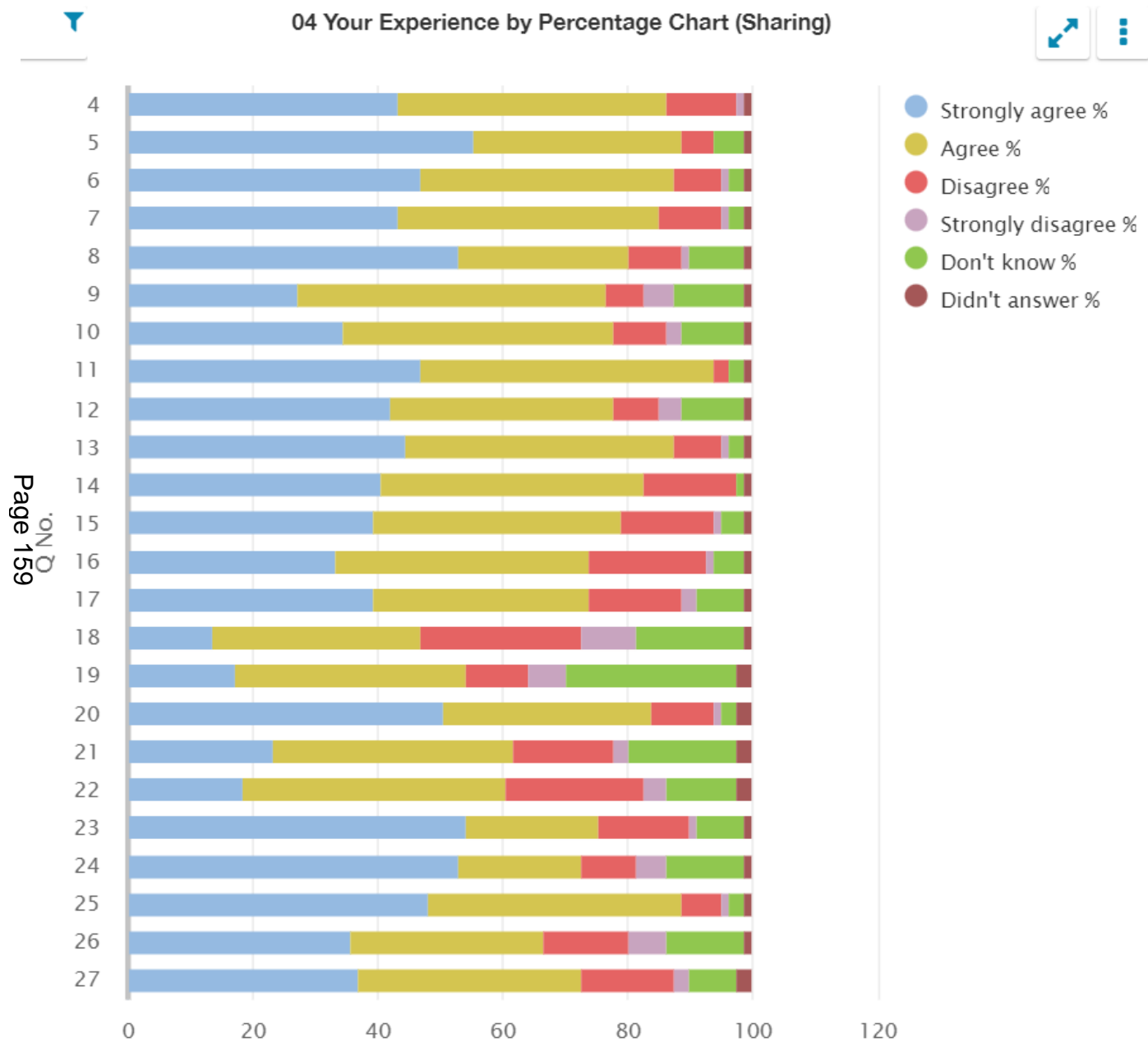
Questionnaire for parents/carers of children in primary stages (04)

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.	81	43.21	43.21	11.11	1.23	0.00	1.23
5	Staff treat my child fairly and with respect.	81	55.56	33.33	4.94	0.00	4.94	1.23
6	I feel that my child is safe at the school.	81	46.91	40.74	7.41	1.23	2.47	1.23
7	The school helps my child to feel confident.	81	43.21	41.98	9.88	1.23	2.47	1.23
8	I feel staff really know my child as an individual.	81	53.09	27.16	8.64	1.23	8.64	1.23
9	My child finds their learning activities hard enough.	81	27.16	49.38	6.17	4.94	11.11	1.23
10	My child receives the help he/she needs to do well.	81	34.57	43.21	8.64	2.47	9.88	1.23
11	My child is encouraged by the school to be healthy and take regular exercise.	81	46.91	46.91	2.47	0.00	2.47	1.23
12	The school supports my child's emotional wellbeing.	81	41.98	35.8	7.41	3.7	9.88	1.23
13	My child is making good progress at the school.	81	44.44	43.21	7.41	1.23	2.47	1.23
14	I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles.	81	40.74	41.98	14.81	0.00	1.23	1.23
15	The information I receive about how my child is doing reaches me at the right time.	81	39.51	39.51	14.81	1.23	3.7	1.23
16	I understand how my child's progress is assessed.	81	33.33	40.74	18.52	1.23	4.94	1.23
17	The school gives me advice on how to support my child's learning at home.	81	39.51	34.57	14.81	2.47	7.41	1.23
18	The school organises activities where my child and I can learn together.	81	13.58	33.33	25.93	8.64	17.28	1.23
19	The school takes my views into account when making changes.	81	17.28	37.04	9.88	6.17	27.16	2.47
20	I feel comfortable approaching the school with questions, suggestions and/or a problem.	81	50.62	33.33	9.88	1.23	2.47	2.47
21	I feel encouraged to be involved in the work of the Parent Council and/or parent association.	81	23.46	38.27	16.05	2.47	17.28	2.47
22	I am kept informed about the work of the Parent Council and/or parent association.	81	18.52	41.98	22.22	3.7	11.11	2.47

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.	81	54.32	20.99	14.81	1.23	7.41	1.23
24	The school is well led and managed.	81	53.09	19.75	8.64	4.94	12.35	1.23
25	The school encourages children to treat others with respect.	81	48.15	40.74	6.17	1.23	2.47	1.23
26	I would recommend the school to other parents.	81	35.8	30.86	13.58	6.17	12.35	1.23
27	Overall, I am satisfied with the school.	81	37.04	35.8	14.81	2.47	7.41	2.47

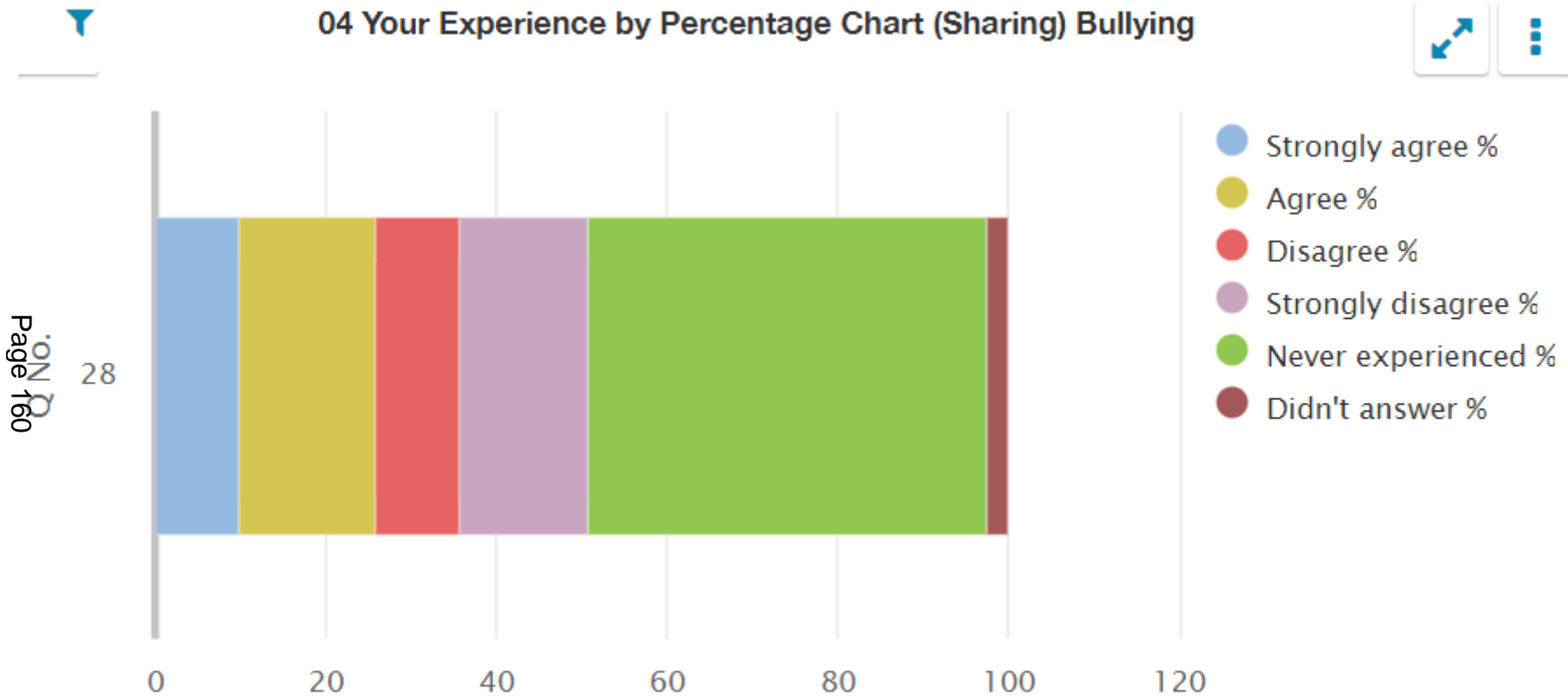
04 Your experience by percentage chart (sharing)



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.	81	9.88	16.05	9.88	14.81	46.91	2.47

04 Your experience by percentage chart (sharing) bullying



Questionnaire for parents/carers of children in secondary stages (05)

05 Your experience by percentage (sharing)

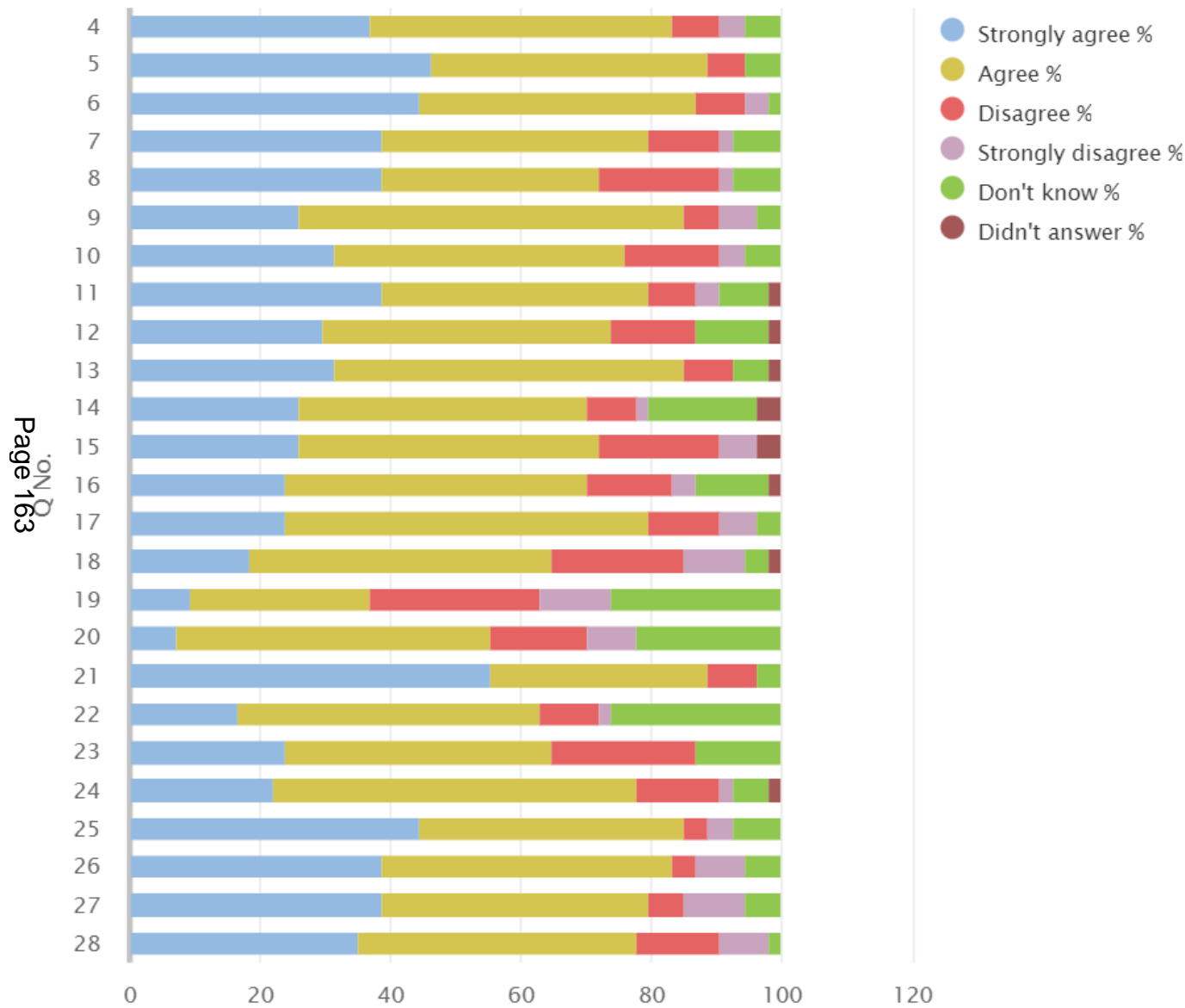
Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	Didn't answer %
4	My child likes being at this school.	54	37.04	46.3	7.41	3.7	5.56	0.00
5	Staff treat my child fairly and with respect.	54	46.3	42.59	5.56	0.00	5.56	0.00
6	I feel that my child is safe at the school.	54	44.44	42.59	7.41	3.7	1.85	0.00
7	The school helps my child to feel confident.	54	38.89	40.74	11.11	1.85	7.41	0.00
8	I feel staff really know my child as an individual.	54	38.89	33.33	18.52	1.85	7.41	0.00
9	My child finds their learning activities hard enough.	54	25.93	59.26	5.56	5.56	3.7	0.00
10	My child receives the help he/she needs to do well.	54	31.48	44.44	14.81	3.7	5.56	0.00
11	My child is encouraged by the school to be healthy and take regular exercise.	54	38.89	40.74	7.41	3.7	7.41	1.85
12	The school supports my child's emotional wellbeing.	54	29.63	44.44	12.96	0.00	11.11	1.85
13	My child is making good progress at the school.	54	31.48	53.7	7.41	0.00	5.56	1.85
14	My child was well supported to make choices about taking the subjects that are right for them.	54	25.93	44.44	7.41	1.85	16.67	3.7
15	I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles.	54	25.93	46.3	18.52	5.56	0.00	3.7
16	The information I receive about how my child is doing reaches me at the right time.	54	24.07	46.3	12.96	3.7	11.11	1.85
17	I understand how my child's progress is assessed.	54	24.07	55.56	11.11	5.56	3.7	0.00
18	The school gives me advice on how to support my child's learning at home.	54	18.52	46.3	20.37	9.26	3.7	1.85
19	The school organises activities where my child and I can learn together.	54	9.26	27.78	25.93	11.11	25.93	0.00
20	The school takes my views into account when making changes.	54	7.41	48.15	14.81	7.41	22.22	0.00
21	I feel comfortable approaching the school with questions, suggestions and/or a problem.	54	55.56	33.33	7.41	0.00	3.7	0.00

Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	Didn't answer %
22	I feel encouraged to be involved in the work of the Parent Council and/or parent association.	54	16.67	46.3	9.26	1.85	25.93	0.00
23	I am kept informed about the work of the Parent Council and/or parent association.	54	24.07	40.74	22.22	0.00	12.96	0.00
24	I am satisfied with the quality of teaching in the school.	54	22.22	55.56	12.96	1.85	5.56	1.85
25	The school is well led and managed.	54	44.44	40.74	3.7	3.7	7.41	0.00
26	The school encourages young people to treat others with respect.	54	38.89	44.44	3.7	7.41	5.56	0.00
27	I would recommend the school to other parents.	54	38.89	40.74	5.56	9.26	5.56	0.00
28	Overall, I am satisfied with the school.	54	35.19	42.59	12.96	7.41	1.85	0.00

05 Your experience by percentage chart (sharing)



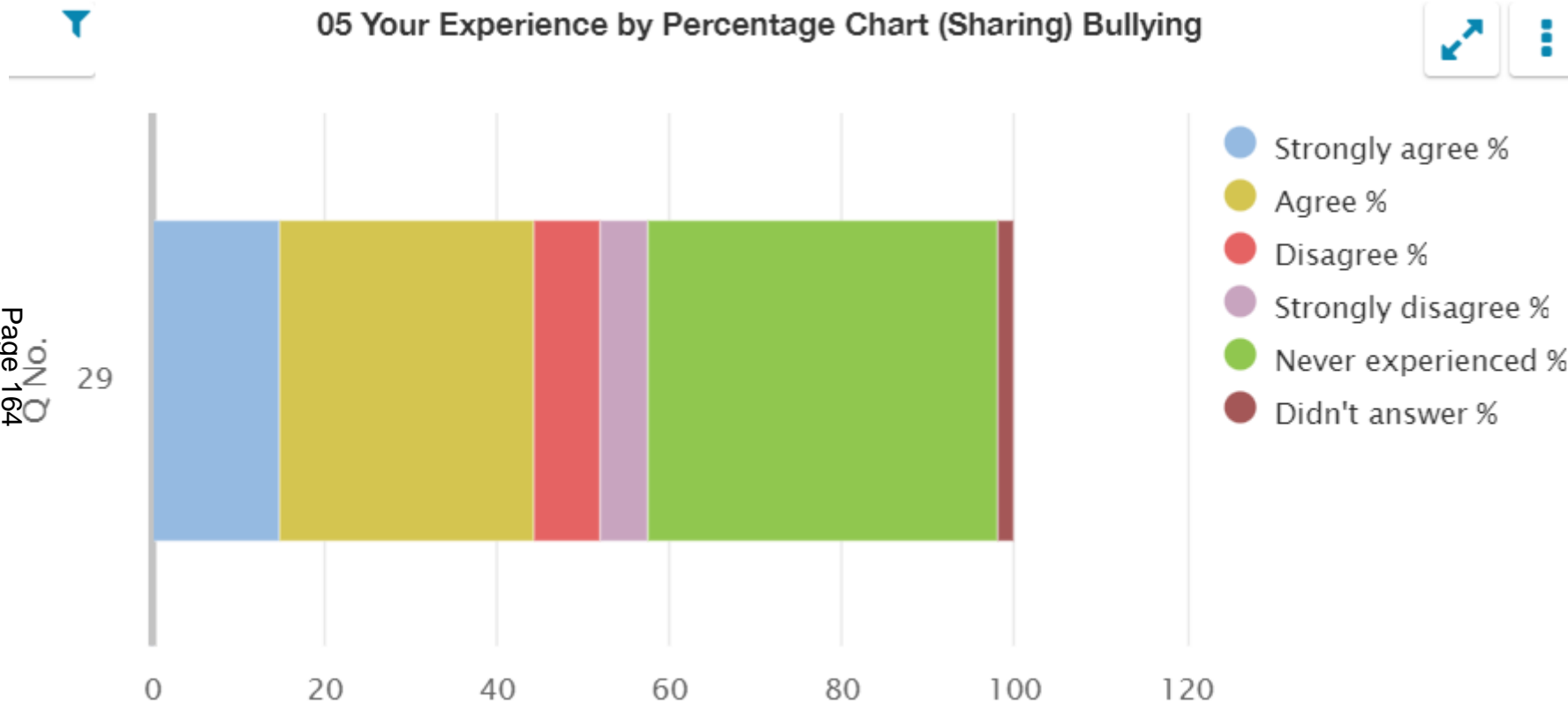
05 Your Experience by Percentage Chart (Sharing)



05 Your experience by percentage (sharing) bullying

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Never experienced %	Didn't answer %
29	My child's school deals well with any bullying.	54	14.81	29.63	7.41	5.56	40.74	1.85

05 Your experience by percentage chart (sharing) bullying



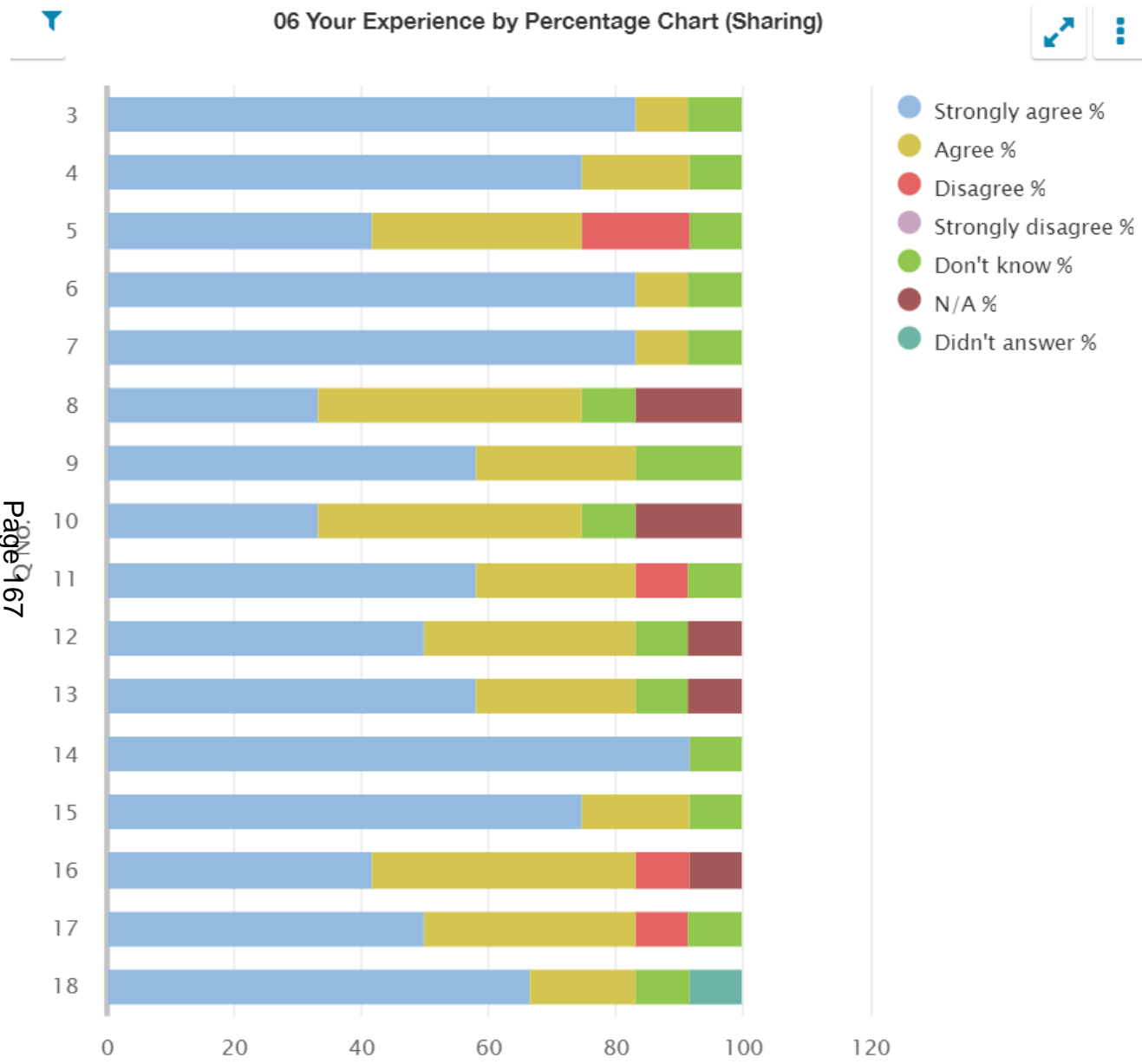
Questionnaire for partners with the school (06)

06 Your experience by percentage (sharing)

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
3	My service/organisation works in partnership with the school on a regular basis.	12	83.33	8.33	0.00	0.00	8.33	0.00	0.00
4	We are aware of the school's procedures for reporting child protection and safeguarding concerns.	12	75	16.67	0.00	0.00	8.33	0.00	0.00
5	My service/organisation has a clear understanding of the school's strategies for raising attainment for all.	12	41.67	33.33	16.67	0.00	8.33	0.00	0.00
6	There are effective arrangements in place for jointly planning provision with the school.	12	83.33	8.33	0.00	0.00	8.33	0.00	0.00
7	There are effective arrangements for jointly delivering provision with the school.	12	83.33	8.33	0.00	0.00	8.33	0.00	0.00
8	My service/organisation is involved in the school's self-evaluation of our joint work.	12	33.33	41.67	0.00	0.00	8.33	16.67	0.00
9	Roles and responsibilities are clearly defined within the partnership.	12	58.33	25	0.00	0.00	16.67	0.00	0.00
10	Effective arrangements are in place to evaluate the impact of our partnership working.	12	33.33	41.67	0.00	0.00	8.33	16.67	0.00
11	My service/organisation is kept up to date with changes in the school which may affect the services we deliver.	12	58.33	25	8.33	0.00	8.33	0.00	0.00
12	The school provides my service/organisation with relevant information about the needs of children and young people.	12	50	33.33	0.00	0.00	8.33	8.33	0.00
13	Arrangements are in place to support my service/organisation to share relevant information about the progress of children and young people with the school.	12	58.33	25	0.00	0.00	8.33	8.33	0.00
14	The school values the contribution made by my service/organisation.	12	91.67	0.00	0.00	0.00	8.33	0.00	0.00
15	The school actively promotes my service/organisation to potential users, as appropriate.	12	75	16.67	0.00	0.00	8.33	0.00	0.00

Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
16	There are opportunities to network, share practice and participate in joint training and development with the school.	12	41.67	41.67	8.33	0.00	0.00	8.33	0.00
17	My service/organisation has a clear understanding of the social, cultural and economic context of the school.	12	50	33.33	8.33	0.00	8.33	0.00	0.00
18	Overall, partnership working with the school works well.	12	66.67	16.67	0.00	0.00	8.33	0.00	8.33

06 Your experience by percentage chart (sharing)



Questionnaire for early learning and childcare staff (08)

