

Scottish Borders Council
Education and Lifelong Learning

Quality Improvement Framework



CHIRNSIDE PRIMARY SCHOOL

School Improvement Plan
Session 2015/16

School Vision, Values and Aims

Our vision, values and aims are set in the context of the 'Learning and Teaching Framework' for Scottish Borders Council (P3) and 'How good is our school?' - HMIE

At *Chirnside Primary* School our vision is:

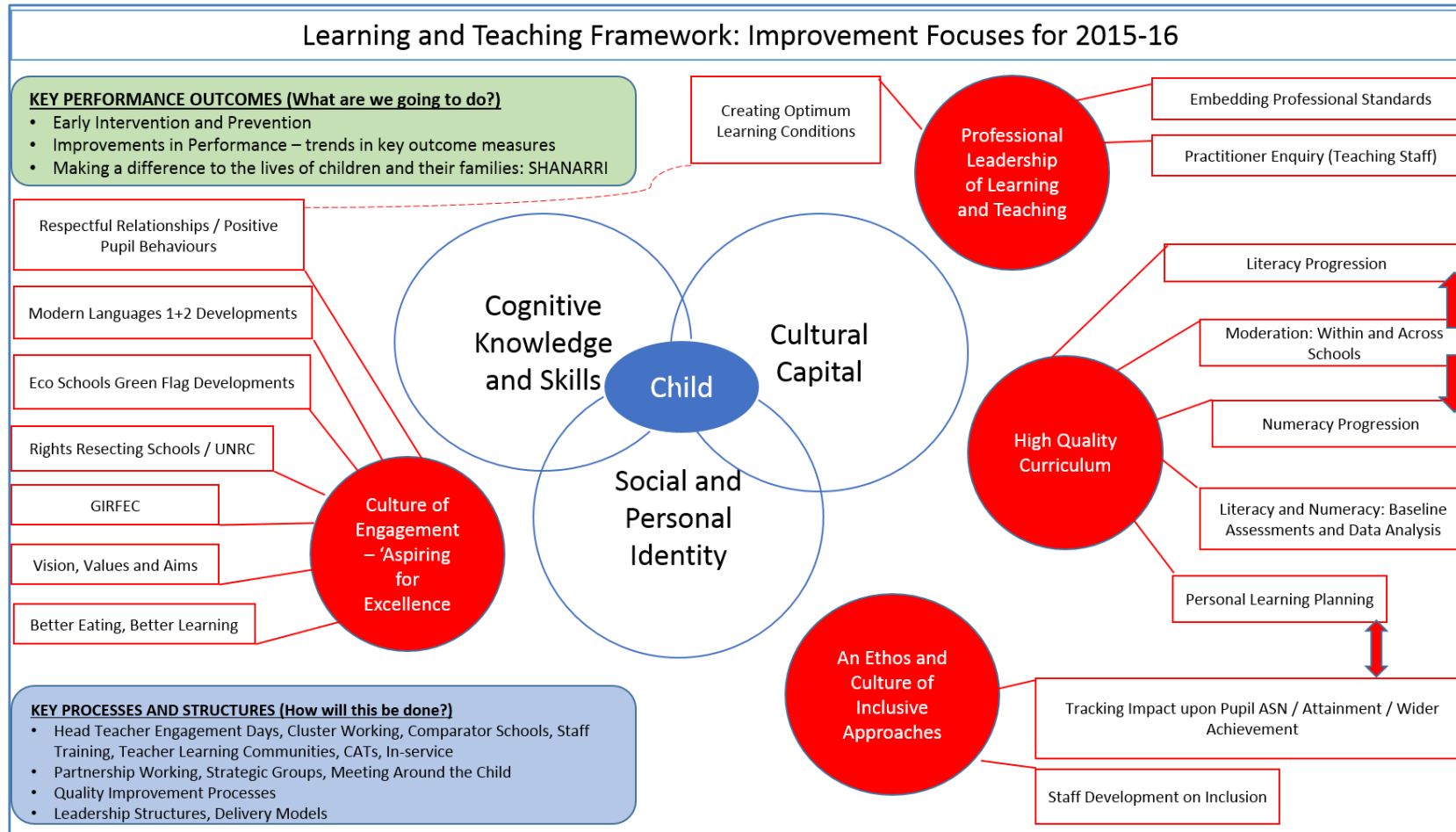
"That our school and community will enable all our pupils to achieve their fullest learning potential."

