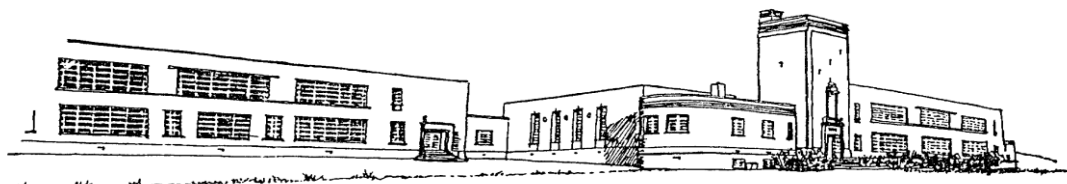


**Scottish Borders Council
Education and Lifelong Learning**

Quality Improvement Framework



CHIRNSIDE PRIMARY SCHOOL

**School Improvement Report
Session 2014/15**

The School in Context



1. Recent improvements to the buildings and facilities:

- a. Our new classroom was opened and used for the first time by P5.

2. School roll, class organisation:

- a. As of August 2014, our total school roll was 187.
- b. Our Early Learning and Child Care class was based on 30/20 places am/pm. Both sessions were on a mixed basis for 3 and 4 year olds.
- c. As of August 2014, primary classes were organised as follows: P1, P2, P3, P4, P5, P6 and P7H and P7M. In October 2014, due to our school roll being less than the projected 202 (June 2014), we reorganised classes as follows: P1, P2, P3, P4, P5, P6 and P7.
- d. Berwickshire Support Base continued to deliver learning to additional support needs pupils' in Cheviot and Tweed classes.

3. Staffing including changes/restructuring:

- a. As of August 2014, our Senior Leadership Team consisted of Head Teacher, Depute Head Teacher and Principal Teacher. As a result of our school roll dropping below 200 pupils, our Depute Head Teacher position was removed in September 2014 and classes restructured in October 2014. In April 2015, we had a change of class teacher at the P4 stage through retirement.
- b. Since October 2014, class teachers were 9 in number, with P7 on a shared basis to cover management time for our Principal Teacher.
- c. Support Staff consisted of four Additional Needs Assistants, one Classroom Assistant, one School Auxiliary, one School Administrator, two part time janitors.

4. Creative and innovative practice

Pupils' curriculum and learning experiences were enriched through a number of partnership learning projects-

- a. Primary 6 developed a deeper understanding of local history through engagement with the Flodden 500 programme and Borders Youth Music Initiative to celebrate the anniversary of the Battle of Flodden.
- b. Primary 4 and Primary 6's achievements were recognised in the 'Farmhouse Breakfast' competition, with both classes winning second prize in their respective categories. Exploration and a deeper understanding of Fair Trade and locally sourced products were at the heart of this project.
- c. To introduce learning in philosophy and photography through a meaningful context, Primary 5, 6 and 7 worked in partnership with Chirside's David Hume Group and three local amateur photographers in the 'What Do You See?' photography project. The project culminated in an exhibition of pupil photographs and a celebration of David Hume's ideas (born in Chirside) with Professor Angie Hobbs.
- d. Primary 4 pupils took part in the BBC's '10 Pieces' project performing their contemporary dance piece to Holst's 'Mars' from 'The Planets'. This project provided pupils with an opportunity to explore music and movement as part of a national project.
<http://www.bbc.co.uk/programmes/p02nm1yk>
- e. Primary 5 and 6 explored rhythm and performance with "Mat the Hat's Big Drum Adventure" (BYMI). Their drumming performances culminated in a live showcase for pupils and parents. P5 (<https://soundcloud.com/mat-clements-1/rockin-alive-p5-chirside>) and P6 (<https://soundcloud.com/mat-clements-1/p6-banter-buddies-chirside>)
- f. Assessment for Learning approaches continued to be used and developed further at all stages of the school.

5. 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.
- b. The Parent Council and the school established a shared Face Book page as a one stop information point for parents, carers and the community.

6. Significant factors which have influenced the capacity for improvement

- a. The removal of our Depute Head Teacher position in September 2014 influenced our capacity for improvement due to the need for a review of:
 - i. Senior Leadership Team roles, responsibilities and remits.
 - ii. Restructure of responsibilities and re-prioritisation of priorities and actions within the Improvement Plan.

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

Parent Consultations:

We consulted with parents on the following aspects:

- a) October 2014 –Class restructure and impact upon P5 and P7 pupils.
- b) November 2014 - Pupil Learning Logs and the impact of sharing pupils' learning with parents.
- c) November 2014 - Using Pupil Learning Logs to record pupils' wider achievement.
- d) March 2015 - New SEEMIS reporting format and the quality of information given.