08 Your experience by percentage (sharing)

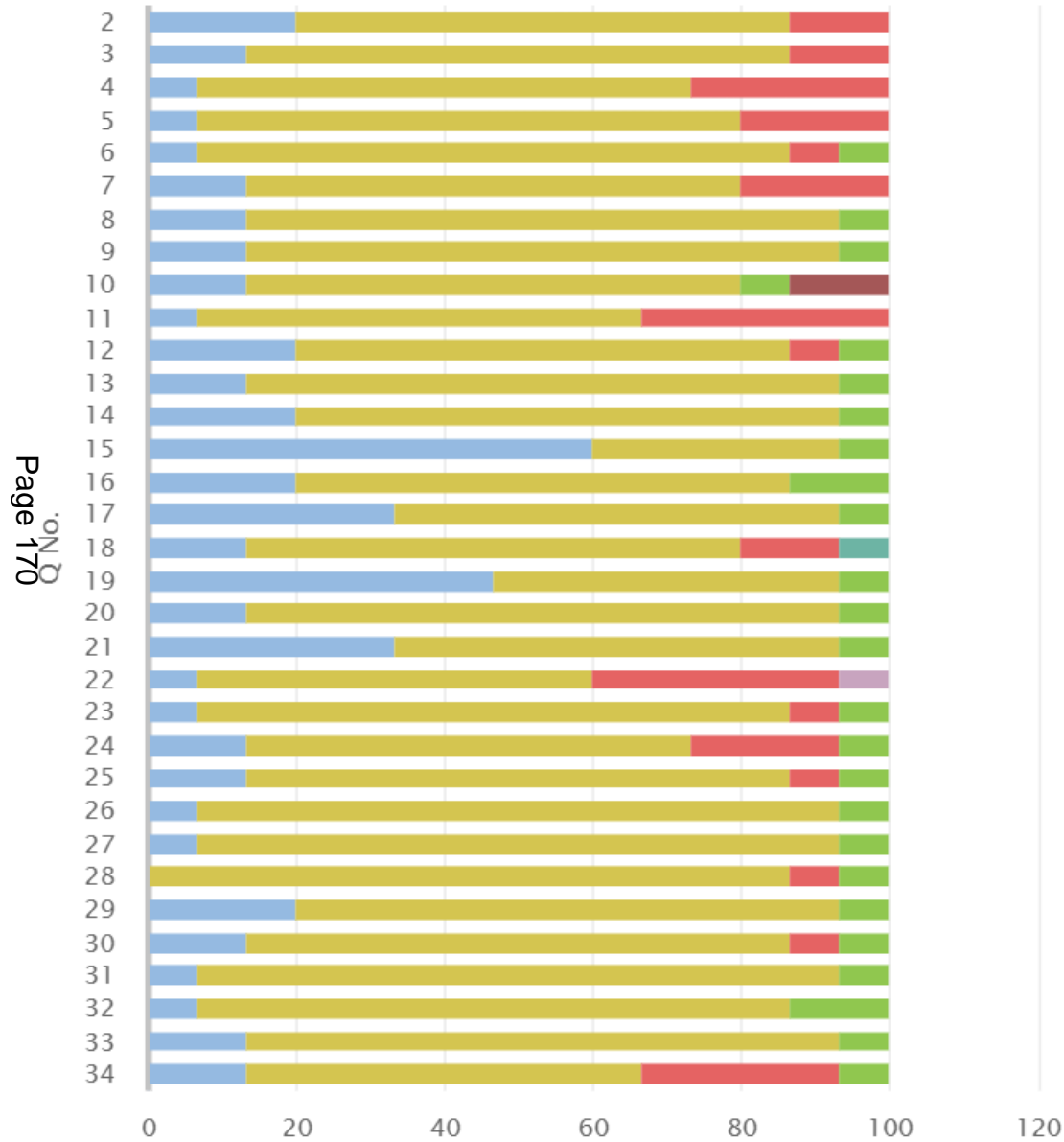
Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
2	I find it rewarding to be a member of staff at this setting.	15	20	66.67	13.33	0.00	0.00	0.00	0.00
3	I feel a valued part of the setting's community.	15	13.33	73.33	13.33	0.00	0.00	0.00	0.00
4	I am encouraged to learn and share practice with colleagues from other settings.	15	6.67	66.67	26.67	0.00	0.00	0.00	0.00
5	I am given the opportunity to learn and share practice with colleagues from other settings.	15	6.67	73.33	20	0.00	0.00	0.00	0.00
6	I have a clear understanding of the social, cultural and economic context of the setting.	15	6.67	80	6.67	0.00	6.67	0.00	0.00
7	I feel appropriately supported by the setting to undertake my role.	15	13.33	66.67	20	0.00	0.00	0.00	0.00
8	I am supported to engage in professional learning.	15	13.33	80	0.00	0.00	6.67	0.00	0.00
9	My professional learning enables me to reflect on and improve my practice.	15	13.33	80	0.00	0.00	6.67	0.00	0.00
10	I have regular opportunities to undertake leadership roles.	15	13.33	66.67	0.00	0.00	6.67	13.33	0.00
11	I have opportunities to be involved in agreeing priorities for the setting.	15	6.67	60	33.33	0.00	0.00	0.00	0.00
12	I am actively involved in the setting's ongoing self-evaluation.	15	20	66.67	6.67	0.00	6.67	0.00	0.00
13	My professional standards are used to support professional reflection and learning.	15	13.33	80	0.00	0.00	6.67	0.00	0.00
14	I use information, including data, effectively to identify and reduce inequalities in childrens outcomes.	15	20	73.33	0.00	0.00	6.67	0.00	0.00
15	I understand how to apply the setting's procedures relating to child protection and safeguarding.	15	60	33.33	0.00	0.00	6.67	0.00	0.00
16	The setting's vision and values underpins my work.	15	20	66.67	0.00	0.00	13.33	0.00	0.00
17	Staff treat all children fairly and with respect.	15	33.33	60	0.00	0.00	6.67	0.00	0.00
18	Colleagues treat each other with respect.	15	13.33	66.67	13.33	0.00	0.00	0.00	6.67

Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
19	Children are encouraged and supported to treat others with respect.	15	46.67	46.67	0.00	0.00	6.67	0.00	0.00
20	Staff and parents treat each other with respect.	15	13.33	80	0.00	0.00	6.67	0.00	0.00
21	Staff work well to understand and support children's behaviour.	15	33.33	60	0.00	0.00	6.67	0.00	0.00
22	Staff at all levels within the setting communicate effectively with each other.	15	6.67	53.33	33.33	6.67	0.00	0.00	0.00
23	The setting's arrangements for engaging parents in their child's learning are effective.	15	6.67	80	6.67	0.00	6.67	0.00	0.00
24	The setting is well led and managed.	15	13.33	60	20	0.00	6.67	0.00	0.00
25	Collaborative working across the setting is effective in taking forward improvement.	15	13.33	73.33	6.67	0.00	6.67	0.00	0.00
26	Children are engaged in their learning.	15	6.67	86.67	0.00	0.00	6.67	0.00	0.00
27	Children are provided with experiences which meet their learning and development needs.	15	6.67	86.67	0.00	0.00	6.67	0.00	0.00
28	Children are involved in talking about and planning their learning.	15	0.00	86.67	6.67	0.00	6.67	0.00	0.00
29	Children have the opportunity to lead their learning.	15	20	73.33	0.00	0.00	6.67	0.00	0.00
30	I receive appropriate support for the planning and assessment of children's learning and development.	15	13.33	73.33	6.67	0.00	6.67	0.00	0.00
31	The setting has effective strategies to support children with their learning and development, including those requiring additional support.	15	6.67	86.67	0.00	0.00	6.67	0.00	0.00
32	Staff have a shared understanding of how young children develop early language and mathematical skills.	15	6.67	80	0.00	0.00	13.33	0.00	0.00
33	Staff have a shared understanding of their 'responsibility of all' in relation to health and wellbeing.	15	13.33	80	0.00	0.00	6.67	0.00	0.00
34	I have regular opportunities to help shape the curriculum through discussions with colleagues, parents and partners.	15	13.33	53.33	26.67	0.00	6.67	0.00	0.00

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08 Your experience by percentage chart (sharing)

08 Your Experience by Percentage Chart (Sharing)



Questionnaire for school teachers (10)

10 Your experience by percentage (sharing)

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
2	I find it rewarding to be a member of staff at this school.	55	61.82	34.55	1.82	0.00	1.82	0.00	0.00
3	I feel a valued part of the school's community.	55	54.55	36.36	3.64	0.00	3.64	0.00	1.82
4	I am encouraged to learn and share practice with colleagues from other schools.	55	23.64	58.18	18.18	0.00	0.00	0.00	0.00
5	I am given the opportunity to learn and share practice with colleagues from other schools.	55	16.36	52.73	27.27	3.64	0.00	0.00	0.00
6	I have a clear understanding of the social, cultural and economic context of the school.	55	56.36	41.82	0.00	0.00	1.82	0.00	0.00
7	I feel appropriately supported by the school to undertake my role.	55	47.27	49.09	1.82	0.00	1.82	0.00	0.00
8	I am supported to engage in professional learning.	55	45.45	50.91	3.64	0.00	0.00	0.00	0.00
9	My professional learning enables me to reflect on and improve my practice.	55	47.27	50.91	0.00	0.00	1.82	0.00	0.00
10	I have regular opportunities to undertake leadership roles.	55	29.09	43.64	12.73	0.00	1.82	12.73	0.00
11	I have opportunities to be involved in agreeing priorities for the school.	55	29.09	63.64	5.45	1.82	0.00	0.00	0.00
12	I am actively involved in the school's ongoing self-evaluation.	55	32.73	63.64	1.82	1.82	0.00	0.00	0.00
13	GTCS standards are used to support professional dialogue.	55	47.27	49.09	0.00	0.00	3.64	0.00	0.00
14	I use information, including data, effectively to identify and reduce inequalities in children's and young people's outcomes.	55	47.27	47.27	0.00	0.00	1.82	1.82	1.82
15	I understand how to apply the school's procedures relating to child protection and safeguarding.	55	76.36	21.82	0.00	0.00	1.82	0.00	0.00
16	The school's vision and values underpins my work.	55	69.09	27.27	0.00	1.82	1.82	0.00	0.00
17	Staff treat all children and young people fairly and with respect.	55	70.91	27.27	0.00	0.00	1.82	0.00	0.00

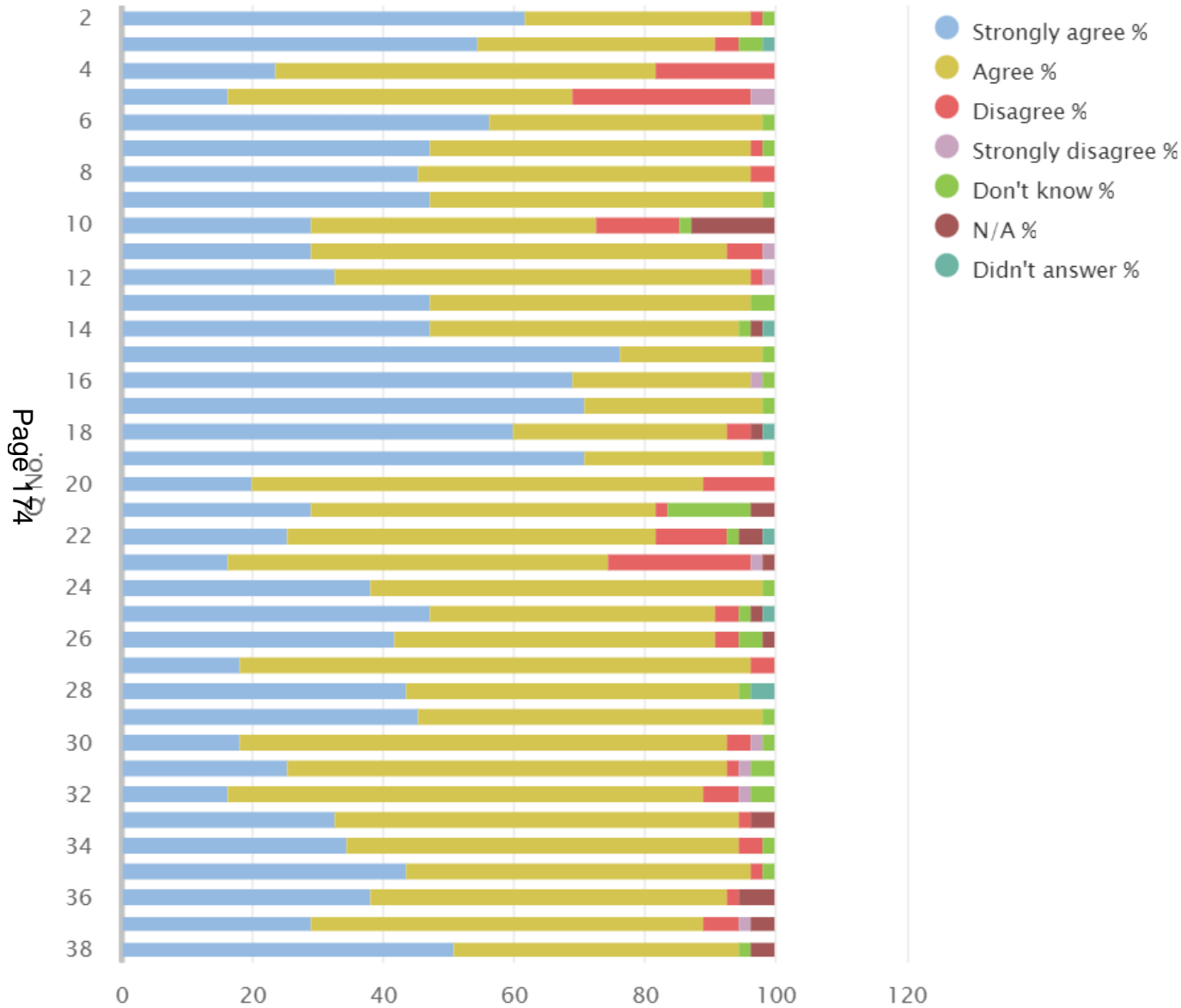
Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
18	Colleagues treat each other with respect.	55	60	32.73	3.64	0.00	0.00	1.82	1.82
19	Children and young people are encouraged and supported to treat others with respect.	55	70.91	27.27	0.00	0.00	1.82	0.00	0.00
20	Children and young people are well behaved.	55	20	69.09	10.91	0.00	0.00	0.00	0.00
21	The school deals effectively with any bullying.	55	29.09	52.73	1.82	0.00	12.73	3.64	0.00
22	I am provided with feedback when I report an incident.	55	25.45	56.36	10.91	0.00	1.82	3.64	1.82
23	Staff at all levels within the school communicate effectively with each other.	55	16.36	58.18	21.82	1.82	0.00	1.82	0.00
24	The school's arrangements for engaging parents in their child's learning are effective.	55	38.18	60	0.00	0.00	1.82	0.00	0.00
25	The school is well led and managed.	55	47.27	43.64	3.64	0.00	1.82	1.82	1.82
26	Collaborative working across the school is effective in taking forward improvement.	55	41.82	49.09	3.64	0.00	3.64	1.82	0.00
27	Children and young people are engaged in their learning.	55	18.18	78.18	3.64	0.00	0.00	0.00	0.00
28	I give children and young people regular feedback which helps them to progress.	55	43.64	50.91	0.00	0.00	1.82	0.00	3.64
29	Children and young people are provided with experiences which meet their learning needs.	55	45.45	52.73	0.00	0.00	1.82	0.00	0.00
30	Children and young people are involved in talking about and planning their learning.	55	18.18	74.55	3.64	1.82	1.82	0.00	0.00
31	Children and young people are involved in setting their learning targets.	55	25.45	67.27	1.82	1.82	3.64	0.00	0.00
32	Children and young people have the opportunity to lead their learning.	55	16.36	72.73	5.45	1.82	3.64	0.00	0.00
33	I receive appropriate support for planning, preparation and assessment.	55	32.73	61.82	1.82	0.00	0.00	3.64	0.00
34	The school has effective strategies to support children and young people with their learning, including those requiring additional support.	55	34.55	60	3.64	0.00	1.82	0.00	0.00
35	Staff have a shared understanding of their 'responsibility of all' in literacy and numeracy and health and wellbeing.	55	43.64	52.73	1.82	0.00	1.82	0.00	0.00

