



School Improvement Report

Eyemouth High School

2017-2018

Context of the School

Context

Eyemouth High School serves the community of east Berwickshire with associated primaries of Cockburnspath, Coldingham, Eyemouth, Ayton and Reston. The school has been growing over the last three years, with an influx of pupils from outwith our catchment area. We project the school roll to be over 450 in the new academic year. The school sits on the beautiful Berwickshire coast, at some distance from any major conurbations, and is three miles away from the English border.

Our years in S1 to S3 are now full, bearing in mind spaces kept for those moving into the area. As a small school class sizes are generally comparatively small, reflecting the need to give a wide range of option and subject choices at different points in the Broad General and Senior Phases. The impact of the increase in numbers has helped us to increase subject staff, along with the ability to widen our range of courses further. Our vision is around being a warm, rich and challenging school, reflecting our values of learning, respect and kindness, and commitment. Our curriculum rationale identifies ensuring excellence and equity, combatting the effects of rurality, improving health and wellbeing, and the development of effective learner journeys as drivers for the curriculum we offer in our school.

The Senior Management Team consists of the Headteacher and two Depute Headteachers (Pastoral, Learning and Teaching) and a Business Manager supports the team. The Extended Management Team consists of the SMT team, 8 PTs (Principal Teachers) Curriculum leading 8 Curricular Areas, 2.6 PTs of Pupil Support leading three Houses, a PT of Additional Needs, PT Pupil Equity, PT Wider Achievement and a PT Community and Partnerships. We have developed a Learning Zone during the last year to help support and challenge pupils with emotional and behavioural difficulties.

Following the SBC review in 2016, we have been able to build on many successes in school, continuing to consider how we can make effective learning and teaching for all at the heart of everything we do. Significant has been the investment in pupil equity funding which will continue for at least the next three years. This year we have been allocated £42,000 from this fund. A new PT Pupil Equity is helping us to identify effective changes and embed our approaches.

We continue to develop partnership working as an approach to many areas across school. This formed a focus of our SBC review, who acknowledged the progress we have been making in engaging partners and the local community in the curriculum and wider life of the school. We continue to build on success approaches and events, with an increasing focus on the Developing the Young Workforce agenda and opportunities. We are clear that effective partnerships bring opportunities for young people to improve their skills for life and work, experience learning in a wider context and provide opportunities for young people to demonstrate that they are responsible citizens and effective contributors.

We have deliberately focussed on learning and teaching during this last year, based on the robust research that the effect of excellent teaching has on student attainment for all, and even greater for those affected by poverty.

Review of Progress 2017-18

Priority for Improvement 1

Make learning more visible to teachers and teaching visible to learners. We will be aiming to develop the critical evaluation skills of students and teachers. For students, we want them to be able to critically evaluate their learning from lessons; for teachers, we want them to be able to critically evaluate the impact of lessons on student learning.

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least deprived children.

NIF Driver

Leadership
Teacher professionalism
Parental engagement
Assessment of children's progress

HGIOS?4 QIs

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.3 Learning, teaching & assessment
- 3.2 Raising attainment & achievement

Progress and impact:

We have built on work from the past few years to strengthen and further develop our in-school activities which support teaching and learning improvement, with a focus on collaborative teacher working and learning-centred leadership across the Extended Management Team.

Lesson Evaluation Toolkit In June 2017, the Learning & Teaching Improvement Group reviewed each of the 20 elements of the school Lesson Evaluation Toolkit, informed by the Visible Learning for Teachers book by John Hattie. The updated Toolkit was launched with staff in August 2018. This is a key resource to support teacher self-evaluation, professional learning, quality assurance and improvement planning.

A spreadsheet has been created which allows the quality of each of the Toolkit elements to be tracked, based on impressions from lesson observations. The data we collect regarding the quality of teaching and learning across the school has improved as a result.

