



School Improvement Report

Earlston High School

2022-23



Review of Progress 2022-23

Context of the setting

We are a non-denominational, six year, secondary school situated in the town of Earlston. We have eight partner primary schools: Channelkirk, Earlston, Gordon, Lauder, Melrose, Newtown St Boswells, St Boswells and Westruther. In addition, we have a large number of placing requests. Our roll for 2022/2023 is 1085.

Vision and Values

Our vision is to support every member of our school community to be the very best version of themselves. We are committed at Earlston High School to ensure every young person reaches their potential.

We are an inclusive, dynamic and ambitious school. We set ourselves the highest of standards and have high expectations of all our young people. Our five core values remain unchanged since 2010: Respect, Responsibility, Honesty, Excellence and Commitment. These values are embedded into all aspects of school life and are regularly reviewed by the Pupil Parliament.

Facilities

Our school estate is managed by Amey Facilities Management Company, who maintain it to a very high standard. Our outstanding campus comprises:

- 62 Classrooms
- Nurture bases and sensory room
- Assembly Hall
- 2 Gym Halls and a large Sports Hall
- Library and study room
- Extensive Conference and meeting facilities
- Cosy Café – safe space
- School garden and outdoor learning space

We are always looking to enhance our provision to meet the requirements of our changing curriculum. In August 2022, we opened a second nurture room. The Earlston community has supported our school garden and for 2023-24 we will be delivering horticulture in the Senior Phase. The garden provides an outdoor learning space and produce, which is used in Home Economics.

Staffing

Our team of dedicated staff are committed to their own professional learning and to providing a quality teaching and learning experience for all young people. The school has an equivalent of 71 full time teachers. The Senior Leadership Team comprises of the Headteacher, three Deputies and a Business Manager. Our Extended Leadership Team comprises of eight Principal Teachers of Curriculum, seven Principal Teachers Pupil Support, a Principal Teacher Leadership and a Principal Teacher Digital Literacy and Innovation. The school is ably supported by pupil support assistants, a librarian, administrative staff, technicians, facilities and catering staff.

Partnerships

Earlston High School has close links with our cluster primaries, Borders College, local employers as well as with partner organisations: Quarriers, Community Learning and Development, Beyond Earlston, local chaplains, Skills Development Scotland, Social Work, Health and Police Scotland. Our Quarriers worker is full time and we have a part time Developing Young Workforce coordinator.

We have forged strong links with the local community. We welcome senior citizens for their annual afternoon tea party and many locals attend our Christmas concert and the renowned Summer Show. 2022-23 is the first year since Covid-19 that our students have performed to live audiences at Christmas and summer. The school is open for private evening lets on a daily basis and throughout the holiday period.

Extra-curricular

We have an outstanding extra-curricular programme including various sports, first class theatre productions, local and national excursions, social events and a multitude of activities that helps to provide our young people with a rich and varied learning experience. We are proud to say that there is something for everyone and if a young person has a new idea or interest, we are always willing to add new activities. In 2022, the crochet club was added to the programme and has over 50 members.

Attendance and exclusion

In 2022-23, student attendance was 90.5%. Six students were excluded, two of whom were excluded twice. One student returned to EHS after a successful hosting.

Scottish Attainment Challenge

We received £45,325 Pupil Equity Funding, which was used to employ additional Pupil Support Assistants to support young people's attendance, wellbeing and learning. The PSAs deliver a range of interventions to meet the needs of the young people who require support.

SBC priority 1: Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in our schools and settings.

EHS priority 2: Earlston's Excellent Learning Framework - Pedagogy and Metacognition

What improvements have you made this year?

- Almost all staff, including Pupil Support Assistants, engaged with Pedagogical Plans and Earlston's Excellent Learning Framework. In 2021-22 practitioner enquiry was optional due to post Covid-19 pressures. In 2022-23 we returned to 96% of staff being involved with practitioner enquiry, which was celebrated during the May INSET.
- All staff attended inset CLPL with a focus on feedback.
- All staff attended CLPL led by PTs on 'checking for understanding'.
- Metacognition: for all year groups, we delivered student led learning profiles to support tracking and reporting. In 2021 this was Senior Phase only.
- In 2021 most students completed learning profiles to an acceptable standard. In 2022, almost all students completed their profiles to and detailed their next steps in learning.
- Learning profiles are completed using Inspire ipads and One Note
- The majority of teachers are Apple Teachers.

What has improved for learners? How do you know?

- Metacognition – sampling of learning profiles shows students' good levels of understanding of what they have learned and what their next steps in learning should be. Pupil Voice suggests that students are finding the process valuable.

Next Steps?

- Continue to embed Learning Profile reporting to change the culture around reporting. Pupils liked the PEE chain structure but suggested a more consistent approach to support.
- Move the school's pedagogical focus to questioning and checking for understanding. Introduce and embed the 'show you know' term across the school.
- CLPL for all staff on Cognitive Load Theory
- Promote a culture of professional learning through the revamped sharing practice cycle.

SBC priority 2: Develop inclusive practice with a focus on universal and targeted provision in all schools and settings.

EHS priority 1 and 3: Nurture and Relationships; Closing the Gap with coaching and interventions

What improvements have you made this year?

- Interventions programme for S1-6 targeted students. 121 BGE students were involved in either wellbeing or learning mentoring.
- Coaching Intervention with Light Up Learning, which is student led mentoring to targeted S3 students.
- 5@5 Assertive mentoring: 31 S4 pupils and 26 Assertive Mentors involved.
- Increased universal offering for Immersion Days and Easter School: 42 levels supported across 20 subjects with Immersion Days; 19 levels across 10 subjects with Easter School.
- Increased universal offering for lunch/after school study sessions - 63 sessions across school running every week in the run up to the exam diet.
- Introduced personalised curriculum offerings as a targeted intervention in BGE to support students' wellbeing and learning: Just Cycle; partnership with mountain biking at Borders college; Tweedstart; Nature Unlimited; Personal Fitness; Stone craft; Eat, Sleep, Ride; World of Work
- Added to Pupil Support staffing to support attendance, inclusion & wellbeing: PT Equity, 2 Pupil Support Assistants and 2 Pupil Support Workers. We have maintained attendance levels this session.
- Added CS2 to the nurture provision. It has been transformed into a Wellbeing Hub with learning zones. 20 high-tariff S1-3 students regularly use this space to self-regulate, focus on projects, continue classwork, have breakfast etc. Half of these students use it daily as a safe space at lunchtimes too.
- All staff have completed the Nurture training delivered by SBC

What has improved for learners? How do you know?

- Attendance, engagement and wellbeing of targeted pupils in BGE. S1-3 students involved in either Coaching or Wellbeing Wise increased their Wellbeing Web scores between pre and post assessments.
- 30 S1-3 students worked on their numeracy skills in small groups. They reported increased levels of confidence and improved levels in numeracy.

Next Steps?

- Earlston's Excellent Behaviour – inclusive and nurturing approach to develop positive classroom learning environments and respectful relationships
- Interventions and curricular programme – continue to expand/refine the offering.

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

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

Our capacity for continuous improvement is: Very Good