Scottish Borders COUNCIL
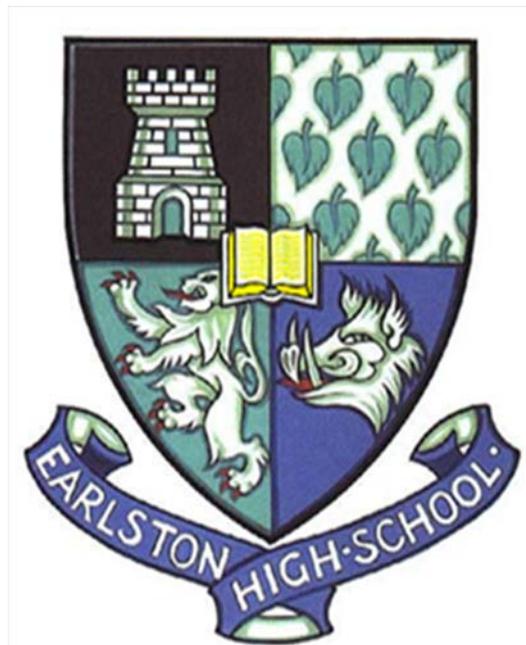
School Improvement Report

EARLSTON HIGH SCHOOL

2018-2019

Context of the School

We are committed at Earlston High School to ensure that every young person reaches their potential. We are on a journey of continuous improvement in order to provide the best possible standard of education. We are a non-denominational, six year, secondary school situated in the town of Earlston. Pupils come to the school from eight primary schools: Channelkirk, Earlston, Gordon, Lauder, Melrose, Newtown, St Boswells and Westruther. In addition, we have a large number of placing requests from outside our catchment area. Our current roll for 2019/2020 is 1061.

Our new school was opened officially on October the 8th 2010. We are privileged to work and learn together within this outstanding campus. The school has state of the art accommodation comprising of:

- 61 Classrooms
- Assembly Hall
- Pupil Support Centre
- 3 Gym Halls and Fitness Suite
- Extensive Conference and meeting facilities
- Library

We are always looking to enhance our provision in order to meet the requirements of our changing curriculum. Only recently we opened the Reading Retreat and cosy cafe which is a great resource for pupils and staff to have a quiet space to read and relax. Our school estate is managed by Amey Facilities Management company, who maintain it to a very high standard.

Earlston High School has an outstanding team of dedicated staff. The school has an equivalent of 71 full time teachers. The Senior Leadership Team comprises of the Headteacher, four Depute Headteachers and a school Business Manager. Our extended leadership team is comprised of eight Principal Teachers of Curriculum, six Principal Teachers Pupil Support, Principal Teacher Developing Young Workforce, two Principal Teachers of Leadership and the Principal Teacher Digital Literacy and Innovation. The school is ably supported by our PSAs (Pupil Support Assistants), librarians, administrative staff, technicians, facilities, catering and cleaning staff. We are also supported by partners from health, social work, community learning and development, Police Scotland and many other outside agencies.

Earlston High school is fortunate to have an excellent reputation within our local community, Scottish Borders and nationally. This is achieved by genuine partnership working with our school community. Our supportive parents are represented by the Parent Council. The Parent Council is instrumental in shaping policy and contributing to school improvement and has been pivotal in raising significant funds to support the pupils of our school. They have purchased a school mini bus, ICT equipment and supported many extra-curricular activities. We have an outstanding extra-curricular programme including various sports, first class theatre productions, national and international excursions, social events and a multitude of activities that helps to provide our young people with a rich and varied learning experience.

The school is used in many different ways by our community with which we have forged strong links. Throughout the year the Friends of Earlston High School utilise this community space in a variety of ways. Examples include our library hosting "Book Bugs" for babies and toddlers. We also welcome to our school senior citizens for an afternoon tea party with entertainment. Many locals attend the Spring and Christmas concerts as well as the excellent production of the Summer show. The school is open for private evening lets on a daily basis and throughout the holiday period.

Earlston High School has recently completed a Validated Self Evaluation exercise which deemed our Learning, Teaching and Assessment to be *good*. We are on a journey of self-improvement in order to achieve excellence.

How do we do things at EHS?

