**Scottish Borders Council
Education and Lifelong Learning**

Quality Improvement Framework

CHIRNSIDE PRIMARY SCHOOL

**School Improvement Plan
Session 2014/15**

School Vision, Values and Aims

Our vision, values and aims are set in the context of the 'Education and Lifelong Learning Strategic Improvement Plan 2012-15' and 'How good is our school?'

At *Chirnside Primary* School our vision is:

"That our school and community will enable all our pupils to achieve their fullest learning potential regardless of background or ability."

This vision is embodied in our school's values of **wisdom, justice, compassion and integrity**: these are the words, which are inscribed on the mace of the Scottish Parliament, have helped to define values for our democracy.

It is one of the prime purposes of education to make our young people aware of the values on which Scottish society is based and so help them to establish their own stances on matters of social justice and personal and collective responsibility. Young people therefore need to learn about and develop these values. The curriculum is an important means through which this personal development is encouraged.

Our vision and values guide the way we work. Together our aims are to:

- *Place children at the centre of all that we do*
- *Identify and rectify problems when children do not perform well*
- *Celebrate and reward achievement and excellence*
- *Involve parents fully in the life of the school and their own child's education*
- *Act as a focus for the community we serve*
- *Make the best use of all resources at our disposal*
- *Support, develop and value all our staff to better the learning opportunities we offer our pupils*
- *Ensure a positive ethos and climate of respect and trust, based upon shared values across our school community*

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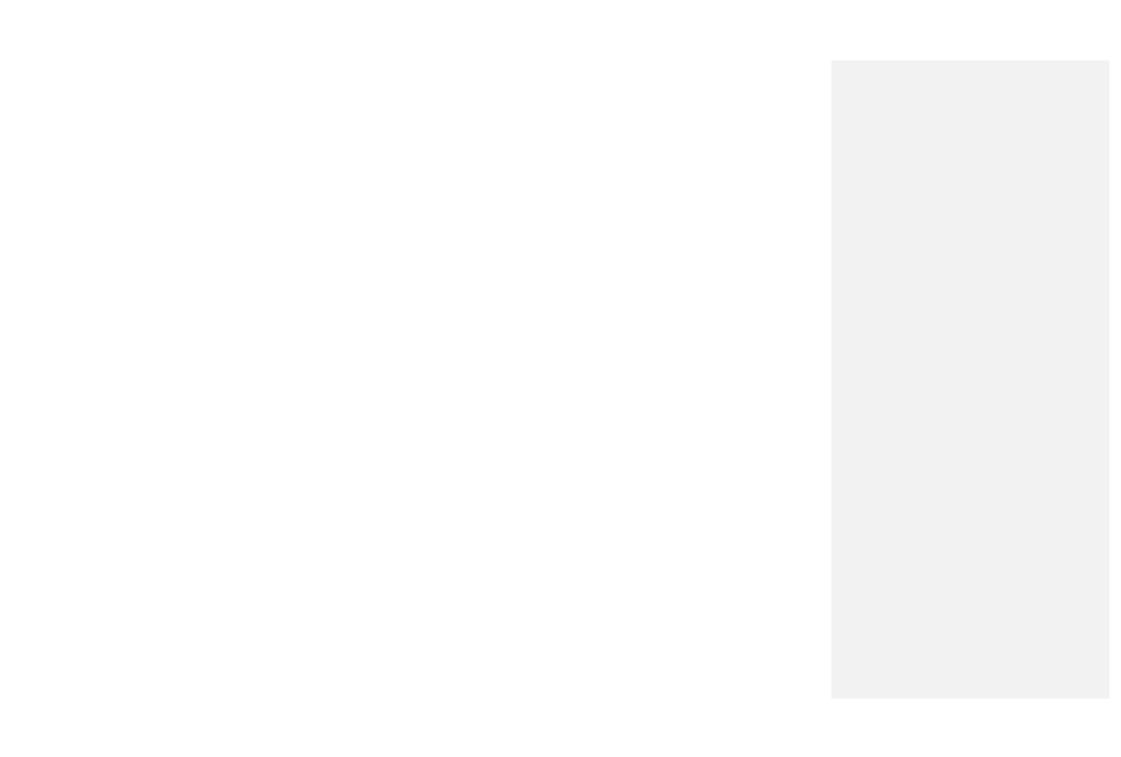
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Session 14/15	School: Chirnside Primary School	Priority for improvement and brief description: **School Ethos and Values**
Learning Community Link 1. Raise attainment and achievement for all learners.	HGIOS Quality Indicators/Theme: 1.1 Improvements in performance 2.1 Learners' experiences 5.1 The curriculum	