Pupil Consultations:

Our Pupil Learning Council consulted with pupils about their learning experiences. These are summarised below:

- a) Opinions on support for learning in classrooms.
- b) Opinions on learning outdoors.

Our Eco-School Committee consulted with pupils through the Eco-Schools audit to identify strengths and areas for improvement for our Green Flag aspirations.

Our Junior Road Safety Officers consulted regularly with pupils through:

- a) Walk to School Week surveys.
- b) Assembly presentations on road safety, healthy routes to school and cycle safety.
- c) Working in partnership with Police, Passenger Transport and Crossing Patrol Officer.

EVALUATION OF PROGRESS

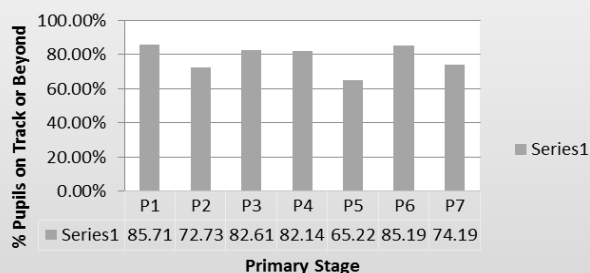
Question 1: HOW WELL DO CHILDREN LEARN AND ACHIEVE?

Q1 1.1 Improvements in Performance

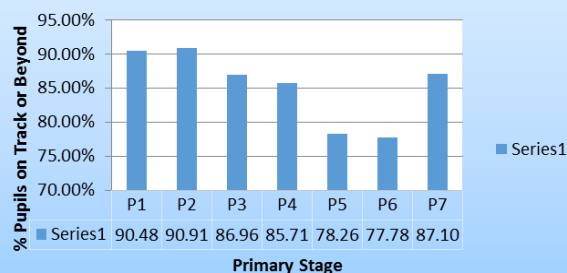
Overall we have evaluated ourselves as GOOD

- Children have begun to benefit from being part of the whole-school approach to Eco-Schools work through participation in real-life eco initiatives, such as litter reduction, recycling, gardening, composting and Bikeability training.
- Children's learning has been captured and evaluated with pupils and parents through recording achievements during Focus Learning Weeks in pupil learning logs.
- Opportunities for children to further develop leadership, responsibility and independence have been established through Eco-Schools, Pupil Learning Council, Junior Road Safety Officer, P7 – P1 Buddy Project as well as broader opportunities through the curriculum and outdoor learning.
- We have continued to develop and evaluate our systems 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. This has helped us to identify those in danger of missing out on opportunities and to plan in partnership with parents and other agencies to address this.
- To explain the drop in attainment from Early to First level in English language and mathematics, we have identified a need for a rigorous and progressive skill development from ELCC to P7 in both spelling and mental agility in numeracy.
- We have developed procedures to gathering more robust tracking information to allow analysis of trends in attainment through use and analysis of PIPs (P1) and INCaS (P4 and P7) enhancing our own professional judgements.
- We have continued to develop teachers' abilities to make valid and reliable professional judgements about pupil progress through engaging with Education Scotland exemplars in literacy and numeracy.
- Pupils continue to make good progress in literacy (78.3% of pupils on track or beyond expectations in June 2015 compared to 79.6% in June 2014) and numeracy (85.3% of pupils on track or beyond expectations in June 2015 compared to 85.4% in June 2014) see tables over the page.