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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Session 15/16	Berwickshire Cluster / Chirnside ELCC and PS	Priority for improvement and brief description: Curriculum
Learning Community Link (<i>To LC plan if applicable</i>)	HGIOS Quality Indicators/Theme: (e.g. Reference 5.1 The Curriculum/Transitions) 5.1 The Curriculum	
Measurable outcomes for learners: <i>(Planned indicators of success, what will success look like. Include potential measurable data, observations and feedback from participants)</i>		
BC <ol style="list-style-type: none">1. Every school has a Literacy and Numeracy progressive framework/programme of learning.2. Every pupil has targets set in Literacy and Numeracy.3. Improve Pupils’ attainment in Literacy and Numeracy.		
CPS <ol style="list-style-type: none">1. Planned learning and assessment for pupils will link directly to progressive frameworks in Literacy and Numeracy. Through observations and professional dialogue, pupil progress and next steps in learning will be directly linked to a shared understanding of standards and expectations across Early to Second levels.2. Individual pupil learning logs will contain Literacy and Numeracy targets set for each block of learning (taken directly from progressive frameworks). Evidence from Focus Learning Weeks will link directly to these targets and inform teacher-pupil conversations regarding progress and next steps.3. Through analysis of data (PIPs, INCaS, baseline assessments and whole school tracking of attainment/achievement) and learning observations, evidence gathered will indicate an improvement in pupil attainment June 2015 to June 2016.		

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Steps/actions required BC – Berwickshire Cluster CPS-Chirside PS	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved (<i>How do you know?</i>)
BC Step 1 All primary schools to use Highlands Literacy progression and TJ Mathematics progression as interim measure (until SBC framework produced).	HTs	SEO visit 1 – September 2015	Copies of frameworks SEO ‘sign-off’	All schools in a cluster will agree and use the same Literacy and Numeracy framework.
CPS further developments: <ul style="list-style-type: none"> • Collegiate engagement and exploration of Literacy and Numeracy progressions, identifying purpose as a planning tool and how this fits with the planning cycle (BLC). • For each block, with level partners, use Literacy and Numeracy progressions to identify key skills for planned SALs and clustered E&Os. • For each block, with level partners, use identified key skills from progressions to plan appropriate differentiated learning and assessment activities for selected SALs and E&Os. • Spelling progression • Numeracy – Mental Agility progression 	CTs SLT CTs CTs SLT Literacy Group Numeracy Group	August 2015 By end of previous block of learning By end of previous block of learning October to December 2015	August 2015 In-service 5 CATs - x1 in August, October, December, February, April. 5 CATs (as above) 2 Days Class release for CTs (Supply costs)	<ul style="list-style-type: none"> • Class teachers will embed BLC planning cycle in their pedagogical practice. Learning visits, planning reviews, pupil evidence and views will evidence: <ul style="list-style-type: none"> ○ Progression in skills across stages within levels. ○ Progression in skills across levels. • Progression identified in terms of key skills, pedagogical approaches, key resources and associated budget commitment.

Steps/actions required BC – Berwickshire Cluster CPS-Chirnside PS	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved (<i>How do you know?</i>)
BC Step 2 Complete baseline for all year groups in Literacy and Numeracy	All schools	With first 4 weeks	School budget Cluster budget	Schools / cluster will be data-rich and better informed about pupil progress.
CPS further developments: <ul style="list-style-type: none"> Discuss screens, implementation and process with teachers prior to each week: <ul style="list-style-type: none"> Week 2: Spelling Screens Week 3: TJ Maths Baseline Week 4: Reading Screen Use data gathered to: <ul style="list-style-type: none"> Inform SLT / CT discussions around meeting learners' needs. Inform SLT and SfL discussions to identify and prioritise pupils for additional support. Inform planning discussions between SfL, CTs and Support staff to meet additional support needs pupils. Compare and contrast with other data in literacy and numeracy (PIPs / INCaS / CT assessment evidence / Evidence gathered through school SE processes) to track impact of 	CTs SfL SLT SLT CTs SLT SfLT SfLT CTs PS SLT	By week beginning 14 th September 2015 Week 2 of each block (Sept / Nov / Jan / March / May) Sept / Dec / March Sept / Dec / March See Self Evaluation and Monitoring Calendar for 2015-16	Agenda item for CATs weeks 2, 3, 4. Class time across each week. Focused SfL time for some individual pupils RICCT time 30mins per block Three mornings Two days per window Management time Time allocated under WTA	<ul style="list-style-type: none"> Class teachers will understand how data sources are used to support judgements on pupil progress, support and achievement. Class teachers will use a variety of data sources to inform planning of pupil learning to meet the needs of all pupils. Additional support will be allocated and planned in direct response to pupil need, prioritised and informed by data analysis. Using different data sources will challenge and support professional dialogue around standards, expectations and pupil achievement in literacy and numeracy.