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Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
36	Moderation activities are helping me to make sound professional judgements.	55	38.18	54.55	1.82	0.00	0.00	5.45	0.00
37	I have regular opportunities to help shape the curriculum through discussions with colleagues, parents and partners.	55	29.09	60	5.45	1.82	0.00	3.64	0.00
38	I am aware of and involved in the school's strategies for raising attainment for all.	55	50.91	43.64	0.00	0.00	1.82	3.64	0.00

10 Your experience by percentage chart (sharing)

10 Your Experience by Percentage Chart (Sharing)



Questionnaire for pupil support staff (11)

11 Your experience by percentage (sharing)

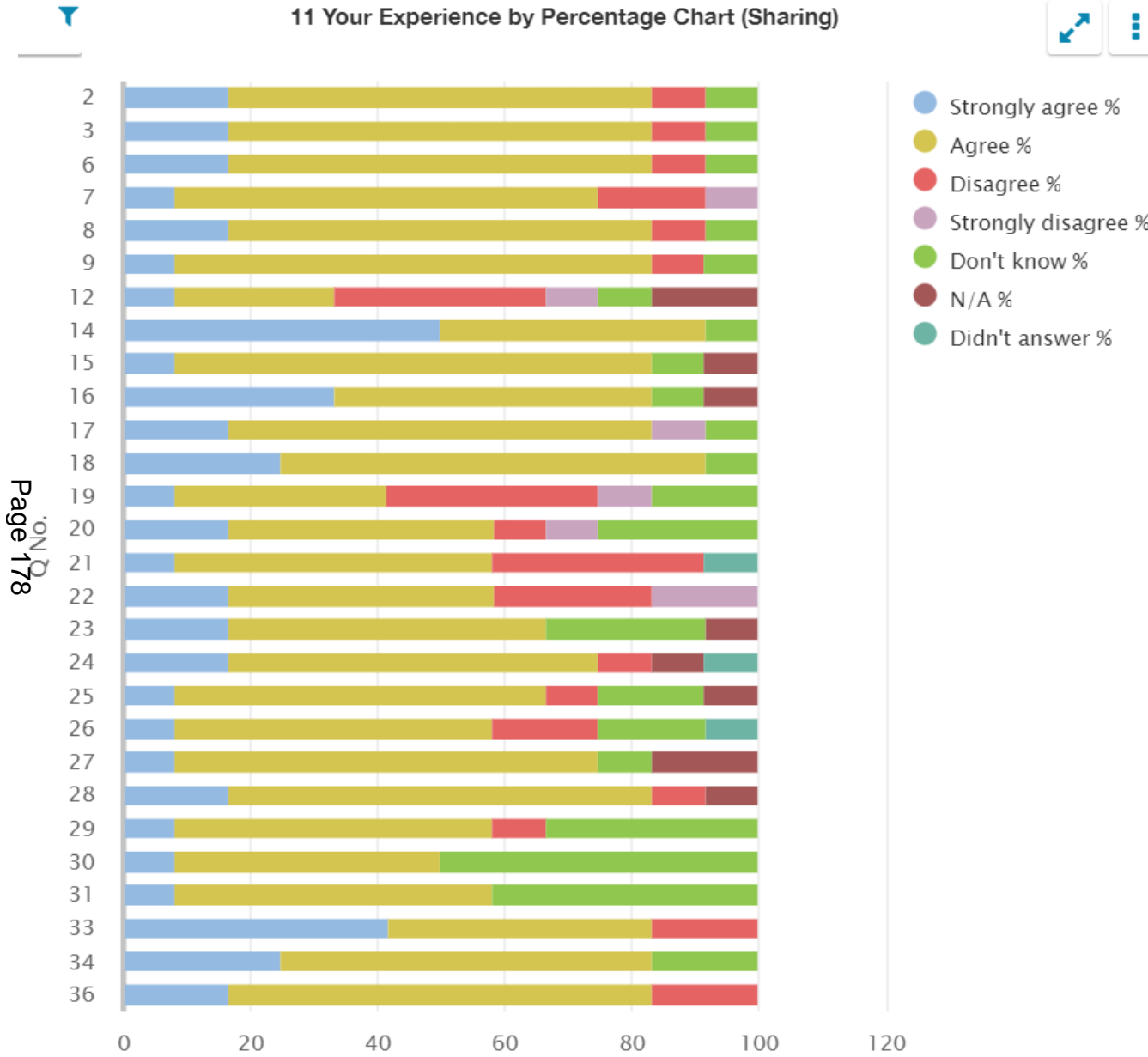
Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
2	I find it rewarding to be a member of staff at this school.	12	16.67	66.67	8.33	0.00	8.33	0.00	0.00
3	I feel a valued part of the school's community.	12	16.67	66.67	8.33	0.00	8.33	0.00	0.00
4	I am encouraged to learn and share practice with colleagues from other schools.	x	x	x	x	x	x	x	x
5	I am given the opportunity to learn and share practice with colleagues from other schools.	x	x	x	x	x	x	x	x
6	I have a clear understanding of the social, cultural and economic context of the school.	12	16.67	66.67	8.33	0.00	8.33	0.00	0.00
7	I feel appropriately supported by the school to undertake my role.	12	8.33	66.67	16.67	8.33	0.00	0.00	0.00
8	I am supported to engage in professional learning.	12	16.67	66.67	8.33	0.00	8.33	0.00	0.00
9	My professional learning enables me to reflect on and improve my practice.	12	8.33	75	8.33	0.00	8.33	0.00	0.00
10	I have regular opportunities to undertake leadership roles.	x	x	x	x	x	x	x	x
11	I have opportunities to be involved in agreeing priorities for the school.	x	x	x	x	x	x	x	x
12	I am actively involved in the school's ongoing self-evaluation.	12	8.33	25	33.33	8.33	8.33	16.67	0.00
13	I use information, including data, effectively to identify and reduce inequalities in children's and young people's outcomes.	x	x	x	x	x	x	x	x
14	I understand how to apply the school's procedures relating to child protection and safeguarding.	12	50	41.67	0.00	0.00	8.33	0.00	0.00
15	The school's vision and values underpins my work.	12	8.33	75	0.00	0.00	8.33	8.33	0.00
16	Staff treat all children and young people fairly and with respect.	12	33.33	50	0.00	0.00	8.33	8.33	0.00
17	Colleagues treat each other with respect.	12	16.67	66.67	0.00	8.33	8.33	0.00	0.00

Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
18	Children and young people are encouraged and supported to treat others with respect.	12	25	66.67	0.00	0.00	8.33	0.00	0.00
19	Children and young people are well behaved.	12	8.33	33.33	33.33	8.33	16.67	0.00	0.00
20	The school deals effectively with any bullying.	12	16.67	41.67	8.33	8.33	25	0.00	0.00
21	I am provided with feedback when I report an incident.	12	8.33	50	33.33	0.00	0.00	0.00	8.33
22	Staff at all levels within the school communicate effectively with each other.	12	16.67	41.67	25	16.67	0.00	0.00	0.00
23	The school's arrangements for engaging parents in their child's learning are effective.	12	16.67	50	0.00	0.00	25	8.33	0.00
24	The school is well led and managed.	12	16.67	58.33	8.33	0.00	0.00	8.33	8.33
25	Collaborative working across the school is effective in taking forward improvement.	12	8.33	58.33	8.33	0.00	16.67	8.33	0.00
26	Children and young people are engaged in their learning.	12	8.33	50	16.67	0.00	16.67	0.00	8.33
27	I give children and young people regular feedback which helps them to progress.	12	8.33	66.67	0.00	0.00	8.33	16.67	0.00
28	Children and young people are provided with experiences which meet their learning needs.	12	16.67	66.67	8.33	0.00	0.00	8.33	0.00
29	Children and young people are involved in talking about and planning their learning.	12	8.33	50	8.33	0.00	33.33	0.00	0.00
30	Children and young people are involved in setting their learning targets.	12	8.33	41.67	0.00	0.00	50	0.00	0.00
31	Children and young people have the opportunity to lead their learning.	12	8.33	50	0.00	0.00	41.67	0.00	0.00
32	I receive appropriate support for planning, preparation and assessment.	x	x	x	x	x	x	x	x
33	The school has effective strategies to support children and young people with their learning, including those requiring additional support.	12	41.67	41.67	16.67	0.00	0.00	0.00	0.00
34	Staff have a shared understanding of their 'responsibility of all' in literacy and numeracy and health and wellbeing.	12	25	58.33	0.00	0.00	16.67	0.00	0.00
35	I have regular opportunities to help shape the curriculum as part of the team.	x	x	x	x	x	x	x	x

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Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
36	I am aware of the school's strategies for raising attainment for all.	12	16.67	66.67	16.67	0.00	0.00	0.00	0.00

11 Your experience by percentage chart (sharing)



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PERFORMANCE AND IMPROVEMENT REPORT– SCHOOLS (WALKERBURN PRIMARY SCHOOL AND NURSERY CLASS)

Report by Report by Director – Education & Lifelong Learning Education

EDUCATION PERFORMANCE SUB COMMITTEE

5 OCTOBER 2023

1 PURPOSE AND SUMMARY

- 1.1 This report proposes that the Committee considers His Majesty's Inspectorate of Education (HMIE) Reports for Walkerburn Primary School and Nursery Class and the Improvement Plan developed by the Headteacher to address the key recommendations.
- 1.2 Walkerburn Primary School was inspected using a 'full' inspection model. This 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.
- 1.3 The HMIE Report evaluated the Early Years setting and the Primary provision as satisfactory across almost all quality indicators, with one 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. A grading of good indicates there are important strengths with areas for improvement in this aspect of the school's work. Gradings of satisfactory indicates strengths just outweigh weaknesses in this aspect of the school's work. As a result, the school have been asked to prepare a focussed plan for improvement with a particular emphasis on addressing areas highlighted for improvement.
- 1.4 The Quality Improvement Team and Early Years Team will commence period of intense support and scrutiny to ensure progress is made by the Headteacher and the School.

2 RECOMMENDATIONS

I recommend that the Committee approve:-

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

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

3 BACKGROUND

3.1 His Majesty's Inspectorate of Education His Majesty's Inspectors 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 May 2023, a team of Inspectors from Education Scotland visited Walkerburn Primary School and Nursery Class. 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:

- All staff work together well to provide care and support to children across the school and nursery. Children feel safe, valued and cared for.
- Children's increasing confidence using digital technology enhances their learning in the nursery and school.
- The school grounds and local environment are used well to provide rich and relevant learning experiences for children across the school.

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

- 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.
- 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.
- 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.

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 high level of support, to ensure continuous improvement. A formal Support Plan will be prepared by the Quality Improvement Officer with clear targets for improvement and identification of key roles and responsibilities. A follow-up school review will take place by a team from Scottish Borders Council in May 2024.

