

AUGUST 2016 NEWSLETTER

Chirnside Primary School,

Chirnside, Duns, Berwickshire, TD11 3XH

Web:

Facebook: Search for 'Chirnside Primary School'

Email: nick.trussler@scotborders.gov.uk

Telephone: 01890 818274

Dear Parents, Pupils and Staff,

Welcome back everyone to a new school session at Chirnside Primary School.

A special welcome to pupils, parents and staff who have joined us this year. As a school we recognize the importance of working together to ensure that we can be the best we can be. When we are joined by others on our journey, our potential as a school continues to grow.

Working together in partnership ensures we can realise this potential and maximize opportunities which come our way. Last session we made considerable steps in improving the quality of teaching and learning. I have attached a summary of our Improvement Report for 2015-16. This also outlines the resulting priorities for improvement which we have identified through self-evaluation for 2016-17.

Parents can play a crucial role in enhancing our curriculum and supporting the work of our school. In this newsletter, I have outlined some specific projects we need help and assistance with this school session. I urge everyone to consider and identify one thing you can help with or donate some time towards to make a positive difference to our school. Together, we can achieve so much more.

Kind regards,

Nick Trussler – Headteacher



Upcoming Events

- 18.08.16 Parent Council Meeting, 7.30pm in the school. All welcome.
- 25.08.16 Primary 6 visit to Berwick Museum (Flodden project)
- 26.08.16 Pupil entries to Horticultural Show on display in school hall 12noon to 12.30pm. All welcome.
- 26.08.16 Shorts and Shades Disco – times to be confirmed.
- 27.08.16 Chirnside Horticultural Show in the Community Centre.
- 06.09.16 Primary 6 visit to Etal Castle, Heatherslaw and Flodden Field (Flodden Project).
- 14.09.16 Primary 6 Archaeological Dig (in school)
- 19 – 21.09.16 Parent Evenings 5-7pm
- 20.09.16 Primary 6 at Berwick Museum (Flodden Project)
- 20.09.16 Primary 7 at Crucial Crew, Tweedbank
- 29.09.16 Primary 1 and Primary 2 visit to Berwickshire High School for Road Safety Roadshow
- 07.10.16 Berwickshire Local Holiday – School Closed
- 10-14.10.16 October Holiday Week – School Closed
- 17.10.16 School reopens

Staffing for Session 2016-17

- **Early Learning and Childcare (ELCC)** - A warm welcome is extended to Nursery Nurses Mrs Galloway and Mrs Foster who join us this session. Mrs Galloway will be with us during the morning session and Mrs Foster will be with us in the afternoon session.
- **Primary 1** – Mrs Reap will teach Primary 1 this session, with Ms. Johnson teaching the class every second Monday. This will begin on Monday 22nd August, to allow Mrs Reap to support learning in our Early Learning and Childcare class.
- **Primary 2** – Mrs Harvey will teach Primary 2 all day Monday to Wednesday and on Friday mornings. Ms. Johnson will teach Primary 2 every Thursday to release Mrs Harvey for her Principal Teacher leadership day.
 - Job shares between teachers are a regular occurrence in schools across the Scottish Borders. In Primary 1 and Primary 2 this session, teachers will plan and review learning together regularly to ensure continuity and progression for all pupils.
- **Primary 3** – Mrs Bennie
- **Primary 4** – Mrs C Milne
- **Primary 5** – Welcome to Mr. Brodie who returns to Chirnside this session as our Primary 5 class teacher.
- **Primary 6** – Mrs Gordon
- **Primary 7** – Welcome to Ms. S Milne who returns to Chirnside this session as our Primary 7 class teacher.

Polite Parking Reminder

Parents are politely reminded that there is no parent parking facility at the front of the school at the beginning or end of the school day or ELCC sessions. All Early Learning and Childcare and Primary pupils must enter and leave the school grounds by the pedestrian gate leading onto the school path at the west (church) end of the playground.