Faculty Fortnight Review Programme (a validated self-evaluation programme) At the time of writing (June 2018), reviews have taken place in seven out of eight faculties, with plans in place for the remaining faculty. This has led to improvements in data collection regarding the quality of teaching and learning across the school.

This session, there have been 58 lesson observations, 16 of which (28%) have been joint-observations (where two people have observed the lesson). These show the following picture:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Average
2.0	1.8	1.9	2.6	2.0	2.3	2.2	1.9	1.6	2.3	1.8	1.7	2.0	2.6	1.7	2.2	2.6	2.4	1.7	1.7	2.0

In terms of the colour-coding:

- Green (very good): 2.5 and above
- Amber (good): 1.8 – 2.4
- Red (could be improved) 1.7 and below

Triangulated against teacher self-evaluations, student survey data (see later section) and student progress data, we evaluate teaching and learning in Eyemouth High School as “good” (using the How Good Is Out School? six-point scale).

Following each lesson observation, teachers now complete a structured self-evaluation using the Lesson Evaluation Toolkit and forward this to the observer before meeting to discuss the lesson. Following this meeting, the observer types-up a structured feedback report, linking feedback to each of the 20 elements of the Toolkit. Staff feedback indicates that is very helpful.

Joint-observations are helping to develop a shared understanding across the Extended Management Team of what very good teaching and learning looks like. Benefits to our teaching and learning improvement drive include improved consistency of feedback following observed lessons.

A report has been shared with faculties following each Faculty Review, designed to help share practice and highlight areas of strength and areas requiring development. Feedback indicates that these reports are seen as very helpful. In best practice, faculties are creating an action plan based on these reports.

The Principal Teacher of Teaching & Learning is engaging in follow-up professional development activity with individuals and faculties, to support continuous improvement.

Pupil Voice Two whole-school Learner Experience Surveys took place (Seniors in November 2018 and Juniors in February 2018). A summary of the data was as follows:

<i>Lesson Evaluation Toolkit</i> element	Pupil evaluation (%)			
	S1-3 “very happy” or “happy”	Change from 2016- 17	S4-6 “very happy” or “happy”	Change from 2016- 17
1. Learning intentions	92	0	94	+2
2. Success criteria	92	+1	93	+5
3. Prior learning	90	N/A	90	-1
9. Questioning	89	+3	92	+2
12. In-lesson assessment	91	N/A	N/A	+1
19. Students reflecting on learning	91	+1	91	+2
20. Teachers evaluating impact	81	-3	91	+2

A more detailed breakdown gave overviews by year-group and by faculty, with middle leaders discussing this data with their faculties and using it to inform improvement planning.

Largely via our Principal Teacher of Teaching and Learning, our workshop programme and feedback from observed lessons, we have done a lot of work designed to support effective use of learning intentions (Element 1), success criteria (Element 2) and asking questions to make all students think

(Element 9). It is therefore pleasing to see that all three have increased since 2016-17.

Moving forward, while focusing on all of the above elements, we will pay particular attention to Elements 3 (prior learning), 12 (assessment activities) and 20 (teachers evaluating the impact of lessons).

Learning & Teaching Improvement Group The Learning & Teaching Improvement Group now has 12 members, with representation from almost all faculties. It is chaired by a Principal Teacher and meets roughly once a month to plan and evaluate in-school professional learning activities. As a result, the availability and quality of in-school professional learning opportunities has improved. Minutes from these meetings are share with all staff. A next step should be to share minutes with the Parent Council.