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interventions upon pupil learning and progress.

Steps/actions required BC – Berwickshire Cluster CPS-Chirnside PS	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved (<i>How do you know?</i>)
BC Step 3 All schools to record pupil targets on target tracker.	CTs	Termly	Target tracker pro-forma	HT / CT consultations (pupil progress meetings)
CPS further developments: Pupil Personal Learning Plans: <ul style="list-style-type: none"> Develop ‘Learning Overview’ format: Learning targets recorded for Literacy and Numeracy for each block and content for other subject areas. Focus Learning Weeks (November and March), evidence of pupil learning reflects learning targets set in PLP for that block. ‘Take 5’ conversations: <ul style="list-style-type: none"> Structure (or key questions) developed (age and stage appropriate). Conversations have a FLW focus on Lit/Num targets for that block. Conversations summarized and evidenced in PLP as part of FLW, before sharing with home. Develop age and stage appropriate ‘Pupil Profile’ format. Pupil review of FLW is recorded in a ‘Profile’ format, added to during each FLW and at the end of the session. Shared at end of session with parents and 	CTs Pupils CTs Pupils CTs CTs Pupils CTs Pupils CTs Pupils	Week 3 of each block (Sept / Nov / Jan / March / May) End of November 2015 and March 2016 October 2015 End of November 2015 and March 2016 October 2015	1x CAT September Learning overview format WTA time allocated for preparation Class time Take 5 overview format outlining structure and evidenced conversation. 1xCAT September Class time post FLW	Parent and Pupil Learning Council Focus Groups: <ul style="list-style-type: none"> Parents and pupils are aware of intended learning content and personal learning targets in Literacy and Numeracy for each block. With parents, pupils can share and talk about their learning and progress through the review of evidence from FLW contained in PLPs Learning Discussions With Pupils: <ul style="list-style-type: none"> With support from teachers, pupils understand the progress made in their learning and know what the next steps in their learning will look like.

receiving CTs / HS as part of transition process. • Pupils use PLP to record their evidence of their wider achievement by: <ul style="list-style-type: none"> ○ In discussion with parents, peers and staff, pupils set themselves a personal goal for the year (September) and for each block (throughout the year). These do not have to be linked. These are recorded in the WA part of their PLP. ○ Pupils regularly add photos, commentary, pictures and other evidence to the PLP that shows progress and achievement towards these personal goals. ○ Wider achievement is reviewed as part of Take 5 conversations. ○ Wider achievement is reflected upon and evidenced in pupil profile. ○ Wider Achievement evidence from PLP and profile informs WA tracking system. 				
	Pupils	End of September 2015	WA Target pro-forma	Reviewing Evidence: <ul style="list-style-type: none"> ○ Using pupil profiles, pupils will be able to describe the main steps in their learning. ○ Using PLPs and profiles, pupils will be able to describe the steps taken to achieve their personal goals (WA) and the challenges faced and how they overcame these.
	Parents	Each block	Set as homework	
		Each block	Class time	
	Pupils CTs	November / March	Class time during FLWs	
	CTs	November / March and in June.	Class time after FLW –	
	Pupils	As above	Management Time	
	Pupils			
	SLT CTs			

