



EDUCATION PERFORMANCE (HMIe) SUB-COMMITTEE

Thursday 4th September 2014

**Chirnside Primary School
Berwickshire**

Inspection Week Beginning 7th October 2013

Click here for [Chirnside Primary Inspection Report 26th November 2013](#)

School Ethos and Values			
Recognised Strengths	HMIE Recommendations on areas for improvement	Actions Undertaken or Planned	Progress made
<p>The school is developing a broad general education across all curriculum areas taking account of the recommendations of Curriculum for Excellence.</p> <p>The school celebrates and recognises children's achievements well.</p> <p>Children's involvement in a number of school sporting groups is having a positive impact on their physical wellbeing.</p> <p>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.</p> <p>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.</p> <p>Relationships between teachers and children are positive and conducive to learning.</p> <p>Children feel respected by staff, safe and happy in school</p> <p>Children feel that they have a voice in the school and exercise this through various committees</p> <p>Staff relationships and interactions with</p>	<ol style="list-style-type: none"> 1. Develop effective leadership roles for pupils across the school. 2. Promote values further to permeate the work of the school and develop a culture of respect. 3. Review positive behaviour management strategies to achieve a shared and consistent approach across all stages. 4. Review structure and content of school website to reflect users' needs. 5. Improve co-ordination and impact of career-long professional learning for staff. 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. Playground Leaders programme b. Eco Schools c. Pupil Learning Council d. JRSOs 2. <ol style="list-style-type: none"> a. Review Behaviour Management Policy with all stakeholders b. UNICEF Rights of the Child development through assemblies and focus week in term 4 3. <ol style="list-style-type: none"> a. Collaborative discussions between all staff to identify clear expectations and standards – link to RR policy b. Teaching staff to identify and establish expectations and standards with own class in line with staff discussions. c. Standards and expectations to be shared with parents. 4. <ol style="list-style-type: none"> a. Survey parents and staff on required use and content. b. Establish required improvements and investigate possible provision. c. Design new format and review with user groups. d. Launch with user groups e. Update content frequently. 5. <ol style="list-style-type: none"> a. Use CLPL standard in PRDs to identify next steps in PLP. b. Use elements of the standard in reviewing teaching in observations 	<ol style="list-style-type: none"> 1. JRSOs and Pupil Learning Council established 2. UNICEF Rights of the Child planned into calendar with assembly partners. 3. Initial discussions have shown inconsistencies in approach across staff. Planned time at Oct Inset to address this and continue review. 4. All complete. New website launched on 01.09.14 5. PRD calendar established with 6 month check in planned also. Standards explored further with teaching staff during INSET 1.

<p>children are very positive, caring and sensitive.</p> <p>Reviews are set for children as required and are attended by parents and relevant agencies.</p> <p>Staff have developed positive and respectful relationships with children, listening carefully to what they say and responding to their ideas and interests.</p>		and peer observations	
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Teaching and Learning			
Recognised Strengths	HMIE Recommendations on areas for improvement	Actions Undertaken or Planned	Progress made
<p>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.</p> <p>Children are progressing well from prior levels of achievement in most aspects of mathematics and numeracy.</p> <p>Children across the primary stages are progressing very well in PE.</p> <p>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.</p> <p>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.</p> <p>Staff intervene promptly, as necessary, to support a few younger children in learning to play alongside their peers.</p> <p>The nursery staff work closely in partnership with parents and other professionals to meet individual needs.</p> <p>In learning, pace and challenge is appropriate for most children</p> <p>Tasks, activities and resources are matched to children's learning needs in</p>	<ol style="list-style-type: none"> 1. Ensure 'Collaborative Learning' approaches are embedded across all stages 2. Continue to embed 'Assessment is for Learning' strategies across all stages. 3. Further develop approaches to Curriculum for Excellence assessment. 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. Revisit key aspects of effective co-operative learning and resources with teaching staff, including social skills ladder. b. Identify strategies for CL to be implemented and imbedded. c. Monitor through peer observations and classroom visits. 2. <ol style="list-style-type: none"> a. Completion of TLC meetings b. Continuation of peer observations c. Monitor through class observations 3. <ol style="list-style-type: none"> a. Explore use of NAR to develop assessment activity design and understanding of breadth, challenge and application b. Continue engagement with other CTs for moderation of assessment approaches c. Link with other CTs across primaries to moderate assessment approaches 	<ol style="list-style-type: none"> 1. No progress to date. 2. Remaining TLC meetings planned for in School Improvement Calendar. These to be led by DHT and PT. 3. In-school moderation opportunities planned for in SI calendar.

