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## **Eyemouth High School Gaining an Excellence in Professional Learning Award from General Teaching Council for Scotland**

**Report by Interim Service Director, Children and Young People**

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### **EXECUTIVE COMMITTEE**

**8 October 2019**

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#### **1 PURPOSE AND SUMMARY**

- 1.1 **This report proposes that Scottish Borders Council commends Eyemouth High School for gaining an Excellence in Professional Learning Award from General Teaching Council for Scotland.**
- 1.2 The award recognises the central role that leadership at all levels plays in creating and sustaining a professional learning environment where teacher professionalism can flourish and bring about sustained impact on learning and learners.
- 1.3 The Award is held for a three year period.

#### **2 RECOMMENDATIONS**

##### **2.1 I recommend that the Executive Committee:-**

- (a) **Continues to support Eyemouth High School to sustain the professional learning culture which has developed within the school.**
- (b) **Encourage Eyemouth High School to share their learning across other schools within Scottish Borders.**

### **3 BACKGROUND**

3.1 For Eyemouth High School to gain the Award, the school demonstrated their high quality professional learning in five key areas:

- (i) Links with the General Teaching Council for Scotland's Professional Standards
  - (a) The professional standards underpin the learning and teaching policy of the school.
  - (b) Eyemouth High School has also developed and is implementing a lesson evaluation toolkit, which has a prominent focus for all teachers to use as a tool for self-evaluation and improvement within their classrooms.
  - (c) The toolkit talks about the need for teachers to set out precise learning goals; to present clearly; to give pupils lots of opportunities to master content; to ensure all pupils are challenged appropriately; to build relationships; to have high expectations; and to give good feedback.
- (ii) Leadership of and for Learning
  - (a) The school has a strong vision and a coherent and cohesive strategic plan, which supports staff engage in professional learning to support continual improvement.
  - (b) Building leadership capacity has been developed through a steady process over a number of years. Staff are empowered within the school and there is clear leadership at all levels across the school.
  - (c) There is a learning culture within the school which facilitates professional dialogue. Teachers are willing to undertake, share and provide professional learning opportunities for each other. This collaborative approach continues to grow and develop.
  - (d) Staff say this approach – where professional development is done with them, not to them, and has a clear focus on improving what they do every day in the classroom – has kept their practice fresh and ‘fired up’.
- (iii) Learning by Enquiry
  - (a) Enquiry is central to the work within Eyemouth High School. Teaching staff have enquiry at the heart of their learning and teaching. Learners are involved in enquiry by giving feedback to support the learning of their teachers.

(b) The school has invested in a library for staff stocked, with key books on educational research and thinking.

(c) The Principal Teacher of learning and teaching carries out classroom observations, and supports colleagues who are keen to get his help in honing a particular part of their practice.

(iv) Learning that Deepens Knowledge and Understanding

(a) Professional reading and the development of a lesson evaluation toolkit has been helpful for staff to reflect on, demonstrate and celebrate their progress and to define their next steps in their professional learning journey.

(b) Great value is placed on professional learning by all staff within the school, showing a commitment to improving their own learning so they can impact in a positive way on the learning of their learners.

(c) The teachers within Eyemouth High School agree that their professional learning does have an impact. The pupils also have an opportunity to have a say. Pupils use a traffic-light system every year to evaluate their experience of teaching and learning, subject by subject.

(v) Learning as Collaborative

(a) Eyemouth High School has a very strong community of learners where teachers' successes are regularly shared. Staff self-evaluation, reflection, coaching and mentoring and external speakers are used proactively to enhance the learning of the staff.

(b) Parents and the wider community support learners in many wider aspects of learning. The voices of partners and young learners are listened to and taken account of, while developing a positive ethos which is building this learning culture.

## **4 CONCLUSION**

4.1 Eyemouth High School has embedded a professional learning culture across the school.

4.2 The work has been recognised by the General Teaching Council For Scotland.

4.3 The work continues to have a positive impact for learning and learners within Eyemouth High School.

## **5 IMPLICATIONS**

### **5.1 Financial**

There are no costs to gaining this award.

### **5.2 Risk and Mitigations**

There are no associated risks.

### **5.3 Equalities**

- (a) An Equalities Impact Assessment has been carried out on this proposal and it is anticipated that there are no adverse equality implications.
- (b) It is anticipated that there are no adverse impact due to race, disability, gender, age, sexual orientation or religion/belief arising from the proposals in this report.

### **5.4 Acting Sustainably**

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

### **5.5 Carbon Management**

There are no significant effects on carbon emissions arising from the proposals contained in this report.

### **5.6 Rural Proofing**

This report does not relate to new or amended policy or strategy and as a result rural proofing is not an applicable consideration.

### **5.7 Changes to Scheme of Administration or Scheme of Delegation**

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

## **6 CONSULTATION**

### **6.1**

The Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Chief Officer Audit and Risk, the Chief Officer HR, Corporate Communications and the Clerk to the Council have been consulted and any comments received have been incorporated in the final report.

### **Approved by**

**Stuart Easingwood  
Interim Service Director, Children & Young People**

**Signature .....**

**Author(s)**

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**Background Papers:** N/A

**Previous Minute Reference:** N/A

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