In May/June 2018, the 2017-18 in-house professional learning programme was evaluated via a staff survey. Of 19 respondents, the picture was as follows:

Activity	Participation (%)		
	Often	Sometimes	Rarely / never
Self-evaluating lessons using the <i>Lesson Evaluation Toolkit</i>	47	53	0
Feedback and discussions about observed lessons	47	42	11
Peer Observation Fortnights	26	42	32
Peer observations (out-with Peer Observation Fortnights)	17	56	27
Completing and maintaining a <i>Professional Learning Plan</i>	17	67	17
EHSTeaching website	27	56	16
Learning & teaching workshops (at CAT sessions and In-service days)	56	44	0
Professional Reading Group	19	25	56
Books in the Professional Learning Library	11	58	26
Copies of the Times Education Supplement (TES) in the staffroom	17	50	33
Photocopied extracts from books in the staffroom	28	44	28
Noticeboards in the staffroom to share practice	11	67	22
Sharing practice at faculty meetings	61	33	6
Laminated support sheets ("effective questioning" and "learning intentions & success criteria")	22	39	39

We also asked staff about the usefulness of each activity. The vast majority of comments were positive for all activities. However, a consistent theme of struggling to find time ran through staff feedback.

We have plans in place to support continuous improvement to the professional learning activities we offer, co-ordinated by the Learning & Teaching Improvement Group. For example, to better support teachers to participate in peer observation, we plan to increase opportunities to participate

in Learning Rounds.

Evaluation of some specific in-house professional learning activities is presented below.

Peer Observation Fortnights Three Peer Observation Fortnight points were included in this year's school calendar. For the first of these, teachers chose who to pair-up with. For the second, pairings were decided by the DHT (Teaching & Learning); this received positive feedback. For the third, teachers were offered the opportunity to participate in a Learning Rounds programme, or to choose who to pair-up with themselves.

Participation is monitored and discussed via PT:DHT one-to-one meetings.

Workshops We have held three whole-staff workshops on the work of John Hattie, including effect sizes. As a result, teacher understanding of educational research is improving, influencing teaching practice.

In April 2018, a guest speaker from the University of Edinburgh delivered a workshop on formative assessment.

We have put in place a programme of staff-led voluntary teacher workshops for the summer term, which includes a focus on the particular elements of the school *Lesson Evaluation Toolkit* which we are concentrating on improving.

EHSTeaching website Our Principal Teacher of Teaching and Learning has assumed responsibility for updating our EHSTeaching.wordpress.com website, which we use to share educational research and practice from both within and out-with the school. A new post is typically added to the website once a week. Posts tend to link directly to the elements of the school *Lesson Evaluation Toolkit* which we are focussing on improving.

In the 2017-18 session to date, 23 new posts have been added to the website and there have been over 1500 visits to the site over this period.

Professional Reading Group The Professional Reading Group is led by a Principal Teacher and has seven teacher members. Books which have been read and discussed this session include: *Visible Learning for Teachers* by John Hattie, *CleverLands* by Lucy Crehan and *Making Good Progress: The Future of Formative Assessment* by Daisy Christodoulou.

We have promoted these books at workshops and have photocopied extracts from them and put these into the staffroom. Conversations with staff indicate that, as a result, teachers are now talking more often about professional reading and are thinking more about educational research.

Professional Learning Plans All teachers are expected to develop and maintain a teaching and learning focussed *Professional Learning Plan*, with an expectation that this is updated once a term (roughly every 10 weeks), drawing on their own self-evaluation and evidence which has been generated via faculty and school activities (e.g. lesson observation feedback and student surveys). Review points are included in faculty *Learning and Teaching Calendars*.

The majority of faculties are making good use of these plans. However, there is a need to develop greater consistency across the school.

Teaching & Learning Framework Drawing on a body of international educational research, we have created a draft *Teaching and Learning Framework*, designed to support understanding of what very good teaching and learning looks like. This distinguishes pedagogies which are most appropriate for teaching knowledge and subject-specific skills from pedagogies which are most appropriate for teaching 'core skills' (sometimes referred to as '21st century skills') e.g. critical thinking and creativity. Discussions about this framework have taken place at Learning and Teaching Improvement Group, Extended Management Team and Senior Management Team meetings. All teaching staff were given the opportunity to give feedback on it.