Steps/actions required BC – Berwickshire Cluster CPS-Chirnside PS	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved (<i>How do you know?</i>)
BC Step 4 a) There will be a shared understanding of the standards in Literacy and Numeracy across the Learning Community. There will be a consistency of understanding of what ‘secure’ looks like in each Level. b) Each cluster will agree an aspect of Literacy and Numeracy as a focus for joint working for 2015/16 c) Identify where good teaching (lit/num) exists across the Learning Community.	CTs HTs HTs	Termly Start Sept 15 and then clusters will agree dates	Agreed groups of teachers to meet for moderation meetings. Use of agreed Lit/ Num frameworks to support moderation. Use standardized data to identify area for improvement. HT pairs	-Moderation of teacher assessment in Literacy and Numeracy. Develop Learning Community portfolio of evidence. -HT observations -HT/CT and CT/CT conversations Track and measure progress via new target tracker and PiPs/Incas assessments 2016. HT joint observations - Trios Peer observations
CPS further developments: <ul style="list-style-type: none"> Review understanding of progress in terms of breadth, challenge and application of learning. For Blocks 2 (Writing) 3 (Numeracy) and 4 (Reading), with level partners, use progressions to moderate pupil evidence samples to agree level of pupil progress in terms of breadth, challenge and application. Through collegiate discussions of points above, identify pupils who are developing, consolidating or secure within a level. Use identification of DCS in tracking of pupil progress in learning reviews and target setting each block. For each block, with level partners, use progressions to explore the validation of planned learning and 	CTs SLT CTs trios SLT CTs trios CTs SLT	October 2015 By: December 2015 (2) February 2016 (3) April 2016 (4) As above As above	1x CAT 2xCATs 2xCATs 2xCATs As above As above	○Through collegiate discussion and based on reviewing evidence of learning, CTs will identify pupil progress in terms of ‘breadth, challenge and application of learning’. ○From this foundation, and in moderating pupil evidence samples, CTs will make informed decisions around pupil attainment (Developing, Consolidating or Secure) at appropriate level in writing, numeracy and reading.

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assessment activities.	CTs trios	As above	As above	○Whole school tracking of pupil attainment will reflect CT moderation work and professional understanding of DCS, impacting positively upon pupil learning and next steps.
<ul style="list-style-type: none"> Through peer observation and reflection, identify aspects of very good practice within peers' pedagogy and support ideas for improvement. 	CTs trios	2 Visits: October 2015 March 2016	RICCT offset against CATs (2 sessions)	○Through moderation and collegiate discussion of planned learning and learning observations, pupil experiences will reflect learning needs and learning styles resulting in an engaging and creative curriculum experience for all learners.

Session 15/16	Berwickshire Cluster / Chirnside ELCC and PS	Priority for improvement and brief description: Professional learning
Learning Community Link <i>(To LC plan if applicable)</i>	HGIOS Quality Indicators/Theme: (e.g. Reference 5.1 The Curriculum/Transitions) 5.9 Improvement through self-evaluation	
<p>Measurable outcomes for learners: <i>(Planned indicators of success, what will success look like? Include potential measurable data, observations and feedback from participants)</i></p> <p>BC</p> <ol style="list-style-type: none"><i>Learning environments will be improved as theory-based, best practice is introduced and evident.</i><ul style="list-style-type: none">➤ Classroom will 'look different'. Difference will be directly attributable to theory. Observations / pupil voice will evidence impact.<i>Learners' experiences will be differentiated because teachers' pedagogy is informed by best practice.</i><ul style="list-style-type: none">➤ Every learner has targets identified. Teaching is informed by pupil targets.<i>All learners' make progress because teachers know how individuals learn and remove barriers to learning.</i>		

- Needs of individual pupils are identified. Teaching approaches are informed by theory. Appropriate/ 'value-added' interventions are employed.

CPS

1. Using our 'Learning Visit' standard, observations and feedback from peers will assist class teachers to identify their best practice and next steps towards creating optimum learning conditions, in terms of:
 - a. Classroom displays
 - b. Classroom management
 - c. Classroom organisation
 - d. Learning activities and learner's experiences
2. Using our 'Learning Visit' standard, data gathered during learning visits, work sampling and pupil learning conversations will evidence high quality learning activities in terms of breadth, challenge and application to meet the needs of pupils as identified in literacy and numeracy target setting.
3. Using our 'Learning Visit' standard, observations (by peers and SLT) and feedback (from peers, SLT and pupils) will consistently evidence appropriate targets and high quality planned learning to meet the needs of each pupil. This best practice and its impact upon pupil progress will be evidenced in whole school tracking systems in terms of accelerated pupil progress, overall gains in pupil attainment (stage comparison with 2014-15) and raising attainment for all.

