
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)

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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.

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