The framework will be finalised in time for the start of the 2018-19 session. All new teaching staff will be given a copy of it as part of their induction to the school.

Teacher recruitment In addition to an interview and an observed lesson, the teacher recruitment process now includes an interview with students and a parent. Student voice and parental involvement in teacher recruitment have improved as a result. We also ask candidates to complete a structured self-evaluation of the lesson they teaching, using our *Lesson Evaluation Toolkit*.

Middle leadership All faculties have in place *Learning & Teaching Calendars* and *Learning-Centred Leadership Toolkits*. In best practice, progress with these is being reviewed collaboratively in faculties, on a regular basis. The local authority School Review praised the *Learning-Centred Leadership Toolkit* for its ability to evidence impact of self-evaluation on leadership activities. All faculty Principal Teachers now meet fortnightly on a one-to-one basis with the Depute Headteacher (Teaching & Learning), in part, to discuss teaching and learning improvement in their faculty.

Data from whole-school pupil surveys has been shared with middle leaders at two points in the year (January 2018 for Senior Phase and April 2018) for Broad General Education. Middle leaders have discussed this with their faculty (including at individual level) and are using it to inform improvement planning.

All middle leaders have a teaching and learning improvement programme in place for their faculty, including via presentations and discussions at meetings, lesson observations and pupil surveys and focus groups. These are set out in *Learning and Teaching Calendars*. There remains a need to ensure that these calendars are impacting on faculty improvement work as planned.

We have introduced an in-school Middle Leadership Development Programme, based on the book *Leadership Matters* by Andy Buck.

Collaborative working between middle leaders has improved, for example, by faculties sharing minutes of meetings, examples of *Learning & Teaching Calendars* and *Learning-Centred Leadership Toolkits*, examples of in-faculty pupil surveys and action plans following Faculty Fortnight Reviews.

Students reflecting on their learning (including profiling) In the S1-3 Learner Experiences Survey, 34% of students said that they fully agreed that their teachers used Planners and Progress Point Reports to support their learning, 54% said that they agreed with this most of the time (so 87% combined positive), while 13% that they didn't agree.

Depute Headteacher sampling of Progress Point Report data and written comments indicates that the quality of teacher-written reports is typically very good. Parental feedback return slips supports this judgement, with returns being almost unanimously positive.

Sampling of Progress Records in Planners indicates that there is still some work to do to get consistency of use across the school.

Sampling of S1-3 Daily Self-Evaluation Records in Planners shows that the majority of students are keeping these up-to-date and that summaries of learning from lessons have improved. However, there is still some work to do to get students to use the green/amber/red self-evaluation system correctly (a significant number of students are using 'green' far more often than they should be).

Following an extensive student consultation, through a working group with staff, student and parental representation, we have re-designed our student Planner to better support students to reflect on learning, improve learning conversations, and improve the independent learning skills of students. S1-3 and S4-6 students will now have different Planners, better reflecting the differences between learning in the Broad General Education and Senior Phase.

Students will be issued with their new Planners at the start of the 2018-19 session. There will be an induction programme which will explain to students how they should be using their Planner to get the best out of it.

We have strengthened S3 Profiles by ensuring that the sections which students complete are better aligned to the 'four contexts for learning', as set out in the Building The Curriculum series.

Tracking student progress and interventions We have continued to generate a spreadsheet to help

track student progress in the Broad General Education and Senior Phase following each Progress Point. We have improved our use of Senior Management Team meeting time to analyse this data, but still have more work to do to improve this further.

We have developed an action plan initiative for students who have two or more 'reds' in a Progress Point. This is improving the rigour of pastoral teacher interventions and improving parental engagement in their child's progress. In best practice, these action plans are reviewed and updated regularly, and shared with teachers as well as parents.