- **What will be different for learners as a result of this development?**
  1. **A culture of respect, responsibility, rights and relationships will continue to be developed and support learners in their learning.**
  2. **Exclusions will continue to decrease in number and be less than 2013-14.**

Steps/actions required	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved *(How do you know?)*
1. Develop leadership roles for pupils across the school: • Playground Leaders programme • Eco Schools • Pupil Learning Council • JRSOs	HT PT HT HT	October 14 January 15 October 14 October 14	HT Management Time PT Management Time HT Management Time HT Management Time	
2. Promote values further to permeate the work of the school and develop a culture of respect. • Review Behaviour Management Policy with all stakeholders • UNICEF Rights of the Child development through	HT / SMT HT / SMT	December 14 September 14 / April 15	SMT Management Time / INSET1 / Nov parent evenings HT Management Time – Partnership discussions CATx1	

assemblies and focus week in term 4				
3. Review positive behaviour management strategies to achieve a shared and consistent approach. • Collaborative discussions between all staff to identify clear expectations and standards – link to RR policy • Teaching staff to identify and establish expectations and standards with own class in line with staff discussions. • Standards and expectations to be shared with parents.	HT with CTs CTs SMT	August 14 September 14 December 14	CAT x1 November parents' evenings	
5. Review structure and content of school website to reflect users' needs. • Survey parents and staff on required use and content. • Establish required improvements and investigate possible provision. • Design new format and review with user groups. • Launch with user groups • Update content frequently.	DHT Working Group DHT DHT DHT / HT	August 14 September 14 September 14 November 14 June 15	 1x CAT / November parents' evenings	
6. Improve co-ordination and impact of career long professional learning.	CTs / SMT	June 15	PRDs / SMT Meetings	

• Use CLPL standard in PRDs to identify next steps in PLP. • Use elements of the standard in reviewing teaching in observations and peer observations	SMT / CTs	June 15	SMT meetings	
Next steps				

Session 14/15	School: Chirnside Primary School	Priority for improvement and brief description: **Pedagogy**
Learning Community Link 1. Raise attainment and achievement for all learners. 2. Quality Assurance and Moderation will be in place	HGIOS Quality Indicators/Theme: 1.1 Improvements in performance 2.1 Learners' experiences 5.3 Meeting learning needs 5.9 Improvement through self-evaluation	

- **What will be different for learners as a result of this development?**
    1. **Learners will experience a joined up approach to learning, based on previous learning experiences, identification of achievements and progress, identification of next steps In learning and peer/self evaluation.**
    2. **Assessment opportunities will be planned as part of learning and reflect contextual pupil learning opportunities, providing valid and relevant assessment information.**
    3. **Learning will reflect a shared understanding of educational standards and expectations with our colleagues in Berwickshire Learning Community, ensuring high quality learning and achievement for pupils.**

Steps/actions required	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved *(How do you know?)*
1. Ensure Collaborative Learning approaches are embedded across all stages - Revisit key aspects of effective co-operative learning and resources with teaching staff, including social skills ladder. - Identify strategies for CL to be implemented and imbedded. - Monitor through peer observations and classroom visits.	DHT / PT CTs CTs / SMT	Nov 14 Nov 14 June 15	INSET 2 – Oct 14 INSET 2 – Oct 14 Class observations / SMT meetings	

2. Continue to embed AifL strategies across all stages. • Completion of TLC meetings • Continuation of peer observations • Monitor through class observations	DHT / PT CTs SMT	June 15 June 15 June 15	CATs x 4 RICCT offset against WTA (3hrs) Class observations / SMT meetings	
3. Develop approaches to assessment further • Explore use of NAR to develop assessment activity design and understanding of breadth, challenge and application • Continue engagement with other CTs for moderation of assessment approaches • Link with other CTs across primaries to moderate assessment approaches	SMT/CTs HT / CTs HT / CTs	Nov 14 June 15 June 15	INSET 2 CATx3 CATx3	
Next steps				

Session 14/15	School: Chirnside Primary School	Priority for improvement and brief description: **Self Evaluation**
Learning Community Link 1. Raise attainment and achievement for all learners. 2. Quality Assurance and Moderation will be in place	HGIOS Quality Indicators/Theme: 1.1 Improvements in performance 2.1 Learners' experiences 5.1 The curriculum 5.3 Meeting learning needs 5.9 Improvement through self-evaluation	

