

SCOTTISH BORDERS COUNCIL
EDUCATION SUB-COMMITTEE

MINUTE of MEETING of the EDUCATION SUB-COMMITTEE held in Council Chamber and via Microsoft Teams on Thursday, 2 March 2023 at 10:00am

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

Apologies:- Councillor A. Smart.

In Attendance: - Director of Education and Lifelong Learning, Chief Education Officer, Senior Lead Officer – Education (C. Robertson), 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.

BERWICKSHIRE HIGH SCHOOL

In Attendance:- Mr Bruce Robertson (Headteacher), Christian Robertson (Quality Improvement Officer) and Councillor Moffat.

3.0 The Chairman welcomed the representatives from Berwickshire High School.

3.1 **HMIE report**

With reference to paragraph 2 of the Minute of 3 March 2022, there had been circulated copies of a report on His Majesty's Inspector of Education (HMIE) Reports for Berwickshire High School and the continuous scrutiny and support provided by the Quality Improvement Team within Scottish Borders Council. The report explained that Initial inspection of Berwickshire High School by His Majesty's Inspectorate of Education (HMIE) in March 2019 noted significant concerns in a number of areas, including leadership, safeguarding, learning and teaching, wellbeing and attainment with areas noted for immediate action. A Follow-up visit by HMIE in November 2021 reported significant improvement under the leadership and direction of the new Headteacher and confirmed that HMIE would not undertake a further visit, but would ask the Local Authority to review and Report on continued progress. After a period of monitoring and support by the Quality Improvement Team, a review took place in November 2022 to validate progress made and to report back to HMIE and Education Scotland. The Team recognised significant additional progress and improvement made by the Headteacher and staff over the previous 12 months, whilst monitored the progress of Berwickshire High School following the visit by Her Majesty's Inspectors of Education (HMI) in November 2021. This had included regular visits to the school by members of the Quality Improvement team, an in-depth Attainment Analysis meeting following the publication of 2022 attainment data, and a formal Review Visit in November 2022. During that visit, the team talked to children and young people, members of the middle and senior leadership teams, teaching and support staff, parents and observed children and young people in their learning.

3.2 Mr Robertson explained that in terms of leadership, there had been a continued focus over the past 12 months, to develop leadership at all levels. This had included establishing a new mission statement of the school – 'Aim for Best' – in consultation with key stakeholders and

this was helping to create a shared sense of community, purpose and ambition. There was a coherent approach to school improvement with a clear improvement cycle to evaluate progress. A strategic focus on leadership capacity development, with a particular focus on the middle leadership team, was having a very positive impact across the school. For example, middle leaders were now leading programmes of professional learning workshops for teachers, and were playing an enhanced role in the planning of a newly introduced Supported Self-Evaluation Programme, with follow-up coaching. There was clear alignment between the school and faculty improvement plans. Communication at all levels had improved significantly, with a regular pattern of leadership team meetings, and systems to share key messages with staff, which was having a positive impact on staff, who felt valued and supported to participate in collaborative improvement. As well as meeting on a weekly one-to-one basis with middle leaders, members of the Senior Leadership Team (SLT) meet weekly with focus groups of young people, on a rotation, to ensure the voice of all young people was heard. These ensure pupil voice was at the heart of school improvement. The student Head Team attend weekly SLT strategic meetings and the Student Council was also playing an important role. Further opportunities had been created to promote leadership at all levels and included three newly established Assistant Head of Year positions with a pastoral focus, a digital learning lead, and a support staff member co-leading Beekeeping in senior phase curriculum. Individual staff members had volunteered to take on additional leadership responsibilities, including leading the Student Council, the Equity and Diversity Group, and mentoring Newly Qualified Teachers (NQTs).

