**School Improvement Report**

**2021-2022**

**Review of Progress 2021-22**

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| **Context of the school**Jedburgh Grammar Campus was established in April 2020, bringing together the town’s ELC setting, primary and secondary schools, along with a new enhanced provision for secondary aged learners. Due to the pandemic, the opening of the new facility to learners and staff was delayed until August 2021 and community access outwith the pupil day became possible during session 2021-22.The current roll is 888 (ELC: 149 Primary: 380 Secondary: 359). Jedburgh Grammar Campus and Ancrum Primary School (roll: 33) work closely together, with learners from Ancrum attending the campus for pre-school education and from P6 onwards. P7 learners from Denholm Primary School may choose to attend the campus or Hawick High School.Jedburgh has been identified as an area “at risk” in terms of recovery from the pandemic and free school meal entitlement has increased significantly from pre-pandemic. However, the school benefits from fantastic community and partner support to meet the needs of our learners and families. Staff absence continues to have an impact on learning and teaching and also capacity for improvement. There have been no days during session 2021-22 where all staff were present. Currently the headteacher is supported in the leadership of the JGC and Ancrum Primary School by five depute headteachers and nine principal teachers. A permanent leadership structure will be confirmed during session 2022-23.**Vision**The objective set out for an intergenerational campus in Jedburgh was to deliver a community asset which would benefit health, wellbeing and learning opportunities across Jedburgh and the surrounding rural communities, summed up in our vision statement:**Learning without limits** **Aims**To realise our vision we aim to:* Ensure an environment where everyone who enters feels welcome and is treated with kindness and respect.
* Provide high quality learning and teaching at all levels
* Improve outcomes for children and young people in terms of well-being, attainment, achievement and sustained positive destinations
* Deliver an innovative curriculum that provides employability pathways to meet the needs of the local economy
* Develop effective partnerships to strengthen opportunities for local community

**Values**The core values, which will guide us, were agreed through consultation with pupils, parents, staff and members of the community:**Kindness Achievement Learning Respect Wellbeing****What improvements have you made this year?*** Digital Tracking system introduced for all BGE pupils to ensure progress in Literacy/Numeracy is reviewed three times in the year, aligned with reporting periods.
* Robust and comprehensive tracking programme for Senior Phase Pupils introduced.
* New procedures for the quality assurance of presentation practices implemented.
* Senior Phase Raising Attainment Programme created and implemented.
* Digital Skills Tracker created and implemented across S1-S3*.*
* Increased stakeholder involvement in improvement planning, with detailed analysis of surveys of pupils (P4-S6), parents and staff used to inform future priorities.
* Weekly parent update introduced to improve communication and encourage recognition of achievement.
* Cross-sector Learning, Teaching & Assessment improvement team established to drive forward improvements, share good practice, develop JGC policy and promote whole school focus on feedback (need identified through previous self-evaluation).
* Digital pupil feedback surveys developed and trialled by LTA group during Dec-Jan: P4-S6 individual class-based surveys completed and S1-S6 Principal Teacher ‘5 a day’ spot check.
* Learning Quads established to promote cross-sector sharing of good practice, with a focus on developing effective feedback.
* All-through observation pro-forma created and trialled during term 3.
* Staff participation in Inspire School House training supported their use of digital technology.
* Monthly cluster PL newsletter introduced, suggesting appropriate professional reading and other PL opportunities for staff.
* In class use of iPads introduced to P1-3.