Primary pupils can be dropped off in the 'D' at the beginning of the school day, but vehicles must not be parked or left unattended in the 'D' at any time.

We appreciate your continued support and adherence in this matter to ensure the safety of all our pupils by keeping them away from the busy A6015 at the front of the school.



Breakfast Bar

Unfortunately, due to a change in funding streams, we are currently unable to provide our free Breakfast Bar service.

I would like to thank Miss Lawson for her commitment towards running the Breakfast Bar last school session and making it so popular and successful with our pupils.

I am currently exploring the potential for alternative funding in a bid to reinstate this service as soon as possible.

Chirnside Horticultural Show

All pupils will be working on their entries for this year's horticultural show, to be held on Saturday 27th August in the Community Centre. **Parents are invited to view primary pupils' work in the school hall on Friday 26th August from 12noon to 12.30pm.**



Parent Evenings – 19th – 21st September 2016

This session, we are providing an opportunity for parents to meet with class teachers in September, which is much earlier than the traditional dates at the end of November. We are hoping that this will provide earlier opportunities for:

- Meeting your child's class teacher.
- Discussion with class teachers on your child's learning plan.
- Provide an opportunity for parents to ask questions to class teachers on their child's learning.

The proposed dates for these meetings is Monday 19th September, Tuesday 20th September and Wednesday 21st September between 5pm and 7pm. Appointments times will be arranged in due course.

Windows and Lights Upgrade

During the summer break we have had new windows fitted to the rear of the west wing of the school and to the canteen and kitchen areas. We are hopeful that these will ensure better insulation this year. Replacement windows are planned for the rest of the building at a later date.

All classroom and corridor lighting has been replaced with more energy efficient lighting. These are fitted with motion sensors to reduce energy usage across the school.

Youth Music Initiative

Jon Jacobs (Youth Music Initiative) will visit our ELCC class for 5 weeks to deliver 'Magic of Music' to children. Each session will last for 30 – 45 minutes per week. We will be in touch during the first week of each term with specific timings for visits.

Our ELCC staff will be present during these sessions to learn from Jon and develop children's learning between sessions.

We will also be able to use the 'Magic of Music' resource with children when Jon has finished his sessions.

Physical Education Classes with Mrs Millar

Can parents please ensure that pupils have their PE kit in school for week beginning Monday 22nd August.

Pupils should have shoes suitable for indoor use and a second pair, suitable for outdoor use. Pupils also need to have a shorts, change of t-shirt, change of socks and an extra warm top or waterproof jacket.

PE kit should be named and kept in a labelled, drawstring/zip bag. It would be useful if kit could stay in school from Monday to Thursday, as PE timings can occasionally be subject to change.

Thank you in anticipation.

Mrs Millar

PE DAYS 2016-17

	Monday	Tuesday	Wednesday	Thursday
Classes	P4	P3	P6	P1
	P5	P2	P7	P7
	P3	P6	P2	P4
	P1	P1	P5	P2

Parent helpers

We are keen to utilize the talents and skills of parents to enhance and support children's learning and the work of our school community.

We have been extremely lucky in recent years and are thankful to those parents who have given up their time freely to support aspects of our work during the school week and at weekends.

This session, we are promoting a number of opportunities for parents to get involved and support our school, including:

- Re-organising our school library books and developing the library into a relaxed, colourful, multi-sensory literacy area to be used by parents with their children for reading, story-telling and quiet time.
- Relocating teaching resources from a variety of locations around the school, and reorganizing these in our new Resource Room.
- Helping to repair, treat and paint outdoor picnic benches, seating etc. before the winter weather sets in.
- Gardening – helping to guide pupils in weeding, watering, tending to and caring for plants in the plant tyres, nursery garden and planters. This will usually be from March to October each year on a regular basis.
- Helping with photocopying, making games and teaching resources, changing wall displays in classrooms and corridors etc.
- Under the direction of teachers, working with individuals or small groups in class on a variety of learning tasks such as reading, art, topic work etc.
- Accompanying classes on school excursions.