- 3.3 In terms of creating a calm, safe and purposeful learning environment conducive to high quality learning, the learning environment within Berwickshire High School was calm and safe. The updated vision, values and aims set clear expectations and identify respect and safety explicitly. There were clear procedures in place for moving around the school, which were adhered to consistently across the school. There were also clear systems and procedures in place to help ensure high standards of behaviour across the school. Young people demonstrate polite behaviours in corridors and are well behaved and courteous in classes. Professional learning initiatives, such as weekly reading and discussion groups focusing on teaching positive behaviour, were having a tangible impact across the school. Most young people report they feel safe in school and feel their views are listened to. A renewed assemblies programme, focusing on school values, was having a positive impact on culture. Staff report that they feel valued as members of the school community and that Berwickshire High School was a rewarding place to work.
- 3.4 In terms of all staff developing an agreed shared understanding of what high quality learning looked like, Improving learning and teaching across the whole school was now the core business of all teachers. This was evidenced in the high quality professional learning, which was on offer for all staff, the rich professional dialogue around pedagogy and the significantly improved experiences in the classroom for young people. There was a shared understanding of 'what excellent looked like' and all staff were encouraged and supported to deliver their best for the young people. The Principal Teacher of Pedagogy maintained a high profile and there was clear evidence of his impact across the school. A plethora of opportunities were available for all teachers to improve their pedagogy, including: professional reading groups, YouTube bite size tutorials, staff-led workshops, peer review programmes, and coaching sessions. Digital Technology had a very high and growing profile in all aspects of the school and its work. Young People were able to articulate how they learned and used the language of learning with confidence. A shared understanding of lesson structure had been developed through the use of a Lesson Evaluation Toolkit, which was used consistently by almost all teachers. An inaugural Pedagogy Conference was held in November 2022, showcasing the school's journey of improvement in learning, teaching and assessment.
- 3.5 In terms of staff developing curriculum pathways, as already agreed, at all stages, including with partners, to promote challenge, provide more flexibility for learners and meet their needs and aspirations. The curriculum was now providing a wider range of pathways and experiences for young people. The addition of NPAs and new National courses was better meeting the needs of the learners and included Drama, Citizenship, Beekeeping, Criminology, Politics and Classics. Plans were well underway to introduce additional courses, including:

Dance (level 5), Media (level 5), Exercise & Fitness (level 6), Applications of Maths (level 6) and Refereeing (level 7). The S3 curriculum had been revised and improved, with a renewed focus on clear learning pathways and relevance to both the senior phase, and skills for life and work. There had been implementation of improved 1 + 2 languages model, in collaboration with Education Scotland. In consultation with key stakeholders, there had been a redesign of options in senior phase to support personalisation and choice (this included the flexibility to choose from a suite of 'long' and 'short' short level 4 and 5 courses). The development of broader range of level 5 courses supported the drive for higher levels of attainment for all students, allowed students to engage in new learning pathways, and to develop vocational skills. Expanded partnership working was supporting the newly designed curriculum and included a new partnership with Marchmont House and new curriculum enhancement opportunities, such as the Duke of Edinburgh Award and Youth Philanthropy Initiative (YPI). The work of the Developing the Young Workforce (DYW) lead was having a very positive impact on the use of employability partners to support the delivery of the curriculum and included strengthened links with college and local businesses and tracking positive destinations. As a result, the contribution of local partners, including Community Learning and Development, in curriculum delivery was much stronger. There was also improved collaborative curriculum design across the cluster, with a particular focus on literacy, numeracy, languages and sciences. While this work was in an early phase, it had the potential to significantly improve the learning experience for all young people.

- 3.6 In terms of Wellbeing, the school continued to make strong progress in this area and had worked in partnership with Education Scotland to develop and implement a strategic plan, focusing on wellbeing and inclusion. As a result, the school now offered a calm, safe learning environment. Standards of behaviour across the school were high, with a strong focus on student leadership and student voice which was having a very positive impact on ethos. Success was widely celebrated, included through assemblies, House competitions and Praise Postcards. There was improved tracking and communication of this, including with staff and parents. The improved health and wellbeing curriculum was having a positive impact on student's understanding of wellbeing indicators, including how they can take responsibility for their own wellbeing. Wellbeing indicators were tracked using MS Forms, with data analysed and presented at weekly Berwickshire Intervention Group (BIG) meetings. This allowed pastoral staff to review, plan and intervene, to support students in a timely manner. Communication with wider staff had also improved significantly.
- 3.7 In terms of all Staff working to raise standards of attainment and provide wider opportunities for achievement to improve outcomes for young people, there had been considerable improvement in this area, with particular gains in S4 and S6. These had come about as a result of senior leaders taking a rigorous, strategic approach to planning for improvement in the attainment and achievement for all young people. Approaches to data gathering and interventions planning had been reviewed and provided robust and reliable evidence for improvement. There was annual Insight training for all staff and there had been development of an improved whole-school tracking system. Young people were attaining more qualifications at SCQF levels 4-6 and were attaining well in literacy and numeracy. Analysis and discussion of tracking data with class teachers and faculty leaders was much stronger. Every faculty had a clear plan for raising attainment at faculty level and plans were discussed and reviewed with the Senior Leadership Team each term and there was improved sharing of attainment data with pastoral staff. A newly appointed Principal Teacher of Raising Attainment and Curriculum Enhancement was focusing on raising attainment for the lowest attainment students in S4-6. The school continued to develop its positive relationship with Borders College, which were allowing students to attain more widely. There was improved summative and formative assessment across all year groups and systems to track and celebrate wider achievement were having a positive impact.
- 3.8 In Summary, Mr Robertson stated that the School would continue to consolidate and inbed improvement initiatives and work closely with the Local Authority who was supporting them.