<p>most classes.</p> <p>Homework is regular, innovative, supports class work and is issued in a way that gives children responsibility for organising this and taking for it.</p> <p>Staff use attainment data from standardised testing assessments along with information gathered through formative assessment, to ensure each pupil is making appropriate progress.</p> <p>Positive steps are taken to ensure that factors which may affect learning are promptly identified and addressed effectively.</p> <p>Support staff are skilled and work very well with identified children across the school.</p> <p>Aspects of 'Assessment is for Learning' (AifL) strategies are being used by teachers in all classes.</p>			
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Self-evaluation			
Recognised Strengths	HMIE Recommendations on areas for improvement	Actions Undertaken or Planned	Progress made
<p>The dedicated and collegiate nursery team reflect together on their practice on a frequent basis.</p> <p>Staff take good account of the opinions of parents and children to help them reflect on nursery experiences and the quality of provision.</p> <p>Staff are reflective practitioners. They regularly discuss their work, share and try new ideas and are highly committed to improving outcomes for learners.</p> <p>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.</p> <p>Teachers are involved in identifying priorities in the improvement plan and feel that they now have greater ownership of this.</p> <p>Teachers present on their assessment approaches to their stage partners and respond to feedback.</p> <p>The dedicated and collegiate nursery team reflect together on their practice on a frequent basis.</p> <p>Staff take good account of the opinions of parents and children to help them reflect on nursery experiences and the quality of provision.</p>	<ol style="list-style-type: none"> 1. Ensure classroom visits focus on impact upon learning to ensure consistency of high quality practice. 2. Record and track children's achievements within and outwith school to ensure entitlements to a 'Broad and General Education'. 3. Class teachers to engage further with curriculum moderation within and across schools. 4. Teachers to engage in collegiate planning sessions to ensure consistency, continuity and progression in learning across stages. 5. Develop and implement our approach to 'Personal Learning Planning'. 6. Implement Early Years screening to record progression and ensure coherence of personal support. 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. Review and imbed classroom observation approaches at SMT level b. CT targeted peer observation (Collaborative Learning) in trios. c. Widen approaches – visit other schools (one visit per CT per year) with a CL focus. 2. <ol style="list-style-type: none"> a. Develop a classroom tracking system used by pupils to record wider achievement (link to PLPs) and implement. b. Review WA tracking as part of planning consultations with CTs c. Feed WA tracking into Pupil Profiling for the end of each year. 3. <ol style="list-style-type: none"> a. Identify a buddy school, purpose for moderation, moderation approach and opportunity. b. Engage in moderation process with buddy school and draw conclusions from moderation activities, which impact upon own practise. c. Plan change from impact and implement. 4. <ol style="list-style-type: none"> a. Develop and implement a structure for collegiate planning sessions: b. Discuss and debate how planning, assessment and tracking approaches support our child centred methodology. 5. <ol style="list-style-type: none"> a. Capture wider achievement by incorporating BGE pupil audit. b. Through 'Focus Learning Weeks' use 	<ol style="list-style-type: none"> 1. SMT have reviewed and planned observations (and focuses) for this session. This will also incorporate pupil sampling and progress discussions to provide a more joined up approach. Calendar to be shared with CTs in September 14. 2. Planned development time allocated in SI calendar with PT taking overall responsibility. 3. Planned in-school moderation time planned in SI calendar. 4. No progress to date. 5. HT/PT/NT visited HMIE recommended school to gather information on their approaches. Planned CAT

		<p>PLPs to:</p> <ul style="list-style-type: none"> c. Identify pupil strengths and learning needs / set targets d. Build a Pupil Profile at the end of E, F and S levels e. Involve pupils in planning / reviewing their learning <p>6.</p> <ul style="list-style-type: none"> a. Define baseline assessments for Pre-school year and Primary 1 b. Implement assessments for PS and P1 c. Review baseline information gathered in terms of value. d. Compare baseline information with standardised testing (PIPS) at P1. e. Draw conclusions and identify priorities for improvement. 	<p>sessions to take this forward. PT overall responsibility. FLW planned in SI calendar.</p> <p>6. SfL Teacher working with EY team on progressive baseline for Nursery and P1. Planned development time in SI calendar. SfLT attended standardised testing training in August 2014.</p>
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Curriculum Development			
Recognised Strengths	HMIE Recommendations on areas for improvement	Actions Undertaken or Planned	Progress made
<p>Nursery children benefit from a valuable, broad general education that is firmly based on play.</p> <p>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.</p> <p>Visitors to the nursery enhance children's learning across the curriculum well.</p> <p>The rationale of the curriculum has been reviewed and developed in recent years to take greater account of CfE.</p> <p>Teachers appreciate that the curriculum should be designed to meet the needs of all children, entitlements and the seven design principles.</p> <p>Staff are developing interdisciplinary learning</p> <p>The national expectation for the provision of 2 hours of quality physical education for all is being met.</p>	<ol style="list-style-type: none"> 1. Compare and moderate our significant aspects of learning in Literacy and Numeracy with those published nationally by Education Scotland. 2. Compare and moderate our significant aspects of learning in Science / Social Subjects and Technology: 3. Develop programmes of study for Early, First and Second levels for mental, social and emotional Health & Wellbeing 4. Early Years – develop writing skills across the playroom and outside, ensuring real life contexts for learners. 5. Develop approaches to problem solving to increase pupil awareness and use of strategies. 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. Study Sig aspects docs for Lit / Num. b. Evaluate KSA Ladders for Lit / Num in light of findings c. Adjust KSA content as required 2. <ol style="list-style-type: none"> a. Complete our significant aspects of learning in Social Studies, Science, and Technology. b. Study Sig aspects docs for Science, Social Subjects and Tech. c. Evaluate KSA Ladders in light of findings d. Adjust KSA content as required 3. <ol style="list-style-type: none"> a. Gather examples from other schools to explore and discuss. b. Cluster key E&Os for holistic experiences and sig aspects of learning. c. Identify individual E&Os and sig aspects of learning. d. Plan potential contexts for clustered E&Os and when these will be covered to produce a curriculum map. 4. <ol style="list-style-type: none"> a. Visit other nursery providers to gather information on different approaches. b. Identify plan for improvement. c. Purchase resources to support improvements. d. Plan implementation of improvements for next session. 5. <ol style="list-style-type: none"> a. Visit other schools to identify strategies of implementing problem solving in the curriculum. b. Identify a plan for improvement c. Purchase resources to support 	<ol style="list-style-type: none"> 1. Further development of Literacy and Numeracy programmes undertaken across all experiences and outcomes. 2. Working parties established and initial steps in these curricular areas have been undertaken. 3. No progress to date. 4. No progress to date. 5. No progress to date.

		improvement d. Plan implementation of improvements for next session.	
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