Increased use of 1:1 iPads P4 – S6 to support T&L * Showbie introduced, with class pages for P1-7 to share information with parents and P4-7 using in class to support learning, teaching and assessment. Staff becoming more confident, supporting each other and sharing learning with remaining staff to support roll-out across campus.
* Feedback policy being developed as part of the overarching JGC LTA policy.
* Cross-sector Inclusion Improvement Team & Engaging Families Improvement Team established.
* Development of JGC Relationships policy, which reflects campus values along with local and national guidance.
* All staff have completed mandatory Nurture training.
* Secondary targeted Nurture intervention well established.
* Positive response to Flying Start programme, co-delivered with CLD Adult Learning Worker. 14 families represented, with many coming from ‘targeted families’ group. Relationships developed between staff and parents but parents also reported improved relationships between themselves and their children. Parent learning needs identified and further CLD engagement planned.
* New online ELC chronologies are working well and the Personal plans are good. Learning snapshots introduced to ensure learning is captured and recorded, leading to easier monitoring of learners’ progress.
* Weekly EYO/SEYO/DHT meetings have improved consistency in planning and cascading of high level messages to all setting staff.
* 2 year old environment has been evaluated then re-located and learner interactions have improved as a result.
* ELC communication survey (Sept 2021) highlighted that almost all parents felt their child had settled in well to the setting. Parents were positive about the methods used by staff to communicate with them, including closed ELC Facebook page, created during lockdown and now used for sharing learning. Future planning informed by parents sharing ways they would like to engage with the setting once Covid restrictions eased.
* ELC QA calendar and learning walks introduced. 3 areas from Quality Framework have been evaluated/ Self evaluation (HGIOELC) review 2.3 and 3.2 (DHT/SEYO/EYO/EYT evaluations).
* “Growing Together” intergenerational project established, involving members of the local community working with P1 pupils and pupil Eco group, supported by school staff, Generations Working Together Charity and local Adult Social Care partners.
* Introduction of weekly STEM sessions for P7 pupils, developed and delivered jointly by primary/secondary staff team.
* Pupil Equity Funded literacy intervention supported improvements in reading ages and spelling scores of S1 target group. 1 pupil did not make progress and, following input from Ed Psych, took part in 1:1 intervention.
* Cluster families (including targeted group) engaged in RSPB Wild Challenge, as substitute for family learning activities put on hold due to pandemic.

**What has changed/ improved for learners?** * BGE tracking system has improved process for identifying where interventions are required to support learning.
* We now have a comprehensive recording of every significant intervention, including learning conversations, extra supports, parental communication and pastoral intervention for each senior phase pupil at risk of underachieving.
* The majority of parents report that they know how to help their children at home. Most young people report that the feedback they receive helps them to progress and that staff help them to understand how they are progressing.
* Improved procedures for promoting positive presentation meant more young people were offered interventions to support their learning. Parents were apprised of this process and if they or the young person wished to try the level above then they would be presented at that level. Most young people report that their work is hard enough and that they are encouraged by staff to do the best that they can.
* Raising attainment programme provided 29 Easter School Classes and a further 73 evening tutorial sessions. Sessions were open to N5-AH level. More young people received subject specific supports than in previous years. Strategic approach to sharing assessment information, supported young people and their families in understanding and preparing for success with SQA exams. Parents and young people were regularly apprised of whole school evidence gathering process, receiving updates in all of their subjects, via the Satchel One app. The majority of parents report that they understand how their child is assessed. The majority of young people report that they are happy with the quality of teaching and that they are encouraged by their teachers to do the best that they can.
* Introduction of the Digital Skills tracker led to a pilot group of S3 pupils achieving a National Progression Unit Award in Digital Literacy at level 4.
* Improved communication between staff, increased data sharing and pupil familiarisation with new settings has improved transition for pupils moving between stages.
* Staff have a better understanding of what makes feedback effective and are developing a wider range of approaches, including use of digital technology.
* Introduction of cross-sector improvement teams has led to staff engaging in professional dialogue to inform change. Almost all staff saying that their professional learning enables them to reflect on and improve their practice.
* Inclusion team have reviewed current relationships policy and are now amending this to include the school values, expectations of staff and pupils, instilling a restorative approach, whilst incorporating Principles of Nurture. Almost all staff have said that the schools vision and values underpin their work in the school.
* Parents and staff have agreed that staff treat pupils fairly and with respect, with most pupils feeling the same. Duty Head System is ensuring the Extended Leadership Team is fully involved in the positive management of behaviour in the Campus. Most parents and children agree that their child is safe in school.
* S5 and S6 pupils developed their own skills and confidence by supporting younger primary and ELC pupils in the playground and in their learning spaces.
* All staff have undertaken mandatory nurture training to establish our Universal approach, focusing on Principles 2 and 5. Further professional learning offered via videos and professional reading through the Jedburgh Schools Team.
* Targeted Secondary nurture intervention well established, delivered by Pupil Support staff and supported by class teachers. Pupils have been involved in the development of the approach, as well as producing whole Campus information materials. Pilot intervention introduced in Primary.
* Engaging Families Improvement Team sought feedback from parents, which has been used to plan engagement during session 2022-23.
* Robust tracking system developed for ELC pupils to monitor progress in Literacy, Numeracy and H&WB and ensure timely interventions can be put in place. Attainment/Welfare meetings have increased dialogue between senior staff and EYPs, demonstrating increased understanding of each child’s Learning Journey and next steps identified.
* ELC staff have increased understanding of development of speech/sounds through Wee Talk Borders/SALT training sessions.
* Joint planning by DHT and DYW School Co-ordinator has increased engagement with industry offers for the school.
* Several stages/subject areas have engaged with local and national businesses to complement teaching and learning and develop knowledge of the world of work.
* Industry Insight Programme delivered weekly in the final term for targeted S3 and S4 pupils, improving their employability skills. The programme provided meaningful experiences and insights into the world of work and led to accreditation in Personal Development and Dynamic Youth Awards