Steps/actions required BC – Berwickshire Cluster CPS-Chirnside PS	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved <i>(How do you know?)</i>
BC Step 1 Share 'Learning & Teaching Framework' to ensure all staff have clarity as to vision for education in SBC.	HTs	August In-service Re-visited at November In-service	Learning & teaching framework hand-out for all staff.	All staff will know what is expected of them.
CPS further developments: <ul style="list-style-type: none"> Identify specific cluster and school priorities under headings of L&T framework. Share with L&T framework with all staff. Review vision, values and aims in relation to T&L framework 	HT All staff All staff	9 th July 2015 August In-service	Management time – HT and SLT 30 mins in-service	○Through collegiate discussion, all staff have a clear understanding of the SBC vision, how this underpins our own VVA and why we have identified specific priorities for improvement.

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	All staff	Revisit and evaluate November In-service	30 mins in-service	oThrough collegiate discussion, all staff will be able to identify their specific roles and responsibilities in relation to priorities and actions for improvement 15-16.
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Steps/actions required BC – Berwickshire Cluster CPS-Chirnside PS	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved (<i>How do you know?</i>)
BC Step 2 HTs (in trios) to visit cluster schools to identify and agree optimum conditions for learning and levels of practice.	HTs	End of September	HTs Agreement as to optimum conditions for learning.	Schools (via HTs) have clear understanding of what excellent learning looks like.
CPS further developments: Using our 'Learning Visit' standard, to identify and evaluate 'conditions for learning' class teacher trios will: <ul style="list-style-type: none"> Observe two peers in the classroom, focusing on specific aspects from the standard chosen by the reviewee. Provide feedback and suggestions for improvement to peers and review these in the next round of visits. 	CT trios CT trios	2 visits in: October 2015 March 2016	Morning class release x 2 per teacher in both October and March 1x CAT in both November and April (30 min review for each teacher)	<ul style="list-style-type: none"> Through moderation and collegiate discussion of planned learning and learning observations, pupil experiences will reflect learning needs and learning styles resulting in an engaging and creative curriculum experience for all learners.

Steps/actions required BC – Berwickshire Cluster CPS-Chirnside PS	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved (<i>How do you know?</i>)
BC Step 2 Regular self-evaluation against identified aspects of Standard for registration / Career long professional learning.	All teachers	Continuous	Copies of extracted Standards	All staff will know their own strengths / areas for development. Regular reference to Standards at CAT sessions
CPS further developments: <ul style="list-style-type: none"> • Identify and agree PRD calendar with teaching staff. • Embed the SfR and SfCLPL into PRD process: <ul style="list-style-type: none"> ○ As a self-evaluation tool for PRD ○ As an identification of targets for PLP during PRD review ○ As a reflection tool in terms of Learning Log evaluations and PL progress through 6 month PL check in. 	SLT CTs CTs / PRD reviewers CTs / PRD reviewers	August 2015 See PRD calendar	Copies of calendar. Review dates set and agreed. PRD offset against RICCT	All teaching staff will have: <ul style="list-style-type: none"> ○ Familiarised themselves with the content of the appropriate standard. ○ Evaluated their current strengths and PL needs against the appropriate standard. ○ Identified actions in their PLP and linked these with aspects of the appropriate professional standard. ○ Reviewed their PL progress against aspects of the appropriate PL standard.

Steps/actions required BC – Berwickshire Cluster CPS-Chirnside PS	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved (<i>How do you know?</i>)
BC Step 3 Share 'practitioner enquiry' rationale and PDSA structure with all staff.	JB? George Gilchrist? Deborah?	November In-service	Extracts from Education Scotland. PDSA exemplar	All staff will understand what is meant by 'practitioner enquiry' and will have a suggested structure to use.
CPS further developments: <ul style="list-style-type: none"> • Explore and identify purpose of Practitioner Enquiry and how it relates to SfCPL. • Explore and discuss a practical example of PE, in relation to SfCPL, identifying features of PDSA cycle using concrete example. • Identify a personal focus for own PE and plan PDSA cycle for this. • Implement own PE project. • Review and evaluate own PE project. • Present own PE project to peers for feedback. 	CTs SLT KE with CTs CT trios CTs CTs CT trios	November 2015 December 2015 January 2016 January to May 2016 May 2016 June 2016	Extracts from Education Scotland. PDSA exemplar Exemplar of PE from KE PDSA exemplar Examples of potential PE areas Own CPD time Own CPD time 1xCAT	Through discussion and presentation of evidence, all teaching staff will demonstrate: ○A working understanding of what practitioner enquiry is and how it impacts upon continued professional learning and learners' experiences. ○Use of PDSA approach to plan, implement and evaluate a PE of their choice in their class setting. ○Use of self-evaluation processes, using data and other sources, to evaluate the impact of PE upon pupil learning.