- **What will be different for learners as a result of this development?**
    1. *Learners' will experience a creative and inspirational approach to learning, based upon their individual learning needs and personal support requirements.*
    2. *Learners' wider achievement and attainment will be tracked and recognised, providing opportunities for next steps in learning to be identified and impact upon future learning.*
    3. *Learners' experiences will continue to be of a high standard, reflecting national CfE expectations and standards.*

Steps/actions required	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved *(How do you know?)*
1. Ensure classroom visits focus on impact upon learning to ensure consistency of high quality practice.	SMT	Dec 14	SMT meetings	
• Review and imbed classroom observation approaches at SMT level	CTs	April 15	INSET3	
• CT targeted peer				

observation (Collaborative Learning) in trios. • Widen approaches – visit other schools (one visit per CT per year) with a CL focus.	HT / CTs	Dec-May 15	Offset RICCT against WTA	
2. Record and track children's achievements within and out with school to ensure entitlements to BGE. • Develop a classroom tracking system used by pupils to record wider achievement (link to PLPs) and implement. • Review WA tracking as part of planning consultations with CTs • Feed WA tracking into Pupil Profiling for the end of each year (see 5 below).	HT / SMT / CTs SMT CTs / Pupils	Dec 14 Dec 14 May 15	INSET3 SMT meetings / CT planning consultations INSET 6	
3. Engage further with CT moderation within and across schools. • Identify a buddy school, purpose for moderation, moderation approach and opportunity. • Engage in moderation	HT CTs	Nov 14 June 15	CAT x3	

process with buddy school and draw conclusions from moderation activities, which impact upon own practise. • Plan change from impact and implement.	CTs / HT	June 15	CATx1	
4. Engage teachers in collegiate planning sessions. • Develop and implement a structure for collegiate planning sessions: • Discuss and debate how planning, assessment and tracking approaches support our child centred methodology.	HT / SMT CTs / SMT	October 14 June14	SMT meetings CAT x4	
5. Develop and implement our approach to Personal Learning Planning to: • Capture wider achievement by incorporating BGE pupil audit. Through 'Focus Learning Weeks' use PLPs to: • Identify pupil strengths and learning needs / set targets	HT / SMT / CTs HT / PT / CTs DHT / CTs HT /	Dec 14 June 15	INSET 2 / 3 INSET 5	

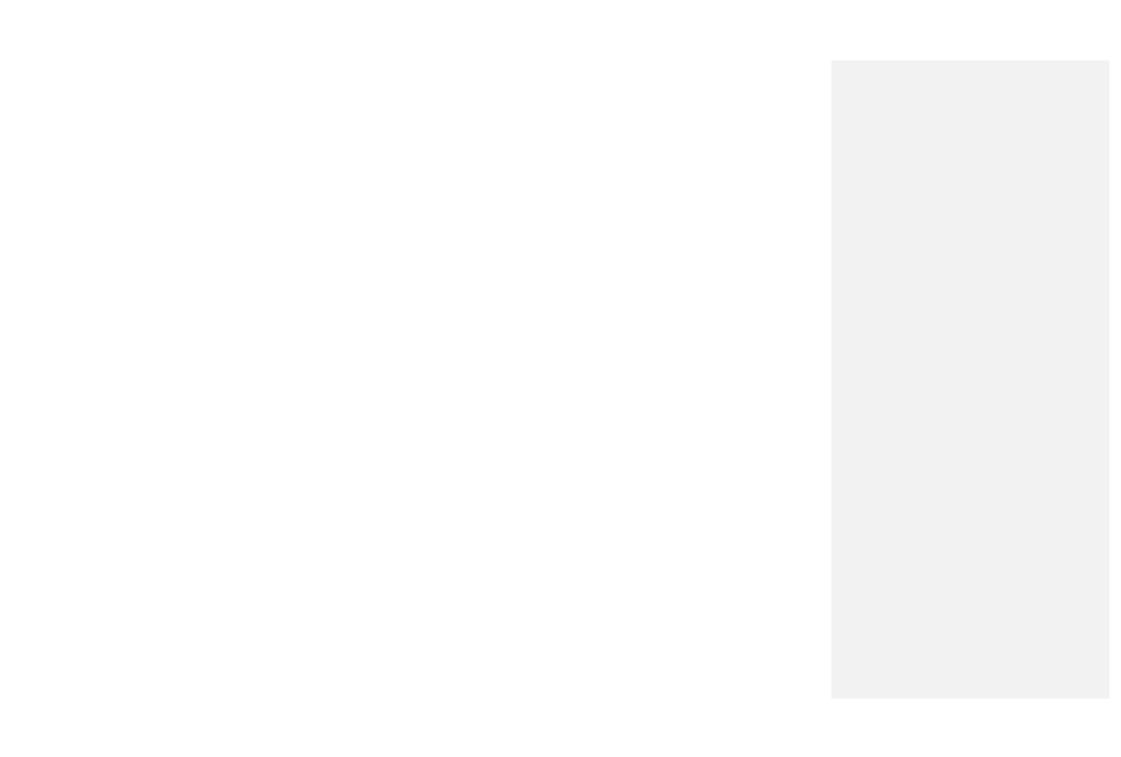|				
• Build a Pupil Profile at the end of E, F and S levels • Involve pupils in planning / reviewing their learning	SMTs			
6. Implement EY screening to record progression and ensure coherence to personal support. • Define baseline assessments for Pre-school year and Primary 1 • Implement assessments for PS and P1 • Review baseline information gathered in terms of value. • Compare baseline information with standardised testing (PIPS) at P1. • Draw conclusions and identify priorities for improvement.	SfL / NT / P1CT Nursery team / P1 SfL / HT / NT / P1CT SfL / HT HT / SfL	November 14 January 15 April 15 June 15 June 15	Working group – CT cover required ANA / CA time for implementation SMT meeting SMT meeting SMT meeting	
Next steps				

