
PERFORMANCE AND IMPROVEMENT REPORT – SCHOOLS (PEEBLES HIGH SCHOOL)

Report by Director – Education & Children’s Services

EDUCATION PERFORMANCE SUB-COMMITTEE

23 April 2024

1 PURPOSE AND SUMMARY

- 1.1 **This report proposes that the Committee considers His Majesty’s Inspectorate of Education (HMIE) Reports for Peebles High School and the Improvement Plan developed by the Headteacher to address the key recommendations.**
- 1.2 Peebles High School was inspected in the week commencing 23 October 2023, using a ‘short’ inspection model. This means that 2 key quality indicators were inspected in the Secondary School over a 3 day period.
- 1.3 The HMIE Report evaluated the Secondary provision with 2 gradings of Satisfactory for the Quality Indicators 2.3 “Learning, Teaching and Assessment” and 3.2 “Raising Attainment and Achievement”. The evaluation gradings range given by HMIE on school inspections can range over a 6 point scale from ‘unsatisfactory’ to ‘excellent’. An evaluation of Satisfactory means that the strengths within this aspect of the setting’s work just outweigh the weaknesses. It indicates that children have access to a basic level of provision. It represents a standard where the strengths have a positive impact on children’s experiences. While the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of learners’ experiences, therefore the school needs to take action to address areas of weakness by building on its strengths.
- 1.4 The Quality Improvement 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 agree to:

- 2.1 The School Improvement Plan for Peebles High School which addresses areas for improvement as outlined in the HMIE Inspection Report (Published on 23 January 2024).**
- 2.2 The Quality Improvement Team's plan for support and showcasing of the work of Peebles High School following the inspection.**

3 BACKGROUND

3.1 His Majesty's Inspectorate 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 across Scotland. HMIE are now in a stable timeline for visiting schools across Scotland.

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 October 2023, a team of Inspectors from Education Scotland visited Peebles High School. 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:

- i. Almost all members of the school community continue to show resilience in responding to the ongoing challenges caused by previous periods of significant disruption.
- ii. Strong relationships between almost all staff and young people result in positive learning experiences. Staff are working well together to improve learning, teaching and assessment. Almost all young people are polite and eager to learn.
- iii. Staff in the enhanced provision have developed a caring and positive learning environment. They support young people well to make effective progress in their learning.
- iv. Staff have maintained high levels of attainment for the majority of young people in the senior phase. Senior leaders and staff are beginning to implement approaches designed to raise the attainment of all learners.

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

- i. Senior leaders and staff need to improve the planning of learning, teaching and assessment in the Broad General Education. They need to develop approaches to ensure that all young people make appropriate progress in their learning.
- ii. Staff should develop a clear understanding of how to identify and respond to all young people's individual learning needs.
- iii. The strategic leadership of the school requires improvement. Senior leaders should monitor and evaluate the work of the school more effectively to identify priorities for improvement. They then need to evaluate how well these priorities are making a difference to improving outcomes for young people. This is especially important for the safeguarding of and raising the attainment and achievement of all learners.

4.4 The HMIE inspection team have indicated that, as a result of their Inspection findings, the school requires additional support and time to make improvements. HMIE will return within one year from the original publication date of 23 January 2024 and Scottish Borders Council will be kept informed with details of the follow up Inspection.

4.5 Local Authority support, in accordance with Scottish Borders Council's Quality Improvement Framework, will ensure that a Quality Improvement Officer will continue to work alongside the School, offering 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.

5.5 Rural Proofing

Not applicable.

5.6 Data Protection Impact Statement

There are no personal data implications arising from the proposals contained in this report.

5.7 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 & Procurement), the Director (Corporate Governance), the Chief Officer Audit and Risk, the Director (People Performance & Change), the Clerk to the Council, the Finance Business Partner and Corporate Communications have been consulted and any comments received will be incorporated into the final report.

Approved by

Lesley Munro

Director – Education & Children’s Services

Author(s)

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Background Papers:

HMIE Inspection Report (Published 23 January 2024)

HMIE Summarised Inspection Findings Report - School (Published 23 January 2024)

HMIE Pre-Inspection Additional Inspection Evidence (Published 23 January 2024)

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 Senior Management Support Admin Team can also give information on other language translations as well as providing additional copies.

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