The following steps could run in parallel or as a series but it is expected that every school and teacher will, by the end of the session, have completed each step for 3 development themes:

- Learning environments
- Differentiation
- Knowing how learners learn

The 'cultural capital' of each setting will determine the exact nature of the following steps.

Steps/actions required BC – Berwickshire Cluster CPS-Chirnside PS	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved (<i>How do you know?</i>)
BC Step 4 Share theory / best-practice about focus development theme 1.	SMT / Identified CT	Completed for all 3 development themes by end of session	Agree theory. Copies of relevant reading material.	All staff will have opportunity to digest professional reading related to focus development theme.
CPS further developments: See step 3 above	See step 3 above		See step 3 above	See step 3 above
BC Step 5a In relation to focus development theme, teachers complete audit of current practice.	All staff / Peer duos or trios		'Say what you see' recording sheets. Agree model for completion.	All staff will have opportunity to reflect on how theory is currently put into practice.
CPS further developments: See step 3 above	See step 3 above		See step 3 above	See step 3 above
BC Step 5b As a result of audit, staff to identify common strengths and areas for development.	All staff		Audit collation tool. Agree commonalities.	All staff will be able to identify current strengths in practice and also areas for development.

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CPS further developments: See step 3 above	See step 3 above		See step 3 above	See step 3 above
BC By selecting on area for development, all staff to complete ‘practitioner enquiry’.	All teachers		Agree focus for enquiry (based on audit)	All staff will complete a practitioner enquiry that will include the relevant theory, the identified change and the measured impact.
CPS further developments: See step 3 above	See step 3 above		See step 3 above	See step 3 above
Next steps				

Session 13/14 (<i>Timescale can be expanded to cover more than one session under 'by when' if improvement area requires it</i>)	Berwickshire Cluster / Chirnside ELCC and PS	Priority for improvement and brief description: Inclusion
Learning Community Link (<i>To LC plan if applicable</i>)	HGIOS Quality Indicators/Theme: (e.g. Reference 5.1 The Curriculum/Transitions) 5.6 Equality and fairness	
Measurable outcomes for learners: (<i>Planned indicators of success, what will success look like. Include potential measurable data, observations and feedback from participants</i>)		
BC 1. Teachers take full responsibility for meeting the needs of all learners at all times. a. Planning and delivery for all based on individual needs (differentiated). 2. Every pupil is treated as an individual with their specific learning, social and emotional needs recognised. a. Pupil voice (Do you feel cared for?) IEPs / Support plans / Child Plans / SHANARRI indicators 3. Every pupil is included in all aspects of their school life. a. Pupil voice (Do you feel included?). 4. Conditions for learning in every classroom support pupils’ improving attainment. a. Observations of classroom practice. Pupil progress tracker. 5. Raise attainment for all learners and close the gap between lowest and highest attainers. a. Pupil progress tracker. Standardised screening data.		
CPS 1. <i>To meet the needs of all learners at all times:</i> a. <i>CT’s week plans will identify appropriate differentiated learning activities.</i> b. <i>Learning visits and pupil learning discussions will evidence appropriate differentiation because pupils will be fully engaged in their learning.</i> c. <i>Pupil work samples will evidence challenge and progression in learning.</i> 2. Specific learning, social and emotional needs are recognised: a. Pupil Learning Council survey will identify the level to which pupils feel cared for. Planned actions will impact positively upon pupils, and this will be		

evidenced in follow up survey (12 months later).

3. Every pupil feels included in all aspects of school life.
 - a. Pupil Learning Council survey will identify the level to which pupils feel included. Planned actions will impact positively upon pupils, and this will be evidenced in follow up survey (12 months later).
4. *Conditions for learning in all classrooms support pupils' improving attainment.*
 - a. Learning visits and pupil sampling will evidence improved pupil engagement with learning.
 - b. Data (PIPs / INCaS, spelling, reading and numeracy baselines) will evidence increased pace of pupil attainment year on year.
5. Raise attainment for all learners.
 - a. Attainment tracking systems will evidence increased pace of attainment across all stages based on previous sessions (12-13, 13-14 and 14-15)
 - b. Attainment tracking systems evidence a reduction in gap between chronological age and reading/spelling age of lowest attainers at all stages.