These are excellent opportunities for parents to meet each other, share their skills and knowledge, to take ownership of a project and help our school to continue to improve and benefit all our children.

How and when you can contribute will reflect on your own personal circumstances and commitments, but just a little time donated can make a big difference to our school and have a lasting impact for our children.

If you can help with any of the projects above, or you have an idea of your own to improve our school, please drop in or call (01890 818274) to discuss further with Mr. Trussler.

“ASK

Not what my school can do for me,

BUT

What can I do for my school?”

Parent Council Meeting Thursday 18th August

Parents are invited to attend our Parent Council meeting this Thursday, 18th August, at 7.30pm in the school. Agenda items are to the right.

School Uniform

School uniform continues to be available throughout the session online via Border Embroideries website. Alternatively, it can be ordered through the school office, where order forms are available.

Parent Council – Thursday 18th August at 7.30pm in the school

Agenda

- *Welcome*
- *Head teacher Items*
 - Staffing changes
 - Support for learning changes
 - Building works update
 - School improvement report for last session 2015-2016
 - School improvement report for this session 2016-2017
- *P7 Swimming classes planning*
- *School Photo organisation for 20/21 October*
- *Fundraising*
 - Disco planning
 - Christmas Fayre
- *AOB*

AGM 22nd September
(next meeting 29th September)

We also have a selection of pre-worn uniform items in our 'Clothing Exchange' situated inside the P2 and P3 door at the bottom of the stairs.

Uniform consists of:

- Navy sweatshirt, jumper or cardigan.
- White poloshirt.
- Grey / black trousers or skirt / pinafore.
- Dark coloured footwear.

Wearing our uniform helps children feel part of our team and helps maintain a proud sense of identity and commitment to our school's ethos and values.

Names on clothes shoes water bottles

A polite request to parents to ensure that your child's uniform, footwear and personal belongings are clearly labelled with their name. As a result of the warm weather this week, we have had a number of unlabeled jerseys and cardigans left in the playground and finding their owners has been very challenging!

Your assistance with this will ensure uniform can be reunited with their rightful owner and reduce our lost property pile in the future.

Snack separate from packed lunch

Please can I ask that parents send break time snacks to school separate from their child's packed lunch to enable pupils to keep snack in their tray and avoid the necessity for pupils to open packed lunch boxes before lunch time.

Cycling helmets

We have a long proud tradition at Chirnside of pupils taking active and healthy journeys to school. We have a high number of pupils who choose to travel to school by bike or scooter on a regular basis, especially in good weather. In the interests of safety, I write to remind parents to ensure that their child is wearing a helmet while cycling or scootering to and from school.

I have also requested pupils not to overtake pedestrians on the school path in order to avoid potential collisions.

Your support in reinforcing both of these points with your child is gratefully appreciated.

OLYMPIC PASSPORT

The Olympics Games are in full swing and the medals are flowing in for the GB team!

Don't forget there is still time left to get points on the Olympic Passport. The passport is now running until the 18th Sep (closing date of the Paralympics) to allow more time to gain valuable points especially when the schools are back- aim for those gold medals!

The passports will be collected in Mon 19th Sep - Fri 23rd Sep 2016! (More information will follow closer to the date)

Marianne O'Brien Active School Coordinator: Duns Cluster



School Improvement Report 2015-16 and Priorities for Improvement 2016-17

Our School Improvement Report for last session 2015-16 is available for download from the school website. Below is a summary of the key points of report for your information:

Question 1: HOW WELL DO CHILDREN LEARN AND ACHIEVE?

Improvements in Performance: Overall, we have evaluated ourselves as GOOD

Standards of attainment over time:

Table1: % of pupils achieving at or beyond appropriate level according to teacher judgement and classroom evidence.