Supporting student learning in the Senior Phase We have developed a support resource for Senior Phase students and their parents called *Getting The Best Results You Can*. This explains how students can make best use of SQA resources, BBC Bitesize, Scholar and Bright Red to support their learning. Informed by the views of staff and students, it also contains details of the sorts of activities students should focus on in school and at home, as well as the sorts of activities that aren't very useful at supporting learning. Feedback has been very positive.

We developed a *Study Support Programme* for the Senior Phase which was shared with all students and parents. This complemented our Study Zone Programme, which continued to be popular with senior students.

We strengthened systems regarding senior student 'change of level' (e.g. National 5 to National 4) and withdrawal from course by introducing new paperwork, which included the parental voice and Depute Headteacher authorisation.

Our assertive mentoring programme was less successful, in the main due to staffing capacity issues. We need to consider this for the 2018-19 session.

Improving support and challenge in classes for all students Of the 58 lesson observations which have taken place this session, 42 (72%) indicated "very good" or "good" support and challenge for all students. In the S1-3 Learner Experiences Survey, this figure was 90% (a 1% increase from the 2016-17 session); in the S4-6 student survey, it was also 90% (also a 1% increase from the 2016-17 session).

In terms of the work which has been to improve this, initiatives such as the "Chilli Pepper Challenge" in the English faculty have been shared across the school and a workshop on this theme is planned for the summer term.

Homework We used the Learner Experiences Survey to find out student views on how much homework they get and used parental return slips from Progress Point Reports to get an impression on parents' views.

In the S1-3 Learner Experiences Survey, the average across all faculties was that 15% of 200 students said that they get a lot of homework, 38% said that they sometimes get homework and 47% said that they rarely or never get homework.

Homework will feature in the 2018-19 Improvement Plan.

Out-of-class support We asked S1-3 students in the Learner Experiences Survey to tell us about out-of-class support. 93% said that they fully agreed or agreed that this was available to them when they need it.

To strengthen this further, an 'out-of-class' support section has been included in our new student Planners.

Skills progression framework Following a period of internet-based research and discussion at Learning and Teaching Improvement Group and Extended Management Team meetings, we have agreed '12 core skills' which we will focus in developing in our students, S1-6.

A summary of these skills is included in the new student Planner.

We now need to do a piece of work whereby faculties identify which of these skills they will focus on

developing, which may include consideration as to what progression looks like for each skill. The intention is that students can talk confidently about the core skills that they are developing, including in profiling.

Progress and moderation in the Broad General Education

We developed a whole-school *Programmes of Study* document to support curriculum development in the Broad General Education. All faculties have been tasked with developing these programmes, to include: topics, Experiences & Outcomes, Benchmarks, formal assessment points and suggested learning activities. These are to be in place for June 2018.

We aligned sections of our calendar and working time agreement with partner Primary schools to facilitate improved cross-sector working. Over the 2017-18 session, this has focused on literacy and has been limited to our English faculty. However, in collaboration with Primary Headteachers, we have started to develop plans to take numeracy and science forward in a similar way.

Priority for Improvement 2

Have plans in place for 2018-9 for a **new curriculum structure in place**. This will meet the **aims of our curriculum rationale**, and be in place within the constraints of the timetable and staffing. These plans will have a focus on **maximising both attainment and achievement**. We will have **enhanced our enrichment provision** as a method of helping our young people develop their skills for life and learning.

NIF Priority:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.

NIF Drivers:

School Leadership
School Improvement

HGIOS 4 Q.Is

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum**
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

Progress and Impact including successful strategies

Significant progress has been made in implementing the anticipated changes. There has been a comprehensive series of consultations with teaching staff, admin staff, parents, education officers and pupils. As a result of these consultations a new structure for S3 and Senior Pupils is now in place, with minimal need for recoursing. Staff are focussed on adapting S3 courses, where there is more choice, and on delivering National 5 qualifications with less time to allow students more options. We have invested in core texts for all areas in order to give S4 students an excellent base on which to build their study at home and at school.