Steps/actions required BC – Berwickshire Cluster CPS-Chirside PS	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved (<i>How do you know?</i>)
BC Step 1 Identify current inclusive practice in schools.	HT trios		Audit tool? HGIOS descriptors SHANARRI indicators	HTs will have visited each others' schools. Strengths and areas for development collated. Pupil / parent voice groups inform practice.
CPS further developments: <ul style="list-style-type: none"> • Audit inclusive practices at each stage for Chirside PS, (including IEPs, YPPs, SEB tracking, PLC survey) and identify aspects for development and improvement. • From audit results, identify areas of strength and priorities for improvement. • From audit results, Pupil Learning Council will choose three focus projects (one each for better learning, improved social interactions and providing emotional support) and plan and 	SLT / CTs / Pupil Learning Council SLT / Sfl / Pupil Learning Council Pupil Learning Council	December 2015 January 2016 January to June 2016	Blk 2 Learning Reviews Management time Management Time	<ul style="list-style-type: none"> ○ Development plan will be established, based on data and evidence, focusing on meeting all learners' needs (learning, social and emotional). ○ Evidence from learning visits and pupil discussions with SLT will highlight improvements in learning, social interactions and providing emotional support to pupils.

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implement these.				
<ul style="list-style-type: none"> From audit results, class teachers will identify steps to improve aspects of better learning, improved social interactions and providing emotional support in their classrooms. Implement and evaluate each of these through collegiate discussion, learning visits and peer observation. 	SLT / CTs	January to June 2016	1x CAT January 1 x CAT February 1 x CAT March 1 x CAT April 1 x CAT May 1 x CAT June	

Steps/actions required BC – Berwickshire Cluster CPS-Chirnside PS	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved (<i>How do you know?</i>)
BC Step 2 Staff development on 'inclusion' / SHANARRI	Identified staff with strengths Donna Manson	November In-service School CATs	SHANARRI input Agree follow-up activity Education Scotland material SEEMIS Risk Matrix GTCS Standards	All staff to have shared understanding of national practice model (Inclusion, SHANARRI)
CPS further developments: <ul style="list-style-type: none"> All staff to audit their understanding of inclusion and strengths/development needs in terms of approaches to inclusion through the use of a self-evaluation tool. Through self-evaluation and collegiate discussion of self-evaluation audit, use audit findings to identify areas for personal pedagogical improvement to better meet learners' needs. 				All staff will build on their shared understanding of inclusion and national practice model. All staff will identify how this impact upon their practice and make improvements to their approach.
BC Step 3 Staff development on teacher responsibility to meet all learners' needs.				All staff will have greater confidence to lead and manage learning, for all pupils at all times. Support staff will be responsive to the needs of learners under the direction of the class teachers. Efficient and effective use of support staff.

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<p>CPS further developments:</p> <ul style="list-style-type: none"> • Through collegiate discussion of self-evaluation audit, use audit findings to share areas of strength where strong pedagogy meets the needs of all learners. • Through collegiate discussion evaluate impact of personal pedagogical improvement to better meet learners' needs. 				<p>All staff will build on their shared understanding of inclusion and national practice model.</p> <p>All staff will identify how this impact upon their practice and make improvements to their approach.</p>
See 'Professional learning' actions				
See 'Curriculum' actions.				
Next steps				

Other continuing improvements which do not have an action plan:

BC:

- Quality assurance and moderation practices (to be developed in line with Curriculum action plan)
- Languages 1+2 developments
- P7 Transition arrangements

CPS:

- Respectful Relationships / Positive Behaviour – All Staff/SLT
- Approaches Homework – Class Teachers
- Modern Languages 1+2 - KA
- Better Eating Better Learning – PG/BP/Eco Committee
- Eco Schools Green Flag – PG/LR/CTs/Eco Committee
- Rights Respecting Schools / United Nations Rights of the Child – PLC / HT
- Building the Ambition – Early Years Staff/HT
- Wrap Around – CL
- Engaging with parents (ELCC) – PP
- Inspiring writing and using the outdoors (ELCC) - MD