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: Approved by Lesley Munro, Director – Education & Lifelong Learning

Author(s)

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

Background Papers:

HMIE Inspection Report May 2023

HMIE Summarised Inspection Findings (Nursery Class) May 2023

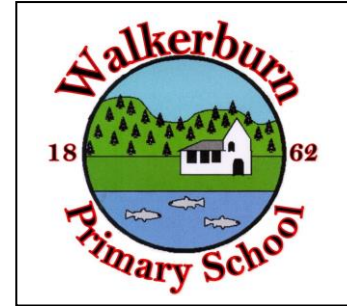
HMIE Summarised Inspection Findings (Primary School) May 2023

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 People 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.
Tel 01835 825080

SeniorMgtSupport@scotborders.gov.uk



Education Performance Sub Committee Reporting
Headteacher Feedback Form

DATE	5 October 2023
TIME	12.15Pm
SCHOOL	Walkerburn Primary School
HT	Caroline Elsey
Parent Council Chair	Erin Thomson
SMT (Insert numbers DHT, PTs etc)	Shared Headteacher, Depute Headteacher and PT with St Ronan's Primary, Innerleithen.
NO OF PUPILS	39
NO OF CLASSES (detail composite classes numbers)	Nursery = 7 pupils P1-3 class = 16 pupils P4-7 class = 16 pupils
DATE OF FOLLOW THROUGH VISIT	N/A
DATE OF PUBLICATION	20/6/23
MAIN ACTIONS TAKEN to address Areas of Development (since publication of report)	<p>The following key areas were identified to be developed:-</p> <p><i>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.</i></p> <ul style="list-style-type: none"> • To review roles and remits of the Leadership team. • To explore leadership opportunities for the teachers for session 23/24. <p><i>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.</i></p> <ul style="list-style-type: none"> • To undertake a review of planning to ensure that there is a robust focus on raising attainment. • To ensure that the School Improvement plan is aligned to the SBC Way and Breakthrough Curriculum. • To continue to develop partnership working within the Tweeddale cluster. <p><i>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.</i></p>

	<ul style="list-style-type: none"> • Review of planning and assessment processes, ensuring targets set are robust and linked to accelerated progress. • Continued focus on strong relationships with families and other agencies. • Review of IEP's and learning pathways.
PROGRESS MADE	<p><i>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.</i></p> <p>Review has been undertaken of roles and remits of the Leadership team to reflect our current leadership team across the partnership.</p> <p>Class teachers have identified opportunities for leadership development in literacy and digital learning. This is linked to their individual professional development targets.</p> <p><i>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.</i></p> <p>School Improvement plan is closely linked to the SBC Way and breakthrough curriculum with a focus on Oracy, writing and health and well-being.</p> <p>Senior leaders are monitoring planning to ensure that teachers and practitioners are ambitious for all learners providing opportunities for challenge and extension activities.</p> <p><i>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.</i></p> <p>Review of tracking progress across the school and nursery has been undertaken with a greater focus on ensuring that planning reflects opportunities for accelerated learning.</p> <p>A sharper focus on individual learning pathways for all children.</p> <p>We continue to work closely with families and other agencies to support where barriers to learning have been identified.</p>
ANY CURRENT ISSUES	<p>No issues currently.</p> <p>We are continuing to work closely within our cluster of schools. The renewed strength of the cluster model of working together is beneficial with opportunities for all staff and learners.</p> <p>We are excited to continue to work as part of the SBC One Team within the Tweeddale cluster of schools for the benefit of our whole school and the Walkerburn community.</p>
FOLLOW UP INSPECTION	N/A

Education Performance Sub Committee Reporting
Parent Council Representative Feedback Form

DATE	5 October 2023
TIME	12.15pm
SCHOOL	Walkerburn Primary School
PARENT COUNCIL REPRESENTATIVE Name & Email address	Erin Hogan Thompson pcwalkerburnprimaryschool@scottishborders.npfs.org.uk erin.c.hogan@gmail.com
Please provide a brief summary of how the parents think the school is improving	<p>There have been a series of improvements and continuing activities which are really benefiting students and families alike. The continuation of breakfast club on Tuesdays and Wednesdays. The addition of Homework Club on Thursdays. Gardening Club continuing on Tuesdays. There has been a noticeable increase in outdoor learning and play which the students are really enjoying. The digital learning also has improved greatly as everyone has become more familiar with the Apps and how to use them - SumDog in particular, has made maths very enjoyable for everyone. Communication between the school and parents continues to be exemplary. We are also informed of events and activities within the wider community and invited into the school on several occasions.</p> <p>We continue to be very happy with the school.</p>
Any further comments	<p>The school recently held a 'Share Our Learning' event for families to come along and see what their children have been learning and doing so far. It was extremely evident how happy and engaged all of the students were. There was a high level of pride in their work as they showed us. The whole culture at the school is very positive.</p>

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Summarised inspection findings

Walkerburn Primary School

Scottish Borders Council

20 June 2023

Key contextual information

Walkerburn Primary School and Nursery Class is located in a rural setting serving the local community of Walkerburn. Almost all children on the school roll live within Scottish Index of Multiple Deprivation decile four. The school roll at the time of the visit is 39 children, organised into two mixed-age classes. Attendance at school is in line with the national average. The school receives £4,900 in Pupil Equity Funding (PEF).

The headteacher was appointed as joint headteacher for Walkerburn Primary School and St Ronan's Primary School in December 2020. St Ronan's Primary School is two miles away. The schools share a leadership team. There is no senior leader based full-time at Walkerburn Primary School and Nursery Class. The headteacher and staff team have had to deal with significant challenges. These include the impact of the pandemic, substantial staff changes and absences. The school has experienced considerable changes to the leadership team, teaching staff and nursery team over the last three years. The headteacher is supported by one full-time deputy headteacher, one part-time deputy headteacher and one principal teacher. The senior leadership team all have leadership responsibilities across both schools.

1.3 Leadership of change

satisfactory

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

- Walkerburn Primary School's vision, "a wee school with a big heart", is evident in all aspects of school life. The values of 'honesty, ambition, respect and kindness' are highly visible throughout the school. The headteacher and staff demonstrate these very well throughout their work. They ensure that the vision and values are reinforced constantly by the wider school community. Most children know the school values and can talk about the ethos and aims of the school in their own words. Parents value the staff's caring approach and commitment to ensuring the school is at the heart of the community. To further raise the school's profile, it is important that staff continue to share and celebrate the school's successes with the wider community. The headteacher plans to refresh the school website as part of this work.
- Senior leaders identify correctly that recent challenges, have had a negative impact on the pace and progress of change. These challenges include the pandemic, staff absence and significant changes within the whole staff team. Senior leaders work well together to manage these challenges. Leadership of change is a shared activity with the partnership school, St Ronan's Primary School. Work across the partnership is supporting the improvement of experiences and outcomes for learners. The headteacher is clear and confident about the school's improvement agenda. As stability within staff team continues, they are well placed to work more effectively in partnership with children, parents and partners in the community. This should support the school's continued journey of improvement and change. The headteacher should now review the remits of the leadership team. She should ensure they support staff

collectively to lead and manage change effectively with a clear focus on accelerated progress for all learners.

- Senior leaders create clear plans for improvement to help support the pace of change. These outline clear actions, timeframes and the allocated areas of responsibility. They now need to include all staff more regularly and meaningfully in creating and evaluating school improvement priorities. Staff should develop further their collaborative working and show greater leadership in making school improvements. All staff should be more involved in identifying strengths and areas for improvement. Further engagement in self-evaluation, through increased use of How Good is our School? 4th edition (HGIOS4) would evidence more clearly strategic direction and continuous improvement.
- All teachers take part in meaningful professional learning about how to use digital technology to enhance learning and teaching. This is having a positive impact on children's experiences across the school. Children use apps and programmes on their devices confidently to improve their learning. Staff should continue to work together and take part in professional learning to continue improving all children's learning experiences.
- There is a shared teaching, learning and assessment framework across the partnership. Teachers are increasing opportunities to work effectively together as an extended team across the two schools to continually improve their classroom practice. They are motivated and want the best for learners in their class. As planned, senior leaders should continue to strengthen approaches to measure the effectiveness of the school's work. This will help support consistently high-quality learning and teaching across the school. Senior leaders need to continue prioritising time for staff to have regular professional discussions to help them improve their practice. Teachers would benefit from opportunities to work with teachers from other small schools who teach mixed-aged classes. This should support them in developing their practice.
- Children feel included in decisions that are important to them. Most children are able to join committees and groups that make positive contributions to the life and ethos of the school. These include pupil council, house captains, and digital leaders. The pupil council members talk positively about aspects of school life they have improved, including reinstating the healthy tuck shop. Staff use a 'mind map plan' successfully to help children plan improvements. Children across the school have the skills and abilities to contribute to long term improvements linked to school improvement priorities. Using How good is OUR school? would support children to take a leading role in evaluating the work of the school.
- The supportive Parent Council works in partnership with staff to improve opportunities for children. The Parent Council values children's contribution to decision-making about improvements. The headteacher shares the school improvement plan with the Parent Council. Parents understand that the pace of change and their involvement with the school has been impacted negatively by the pandemic and changes within the whole staff team. They are keen to become more involved in supporting the headteacher to drive forward change and improvement.
- The headteacher is using PEF to increase support staff's hours. Support staff provide targeted literacy and numeracy support for identified children. It will be important to plan, monitor and evaluate carefully the impact of this support in closing the poverty related attainment gap.

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

- The ethos and culture of the school reflects the school's values of honesty, ambition, respect and kindness. These values are underpinned by children's increasing understanding of their rights. Staff reinforce the values through their teaching. Overall, positive, respectful relationships are evident across the school. This supports most children to be engaged actively in their learning. Most children interact appropriately when they work with each other in pairs and small groups. They have regular opportunities to contribute to the life of the school and wider community through a range of activities. Children's resilience is improving and the standard of behaviour across the school is good. This leads to a calm and purposeful learning environment in most lessons.
- All children have access to an individual digital device and use it regularly as an integral part of their daily learning experiences. Children's digital literacy is increasing as a result. Children are encouraged to use matrix barcodes and apps for a range of purposes across different curriculum areas. They use technology effectively to capture, record and present aspects of their learning. Teachers use digital technology effectively to assign, monitor and assess learning tasks.
- Staff use an agreed learning and teaching framework with increasing effectiveness. This has been developed in line with the school's strategic aims, vision, values, local and national guidance. The framework provides a shared understanding of what makes a very good lesson. Teachers use a consistent approach to structuring lessons across the school, as a result. They ensure that children understand the purpose of their learning. Children could be more involved in identifying how they will know that they have been successful in their learning. Staff should now increase their focus on providing effective feedback to help develop children's understanding of what they need to do next to improve. This will support children to develop the language of learning and their understanding of themselves as learners. In a few lessons, effective questioning supports children to develop and extend their thinking. Staff should provide increased opportunities for children to become more independent in their learning.
- In almost all lessons, teachers deliver learning to the whole class and tailor subsequent activities to meet the needs of individuals and groups. Most lessons are overly teacher led, resulting in children being passive in their learning. Too often, learning activities are too easy for children. As a result, the majority of children feel that their work is not hard enough. Staff should increase their expectation of what children can achieve.
- Senior leaders should support staff to review the group rotational approach to learning ensuring it meets the needs of all learners. At times, this limits the opportunity for children to be independent and involved actively in their learning. Teachers should provide children with sufficient time to complete meaningful learning activities, particularly written tasks. Across the week, children should be provided with a broad range of well-planned activities.

- The school's location enables children to benefit from a range of outdoor learning environments. Taking part in 'Outdoor Thursdays' provides children with regular opportunities to learn in their local environment, including the school garden. This supports them to develop skills for life and work. Children speak confidently about their understanding of five key skills, including leadership, planning and organisation, teamwork, communication and problem solving. Teachers should now develop a progressive framework for the five key skills, as planned. This should support children to build on, extend and apply similar skills developed at previous stages.
- Staff are at the early stage of developing play in the younger class. They have reviewed the learning environment to provide improved learning spaces, including construction and role play areas. Children are beginning to use their imagination skills and develop their creativity when using these areas. The play equipment available is not yet of a sufficiently high quality to extend children's learning. Staff engagement with national practice guidance and professional learning should support the further development of play. This should inform the quality of adult interactions to ensure learning is motivating and meaningful. In addition, it should support staff to ensure the range of learning experiences children engage in are appropriate to their stage of development and meet their learning needs. There is significant potential to develop literacy and numeracy skills through play.
- Staff have undertaken a review of the assessment calendar as part of this year's school improvement plan. The calendar identifies the timing of a range of assessments, including baseline, standardised, formative and summative assessments. Staff have implemented a teaching, learning and assessment guide. Although they use a range of assessments, these are not yet an integral part of planning. The pace of learning across the school is too slow as a result. Staff should review how they use assessment to inform the planning and delivery of learning across multi-stage composite classes. This should support all children to make the best possible progress, irrespective of their age and stage. Staff should continue to engage in moderation activities with other schools to develop further their understanding of expected levels in writing and other areas of the curriculum. This will strengthen further the robustness of teacher's professional judgements in relation to children's progress and attainment.
- Teachers plan learning over different timescales, including long and short-term plans. To inform this planning, they use a range of learning pathways, including those developed by the school, cluster schools and the local authority. Although aspects of planning take account of children's age and stage of development, this is not always evident in short-term planning. Teachers identify correctly the need for increased guidance to strengthen their planning of learning across different curriculum areas. This should support them to ensure planning across all areas of the curriculum is balanced and builds on prior learning. Teachers are beginning to develop their use of floor-books to support children's contribution to planning. Building on this positive start, teachers should involve children in revisiting their floor-book contributions to reflect on the learning that has taken place.
- Teachers and senior leaders meet each term to review the progress individual children are making. This supports the identification of children working above or below anticipated levels and informs the planning of additional support or extension activities. Individual education plans are in place for children who require them. Children's progress in relation to their learning targets is unclear. Teachers should ensure that short-term targets contribute to the longer term aims of the plan. Teachers should develop more specific, measurable learning targets, in partnership with children and parents. This will support them to identify the impact of interventions more clearly.