At the same time we have continued to widen our offer of courses, including proper alignment with college courses on a Tuesday and Thursday. This has led to a better uptake of college courses. In school we have increased the subjects on offer by 13 since 2010, widening our curriculum significantly and giving pupils greater flexibility in the senior phase and in their learning pathways.

We put in place a more rigorous planning framework for enrichment with partners. This has led to some excellent experiences, for example with the St Abb's Marine Reserve, a Paxton Waterwheel project, and two full school shows.

Outcomes for learners:

Current outcomes of these changes are that all senior students are now coursed. S4 students have the opportunity to study seven National subjects, including English and Maths. We have managed to keep recouring to a minimum by taking part in a pre-timetable exercise with students. The new system has also led to maximising Higher and AH choices by careful individual timetabling.

We have increased the contact time for Senior students by offering a selection of smaller, more bespoke courses for those who are not taking a full set of Highers in S5. The full outcomes on qualifications for learners will become apparent during the session, though prelims and into the final examinations and results.

Feedback from learners is positive around many of the planned experiences in enrichment, especially around expressive arts, where we can see an increase in the number of pupils taking music and drama.

Next Steps

We need to monitor carefully the effects of the changes planned on young people. In particular we need to consider how the current S3 will progress into S4 in the middle of this change. Faculty plans will reflect the need to adjust S3 and National courses.

We plan to develop the enrichment programme further – taking into account a model which creates ‘Schools of ...’ and leads to accreditation. This has been development work for the Summer term for the teams concerned and will be implemented for S1 and S2 during the year.

Priority for Improvement 3

To ensure that **all pupils are thriving**, particularly those affected by poverty. We need to put in place extra measures to close the attainment gap in school and support the learning of all.

NIF Priority:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children's and young people's health and wellbeing.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

NIF Drivers:

School leadership
School Improvement

HGIOS 4 Q.Is

1.2 Leadership of Learning
1.3 Leadership of Change
1.5 Management of Resources to Promote Equity
2.4 Personalised support
3.1 Improving wellbeing, equality and inclusion

Progress and Impact including successful strategies

We successfully used data to identify young people at risk. This Risk Matrix data (which includes those on FSM) was used consistently in our analysis of all progress and tracking reports. A series of follow-up conversations and action plans were put in place for those at risk throughout the school. We created a planning tool for use with individuals to identify the interventions which are appropriate for each young person affected by poverty. We engaged parents, pupils and staff in this planning.

We established during the course of the year a Learning Zone, to support students with emotional and behavioural difficulties. We saw a dramatic decrease in the number of demerits for these pupils through a combination of individual support, SMT monitoring, and supportive conversations. Of the top ten pupils for demerits, only one was in the top ten after this intervention. We are continuing to develop this area.

We have established a comprehensive paired reading scheme, working alongside accelerated reader and IDL. These methods, adopted in the Summer term, are already having benefits, providing a baseline reading age, linking up over 40 readers with targeted students and providing regular opportunities to read. We are just beginning to measure the impact of this intervention.

With some of our funds our PT Learning and Teaching has been working hard to support staff in improving in their delivery so that those affected by poverty can experience the positive effect size associated with having an excellent teacher. We have shared strategies which work,

and can evidence that students who achieved one Higher only tended to do so in areas where teaching and learning were very good. We have focussed on formative assessment strategies such as success criteria, which support those affected by poverty by making clear the learning needed. Surveys and observations show these are increasingly effective and seen in school.

