

**Scottish Borders Council
Education and Lifelong Learning**

Quality Improvement Framework



CHIRNSIDE PRIMARY SCHOOL

**School Improvement Report
Session 2013/14**

The School in Context

1. Recent improvements to the buildings and facilities:

- a. A new classroom was built in the rear playground to meet projected increase in school roll in future years.
- b. An ICT curriculum refresh resulting in faster access times for pupils and staff, and increased flexibility in the use of ICT through the introduction of notebooks for pupil use.

2. School roll, class organisation:

- a. Primary School Roll (as of November 2013):
- b. Nursery School Roll (as of November 2013):
- c. Nursery class based on 30/30 places am/pm. Both sessions were on a mixed basis for 3 and 4 year olds.
- d. Primary classes were organised as follows: P1G, P1M, P2, P3, P4, P5, P6 and P7.
- e. Berwickshire Support Base continued to deliver ASN learning through Cheviot and Tweed classes.

3. Staffing including changes/restructuring:

- a. Senior Management Team consisted of Head Teacher, Depute Head Teacher and Principal Teacher.
- b. Class Teachers were 11 in number, with P5 and P7 on a shared basis to cover management time for DHT and PT.
- c. Support Staff consisted of four Additional Needs Assistants, one Classroom Assistant, one School Auxiliary, one School Administrator, two part time janitors.

4. Grants or additional funding secured by the school

- a. We secured additional 'Celebrate!' funding to support our 'Commonwealth Tapestry' community project, led by Primary 5 and designed to bring together a number of partners in our community to support learning and create a community legacy for the Commonwealth Games.

5. Creative and innovative practice

- a. Both P4 and P6 engaged with Flodden 500 programme to celebrate the anniversary of the Battle of Flodden.
- b. Assessment for Learning approaches continued to be developed and supported at all stages of the school.

6. Parent Council

- a. The Parent Council continued to meet regularly and support the work of the school. They supported the travel costs incurred to ensure all classes had opportunities to take their learning outdoors and into the wider environment.

7. Significant factors which have influenced the capacity for improvement

- a. The school was inspected in October 2013 by Education Scotland. Through self evaluation and inspection a number of key priorities were identified and will be planned for in terms of improvements for 2014-15 and beyond.

Summary of consultations with parents and children and young people about our strengths and areas for improvement.

Parent Consultations:

November 2013 – Homework Survey (Survey Monkey) – this consultation gave a clear indication of parental views upon purpose, content and amount of home work currently set. This information will be used to clarify our approach and expectations towards homework next session and the review of our current homework policy.

March 2014 – Asymmetric Week Survey (Paper and face to face) – this consultation engaged parents in dialogue around SBC's proposal to move to an asymmetric week in 2014-15. Parents were given information around the organisation of the asymmetric week and were able to ask questions about impact upon learning and other linked issues (childcare and school transport). Parents indicated their preferences around start and finish times, length of lunch hour and the requirement of an afternoon break. The results of this consultation guided decisions around how our asymmetric week will be organised. Parents notified of proposals in May 2014.

May 2014 – School Website – Consultation (paper survey) around purpose and content of our school

website identified focuses for improvement. Parent working group engaged with DHT to review and evaluate a new layout for our website and identified further improvements and recommendations. New website will be launched at the start of 2014-15.

Pupil Consultations:

Pupil Learning Council carried out an pupil consultation on the asymmetric week to mirror the parent survey.

The results and information fed into the proposals for the asymmetric week to be launched in August 2014.

EVALUATION OF PROGRESS

Question 1: HOW WELL DO CHILDREN LEARN AND ACHIEVE?