LEVEL	SESSION	English & Literacy: Reading	English & Literacy: Writing	English & Literacy: Listening & Talking	Maths & Numeracy
Early (ELC3 – P1)	2013-14	82	73	91	92
	2014-15	86	86	86	90
	2015-16	88.7	90	74.7	90
First (P2-P4)	2013-14	79	71	85	85
	2014-15	79	79	79	87
	2015-16	79.3	73.7	77.7	78.3
Second (P5-P7)	2013-14	85	69	85	83
	2014-15	75	75	75	87
	2015-16	75.3	67.3	76	79.7

Table 1 shows that over time pupil attainment within Literacy (Reading, Writing, and Talking and Listening) and Maths and Numeracy have remained constant and on track with national averages. Recent curriculum developments in terms of whole school spelling and numeracy progressions should underpin and support this trend, and lead to increased levels of achievement and attainment in the future.

Overall quality of learners' achievement:

- Overall, our learners are becoming increasingly successful across a variety of learning contexts. Pupils demonstrate increasing confidence, exercise responsibility and contribute to the life of the school and the wider community.
- Most of our pupils have evidenced success in a range of activities for personal and wider achievement including, where appropriate, personal interests and residential experiences.



Impact of the 2015-16 School Improvement Plan:

- Across our school, an ethos of professional engagement and collegiate working is evident. This leads to continuous improvement in learning and teaching and improved outcomes for our learners.
- There is evidence of strong leadership of learning by staff at all levels and in a range of contexts.
- All staff work collaboratively with colleagues, learners, partners and parents to take forward improvement priorities and learn with and from each other.
- The priorities in our 2015-16 school improvement plan have begun to impact on improving the achievements, attainment and well-being of our learners, and the work of our school. Through continued monitoring and evaluating of pupil progress, class work, and learner experiences we are confident that this impact will continue and be sustainable over time.

Learner's Experiences: The extent to which learners are motivated and actively involved in their own learning and development. Overall, we have evaluated ourselves as GOOD

Table 2a and 2b: Pupil Learning Council Survey June 2016 results show the following (Survey Monkey):

2a How good is your learning in school?	YES	NO	UNSURE
<i>I enjoy being at school</i>	77.19%	15.79%	7.02%
<i>I find my learning interesting and challenging</i>	84.21%	7.02%	8.77%
<i>I find my learning too easy</i>	12.50%	42.86%	44.64%
<i>I learn in lots of different ways like talking, making, writing and doing</i>	89.47%	3.51%	7.02%
<i>I would like chances to learn with people who are not in my class</i>	69.64%	14.29%	16.07%

2b How good is outdoor learning?	YES	NO	UNSURE
<i>I like playing outside in the playground</i>	96.43%	3.57%	0.00%
<i>I get lots of chances to learn with my class outdoors in the school grounds</i>	62.50%	8.93%	28.57%
<i>Going on trips has helped me learn more and inspired me in my learning</i>	89.09%	5.45%	5.45%
<i>I would like more opportunities to learn outdoors</i>	83.64%	5.45%	10.91%

Evidence gathered supports the view that:

- Our learners are motivated and eager participants in their learning. They are becoming more involved in their own learning and development, and show increasing skills as learners.
- Our learners feel successful, confident and responsible within the school and beyond. Through curricular opportunities, they contribute effectively to the school and its community and to society more generally.
- Our children are eager and active participants who are engaged, resilient, and highly-motivated and interact well during activities.
- Our learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.
- In our school, learners are treated with equality, fairness and respect. Almost all learners have progressed well and make progress from their prior levels of attainment and wider achievement.
- Learners feel safe, nurtured, healthy, achieving, active, included, respected and responsible and help to develop these qualities in others.



Next Steps: HOW WELL DO CHILDREN LEARN AND ACHIEVE?

Professional Leadership of Teaching and Learning:

- We plan to develop teaching and learning approaches further to provide high-quality feedback to pupils to ensure they are aware of their progress and strengths as learners.

An Ethos and Culture of Inclusive Approaches:

- We plan to develop further the opportunities we provide pupils with to learn outside in our school grounds.

Culture of Engagement – Aspiring for Excellence:

- The data suggests that future priorities should focus on raising attainment in reading and writing, with particular focus on First and Second level progression within and across levels.