A summary of our successes is as follows:

- All PEF young people received support through free breakfasts in school. Some have received extra support in the mornings through the Learning Zone.
- Our Pupil Equity Worker has worked with 9 vulnerable students to support them with mental health issues.
- Our work with Learning and Teaching has seen improvements in our self-evaluation grading from satisfactory to good overall. We believe this will have a significant impact on our PEF young people over time. We have now baseline data about how PEF young people feel about their classes, feedback and how they feel things can improve in their learning.
- The Learning Zone has had a measurable impact on 14 young people in particular, reducing their demerits and increasing engagement in learning.
- The accelerated reading programme has had a successful start, providing baseline data for all, and supported by over 40 community readers as part of our shared reader scheme. This targets support in literacy and reading for those who require it. The Success in IDL programme has had a similar positive start.
- Our funding for Maths Ninja paid off as we were Scottish Maths Champions, with significant support from all young people, including those affected by poverty.
- All young people affected by poverty were able to take part in a free enrichment programme of activities on a Wednesday afternoon, giving wider experiences which they may not have gained out of school, these included rugby, expressive arts shows, science and outdoor learning experiences, Lego robot technology, work with local stately homes, and many more.

We have part in a poverty proofing exercise with parents, pupils and staff. We have identified a number of different measures, specifically:

- Ensuring costs are non-existent or minimal for all school trips and outings, including our very successful Duke of Edinburgh programme.
- Working with the Parent Council and local churches to recycle uniform.
- Keeping our uniform costs low and a number of different suppliers.
- Using some of our PEF money to give to a student group to decide how best to use it to support young people in poverty through a participatory budgeting exercise.

Outcomes for learners:

We have put in place better and more effective support for young people affected by poverty who have emotional or behavioural difficulties.

We have been successful in establishing a baseline for all of our young people affected by poverty through coaching conversations, but feel we are at the early stages in seeing the impact of the interventions described above. It has taken some time for our interventions to be in place for all.

We can describe the literacy and numeracy gap for our S3 students in the following way:

- Level 4 – Literacy 31.7%, Numeracy 19.4%

- Level 3+ - Literacy 9.8%, Numeracy 36.9%

We would want to see this percentage gap reduce to less than 10% for Level 3+ during the course of the next year, and to reduce to around the 15% for Level 4 in Literacy and Numeracy at level 4. Towards the end of the Summer term we are establishing some baseline assessment around reading ages and will set targets accordingly when this information is collated.

Next Steps

We feel we are in a much better position to support those affected by poverty than at the start of the year. This is because key staff are in place, we have established how to deliver interventions, and have mobilised resources to provide significant interventions. We have a firm baseline and expect that we will be able to see acceleration in the success we are achieving at the moment.

Key to our plans are the following:

Leadership – we appointed a PT PEF in January 2018 which is helping us plan more strategically, providing much needed impetus to the process.

Assessment instruments – we are now in a better position to collect information about progress in literacy and numeracy. We can now build on this as we go forward.

Pupil Support Worker – building on the effectiveness of our Pupil Equity Worker (a Youth Work Modern Apprentice), our new Pupil Support Worker will have a home/school link remit which will provide expert support.

Learning Zone – we will look to make physical developments, and will continue to develop this work with a settled team.

Learning and Teaching – our PT will continue to work with staff around effective approaches for young people, and for those affected by poverty in particular. We will be able to consider the long-term effects on SQA results in future years.

Priority for Improvement - Cluster

Increase collegiate working to improve teaching and learning across the whole cluster. Closer cluster working – leading to strong relationships, understanding, learning and teaching, attainment, and HWB outcomes for young people.

NIF Priority:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children's and young people's health and wellbeing.

NIF Drivers:

Leadership and Management

HGIOS 4 Q.Is

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of Learning
- 2.7 Partnerships
- 3.1 Improving wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

Learning Provision Successes and Achievements	
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Progress and Impact including successful strategies:

