**School Improvement Report**

**2020-2021**

**Review of Progress 2020-21**

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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 has not been possible to date.The current roll is 861 (ELC: 124 Primary: 390 Secondary: 347). During session 2020-21, there have been 55 new enrolments.Jedburgh Grammar Campus and Ancrum Primary School (roll: 37) 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 since last session. However, the school benefits from fantastic community and partner support to meet the needs of our learners and families.At present the headteacher is supported in the leadership of the JGC and Ancrum Primary School by three depute headteachers. The middle leadership team comprises ten Principal Teachers, five of whom are currently temporary. Recruitment is underway for a permanent DHT of Pupil & Family Support and an additional DHT will be seconded to the team for session 2021-22. A permanent leadership structure is expected to be in place for session 2022-23.**Vision**The objective set out for an intergenerational campus in Jedburgh was to deliver a community asset which would deliver benefits to the 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?** * Vision, aims and values created by pupils, parents, staff and community introduced and reinforced throughout session.
* Implementation of Inspire Learning programme, which has included all staff engaging in individual and collective professional learning.
* Introduction of digital platforms (Satchel One and Seesaw) to facilitate/support learning and parental engagement with learning.
* Development of Jedburgh Cluster Learning, Teaching and Assessment framework and engagement in Cheviot professional enquiry into moderation and assessment.
* Increased opportunities for outdoor learning across all stages and on a wide range of topics. Family outdoor learning opportunities shared and encouraged.
* Introduction of consistent approaches to teaching of numeracy and maths P1-S2.
* Significant improvement in P1 and P2 attainment.
* Moderation and assessment procedures introduced to support SQA Alternative Certification Model.
* Changes made to formal parental engagement methods, including consultation and trial of new P1-7 reporting format.
* Engagement with Borders College to plan learning opportunities for senior phase and adult community learners.
* Development of strong support networks across JGC, where staff assisted each other with overcoming challenges and looked out for each other’s health & wellbeing, particularly during move to campus and periods of home and blended learning.
* All staff completed training on Nurturing Approaches and pupil support staff have completed a range of additional training to support them to meet the needs of our learners.
* Increased opportunities for learning about the world of work, from aged 2 upwards, including parents, carers and partners sharing their experiences of the world of work. New business links have been established and virtual work experience delivered.
* Intergenerational learning opportunities developed and promoted, making use of new outdoor learning environment and local context and supporting learning for sustainability. Intergenerational links developed to support others in community during lockdown.
* PEF plans were adapted to allow health & wellbeing, numeracy and literacy interventions to be delivered, along with targeted transition support.
* 95% of leavers secured a positive destination.

**What has changed/ improved for learners?** * Learners choose how they use digital technology to support their learning. This includes delivery of N5-AH courses being supported by SBC colleagues and e-Sgoil.
* All P4-S6 learners and teachers are developing digital skills and creativity, with creative achievements in the home and community are acknowledged and celebrated.
* All P4-S6 learners are able to continue to engage with learning and staff, if required to do so remotely for any reason.
* Parents are more aware of what their children are learning, progress being made and how to support them
* Health benefits for learners of being outside, particularly during a pandemic. Learners are enthusiastic about learning outside and activities involving iPads support development of digital skills and confidence. Parents/carers and grandparents engaged with children in outdoor learning activities. Activities supported wellbeing of all, particularly during lockdown periods, and strengthened home-school links.
* All staff were able to continue to facilitate/deliver high quality teaching and learning, despite changes to learning environment and delivery methods, along with associated challenges. All have taken responsibility for implementing change and creating a positive environment for our learners.
* All parents were offered telephone consultations. Change in primary reporting format reduced time spent writing reports, which was re-allocated to sharing information about learning throughout the session. Uploading reports to One Drive also resulted in a reduction in time required for SLT quality assurance.
* Partnership working with Borders College facilitated community audit of what learning opportunities local residents would like to see at the campus. Blended learning opportunities also being explored, which will extend curricular offer for senior phase learners.
* Campus community is aware of values and learners are being supported to understand them, through the four contexts for learning. Values now incorporated into achievement recognition and P1-7 reporting raising awareness of importance for learners, staff and parents.
* We have established a strong sense of community with positive relationships and collegiate working.
* Staff are more aware of the needs of our children and young people. All staff are aware of nurture principles. Training has reinforced direction of travel towards creating an inclusive school, ensured staff are aware of current guidance and legislation
* Strategies in place have supported new enrolments who had disengaged from other schools, to return to education and achieve success. There were no exclusions during session 2020-21 (and only one in the last three years).
* Development of horizons aspect of career management skills, through opportunities to find out about the world of work. Learners are developing employability skills, including engaging in digital creativity challenges and virtual work experience.
* Learners at risk of not securing a positive destination benefited from introduction of Senior Transitions Employability Programme (STEP). Activities focused on developing skills for life, learning and work, supported by DYW School Co-ordinator, CLD Worker and a local employer.
* Almost all of S1-S6 registered on My World of Work (significantly above SBC and national average), which ensures learners can access up to date online information to support them in making informed decisions about future pathways.
* Links have been developed and grants secured through Generations Working Together and local contacts, to plan for intergenerational, community learning. Pupils and staff have been involved in planning outdoor developments and planting flowers and trees. Planning process is allowing pupils to develop practical skills and confidence, along with increasing their knowledge of environmental considerations and developing as responsible citizens. Outdoor spaces will offer learning and wellbeing benefits to campus users of all ages.
* PEF Youth Worker engaged 89 learners across a range of interventions to support their health and wellbeing. Families were supported to engage in the RSPB Wild Challenge, learning together in a fun way at home. Learners and families were supported to engage with remote learning, including one to one coaching for learners and assistance in overcoming technical barriers where required. An enhanced transition programme was delivered, to support P7 pupils who had additional social and emotional needs. Literacy intervention started with S2 pupils but limited by lockdown. To support numeracy, an evaluation of differentiation in S1-3 Maths lessons was carried out (involving observation and pupil feedback). Recommendations shared with faculty staff to inform future teaching and learning approaches.

**Next Steps in relation to learning teaching and assessment and inclusion.*** Embed Jedburgh cluster learning, teaching and assessment framework.
* Engage in cross-school moderation activities.
* Improve access to family learning and support parents to engage in their children’s learning.
* Review curriculum rationale and learner pathways.
* Use skills and strategies developed through implementation of Inspire programme to better support learners who are unable to attend in future and to further develop alternative methods of delivery for senior phase courses.
* Review Positive Relationships policy.
* Embed SBC Dyslexia policy.
* Continue to develop inclusive practices, including introduction of targeted nurture intervention in secondary and engaging in SBC Universal Nurturing Approaches training.
* Continue to plan and implement interventions to address the poverty related attainment gap.
* Develop community and intergenerational learning opportunities.
* Develop collaborative approaches to self-evaluation.
* Develop targeted families approach and targeted interventions supported by PEF Youth Worker and Covid Intervention teacher.
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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 remains 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 | satisfactory |
| 2.3 Learning, teaching and assessment (Including digital) | satisfactory | satisfactory |
| 3.1 Ensuring wellbeing, equity and inclusion | good | good |
| 3.2 Raising attainment and achievement/ Securing children’s progress | satisfactory | satisfactory |

Our capacity for continuous improvement is: good