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

The Curriculum: **Overall, we have evaluated ourselves as GOOD**

Evidence gathered supports the view that:

- Across Early, First and Second levels, learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners.
- We ensure children and young people have access to good-quality learning in the curriculum areas of literacy, numeracy, health and well-being (including PE), social subjects and science.
- Children are benefiting from continued improvements in outdoor learning approaches.
- All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Most learners demonstrate these skills at a high level in a variety of meaningful contexts.
- The ethos and culture of our school reflects a commitment to children's rights and positive relationships.
- We use a growing range of learning environments and creative teaching approaches and learning is enriched and supported by our effective use of digital technologies.
- We use questioning and engagement to promote confidence in all learners.



Meeting Learning Needs: **Overall, we have evaluated ourselves as GOOD**

Evidence gathered supports the view that:

- We observe learners closely to inform appropriate and well-timed interventions and future learning.
- We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.
- At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children.

- We plan appropriately, over different timescales, to meet the needs of learners across all areas of the curriculum.

Next Steps: HOW WELL DOES THE SCHOOL SUPPORT CHILDREN TO DEVELOP AND LEARN?

Professional Leadership of Teaching and Learning: *Using an informed awareness of current education thinking and ongoing debate within the school community we plan:*

- To further develop approaches to questioning and engagement to promote curiosity, independence and to regularly enable higher-order thinking skills in all learners.
- To further develop shared expectations for standards to be achieved through engagement with other schools within our learning community.
- To further develop our arrangements for moderation across stages and across curricular areas within our own school.
- To develop our manageable processes to monitor and evaluate learners' progress across an increased number of curriculum areas.

High Quality Curriculum: *Using an informed awareness of current education thinking and ongoing debate within the school community we plan:*

- To review and continue to improve further learning pathways in RME, reading, spelling and numeracy which lead to raising attainment through meeting the needs and aspirations of all our learners.
- To begin to develop learning pathways in Health and Wellbeing (Social, Emotional and Mental Health), Expressive Arts, Social Subjects and Science, to ensure they are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.
- To take better account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.
- To develop and establish a strategic curriculum overview which we use to ensure a shared understanding of the purpose and design of the curriculum.
- To ensure our curriculum provides equity of opportunity to maximise the successes and achievements of all our learners.



An Ethos and Culture of Inclusive Approaches: *Using an informed awareness of current education thinking and ongoing debate within the school community we plan:*

- To evaluate and develop our approaches to involve learners more in planning learning.
- To develop and use knowledge from literature, research and policy sources to support the process of leading and developing learning.

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

QI 5.9 Self Evaluation: Overall, we have evaluated ourselves as GOOD

Evidence gathered supports the view that:

- As individuals and with colleagues, we evaluate our own classwork as reflective practitioners and make improvements.
- We work as a school community and with partner agencies to evaluate provision in order to secure continuous improvement, including major change where this is needed.
- We are developing effective systems to gather the views of staff, parents and learners about the quality of our work.
- We work in active partnership with other services for children to secure improvement.
- Our vision, values and aims are used as the basis for reviewing our work.
- Our self-evaluation focuses on key aspects of learners' successes and achievements. It draws on a wide range of advice and evidence and is becoming more rigorous, systematic and transparent.
- All our teams reflect on current practice and evaluate any new initiatives, ideas and changes we have introduced.
- We clearly identify strengths and areas for improvement.
- Our improvements focus particularly on continuing improvements to learning and teaching and the achievement of all learners.



Next Steps: HOW WELL DOES THE SCHOOL IMPROVE THE QUALITY OF ITS WORK?

- To demonstrate that we act on the results of self-evaluation and can show clear evidence of improvement based on our actions as part of our self-evaluation.
- To engage with other schools, within our learning community and beyond, to share and evaluate good practice.
- To continue to develop effective systems to gather the views of staff, parents, learners, and to begin gathering the views of partners and others about the quality of our work.