Q1 1.1 Improvements in Performance

Overall we have evaluated ourselves as GOOD

SIP Actions from Session 2013/14 including impact and evidence:

- The school is developing a broad general education across all curriculum areas taking account of the recommendations of Curriculum for Excellence.
- The school celebrates and recognises children's achievements well.
- Children's involvement in a number of school sporting groups is having a positive impact on their physical wellbeing.
- Children's place in their community has become developed better through the school's work in exploring local history and commemorating the history of the Battle of Flodden.
- By working on specific joint projects, children involved in school groups demonstrate their abilities to work with others to find solutions, listen to the views of their peers and agree action plans.
- Children at P7 are becoming more independent and confident through their residential visits to the outdoor centre at Kindrogan. They achieve a John Muir Award (Discover) through this involvement.
- The school's analysis of its attainment data at the end of the session 2012/13 shows that most children are making good progress in English language and mathematics from prior levels of attainment.
- Children are progressing well from prior levels of achievement in most aspects of mathematics and numeracy.
- Children across the primary stages are progressing very well in PE.
- The school has strong links with the health visitor, community policeman, Active Schools Co-ordinator, Home School Link Worker and CLD workers, all of whom support the school's vision that HWB is central to all that the school does.

Next Steps

Nursery

- Children will benefit from being part of the whole-school approach to Eco-Schools work and actively participating in real-life eco initiatives, such as recycling, gardening and composting.
- Wider achievements of children will be captured in the new format for personal learning planning when this is agreed.
- Through existing nursery routines, seek opportunities to develop further children's responsibility and independence.
- Continue to develop children's skills in early writing across the playroom and outside, for example with chalks.
- Children would now benefit from more opportunities to apply and develop their writing skills in real-life contexts
- Develop children's early numeracy skills further across the playroom activities and routines,
- Continue to encourage children to apply mathematical language during play in meaningful and relevant contexts.

Primary

- Develop further leadership roles for children across the school
- Develop a robust way to record and track children's achievements within and out-with school to ensure that all children are benefitting from their entitlements to a broad general education and it identifies those in danger of missing out on opportunities.

- Explore the reasons why there appears to be a drop in attainment from Early to First level in English language and mathematics.
- Continue to develop the school's tracking system.
- Continue to develop procedures to gathering robust tracking information to allow analysis of trends in attainment
- Compare the school's identified significant aspects of learning with those identified in the nationally available documentation to refine the tracking system.
- Continue to develop teachers' abilities to make valid and reliable professional judgements through engaging wider moderation circles.
- More planned opportunities to develop and apply their numerical and mathematical skills across the curriculum.
- Greater use of collaborative group work to ensure children were more engaged in their learning
- Increase pupils' awareness of problem solving strategies that they can use to solve mathematical problems. Increase pupils' aware of their individual strengths and areas for development in mathematics. Ensure pupils are able to readily identify and use mathematical and numerical skills in other areas of the curriculum.
- Develop their skills in listening and talking, particularly listening to and building on the contributions of their peers.
- Consistent high expectations across all classes would ensure children continue to make progress with their writing.
- Improve the programmes for HWB for all children, building in newer areas such as mental, emotional and social health and wellbeing 'planning for choices and changes' and 'personal support' for all children.
- Seek children's views on their attitudes towards health and on decisions and choices that they make.
- Ensure the development of monitoring and tracking across the curriculum and the development of learning logs at Early, First and Second Levels as a means of children identifying strengths and addressing development needs.
- Ensure that personal plans are put in place for each child in the nursery.
- In nursery, ensure that children have opportunities to be more involved in preparing and serving their snack.

QI 2.1 Learner's Experiences

Overall we have evaluated ourselves as GOOD

SIP Actions from Session 2013/14 including impact and evidence:

Nursery:

- Many children engage very well in their chosen activities and can sustain their interest to complete tasks very well.
- Children are confident in accessing and enjoy using technology

Primary:

- Relationships between teachers and children are positive and conducive to learning.
- Children feel respected by staff, safe and happy in school,
- Children's learning is enhanced by a range of out-of-class activities offered both inside and beyond the school building.
- Children feel that they have a voice in the school and exercise this through various committees
- Aspects of 'Assessment is for Learning' (AifL) strategies are being used by teachers in all classes.