- P6/7 joint provision changed due to the resource implication of staffing and travel arrangements for other schools.
- We have continued to evaluate and enhance our provision for P7 pupils by involving community partners and enhancing the existing transition programme to High School, for example, Rotary Technology Competition, German Language Adventure, Rotary Quiz and transition mornings for our P7 pupils.
- P6 pupils have all experienced participation a wider community event through the Berwickshire Christian Youth Trust learning day at Coldingham Priory.
- We have engaged in professional reading together as in our HT/DHT groups.
- Agreed vision, values and aims continues to be developed and will inform a lot of our cluster practice as we move forward in session 2018-2019.
- Engagement as a cluster HT/DHT group making plans to share powerful pedagogy and powerful knowledge and using common resources to develop
- Listening and Talking Curricular Framework for all Primary Schools within the cluster. Three members of staff developed progressions aligned to the benchmarks in January 2018. These were shared and moderated with all primary cluster colleagues and feedback was provided.
- The sharing of good high level learning and teaching experiences through professional dialogue occurred during November Inservice Day and collegiate activity time so that all staff were able to reflect and deepen their understanding of creating the best learning environments for listening and talking. Gillian Gibson, educational psychologist for our area was a key stakeholder in this work and development.
- Head teachers and Depute Head teachers met more regularly senior managers – meet regularly to discuss cluster matters and plan for a shared strategic vision.
- Develop our leadership of curriculum provision in terms of planning jointly experiences for P6s and P7s.
- We have considered our cluster Vision, Values and Aims for the 'EyeLearn' cluster.
- Provide opportunities to moderate our learning and teaching approaches and standards through regular cross-sector meetings.
- We are beginning to ensure that key teaching methods and approaches are delivered more consistently, for example, engagement and planning of materials from the Critical reading Toolkit.

Outcomes for Learners:

- Improved quality of learning and teaching.
- Outdoor three day residential experience to Kingswood. Engagement with parents/carers during Information sessions for starting S1 and sharing residential information allowed for the Senior Management team at Eyemouth High School to meet with all new parents and carers and set the tone and ambition for all of our young people and their families as the move into secondary education. This has resulted in a better joint understanding of young people and engagement with a wider group of cluster staff. Reduced anxiety about coming to the High school.
- Listening and Talking Curricular Framework for all Primary Schools within the cluster. Three members of staff developed progressions aligned to the benchmarks in January 2018. These were shared and moderated with all primary cluster colleagues and feedback was provided.
- The sharing of good high level learning and teaching experiences through professional dialogue occurred during November Inservice Day and collegiate activity time so that all staff were able to reflect and deepen their understanding of creating the best learning environments for listening and talking. Gillian Gibson, educational psychologist for our area was a key stakeholder in this work and development.

Next Steps:

- Consider our cluster Vision, Values and Aims for the 'EyeLearn' cluster so that we will have an agreed curriculum rationale that sets out, in simple terms, what our cluster is aspiring for through our curriculum.
- Provide opportunities to moderate our learning and teaching approaches and standards through regular cross-sector meetings by working collegiately, we are going to explore 'powerful pedagogies', accepting that pedagogical approaches differ according to the age and stage of the pupils.
- Assessment evidence for Literacy and Numeracy will enable all teachers to have a better understanding of teacher judgement and benchmarking will become more secure as part of the moderation cycle.
- Working collegiately, we are going to design a security task for an agreed curriculum component, Literacy and Numeracy to help assess pupil attainment against the benchmarks.
- We will then administer these security tasks and moderate our outcomes.

Key Improvement Priorities for 2018-19

Evaluate the following Q.I's 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

Quality indicator	School self-evaluation
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory
3.2 Raising attainment and achievement/ Securing children's progress	Good

Our capacity for continuous improvement is:

Good – we have seen outcomes for learners improve steadily through our consistent focus on learning and teaching. The ongoing focus on improved health and wellbeing and universal and targeted support will help to improve our outcomes further. Leadership is improving at all levels and we look forward to consolidating some major changes that have been made this year.

List the key priorities which will feature in your school improvement plan for 2018-19:

- Continue to improve the quality of teaching and learning across the school.

- Maximise attainment for all through improving our curriculum.
- Align our universal and targeted resources to achieve the best possible outcomes for all our learners.