2.2 Curriculum: Learning pathways

- Teachers use progression pathways for a majority of the curriculum areas. They use three-year rolling programmes to support annual planning for a few areas of the curriculum. These take account of Curriculum for Excellence experiences and outcomes and National Benchmarks. Senior leaders and teachers should now develop progression pathways for all curriculum areas. This will help teachers to ensure planned experiences build on children's prior learning and skills, and support progression for all children. Staff need to review the balance of the entire curriculum, to ensure that children receive their full entitlement to a broad general education.
- Senior leaders plan to further develop the school's curriculum rationale. This is to ensure it reflects fully the current context of the school and aspirations for all learners. Staff, children and parents should work together to identify the outcomes they seek for all children within the totality of the curriculum. They should make connections between curricular areas and themes important to children and their context. These would include global citizenship and learning for sustainability. This should help to provide children with rich learning experiences that offer challenge, depth, and relevance.
- The local environment offers rich opportunities for a high-quality curriculum. Staff plan regular outdoor learning experiences for children across the whole school and nursery. Experiences such as using the school garden to learn about growing vegetables and visits to the 'sandy beach' are good examples of a positive start. Children enjoy opportunities to learn together outside. Staff are keen to use the outdoor space and local environment more effectively to enrich learning experiences. Staff should develop a policy for learning outdoors to ensure experiences are progressive and embedded within the totality of the curriculum.
- All children receive their full entitlement of two hours quality physical education each week. This is delivered by specialist physical education teachers and class teachers. The school's progression pathway for physical education is used to support planning, continuity and progression in learning experiences.
- Children at all stages learn French. In addition, children across the school learn British Sign Language.

2.7 Partnerships: Impact on learners – parental engagement

- Parents are invited throughout the school year to participate in a variety of events, such as assemblies and the Scottish afternoon. This provides parents with opportunities to observe and engage in their child's learning in a variety of settings. Most parents feel well-informed about the progress their child is making. They welcome the information provided in electronic learning journals. These provide information about their child's progress and next steps in learning. Staff share overviews of planned learning across a range of curricular areas each term. Parents feel better prepared to support their child's learning at home as a result. The majority of parents feel that staff know their child well as an individual. They feel able to speak with staff and that their views are listened to.

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

- All staff work hard to create a nurturing, inclusive environment. They have respectful and trusting relationships with children and meet their social and emotional needs well. Almost all children, parents and carers report that children feel safe in school, as a result. Community partners, such as police and fire service officers, enhance children's learning about safety and citizenship. Children know and can demonstrate how to keep themselves and others safe.
- Staff use an annual standardised wellbeing assessment effectively to identify areas of wellbeing in which children would benefit from support. This is in line with Scottish Borders Council's approaches. Staff now need to use this information to identify any areas of concern in individual children's wellbeing and provide any necessary targeted support. Senior leaders discuss the wellbeing indicators regularly at school assemblies. Children's learning about the indicators is evident on displays throughout the school. Children across the school are developing their knowledge of the wellbeing indicators effectively. They have the knowledge and skills to make safe and good choices about their health. They identify successfully ways that staff help them to be healthy and active, such as making healthy eating choices and participating in regular exercise. Almost all children enjoy the school grounds at break times and lunchtimes. The school grounds and local area offer children rich and regular opportunities to play and learn outdoors. Children are involved in developing ideas to enhance these important spaces. This ensures a safer and more attractive outdoor environment for learning and play to take place. Parents are pleased swimming lessons for P4 to P7 children have restarted. Parents value children learning water safety skills and learning to swim as a river runs through Walkerburn. All staff should continue to embed the language of wellbeing indicators in daily school life. This should help children to discuss and reflect on their own wellbeing and identify next steps to improve.
- Almost all children have someone in school they can talk to if they are upset or have any concerns. Most feel staff help them to understand and show respect to other people. A majority of children are unsure if other children treat them with respect. Senior leaders recognise the need to review and refresh the school's positive relationships policy in line with the school's current approaches to the rights of child and supporting their wellbeing. Senior leaders should consult with children and parents as part of the review process. Almost all children and parents report the school deals appropriately with bullying or that they have never experienced bullying.
- Most children have opportunities to support peers to improve their wellbeing. They are involved in pupil groups, including health and wellbeing leaders and Junior Road Safety Officers. Children recognise their roles in these groups are supporting them to develop leadership skills including planning events, public speaking and teamwork. They feel empowered to make decisions and effect change in their school. Children also participate in

programmes such as Eco-Schools Scotland. This helps children to develop their understanding of wider global issues and consider the needs of others.

- Children demonstrate the school's values well. Staff use the values successfully to support children's positive relationships and attitudes to school life. Demonstrating the values is a key feature of celebrating children's wider achievements. Staff and children celebrate these within assemblies and children who have demonstrated the values well receive 'star learner' certificates. Children respond positively to these approaches and are very proud of their collective and individual achievements.
- There is an increasing focus on the United Nations Convention on the Rights of the Child (UNCRC) across the school. Most children are aware of children's rights. Visual displays evidence children's learning about their rights. Staff should continue to highlight children's rights across the curriculum to ensure all children understand their relevance and how they impact upon their wellbeing.
- Teachers prepare well-focused lessons for areas of wellbeing including food and health, relationships, sexual health and parenthood and emotional wellbeing. A range of appropriate resources are available to support teachers to deliver age and stage appropriate lessons for children. This includes a resilience programme. Staff should continue to develop a more coherent and streamlined health and wellbeing programme across the school. This should include aligning the health and wellbeing curriculum with the wellbeing indicators and UNCRC. They should do this alongside the review of planning for progression in other curricular areas.
- Senior leaders monitor the attendance of children in Walkerburn Primary School. They give support and advice to families about how to improve their child's attendance, where necessary. The attendance of targeted children is improving, as a result.
- All staff are aware of their responsibilities in relation to safeguarding and keeping children safe. All staff have completed training in line with their responsibilities and codes of practice. Senior leaders and staff understand most children's individual needs, including those of the most vulnerable learners. Staff develop a child's plan or individualised educational plans for children who require them. Senior leaders should work with teachers to improve the quality of targets within individual education plans. The targets should clearly identify the steps to be taken to help a child with additional support needs (ASN) achieve specified learning outcomes. This should support staff in reviewing and measuring the progress children with ASN are making within their learning. Parents and children should be fully involved in reviewing children's progress and identifying next steps.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined sample documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Areas for development have been agreed with the school and the school meals provider.
- Children learn about resilience, diversity and discrimination through planned learning experiences in classes and assemblies. Children reviewed school library books recently to ensure they contain stories about different cultures and communities. Children talk well about the importance of treating others with respect and celebrating differences. A few children can describe discrimination in relation to race, sexuality and appearance. Children explore different faiths, beliefs and traditions using the school's religious and moral

education progression pathway. Children receive their entitlement to religious observance through regular assemblies delivered by the school's chaplaincy team.

- Senior leaders work well with the local secondary school to develop enhanced, individualised transition programmes for children experiencing barriers to their learning. This is helping children to move from primary to secondary school as confidently as possible. Senior leaders should review existing arrangements for children transitioning from nursery to P1. They should start transitions activities at an early stage within the school year to provide further support for children who experience barriers to their learning. This should ensure appropriate supports are in place to allow children to move to primary school as confidently as possible.
- The headteacher uses PEF for additional staffing and resources to support identified children using a range of interventions and activities. It is essential that staff monitor and evaluate the impact interventions have on closing the poverty-related attainment gap.

3.2 Raising attainment and achievement

satisfactory

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 size of the school roll, overall statements about attainment and progress will be made, rather than for specific year groups or Curriculum for Excellence levels.
- Overall, most children are attaining expected levels of attainment in reading and numeracy. The majority of children are attaining expected levels of attainment in listening and talking and writing. A few children are working above expected levels in reading, writing and numeracy. Most children are making satisfactory progress. A significant number of children are capable of achieving more.
- Children with additional support needs are making satisfactory progress in their learning. Staff should improve the quality of children's learning targets to ensure they are clear and measurable. This will support staff to identify more accurately children's progress and achievement.

Attainment in literacy and English

- Overall, most children are making satisfactory progress in literacy and English. A few children could be making better progress.

Listening and talking

- Overall, children's progress in listening and talking is satisfactory. Senior leaders should support teachers to strengthen their understanding of assessing children's listening and talking skills. This should increase the reliability of teacher's professional judgement in relation to children's progress and levels of attainment.
- The majority of children are respectful of each other's views and opinions when working together in pairs or small groups. Younger children have increasing opportunities to develop their listening and talking skills through play. They should continue to develop their ability to take turns and contribute at the appropriate time when engaging with others. Older children understand the need to project their voice when reciting poetry or presenting to an audience at assembly. They should strengthen their note-taking skills. Across the school, children are not yet able to identify the key skills required to ensure effective listening and talking. They would benefit from increased opportunities to communicate clearly, audibly and with expression in different contexts.

Reading

- Overall, children's progress in reading is satisfactory. Younger children use their knowledge of sounds and letters to hear and say patterns in books. They contribute well to discussions about events, characters and ideas in texts. Older children can answer literal and inferential

questions and identify the main idea of texts. They should continue to develop their skimming and scanning skills.

- Children have regular access to a visiting mobile library in addition to a school library which is currently under redevelopment. A 'book nook' has been created for all children to support the development of a reading culture. These developments are not yet impacting on children's attainment. Children would like more quality time to read for pleasure. Staff should provide more opportunities for children to take responsibility for the promotion of reading for pleasure across the school.

Writing

- Overall, children's progress in writing is satisfactory. Children's imaginative writing is beginning to improve as a result of the headteacher introducing a more structured approach to teaching writing. This new approach is supporting children to write at greater length. Older children can apply skills of persuasion to explore issues and express an opinion. Staff have correctly identified the need to improve children's handwriting and presentation skills. The introduction of new approaches to develop handwriting is beginning to support children to present their writing more clearly and legibly. There is significant potential to provide increased opportunities for younger children to write for enjoyment in a range of play, imaginative and real contexts. Overall, children need increased opportunities to write for a range of purposes.

Numeracy and mathematics

- Overall, children are making good progress in numeracy and mathematics. A few children could be making better progress.

Number, money and measure

- Younger children recognise a wide range of numbers. They add and subtract within ten with increasing confidence. They identify correctly the number before, the number after and missing numbers in a sequence within 20. Older children identify place value of numbers accurately and show confidence when rounding. They are building confidence when applying their understanding of fractions and decimals. Younger children compare and describe lengths, heights and capacities of everyday objects confidently. They can use a range of non-standard units well to measure. Older children are becoming increasingly accurate using standard measurements. They are developing their confidence in converting between common units of measurements, for example 550cm equals 5.5m. Children would benefit from further practice using a range of strategies to solve word and multi-step problems.

Shape, position and movement

- Across the school, children name and discuss confidently the properties of two-dimensional shapes and three-dimensional objects appropriate to their age and stage. Younger children are developing their understanding of symmetry. Older children use coordinate notation confidently. They can describe, plot and record the location of a point.

Information handling

- Across the school, children use tally marks with growing accuracy to help count responses from surveys and display findings in a graph. Older children select independently the correct scale to use for graphs. They can analyse, interpret and draw conclusions from data confidently. They should now develop their skills in using digital technology further to collect and display information, such as using electronic spreadsheets. Across the school, all children would benefit from applying their skills in data and analysis regularly in a wide range of real-life and rich contexts.

- All children across the school would benefit from numeracy and mathematic concepts being taught more frequently across the school year. This should support children to demonstrate, link, transfer and apply numeracy and mathematical skills with increasing confidence.

Attainment over time

- Senior leaders track each child's progress in relation to literacy and numeracy over time from their prior levels of attainment. They review children's progress each term to identify those who are on or off track to attain expected levels. Although this tracking informs the provision of additional support, it is not yet ensuring the best possible outcomes for all children. Senior leaders should review and refine the tracking of attainment to strengthen the quality of data available.

Overall quality of learner's achievements

- Staff recognise and celebrate children's wider achievements through displays, online profiles and school assemblies. Most children have the opportunity to participate in school committees. Children have regular opportunities to express their views and ideas and contribute to the life of the school, the community and improving our world. The whole school outdoor learning sessions offer children opportunities to develop skills in creativity, problem solving and communication.
- Children enjoy trips and shared learning experiences with children from the partnership school which support their work in class. This includes outings to Great Tapestry Scotland, science workshops and sporting events. These experiences enable children to apply their learning in unfamiliar contexts, develop their teamwork skills and build their confidence. Children enjoy having opportunities to take part in a few after school activities including gardening and homework club. Children would welcome the opportunity to attend more after school activities.
- Staff are at an early stage of tracking children's participation in clubs and involvement in leadership roles. As planned, staff should now develop this further, using this data to identify children who are risk of missing out. They should plan appropriate opportunities within the curriculum and across the contexts of learning to ensure that all children achieve more widely and develop skills for learning, life, and work.

Equity for all learners

- Staff have a good understanding of the economic, social and cultural context of children and families. They use this understanding to ensure that all children have equal access to curriculum and wider achievement opportunities. The ability of children to use their free bus passes on public transport enables children to access a wide range of learning opportunities beyond their local village. Staff use PEF to remove barriers to children's participation and engagement when required.

Explanation of terms of quantity

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

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

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

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Summarised inspection findings

Walkerburn Primary School Nursery Class

Scottish Borders Council

20 June 2023

Key contextual information

Walkerburn Nursery Class is an accessible rural nursery within Walkerburn Primary School. It is situated within the village of Walkerburn. The nursery provides places for a maximum of 20 children aged from two years to those not yet attending primary school. The roll at the time of the inspection was 14. Children attend term time from 8.40 am until 3.10 pm Monday to Thursday and 8.30 to 12.30 pm on a Friday. The school is partnered with St Ronan's Primary School and Nursery Class which is less than two miles away. The schools share a leadership team. There is no senior leader based fulltime at Walkerburn Primary School and Nursery Class. The senior leadership team of the Walkerburn/St Ronan's partnership has recently been restructured resulting in a greater role in the nursery class for the principal teacher. A new early years officer (EYO) has been in post for two weeks. This follows a period of significant change within the practitioner team.