Next Steps:

- Ensure areas of good practice are shared better across the school.
- Continue to develop and embed AifL strategies across the school consistently .
- Develop more robust approaches to ensure learners' views are sought and acted upon.
- Use ICT to enhance pupils' learning further.
- Promote the values of the school further to ensure that they permeate the work of the school and to develop further a culture of respect.
- A school review of positive behaviour management strategies and approaches to achieve a shared and consistent approach across all classes and stages.
- Ensure smooth learning transitions which would help maintain focus and pace throughout lessons.

Question 2: HOW WELL DOES THE SCHOOL SUPPORT CHILDREN TO DEVELOP AND LEARN?

QI 5.1 The Curriculum

Overall we have evaluated ourselves as SATISFACTORY

SIP Actions from Session 2013/14 including impact and evidence.

Nursery:

- Nursery children benefit from a valuable, broad general education that is firmly based on play.
- The curriculum reflects children's interests well. There is a good balance of themes and topics selected by staff and ones that develop as a result of children's interests.
- Visitors to the nursery enhance children's learning across the curriculum well.

Primary:

- The rationale of the curriculum has been reviewed and developed in recent years to take greater account of CfE.
- Teachers appreciate that the curriculum should be designed to meet the needs of all children, entitlements and the seven design principles.
- Staff are developing interdisciplinary learning
- Staff have worked together mainly with stage partners in some in-house moderation activity to try to establish a consistent and common understanding of standards in writing.
- Teachers are increasingly planning learning with children (mainly in topic work) and working from what the children know and what they want to learn about.
- The national expectation for the provision of 2 hours of quality physical education for all is being met.

Next Steps

Nursery:

- Ensure increased and regular planned time to discuss and debate how planning, assessment and tracking approaches can best support the child-centred methodology we work hard to offer.
- Access more readily the wider local community as a context for learning.
- Include nursery in a wider range of whole school experiences and initiatives, such as the Eco-Schools work.

Primary:

- The pace of development of CfE now needs to increase.
- Working groups for taking curriculum development forward need to be formed.
- An overall curriculum map needs to be developed now to ensure children's entitlement to a broad general education is met and to enable staff to identify and address gaps in learning.
- There is a need to review the school website content.
- ensure that children develop progressively their knowledge and skills in expressive arts, social subjects, sciences and ICT
- Children could be more involved in the planning of their learning.
- Continue to build on involvement of partners, including parents, to support development of the curriculum.
- Continue to develop IDL to ensure a clear contribution to a broad general education, outcomes for learners are clear and assessment approaches are clear.
- Develop Curriculum links between primary and secondary

QI 5.3 Meeting Learning Needs

Overall we have evaluated ourselves as GOOD

SIP Actions from Session 2013/14 including impact and evidence.

Nursery:

- Staff relationships and interactions with children are very positive, caring and sensitive.
- Staff intervene promptly, as necessary, to support a few younger children in learning to play alongside their peers.
- The nursery staff work closely in partnership with parents and other professionals to meet individual needs.

Primary:

- In learning, pace and challenge is appropriate for most children
- Tasks, activities and resources are matched to children's learning needs in most classes.

- Homework is regular, innovative, supports class work and is issued in a way that gives children for organising this and taking responsibility for it.
- Staff use attainment data from standardised testing assessments along with information gathered through formative assessment, to ensure each pupil is making appropriate progress.
- Positive steps are taken to ensure that factors which may affect learning are promptly identified and addressed effectively.
- Support staff are skilled and work very well with identified children across the school.
- Reviews are set for children as required and are attended by parents and relevant agencies.
- Staff have developed positive and respectful relationships with children, listening carefully to what they say and responding to their ideas and interests.

Next Steps

Nursery:

- Develop a system for staff to rigorously evaluate children's learning and identify their next steps, to inform future planning.
- Re-introduce individual profiles/learning folders for all children, ensuring they involve children and parents in meaningful ways.
- Review how sensitive information about individual children is stored, and introduce a chronological system to file letters, documents and notes.
- Continue to develop staff skills in involving children more fully in planning and reviewing their own learning.