Session 14/15	School: Chirnside Primary School	Priority for improvement and brief description: **Curriculum Development**	
Learning Community Link 1. Raise attainment and achievement for all learners.	HGIOS Quality Indicators/Theme: 2.1 Learners' experiences 5.1 The curriculum 5.3 Meeting learning needs		

- **What will be different for learners as a result of this development?**
  1. **Learners' curriculum experiences will be of a high standard, replicating national standards and expectations.**
  2. **Learning will be based upon curriculum maps, ensuring breadth, depth, progression and continuity of learning.**

Steps/actions required	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved *(How do you know?)*
1. Compare and moderate our significant aspects of learning in Lit / Num with those published nationally by ES • Study Sig aspects docs for Lit / Num. • Evaluate KSA Ladders for Lit / Num in light of findings • Adjust KSA content as required	CT Working groups " "	Dec 14	CAT x2 INSET 2	
2. Compare and moderate our significant aspects of learning in Science / Social Subjects and Technology:	CT Working	April 15	CAT x3 INSET 4	

• Complete our significant aspects of learning in Social Studies, Science, Technology. • Study Sig aspects docs for Science, Social Subjects and Tech. • Evaluate KSA Ladders in light of findings • Adjust KSA content as required	groups " " "			
3. Develop programmes of study for Early, First and Second levels for mental, social and emotional H&WB • Gather examples from other schools to explore and discuss. • Cluster key E&Os for holistic experiences and sig aspects of learning. • Identify individual E&Os and sig aspects of learning. • Plan potential contexts for clustered E&Os and when these will be covered to produce a curriculum map.	HT / CT Working groups " " "	June 15	CAT x 4	
4. EY – develop writing skills across the playroom and outside,				

ensuring real life contexts for learners. • Visit other nursery providers to gather information on different approaches. • Identify plan for improvement. • Purchase resources to support improvements. • Plan implementation of improvements for next session.	Nursery team HT / nursery team "	Dec 14 Feb 15 Feb 15 April 15	Class cover INSET 5 CAT x 2	
5. Develop approaches to problem solving to increase pupil awareness and use of strategies. • Visit other schools to identify strategies of implementing problem solving in the curriculum. • Identify a plan for improvement • Purchase resources to support improvement • Plan implementation of improvements for next session.	DHT / Working Group Working Group " "	Dec 14 Feb 15 Feb 15 April 15	Class cover INSET 5 CAT x 2	
Next steps				

Other continuing improvements, which do not have an action plan:

Chirnside Primary School	Berwickshire Learning Community	Scottish Borders Council
- School improvements to be reflected in Teaching, Learning and Assessment policy - Child Protection - Review Homework policy to reflect parent, pupil and staff views. Explore learning grids as a way forward - Eco-Schools green flag award - Develop a culture of respect by focusing on UICEF's 'Rights of the Child' through assemblies and a focus week - Standardised testing at P1 (PIPS), P4 and P7 (INCAS)	- Languages 1+2 - Quality Assurance and Moderation - Closing the attainment gap	- Respectful Relationships – INSET 1 (Online Module) - Fire Safety training