Vision

A relentless focus on **EXCELLENCE**

Strategy

Develop **LEADERSHIP** at all levels
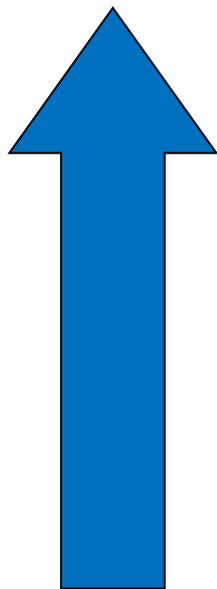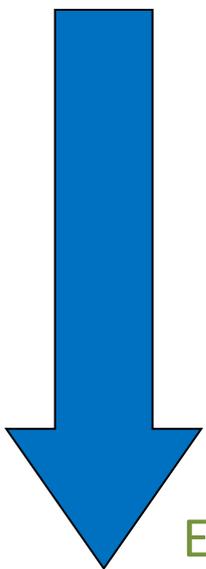
Tactics

OUR IMPROVEMENT MODEL

REFLECTION (EVIDENCE)

READING (+ LOOKING OUTWARDS)

COLLABORATION (+ LEADING OTHERS)

EXPERIENCE (+ LEARNING THROUGH PRACTICE)

Our School and Professional Values

Excellence

COMMITMENT

(Professional Commitment)

HONESTY

(Integrity)

RESPECT

(Trust & Respect)

RESPONSIBILITY

(Social Justice)

Our rolling value for 2019/20 is **Positivity** was chosen by our first year pupils.

Priority for Improvement 1 – Teacher Professionalism Learning, Teaching and Assessment with a focus on literacy (Golden skill of communication) and Numeracy (Golden skill of problem solving)	
NIF Priority: Improvement in attainment, especially in Literacy and Numeracy **NIF Drivers:** Performance Information Teacher Professionalism School Leadership	**HGIOS 4 Q.Is** 1.2 1.3 2.3 3.2

How successful have you been in improving your school this session :

We judge our overall progress in this area to be **very good** for Literacy. Numeracy is in the early stages of development.

Measurable outcomes for learners and how do you know?

- **Improving attainment – each faculty will choose 1 key skill to focus on (either literacy or numeracy)** - Measure –100 % - internal verification.

  Impact: Literacy has had wide impact through use of PEE and PRE. PEE chain is widely embedded. All students recognise the PEE chain and almost all have used it in more than one class. This is evidenced by our walkthroughs, student interviews, observations and use of PEE language in for example reporting.

- **Developing metacognition by asking all students to complete a learning log or senior phase evaluation for each subject area.** Measure – 100% - "pupil lesson visit questions"

  Impact: Almost all senior students and most BGE students complete some form of learning log in each subject. Walkthroughs confirm their use. Pupil Parliament students evaluated the quality of the learning logs and all faculties adapted learning logs during the November INSET as a result.

- **Learning intentions and success criteria as part of each sequence of learning** Measure - 100% Walkthrough

  Impact: student surveys and walkthroughs again confirm significantly increased use of LI and SC. Most classes now see these in each lesson.

- **All staff completing a practitioner enquiry (pedagogical plan)** Measure – 100% Academic Poster Display

  Impact: Almost all teachers completed a pedagogical plan this year; almost all had coaching to support their plan; almost all had feedback from at least two other staff; all were involved in presentations of different plans.

Next Steps
- Continue to develop Literacy: develop the use of PRE in line with Literacy benchmarks. Develop a reading culture.
- Develop Numeracy: Cluster work including training from La Salle.
- Develop learning logs to support reporting home to parents.
- Use 'Earlston's Excellent Learning Framework' to continue to develop aspects of teaching and learning.
- Continue with pedagogical plans. Identify key areas for development at a whole school level based on an analysis of teacher driven priorities in last year's plans.

Priority for Improvement 2 – Health and Wellbeing	
A focus on Values In Action – Respect chosen for 2018/19	
NIF Priority: Improvement in young people's health and wellbeing **NIF Drivers:** Teacher Professionalism	**HGIOS 4 Q.Is** 1.2 1.3 2.1 2.3 3.1 3.2

How successful have you been in improving your school this session :

We judge our progress in this area to be **good** overall.

Measurable outcomes for learners and how do you know?

- **Implementing the Growing Confidence Programme.**
  Measure – 100% Pupil and Staff demonstrate awareness

  Impact and evidence: 100% have found it valuable; 93% said it has had a positive impact on the relationship with their students. 97 % said it has increased their understanding and awareness of factors that affect young people's mental health and wellbeing; 100% have made a positive change to their parenting as a result of attending the course; 93% said the course had a positive impact on their own mental health; 97% would recommend the course to other parents and carers

- **Planning a Family Learning Programme.**
  Measure - Family Learning Improvement Methodology Report

  A limited family learning programme was run. The most effective part was our Growing Confidence twilights. There was also support for parents with managing social media.
- Focussing on 'Respect' as a value in action for this session – Heroes Ambassadors.
  Measure – Humanutopia Social Impact Report

  Impact and evidence: Series of assemblies on respect (one of our values in action chosen each year). Respecting self and each other: Very strong presentation from Humanutopia organisation to S4s. Now rolled out to all senior school and made annual at start of S4. P7 also trained as part of transition. 'Humanutopia Heroes' trained; they then set up 'Cosy café' nurturing space along with support from CLD and Chaplaincy team. 94% of our senior pupils believe the school should continue to invest in Humanutopia. Cosy Café now averages 50 student visits a week.