Neil Bennett, Chair of Berwickshire High School, although unable to attend had submitted a short statement in which he expressed what a privilege it had been to be part of the School's Journey in the past few years – the achievements were particularly tangible and there had been a culture change and the solid foundations were leading to improvements in attainment – he was particularly excited about the growing curriculum being offered. He extended his congratulations to Senior Managers, Staff, Pupils and the wider community on achieving this during a global pandemic.

- 3.9 Christian Robertson, Senior Lead Officer highlighted how immensely proud she was of the journey undertaken by Berwickshire High School and the significant progress made – there had been a relentless focus on attainment, which was clear, controlled and continuous. The investment in all staff had improved morale and the quality of teaching.

DECISION

AGREED to approve the Local Authority and Education Scotland's recommendation that Berwickshire High School be fully signed off following an intensive period of improvement.

HAWICK HGH SCHOOL

In Attendance:- Ms Lisa Scott (Acting Headteacher), Catherine Thomson (Quality Improvement Officer) and Councillors Ramage and Richards.

WELCOME

- 4.1 The Chairman welcomed the representatives from Hawick High School.

4.2 HMIE Report

With reference to paragraph 3 of the Minute of the Education Performance Sub- Committee held on 3 March 2022, there had been circulated copies of a report which explained that Hawick High School had initially been inspected in January 2020, a follow up support visit in January 2022 to report on the progress made had resulted in sign off to the local authority in 2022. The visit by HMIE to Hawick High school noted significant improvements in all areas, with the second Report being published on 8 February 2022. Scottish Borders Council had monitored progress and a formal review visit was held in January 2023. A team of Officers from Scottish Borders Council visited the school to validate the improvements made and to quality assure the progress made over the past 12 months. The team met with staff, business partners and young people, observed lessons and reviewed all aspects of the schools progress with the initial recommendations of the HMIE Report in 2020. In February 2023, the Chief Officer, the Quality Improvement Manager and the Headteacher met with the Head of Scrutiny for HMIE to give their report. Following a lengthy professional discussion, HMIE endorsed the Local Authority's report and agreed to a final sign off from HMIE. The areas of improvement had been identified as a) A clear strategic overview was now needed of the range of work taking forward improvements. Staff should continue to work collaboratively to progress a more joined-up approach with clear timescales for activities and an appropriate pace of change; b) Building on existing effective practice and enthusiasm of staff to continue to improve the quality of learning, teaching and assessment across the school; c) All staff need to recognise their role in providing support for all young people. Staff should continue to develop approaches to supporting all young people, including those who are facing significant challenges in their lives, to attain and achieve. This should lead to all young people feeling welcome, valued and included in the life of the school and d) Further work is needed to improve the curriculum so that young people can make better progress in their learning; e) Improve the attainment of young people. Work is needed to ensure that more young people leave Hawick High School with appropriate qualifications.

- 4.3 Miss Scott explained that over the past 12 months there had been a continued focus on the development of leadership at all levels and a coherent approach to school improvement. There was a clear measurable planning cycle, alignment of the SIP/FIP and the work of Improvement Teams. Middle Leaders were more strategic in their approach to school improvement and pupil voice was at the heart of the school improvement and the Student Forum beginning to play an important role. Extended leadership opportunities to promote

leadership at all levels continued with the appointment of a new Posts and Development Officer role. In terms of building on existing effective practice and enthusiasm of staff to continue to improve the quality of learning, teaching and assessment across the school, there continued to be considerable improvements in this area with high quality professional learning offered for all staff. Professional dialogue around pedagogy and improved experiences in the classroom for young people and a Shared understanding of 'what excellent looks like' and all staff were developing their pedagogy using a clear cycle for learning based on the redefined Lesson Evaluation Framework. The LEF gave a structured approach to lessons and sets out the school expectations. Formative assessment strategies were a more prominent feature of lessons and this was supporting learners to understand where they were in their learning and what they needed to do to improve. The use of IEP (student passport) with regular planned reviews of extracted students with staff/parents and agencies ensured that young people were receiving the appropriate support. Weekly House meetings were strategically structured and robust procedures for attendance and lateness. Pastoral Support ANAs had daily focus and identified patterns of concern and initiated supports as required. The focus on the student voice through the Student Forum continued to be developed. HWB/Nurture surveys completed with action points identified and addressed by the Nurture Improvement team and feedback shared with student forum.