1.3 Leadership of change

satisfactory

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

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

- The work of the nursery is underpinned by the vision, values and aims which are the same as the school. These were developed in consultation with families and practitioners. "A wee school with a big heart" is a motto shared by all of the children and adults to represent the nurturing ethos of the whole school. The nursery class works in close partnership with the primary classes and children have regular opportunities to explore the values of honesty, achieve, respect and kindness (HARK) together. Children can talk about their nursery values and are supported positively by practitioners to recognise, for example, when they have been kind. As planned, practitioners should continue to embed the vision, values and aims with families and in children's learning and achievement.
- The principal teacher is a supportive leader to the practitioner team. She is providing a helpful programme of induction for the newly-appointed early years officer to help her settle into her new role. It will be important for staff to agree roles and responsibilities which prioritise the current improvement agenda of the nursery. Following a period of unstable staffing, they need guidance, support and reassurance. This will help them balance the agendas of meeting the developmental needs of children and making continuous improvements to their practice.
- Practitioners work very well together as a team to create a child-centred ethos which is respectful and supportive towards families. Practitioners have shown resilience in times of change. Practitioners should continue to build their professionalism and knowledge of early years pedagogy. This will support them in identifying and contributing to nursery improvements which will make the biggest difference to outcomes for children.
- The nursery improvement plan outlines relevant priorities to secure better progress for children in their learning. Practitioners need greater ownership and opportunity to use their own self-evaluation and contribute more meaningfully to their improvement agenda. The significant changes within their team have made this challenging. Practitioners have a clear

understanding of children's learning and wellbeing needs. Moving forward they need a greater role in developing plans for improvement.

- Practitioners work closely with the Scottish Borders Council early years teacher to undertake professional learning to improve their work and enhance their knowledge. They benefit from the professional dialogue about early years pedagogy and how they might bring about change.

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

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

- Practitioners are proud of the quality of relationships they enjoy with children and families. Children settle to their play quickly on arrival and the majority sustain this play well through the day. They are enthusiastic and, through the encouragement of practitioners, are learning to take forward their own interests. Most children show awareness of each other as they play. At times, children demonstrate a reliance on adults to help them play together or follow their ideas. They need continuous support from practitioners to become more independent learners, respond positively to challenge and alternative ideas.
- Overall, practitioners need to encourage children to play outside more throughout the day. Outdoors they show that they can become engrossed in their chosen activity, for example, hunting for insects. Practitioners need to continue to work closely with children and develop further the outdoor space to meet children's varying interests and learning needs.
- Practitioners observe children closely and are well prepared to build on and sustain children's interests. They work hard to deploy themselves to enable children to access a range of learning experiences in different spaces. At times, this results in practitioners finding it challenging to respond to individual children as meaningfully as they would like. Practitioners need to consider the most effective way to use the learning spaces to meet the needs of children. This will help ensure children get the support they need.
- Practitioners support children well to use digital devices to enrich their learning. They like researching information about mini-beasts or exploring their local area through maps. Children incorporate digital devices confidently into their learning.
- Practitioners talk warmly with children and demonstrate that they value conversation with them deeply. They encourage children well to take time to communicate their thoughts and preferences. Practitioners know how use questions to challenge children to learn more. At times they find the balance of attending to children's individual needs and extending their learning difficult. This can result in children losing interest or not experiencing a sense of achievement and success.
- Children have learning journals containing observations of their learning and photographs which children have proudly added themselves. Practitioners continue to build their confidence in making observations of children's significant learning. Practitioners need to continue reviewing the most effective approaches to documenting children's learning. They need to ensure approaches are manageable and demonstrate children's progress in all areas of their learning.
- Practitioners work well as a team to plan a breadth of learning experiences which they know children will enjoy. They use their observations and professional judgement to keep a close

check on children's progress over time. However, they are not always confident that they have all the information they need about children to make accurate judgements about their progress. Practitioners have introduced very recently a new approach to noticing and responding to children's ideas as they occur. This needs more time to develop fully. Alongside the new EYO, it is timely for practitioners to review approaches to planning learning to ensure plans take full account of children's individual needs.

2.2 Curriculum: Learning and developmental pathways

- Practitioners make good use of the local and national guidance they have to provide a curriculum that is appropriate to children's developmental stages and interests. They worked alongside senior leaders very recently to develop further the curriculum rationale. As planned, it is timely to share this with families and encourage them to contribute their views about the curriculum. Children learn French in the school and there is scope for this to start in the nursery. They visit the library van at the school gate and choose a book to read at nursery.
- Practitioners use the whole school garden areas and wider outdoor learning spaces regularly to enhance children's learning. They use the community well to help children learn about their local area. They are reviewing the secure outdoor space to improve the range and quality of learning experiences for children. This will help children use the space more readily.
- Practitioners work closely with families to plan transition arrangements from home to nursery sensitively and at a pace that suits children. They work closely with teachers in the school to provide shared learning experiences where children can work together. For example, nature Thursday, when the nursery children engage in outdoor learning experiences with children from P1 to P7. Senior leaders need to ensure that they put arrangements in place for children who need enhanced transitions to move through to P1.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners have very positive, respectful relationships with families. They communicate with them through informal conversations, regular newsletters and through social media. Families are invited to 'stay and play' to learn more about the work of the nursery and their child's learning experiences.
- Practitioners ensure regular formal and informal opportunities for parents to discuss their child's wellbeing and progress. Parents can view and contribute to children's individual learning journals at any time. Practitioners are keen to increase the frequency of parents' contributions to the journals and they encourage parents to share children's learning and achievements from home.
- Parents play an important role in the setting. They support children regularly with experiences such as gardening and outings. Children engage very well alongside parents who provide nurturing interactions as children learn more about the natural world.

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.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator reflects on the setting's approach to children's wellbeing which underpins their 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 each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Practitioners show care and sensitivity towards children. They are respectful and work closely together to ensure children feel safe and secure, particularly through times of change. Practitioners are attentive to children's personal care needs and parents' preferences.
- Practitioners model the school values well. As a result, children try to show kindness and thoughtfulness towards each other. They help each other with practical tasks. Children like to play in close proximity to each other. They are learning about the benefits of close friendships. Practitioners are helping children learn about the wellbeing indicators and their rights. Children can talk about their rights but need continued support to demonstrate them consistently. The majority of children manage their emotions well. Practitioners review continuously their approaches to helping children recognise and manage their emotions. Practitioners are keen to build on their professional learning to help them do this with greater confidence.
- Practitioners ensure children experience learning across the breadth of health and wellbeing. Children are good at attending to their own hygiene throughout the day. They prepare snacks for their friends and enjoy baking activities. Children benefit from energetic play and are good at recognising when they need a quiet time. Practitioners provide calming stories, yoga and together times to support children to reflect on their wellbeing and rest.
- Practitioners understand their responsibilities with regard to statutory duties to keep children safe. They are vigilant and attentive. Practitioners work hard to support children who need extra help to learn. They are inclusive and readily make adaptations to suit children's needs. Senior leaders need to provide more guidance to ensure all children who require individualised plans have them in place. These should guide practitioners in the steps they need to take to ensure all children make measurable progress from their starting points. Practitioners need sufficient guidance from all professionals involved with children to ensure they take the right actions each day to meet children's learning needs. Plans need to be put in place to support children effectively as they make the transition through to P1.
- Practitioners are effective in modelling inclusive behaviour, which creates a positive ethos in which children learn to accept their similarities and differences. Practitioners support children to learn about diversity through their conversations. They look for ways to incorporate children's languages and cultures into their learning.

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

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

- Children are making satisfactory progress in early language and communication. The majority of children talk openly about their interests and engage confidently in conversation with adults. Children have a wide vocabulary which is helping them to describe in detail what they are doing and create imaginary scenarios. Children do not always listen well. They are beginning to understand how to take their turn. Children like stories and a few use the ideas in books to enhance their play. With adult support, they know how to use print to find information. Children are at the early stages of learning about rhyme. A few children are beginning to incorporate early writing into their play. Practitioners recognise they can encourage this more. A few children draw shapes and write letters for meaningful purposes.
- Children are making satisfactory progress in early mathematics. Practitioners are making more effective use of local and national guidance to progress children's skills more consistently. Children practise counting skills while they have fun singing familiar songs. Most children can count to ten but are less confident in ordering numbers. They use numbers independently to access their snack. The majority of children use the language of measure with understanding through their play. Children understand time through the routines of their nursery day. They are at the early stages of handling information in relevant ways.
- Children's progress in health and wellbeing is satisfactory overall. They take turns to prepare snack for their friends and bake. Children are beginning to learn how to manage their emotions and cope with situations that they find challenging. They rely on their close bond with practitioners to help them overcome situations they find stressful. Children love energetic play where they demonstrate good coordination, for example, on the balance bikes.
- Children are making satisfactory progress over time. Practitioners keep a close check on children's progress. They need to build on their own confidence and understanding of the progress children make from their prior learning. This will help them to plan more effectively to meet children's learning and wellbeing needs. Children are at an early stage of talking in depth about their successes in learning. They experience a real sense of accomplishment when they feel they have achieved what they set out to do.
- Practitioners work closely with children to recognise their individual achievements. All children belong to the school house system. Each week, practitioners recognise children's achievements in relation to the school values. At present there is very limited information from families about children's achievements outside of nursery.

Explanation of terms of quantity

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

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

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

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Walkerburn Primary School and Nursery Class

Pre-inspection questionnaire summary report Inspection week: 8 May 2023

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.	11	54.55	27.27	0.00	0.00	9.09	9.09
5	Staff treat my child fairly and with respect.	11	63.64	18.18	0.00	0.00	9.09	9.09
6	I feel that my child is safe at the school.	11	63.64	18.18	0.00	0.00	9.09	9.09
7	The school helps my child to feel confident.	11	54.55	18.18	0.00	0.00	18.18	9.09
8	I feel staff really know my child as an individual.	11	54.55	18.18	0.00	0.00	18.18	9.09
9	My child finds their learning activities hard enough.	11	54.55	18.18	0.00	9.09	9.09	9.09
10	My child receives the help he/she needs to do well.	11	63.64	9.09	9.09	0.00	9.09	9.09
11	My child is encouraged by the school to be healthy and take regular exercise.	11	36.36	45.45	0.00	0.00	9.09	9.09
12	The school supports my child's emotional wellbeing.	11	45.45	27.27	9.09	0.00	9.09	9.09
13	My child is making good progress at the school.	11	63.64	18.18	0.00	0.00	9.09	9.09
14	I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles.	11	45.45	36.36	0.00	0.00	9.09	9.09
15	The information I receive about how my child is doing reaches me at the right time.	11	45.45	27.27	0.00	0.00	18.18	9.09
16	I understand how my child's progress is assessed.	11	36.36	45.45	0.00	0.00	9.09	9.09
17	The school gives me advice on how to support my child's learning at home.	11	36.36	45.45	0.00	0.00	9.09	9.09
18	The school organises activities where my child and I can learn together.	11	18.18	45.45	9.09	0.00	18.18	9.09
19	The school takes my views into account when making changes.	11	9.09	63.64	0.00	0.00	18.18	9.09
20	I feel comfortable approaching the school with questions, suggestions and/or a problem.	11	45.45	36.36	0.00	0.00	9.09	9.09
21	I feel encouraged to be involved in the work of the Parent Council and/or parent association.	11	0.00	72.73	9.09	0.00	9.09	9.09
22	I am kept informed about the work of the Parent Council and/or parent association.	11	9.09	72.73	0.00	0.00	9.09	9.09