Next Steps

1. Develop a family learning programme more widely.
2. Develop role of Humanutopia Heroes- give staff responsibility for supporting students with this. This might include buddies or mentoring or assemblies.
3. Choose another 'Value in Action' and use that as the focus for next year to make a difference.
4. Ensure that we are using the "Wellbeing Indicators" across the school to enhance wellbeing.
5. Develop roles of Cosy Café between chaplaincy team and students to give the students a greater role in leading (possibly expand the days offered and have separate days for chaplaincy team and Heroes.

Priority for Improvement 3 – Closing the Poverty Related Attainment Gap RM and PEF Interventions at school and cluster level.	
NIF Priority: Closing the gap between the most and least disadvantaged young people. **NIF Drivers:** Performance Information Assessment of children's progress Teacher professionalism	**HGIOS 4 Q.Is** 1.2 1.3 2.1 2.4 2.5 3.1 3.2

How successful have you been in improving your school this session :

We judge our progress in this area to be **good** overall, however our cluster PEF intervention is **excellent.**

Measurable outcomes for learners and how do you know?

- **Developing a targeted literacy and numeracy intervention for young people and families at risk – Cluster Approach.**
  Measure – PEF Improvement Methodology Report

  Impact and Evidence: Representing Scottish Borders Council at The Scottish Learning Festival Exhibitor Area: sharing cluster project - September.
  Attended National CYPIC Quality Improvement Awards: Quality Improvement National Winners, Achieving Results at Scale – November.
  Presented at School Leaders Scotland Conference – November.
  Setup cluster Learning Rounds for numeracy intervention – November & March.
  Presented at SEIC Conference - Creating Magic through Collaboration – March.
  Filmed by Education Scotland for the National Improvement Hub – May.
  Project has been shared with two Local Authority secondary settings and a primary setting form Edinburgh City Council.

  Impact on attainment of young people:
  63% of cluster learners made at least a 1 stanine increase against 18/19 baseline assessment.
  73% of learners increased their standardised score against 18/19 baseline assessment.
  63% of learners increased their number, money and measure score against 18/19 baseline assessment.

  2017/2018 – 2018/2019 cluster data
  91% of cluster learners have maintained or increased their stanine since starting the intervention.
  84% of cluster learners have increased their standardised age scores since starting the intervention.

- **Embedding the risk matrix by creating specific targets for all RM students in each subject area and developing faculty action plans for RM / PEF students**
  Measure – 100% returns and evidence from walkthrough.

  Impact: All faculties now have strategies for recording and tracking RM students. Some faculties have strong data showing progress on those students. We will look at September exam results to see whether RM students have outperformed their targets.

- **Aiming for 100% pass rate in S4**
  Measure – N4 Attainment Data 2018/19

  Impact: Students were tracked repeatedly throughout S4. Faculties put together support packs and there was considerable discussion about how best to support students. By the end of May we had reduced the number of students who had not passed five qualifications at N1-4 to 11. All of these had specific circumstances that prevented them completing qualifications. Significant resources were put into supporting students to pass.

Next Steps

1. Develop PEF Cluster tracking for HWB
2. Extend RM tracking to the BGE.
3. Support students at risk of not getting 5 qualifications earlier in S3.

Key Improvement Priorities for 2018-19

Evaluate the following Q.Is against the six point scale in HGIOS 4

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

Quality indicator	School self-evaluation
1.3 Leadership of change	Very Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equity and inclusion	Very good
3.2 Raising attainment and achievement/ Securing children's progress	Very good
1.1 Self-evaluation for self-improvement	Very good
1.5 Management of resources to promote equity	Very Good

Our capacity for continuous improvement is:

Very good.

We are confident that the school has the capacity to continue to improve.

List the key priorities which will feature in your school improvement plan for 2019/2020:

- **Priority 1 – Equity at Earlston**

    - Poverty Proofing the School Day

    - Differentiation

    - RM and PEF interventions in BGE.

- **Priority 2 – Earlston's Excellent Learning**

    - Pedagogical Plan

- **Priority 3 – Broad General Education**

    - Moderation Cycle

    - Learning Logs

    - Incorporate Literacy/Numeracy/H&W and Career Education Standard