

**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