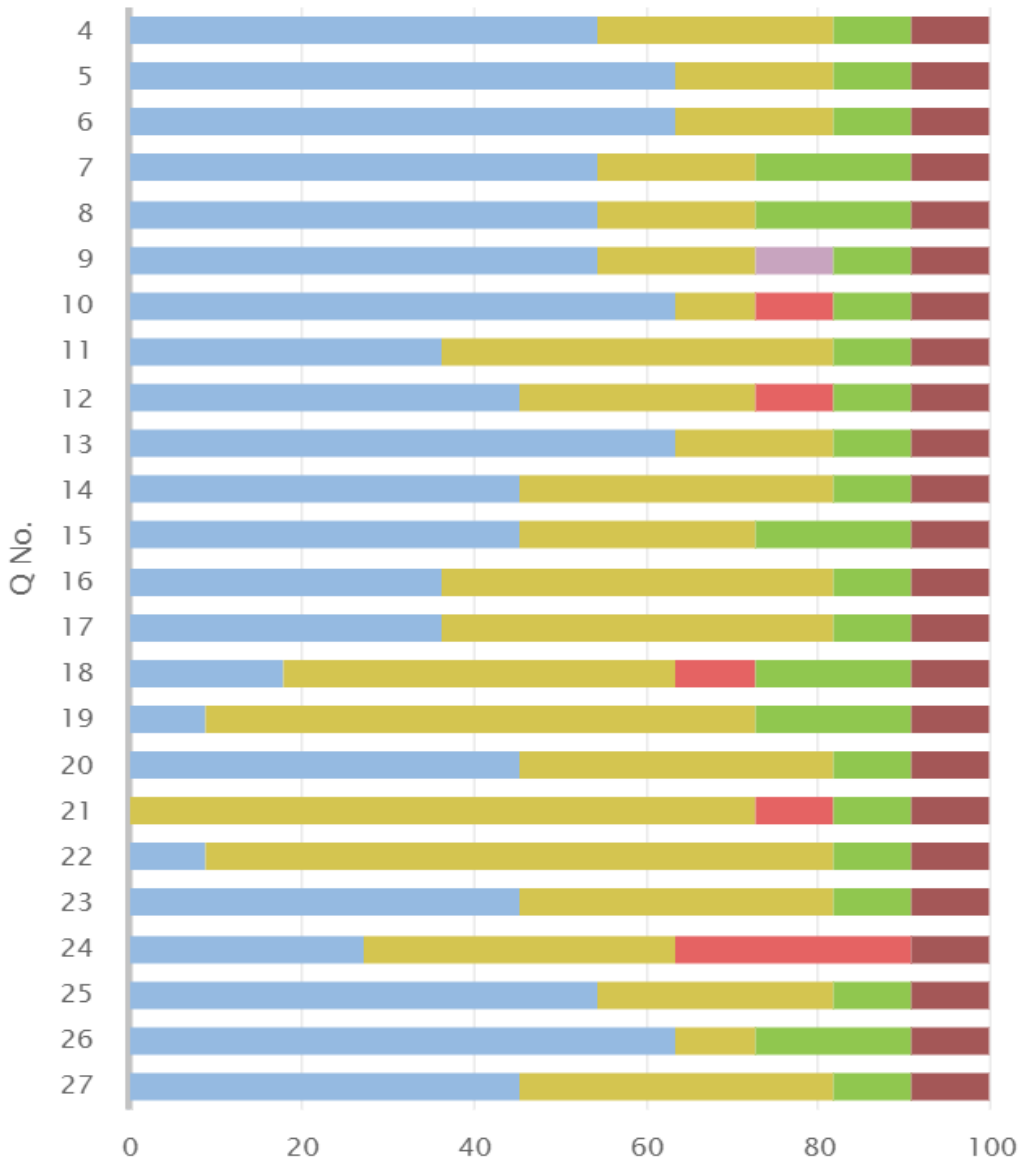
Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	Didn't answer %
23	I am satisfied with the quality of teaching in the school.	11	45.45	36.36	0.00	0.00	9.09	9.09
24	The school is well led and managed.	11	27.27	36.36	27.27	0.00	0.00	9.09
25	The school encourages children to treat others with respect.	11	54.55	27.27	0.00	0.00	9.09	9.09
26	I would recommend the school to other parents.	11	63.64	9.09	0.00	0.00	18.18	9.09
27	Overall, I am satisfied with the school.	11	45.45	36.36	0.00	0.00	9.09	9.09

04 Your experience by percentage chart (sharing)

04 Your Experience by Percentage Chart (Sharing)



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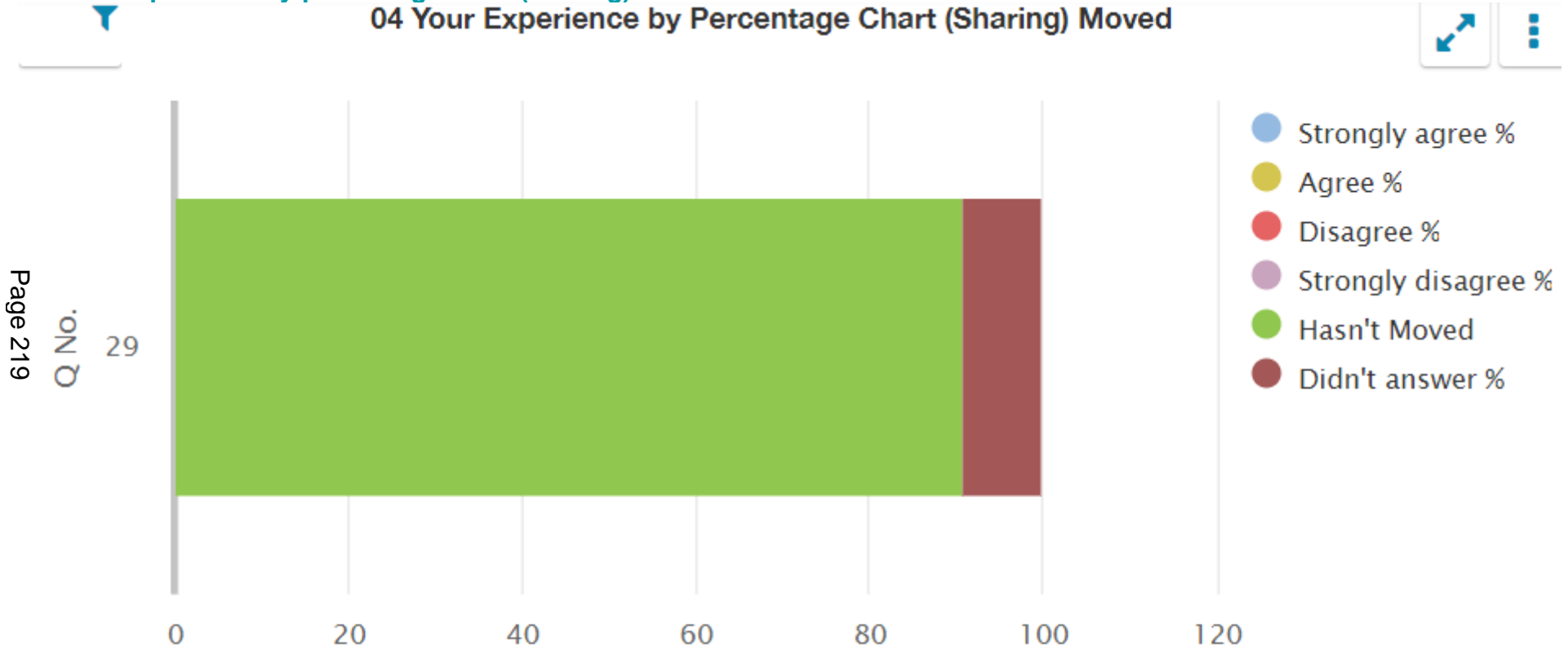


04 Your experience by percentage (sharing) moved

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Hasn't Moved %	Didn't answer %
29	My child was well supported if they moved to a new school within the last year.	11	0.00	0.00	0.00	0.00	90.91	9.09

04 Your experience by percentage chart (sharing) moved

04 Your Experience by Percentage Chart (Sharing) Moved



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20 June 2023

Dear Parent/Carer

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

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

- All staff work together well to provide care and support to children across the school and nursery. Children feel safe, valued and cared for.
- Children's increasing confidence using digital technology enhances their learning in the nursery and school.
- The school grounds and local environment are used well to provide rich and relevant learning experiences for children across the school.

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

- 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.
- 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.
- 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.

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

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

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

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

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Reports page | Inspection reports | 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.

Victoria Morgan
HM Inspector

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PERFORMANCE AND IMPROVEMENT REPORT SCHOOLS STIRCHES PRIMARY SCHOOL AND NURSERY CLASS)

Report by Report by Director – Education & Lifelong Learning Education

EDUCATION PERFORMANCE SUB COMMITTEE

5 OCTOBER 2023

1 PURPOSE AND SUMMARY

- 1.1 This report proposes that the Committee considers His Majesty's Inspectorate of Education (HMIE) Reports for Stirches Primary School and Nursery Class and the Improvement Plan developed by the Headteacher to address the key recommendations.
- 1.2 Stirches Primary School was inspected 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.
- 1.3 The HMIE Report evaluated the Early Learning 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. A grading of good indicates there are important strengths with areas for improvement. A grading of satisfactory means that the strengths within this aspect of the setting's work just outweigh the weaknesses in this aspect of the school's work.
- 1.4 The Quality Improvement Team and Early Years Team will continue to work alongside the Headteacher to ensure continued progress towards excellence. The team will ensure that areas of good practice are shared across the Local Authority.

2 RECOMMENDATIONS

I recommend that the Committee approve:-

- 2.1 The School Improvement Plan for Stirches Primary School which addresses areas for improvement as outlined in the HMIE Inspection Report (June 2023).**

2.2 The Quality Improvement Team's plan for support and showcasing of the work of Stirches Primary School following the inspection.

3 BACKGROUND

3.1 His Majesty's Inspectorate of Education His Majesty's Inspectors 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 June 2023, a team of Inspectors from Education Scotland visited Stirches Primary School and Nursery Class. 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 relatively new headteacher has established a strong and positive culture in the school and nursery. Children behave very well and there is a calm and purposeful environment for learning.
- Teachers and senior leaders have worked well together to ensure children experience high-quality learning, teaching and assessment across the school. They have improved their approaches to using data to identify gaps in children's learning.

- Practitioners in the nursery engage children well through a range of learning experiences indoors and outdoors. They have a strong focus on helping all children to achieve the best possible outcomes.

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

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

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 support, to ensure continuous improvement. The Local Authority is confident in the Headteacher's capacity to continue to improve the school.

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 this 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: Approved by Lesley Munro, Director – Education & Lifelong Learning

Author(s)

Name	Designation and Contact Number
Gillian McKenzie	Quality Improvement Officer – 01835 824000 Extension No. 8006

Background Papers:

HMIE Inspection Report June 2023

HMIE Summarised Inspection Findings (Nursery Class) June 2023

HMIE Summarised Inspection Findings (Primary School) June 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 People 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.

Tel 01835 825080

SeniorMgtSupport@scotborders.gov.uk

3 October 2023

Dear Parent/Carer

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

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

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

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

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

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

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

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

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

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

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

What happens next?

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

Ann Floyd
HM Inspector

**Education Performance Sub Committee Reporting
Headteacher Feedback Form**

DATE	5 October 2023
TIME	1pm
SCHOOL	Stirches Primary School
HT	Lesley Miglis
Parent Council Chair	Ms Laura Millar
SMT (Insert numbers DHT, PTs etc)	Lesley Miglis Head Teacher Caroline Irvine Principal Teacher
NO OF PUPILS	121
NO OF CLASSES (detail composite classes numbers)	5 classes plus ELC P1 = 19 pupils P2/3 = 22 pupils P3/4 = 21 pupils P5/6 = 20 pupils P6/7 = 24 pupils ELC = 15 pupils
DATE OF FOLLOW THROUGH VISIT	N/A
DATE OF PUBLICATION	3 rd of October 2023
MAIN ACTIONS TAKEN to address Areas of Development (since publication of report)	<p>In the 9 weeks since we were visited we have taken forward the following actions</p> <p>We have created our Pupil Equity Plan and we have created our School Improvement Plan in alignment with the verbal feedback we were given from the inspection team. Our actions will focus on:</p> <p><u>Priority 1 -</u></p> <ul style="list-style-type: none"> • All staff will be familiar with Aifl principles to ensure that children know what they are learning and the steps needed for success. • There will be consistent and agreed methodologies to ensure that learners are supported with high quality questioning and that there are 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 our 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 our curriculum to ensure all children have a progressive curriculum aligned with Curriculum Rationale and Vision, Values and Aims and that our staff have voice in the creative development of this. Ensuring our curriculum provides 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.

Priority 2 –

- 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 our pupils know their individual learning targets and next steps to ensure personal progression.
- Continuing to develop our assessment evidence and ensure that there is 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.

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.
- Effectively 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.

PROGRESS MADE

- Ensuring all staff have clear understanding about Stirches expectations for learners. Ensuring that all assessment evidence is used to effectively meet learners needs.
- At our Inservice day in August staff have already completed work 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 have also completed reflective workbooks and professional dialogue sessions to aid their professional understanding and have begun to work towards the completion of a practitioner enquiry based on Differentiation and have been given professional reading to support with this - "Making Differentiation a Habit" Diane Heacox (This will be ongoing throughout the year)
- Professional learning has also begun on engaging with the SBC Way focussing on Oracy to develop our Literacy practice across the school and ELC.
- We have also refreshed Formative Assessment strategies and effective practice in relating to the creation and sharing of Learning Intentions and Success Criteria to ensure that these are not just shared at the start of lessons at Stirches Primary School but are revisited throughout the lesson in pitstops so that our children can review and reflect on the steps necessary to be successful in their learning. Staff have completed a padlet identifying their next steps in taking this forward and there is a shared understanding regarding Stirches expectations.
- Staff have begun to engage with the #SBCWay in relation to Numeracy. They have introduced the Northern Alliance planners to ensure consistency in planning processes across the school and have effectively used MUNP assessments (again identified as good practice in the #SBCWay) to identify gaps in learning. Staff have also completed training in Number Talks to ensure consistency in classroom conversations based around carefully planned problems that are solved mentally. All staff have incorporated these into daily effective numeracy lessons.
- Staff have also begun to moderate writing and have had professional discussions about progress across Curriculum for Excellence levels. This has begun to develop valid and reliable decisions on learners' progress towards, and achievement of a level.
- P1 teacher and Principal Teacher have been taking part in SEIC Play Pedagogy Pioneer Connector training to explore and enhance Play and their professional knowledge through familiarisation of

	<p>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.</p>
ANY CURRENT ISSUES	-
FOLLOW UP INSPECTION	N/A

Education Performance Sub Committee Reporting
Parent Council Representative Feedback Form

DATE	5 October 2023
TIME	1pm
SCHOOL	Stirches Primary School
PARENT COUNCIL REPRESENTATIVE Name & Email address	Laura Millar weemillz@hotmail.co.uk
Please provide a brief summary of how the parents think the school is improving	<p>The parents feel there is less disruptive incidents in class. There is more involvement with parents about what is going on in the school, learning etc and more opportunities to go into school to see the children's work and talk to the teachers. Our children are feeling more involved, have a better understanding of what is expected of them and are generally feeling more settled in class.</p> <p>The general atmosphere of the school has improved and the strong leadership, determination and passion is clear in the head staff. We feel the school is moving in the right direction and will continue to do sure.</p>
Any further comments	

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