Primary:

- Record individual achievements and learning to track progress in all areas and support children to develop their own learning targets.
- Develop and review pace and timings of lessons to maximise learning time.
- Consider the development of higher-order thinking skills in order that children are working at the required level as they progress from stage to stage.
- Plan tasks and activities which provide a balance between independent learning and group activities.
- Involve children in making decisions about leading learning and taking further responsibility for their own learning.
- The examples of good practice in setting homework tasks needs to be extended across the school.
- Personal learning planning should be developed throughout the school to allow identification and discussion of individual learning needs and the development of individual target-setting.
- Continue to develop professional dialogue between all school staff and partner staff
- Development of SMART targets for IEPs and a child-friendly version to ensure children are aware of their targets and what they have to do to improve their learning.
- Continue to develop an effective system which ensures all children receive their entitlement to personal support.
- Continue to develop questioning across the school to develop children's higher-order thinking skills.
- Ensure consistent use of positive behaviour management across the school.

Question 3: HOW WELL DOES THE SCHOOL IMPROVE THE QUALITY OF ITS WORK?

QI 5.9 Self Evaluation

Overall we have evaluated ourselves as SATISFACTORY

SIP Actions from Session 2013/14 including impact and evidence

Nursery:

- The dedicated and collegiate nursery team reflect together on their practice on a frequent basis.
- Staff take good account of the opinions of parents and children to help them reflect on nursery experiences and the quality of provision.

Primary:

- Staff are reflective practitioners. They regularly discuss their work, share and try new ideas and are highly committed to improving outcomes for learners.
- The improvement priorities the school has been working on in recent years has been firmly focussed on improvements to learning and teaching to achieve better outcomes for children.
- Teachers are involved in identifying priorities in the improvement plan and feel that they now have greater ownership of this.
- Teachers present on their assessment approaches to their stage partners and respond to feedback.

- Children's views are sought on a range of aspects of school life through focus group discussions, questionnaires and feedback from pupil committees such as the pupil council.

Next Steps

Nursery:

- Nursery staff would now benefit from, and are entitled to, regular, and focused feedback and discussion, based on direct observation of their practice, with the HT and/or PT.
- Nursery staff would now benefit from support and guidance on how to use self-evaluation, and the information they gather as a result of their activities, in a meaningful way in order to focus on what matters.
- As identified by the school, the head teacher, along with nursery staff, should without delay develop a coherent, manageable and meaningful approach to recording progression and coherence in learning across the Early Level.

Primary:

- There is scope for classroom visits to have more of an impact on the consistency of high-quality practice.
- There is scope to strengthen the programme of classroom visits through developing more targeted peer observation
- Widen approaches to sharing good practice through visiting other schools.
- There is scope to further involve children in evaluating and shaping learning and teaching.
- There is scope to further seek out the views of partners and involve them in shaping school improvement. The school should now build on and extend its approaches to tracking of attainment and measuring progress
- There is a need for staff to become involved further in discussion with colleagues from within their school, within the associated schools group or across the authority in moderation meetings, to develop further their understanding of national standards.
- The school recognises the need to identify and implement a robust mechanism and system of evaluation to measure how the priorities in the school improvement plan have had an impact on improving the achievements, attainment and well-being of learners, and impact upon the work of the school.
- Staff would benefit from further training in self-evaluation.
- Improve the coordination and impact of career-long professional learning.
- To develop a more outward-looking and solution-focussed approach.
- Children would benefit from more opportunities to become leaders of their own learning. There is scope to increase opportunities for children to take on roles of responsibility across the school.
- To raise the profile of the school's values.

Any other continuing improvements which have not be commented upon in the previous sections.

- We have continued to build partnerships within our community to support and enhance learning. Notable projects have been:
 - Ahlstrom Paper mill supporting learning at P1 (Materials); P5 (paper making) and the whole school through our Commonwealth Tapestry
 - Commonwealth Tapestry project involving a variety of Chirnside community groups, parents and businesses.
 - Horticultural Society – working in partnership to enhance learning through expressive arts as part of the annual horticultural society show.
 - The use of local resources and those further afield to enhance learning in the curriculum.