- 4.4 In terms of improving the curriculum so that young people can make better progress in their learning, the curriculum continued to provide a growing range of pathways and experiences for young people through the addition of NPAs and new National courses. The DYW Improvement Team had been working to embed the employability skills and establish sustainable employer links with the local community and the Employer partnerships continued to support and develop curriculum innovation. Vocational pathways offered in most subject areas had strengthened the curriculum offer, and young people leave to a sustained and positive destination. There was a relentless focus on Post 16 destinations with partners to ensure that every young person was supported into a positive destination. A Strategic group established to move beyond the 14+ Group, identifying emerging trends and provide a service for young people in Hawick that was tailored specifically to the young people in the school and supporting the most vulnerable Quintile1 learners. This included CLD, SDS and DYW Borders in its membership. The creation of a temporary Curriculum and Partnerships Development Officer post would ensure that a vocational program was in place for session 2023/24 so every young person had experienced work based learning including a textile based vocational programme that would offer students the ability to work with local employers on a regular basis and gain certification. This pathway followed on from the continuing Textile based Projects in collaboration with Johnstone's of Elgin to deliver in the BGE. Attainment of young people in the senior phase had significantly improved and Young people were achieving more qualifications at Scottish Credit and Qualifications Framework (SCQF) level 4 – SCQF level 6. Young people in the senior phase were also attaining well in literacy and numeracy. The performance of young people living in Quintile 1 continued to improve across all indicators and a High number of young people leave HHS into a positive destination. The Headteacher highlighted and acknowledged the hard work and dedication of the staff, young people and parents of Hawick High School which had led to the significant improvements in attainment. The outstanding achievement for the school was testament to the leadership of the now retired head teacher Vicky Porteous. The school continued to strive to be the best it can be on its journey to excellence.
- 4.5 Jonathan Short, Chair of Hawick High School, although unable to attend had submitted a short statement in which he congratulated the pupils and staff at Hawick High School for their commitment to improvement over the past 4 years and expressed his delight that this had been recognised in the report. Young people felt welcomed into the school and felt safe and supported and enjoyed more positive relationships with Teachers. The re-introduction of an Evening of Celebration had been welcomed and it had also been noted that the Senior Phase was achieving more qualifications and leavers with positive destinations was at its highest in five years.
- 4.6 Mrs Thomson, QIO explained that she had been involved with the school for a number of years and had witnessed first hand the progress made by the school. The School remained

ambitious and there was collaboration with the wider community to take full advantage of working with Local Employers.

- 4.7 In response to a question about discipline within the school and why some pupils were still reporting that they felt unsafe, Ms Scott explained that those pupils reporting that they did not feel safe had been followed up on an individual basis to explore what needed to change and this was an ongoing process. Mrs Munro explained that across Scotland and the Scottish Borders there had been a knock on effect on behaviour from COVID and some young people were experiencing higher levels of anxiety, although very confident in the actions being taken to mitigate these trends. Elected Members congratulated Ms Scott on her presentation given she had been Acting Headteacher for such a short period of time and expressed the wish to attend Hawick High School and work with the School and Ms Scott extended an invitation to all Elected Members to come along to the School and see what they were working on.

DECISION

AGREED to approve the Local Authority and Education Scotland's recommendation that Hawick High School be fully signed off following an intensive period of improvement.

5.0 **GLENDINNING TERRACE PRIMARY SCHOOL**

In Attendance:- Ms Nicki McCall (Headteacher), Gillian McKenzie (Quality Improvement Officer), and Councillors Jardine and MacKinnon

WELCOME

- 5.1 The Chairman welcomed the representatives from Glendinning Terrace Primary School.