**Next Steps in relation to learning teaching and assessment and inclusion.*** New leadership structure to be embedded, with all staff clear on roles and responsibilities, along with increasing opportunities for leadership at all levels.
* Enhance the planning process by moving developmental overviews online.
* Introduce a ‘Next Steps’ board for all ELC pupils to enable all staff to be aware of progress in learning.
* Replace traditional paper Learning Journeys in ELC with online pages for each pupil on Showbie.
* Run Flying Start, PEEPs, PoPPs sessions for parents (EEL teacher to support with this)
* 0.1 backfill teacher to focus on challenging our emergent readers and writers.
* Review approaches to planning and delivering the curriculum, to ensure continuity of learning as children and young people move through the campus. Streamline tracking and monitoring of learner progress across the cluster.
* Review classroom practice to include consideration of use of spaces, digital learning, play pedagogy, setting high expectations and monitoring classroom experiences.
* Increase pupil participation in self-evaluation and decision making to support continuous improvement.
* Ensure that the learning community has a shared understanding of wellbeing and children’s rights.
* Engage with pupils, parents/carers and partners regarding draft version of Jedburgh Cluster Positive Relationships Policy. Thereafter implement agreed policy.
* Embed campus values in classroom practice, to support nurturing ethos.
* Implement Pupil Equity Funded interventions to address identified gaps and be able to evidence that decisions about expenditure have resulted in increased attainment and achievement.
* Embed learners’ skills development, using the Career Education Standard and Career Management Skills Resource.
* Review Personal and Social Education programme to increase relevance for learners.
* Increase family learning opportunities, responding to identified needs.
* Positive relationships developed between all groups involved in the “Growing Together” project. Participants have reported positive impact on their emotional wellbeing, along with reduction in social isolation of volunteers. The project also offers physical benefits for all (through increased participation in outdoor activities), encourages healthy eating and raises awareness of reducing “food miles”. Learning has extended to engagement with families over the summer as children shared the progress of the sunflowers and potatoes that they have grown at home. Volunteers and attendees at local out of school group ensured that plants were looked after over the summer.
* In addition to development of knowledge and skills, P7 STEM programme supported primary-secondary transition as pupils became familiar with staff and specialist facilities. Effective collegiate working was evident with staff involved developing positive working relationships that impacted on pupil experience. Pupils shared their learning with parents through digital technology and an end of term celebration.
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**Evaluate the following QIs against the six-point scale:**

Excellent this aspect of the school’s work is outstanding, high quality and sector-leading

Very Good major strengths, very few areas for improvement

Good important strengths, yet there remain some aspects which require improvement

Satisfactory the strengths within this just outweigh the weaknesses, basic provision for learners

Weak important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners’ experiences in substantial ways

Unsatisfactory major weaknesses within which require immediate remedial action

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| **Quality indicator** | **School self-evaluation** | **Nursery self-evaluation** |
| 1.3 Leadership of change | Good | Good |
| 2.3 Learning, teaching and assessment (Including digital) | Satisfactory | Satisfactory |
| 3.1 Ensuring wellbeing, equity and inclusion | Satisfactory  | Satisfactory  |
| 3.2 Raising attainment and achievement/ Securing children’s progress | Satisfactory | Satisfactory |

Our capacity for continuous improvement is: Very Good