5.2 **HMIE Report**

There had been circulated copies of a report which explained that Glendinning Terrace Primary School and Nursey was inspected in October 2022, using a 'short' inspection model, which meant that only two quality indicators were inspected in both the Early Learning and Childcare setting and the Primary School over a three day period. The HMIE Report evaluated the Early Years setting and the Primary provision as satisfactory across all quality indicators. The evaluation gradings ranged from unsatisfactory to excellent, so a grading of satisfactory indicated a basic level of provision. As a result, the school had been asked to prepare a focussed plan for improvement with a particular emphasis on addressing areas highlighted for improvement. The inspection team found the following strengths in the school's work: a) Relationships between nursery practitioners, school staff, children, and those in the school community; b) Children's broader achievements and successes in various events, which enables them to develop various skills and become responsible and caring individuals who make a significant contribution in their community; c) The approaches Teachers and staff are taking to improve children's attainment in reading, which are making a difference to children's progress at the primary stages and d) The Headteacher's and Early Years Officer's impact on leadership of and direction of school and nursery improvement.

- 5.3 The following areas for improvement were identified a) continue to build on current approaches for improving how children's progress was assessed, planned and tracked in the nursery to help ensure they achieve; b) ensure that all children's needs were met through experiences and activities which provide appropriate pace and challenge and further their learning; c) improve further children's attainment, particularly in numeracy and mathematics and d) Take forward plans to involve children more in making decisions about school life and involve parents more in their children's learning.

- 5.4 The Headteacher explained that the short inspection had been in expected for sometime as they had initially been notified in in 2020. The inspection had been a very positive process and had validated where the School thought they were and identified next steps for improvement. The School had been very pleased that the relationships between nursery practitioners, school staff, children, and those in the school community had been acknowledged as well as the children's broader achievements and successes celebrated at various events. The School had been particularly pleased to receive recognition of the approaches Teachers and staff were taking to improve children's attainment in reading, which

were making a difference to children's progress at the primary stages as this had been on the development plan for 2 years and had been identified as a COVID gap and the Headteacher's and Early Years Officer's impact on leadership of and direction of school and nursery improvement. The Headteacher went on to explain the four key aspects for improvement which had been identified and validated for moving forward. The current improvement plan encapsulated the first key point in terms of assessing and tracking progress in the Nursery and the School and were specifically looking at developing a quality environment and looking at planning for progression and taking part in a series of literacy and numeracy and environmental audits to ensure that the School were consistently offering an enriched learning environment at the point of entry. All practitioners were engaged in looking at assessment tools more robustly and informing professional judgements on Nursery pupil progress. It had been acknowledged that the main challenge in the Nursery had been the constant change of staff over the previous three years. All staff had been engaged since the Inspection on building knowledge around key documentation work, which had been reviewed, changed and already trialled in the nursery – moderating of standards to build consistency. It was further explained that there was cluster work around numeracy and the school were working with 'Complete Maths' on diagnostic and individual improvement pathways. Planning and lesson delivery would be reviewed across composite classes. Methods of delivery and barriers to learning would be examined and there would be a measured approach until June. Decisions about involving Parents in their children's learning were underway i.e. introduction of Stay and Play to help strengthen the partnership between Home and School, Learning workshops with Parents and 'Show Me' an online learning journal, there would also be opportunities to listen to children and tracking their skills. The Parent Council was very strong and always supportive and work would be undertaken to review and align it with a pupil equivalent.

- 5.5 The Quality Improvement Officer highlighted that the Headteacher had carried out an in-depth analyse and pulled together all conversations during the inspection and this was an example of how a positive inspection worked. There would be worked undertaken to link all the points highlighted in the improvement. The school had demonstrated that they knew exactly where they were and had identified their short term, medium term and long term goals.

DECISION

AGREED that:-

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

MEMBERS

Councillors Greenwell and Hamilton and Ms N York left the meeting prior to consideration of the following item.

6.0 FOUNTAINHALL PRIMARY SCHOOL

In Attendance:- Ms S. Anderson (Headteacher), Kathleen Lofthouse (Parent Council Representative), Gillian McKenzie (Quality Improvement Officer) and Councillor N. MacKinnon.

- 6.1 The Chairman welcomed the representatives from Fountainhall Primary School.

6.2 HMIE Report

There had been circulated copies of a report which explained that Fountainhall Primary School was inspected in November 2022 using a 'full' inspection model, which meant that 4 key quality indicators were inspected in both the Early Learning and Childcare setting and the Primary School over a 5 day period. The HMIE Report evaluated the Early Years setting and the Primary provision as good across almost all quality indicators, with evaluations of very good in the Nursery for ensuring wellbeing, equality and inclusion and very good in the

Primary stages for learning, teaching and assessment. The evaluation gradings range given by HMIE on school inspections can range from unsatisfactory to excellent, so a grading of very good indicated there were major strengths in this aspect of the school's work. The inspection team had found the following strengths in the school's work - a) The leadership of the Headteacher and Principal Teacher in ensuring that the wellbeing of children was central to the work of all and as a result of their shared vision for the nursery class and school, all staff had a clear focus on supporting all children to achieve their full potential and the strong sense of teamwork resulted in an inclusive, family ethos; b) the very successful approaches to meeting the learning needs of all children in the multi-stage composite class. The skilled Senior Leaders, Teachers and support staff worked together closely to provide a nurturing and highly motivating learning environment for children; c) Happy, articulate and confident children who were very proud of their nursery class and school and had increasing ownership of their learning and showed respect, empathy and kindness to each other; d) High standards in the teaching of literacy across the Nursery Class and School and Children at all stages were making very good progress in this area of learning.

6.3 The following areas for improvement had been identified and discussed with the Headteacher and representative from Scottish Borders Council a) continue to take forward plans to refresh the unique curriculum offer for learners at Fountainhall, with a focus on developing children's skills for learning, life and work; b) continue to raise attainment in numeracy and mathematics, ensuring that all children were supported and challenged to make the best possible progress and c) the inspection team were confident that the school had capacity to continue to improve and that no further visits in connection with this inspection were required. The Quality Improvement Team and Early Years Team would continue to work alongside the Headteacher to ensure continued progress towards excellence.

6.4 The Headteacher explained that there had been three Inspectors over 5 days and was based on the scoping document sent to the Inspectors prior to the visit and acknowledged the support from the Quality Improvement Officer keeping them on track and helping to collate the evidence electronically rather than in folders. Two pupils had been tasked with taking the Inspectors round the school and had spent an hour showing off their school and all the work undertaken, which had allowed the Inspectors to see everything contained in the scoping document and highlighted that the pupils were enthusiastic learners who could speak confidently about their learning and be proud of their school and each other. It had been demonstrated that there was a positive relationship between Staff, Families and the wider Community – invitations to school events being distributed by the children to everyone in the vicinity. There was a shared vision and a sound understanding of the strengths of the School and the pupils had composed a chant around this vision. All Staff take on leadership roles especially when the Headteacher was not in school and the children were also developing their leadership skills. There was a High expectation from staff around literacy and a particularly positive approach to lessons from primary 1 – 7. There was effective use of digital technology and continual development. Assessment used to enhance the planning within the school which included the children having a say. All children were supportive of each other and welcomed new pupils. There was good progress in numeracy and literacy and writing was of a consistently high quality, although numeracy required additional work, which the School was aware of. The areas of improvement were no surprise to the Headteacher and were already in the Action Plan prior to the Inspection and included re-engagement with the Community Partnership which had slipped during COVID, better use of data for numeracy and maths in action plan and more development of the outdoor learning opportunities.

6.5 Kathleen Lofthouse explained that she had been in role of Chair of the Parent Council for 4 years and the meeting with Inspectors had been relaxed and the questions had been as expected. Parents had been delighted with the result of the inspection and saw the strengths on a daily basis – a very friendly school at the heart of the Community and the Parent Council would support the Headteacher to make the improvement. Christian Robertson, Senior Lead Officer spoke on behalf of James Bewsey and explained that Ms Anderson was the Headteacher of three Schools, namely Heriot, Stow and Fountainhall and there had been four

pupils with one week until inspection, when a further five had enrolled and the Inspectors had commented that they could not tell the pupils apart.

- 6.6 In response to a questions regarding how the addition of Stow to Heriot and Fountainhall had impacted on the School when there was not a nursery class at Heriot and in terms of P7 transitions. The Headteacher had explained that there were opportunities for the schools to hold joint events i.e. Easter, Netball tournaments, Sports Days and joint pupil visits to the Academy. There were plans to further develop these opportunities in the coming year. In terms of the Nursery into primary one – there were transition mornings in the last term so that they can go to their P1 class and then have lunch. The Parent Council representative explained that £300 had been granted by the Community Council to host 3hr play afternoons based at Fountainhall for families from Stow, Heriot and Fountainhall to come along and play games. There would also be a joint Residential for P6 and P7.

DECISION

AGREED that:-

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

Meeting Concluded 1.30 p.m.