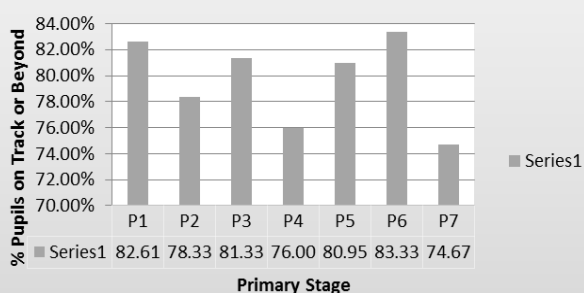
Literacy Attainment by Class June 2015



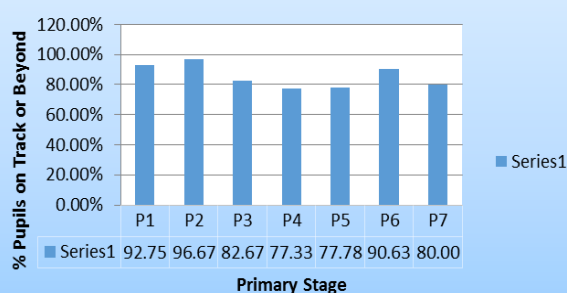
Numeracy Attainment by Class June 2015



Literacy Attainment by Class June 2014



Numeracy Attainment by Class June 2014



QI 2.1 Learner's Experiences

Overall we have evaluated ourselves as GOOD

- We have ensured areas of good practice are shared better across the school through opportunities for staff to plan and teach collegiately at the early level. This has had a positive impact upon pupils' transition from ELCC to P1 due to contextualised information sharing between staff and growing familiarity with all early level pupils' learning needs.
- We have continue to embed Assessment is for Learning strategies across the school, providing pupils with a more consistent experience of formative assessment, providing them with greater involvement in their own learning.
- Through development and implementation of our Respectful Relationships agenda, we have continued to promote the values of the school further to ensure that these permeate all we do and promote a culture of respect. Learning visits and conversations with pupil samples evidence improved engagement with learning, and improving pupil collaboration in learning.
- Through a review of positive behaviour management strategies we have developed and are implementing a shared and consistent approach across all classes and stages. A reduction in exclusions and pupil withdrawal from class for disruptive behaviour evidence the progress we have made in creating an engaging learning climate in all classrooms and the positive impact upon all pupils' learning.

Next Steps: HOW WELL DO CHILDREN LEARN AND ACHIEVE?

Professional Leadership of Teaching and Learning:

- Embed appropriate professional standards in self-evaluation and continued professional learning systems for teaching staff to continue to raise standards and quality of teaching and learning.
- Develop environments conducive to creating optimal learning conditions for all pupils.
- All teaching staff to embark on a practitioner enquiry project to measure changes in pedagogical practice and its impact upon learners.

An Ethos and Culture of Inclusive Approaches:

- Developing staff awareness and understanding of inclusion and inclusive approaches in order to

improve teaching and learning for all pupils.

- Further development of school tracking systems to monitor inclusion in terms of attainment and wider achievement to identify earlier the requirement for intervention.

Culture of Engagement – Aspiring for Excellence:

- Evaluate and develop our vision, values and aims in relation to:
 - Getting it Right for Every Child and the National Practice Model
 - Rights Respecting Schools and United Nations Rights of the Child
 - Respectful Relationships and Positive Behaviour Management approaches

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

Learning visits, pupil sampling and reflective discussions with professionals have evidenced the following:

- Early years children benefit from a broad general education that is firmly based on play, both indoors and outdoors.
- Teaching staff build the curriculum around the needs of pupils which reflects children's interests and responds to relative modern day developments and events. These themes and topics develop as a result of children's interests and questioning.
- Engagement with visitors, partners and our wider community enhance children's learning across the curriculum well.
- We have taken greater account of Curriculum for Excellence in our teaching methodology and pedagogy. We have continued to develop our broad and general curriculum around the needs and interests of pupils. Our use of interdisciplinary learning has enhanced the learning opportunities we have provided children.
- Staff have worked together across stages in some in-house moderation activities to challenge our understanding of standards in writing and numeracy.
- The national expectation for the provision of 2 hours of quality physical education for all has continued to be met through 2.5 hours provided by qualified PE staff.
- Working groups in numeracy and literacy have taken forward work around Significant Aspects of Learning to declutter our curriculum planning and free up more time to impact directly upon teaching and learning in the classroom.

QI 5.3 Meeting Learning Needs

Overall we have evaluated ourselves as GOOD

Learning visits, pupil sampling, reflective discussions with professionals and tracking of pupil progress and additional support needs have evidenced the following:

- Through developments in personal learning planning we have begun to record individual achievements and learning in some curricular areas. We support children in identifying and developing their own learning targets as part of Focus Learning Week reviews.
- We are planning pupils' tasks and activities to provide a balance between independent learning and group activities.
- We are involving children in making decisions about leading their learning and taking further responsibility for their own learning.
- We have developed our use 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.
- Our Additional Needs Tracking System has contributed to ensuring children receive their entitlement to relevant personal support.
- We have reviewed our positive behaviour management approaches in relation to Respectful Relationships to ensure its consistent use of across the school.

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

Professional Leadership of Teaching and Learning:

- Develop environments conducive to creating optimal learning conditions.
- All teaching staff to embark on practitioner enquiry project to measure impact upon learners as a result of changes in pedagogical practice.

High Quality Curriculum:

- Introduction and embedding of a Literacy (Highland) and Numeracy (TJ) progression at all stages.
- Mapping of literacy and numeracy curriculum through significant aspects of learning and clustering of experiences and outcomes.
- Literacy working group development of a spelling progression (skills, pedagogy and resources).
- Numeracy working group development of a mental agility progression (calculations - skills, pedagogy and resources).
- Moderation of standards and expectations in literacy and numeracy - in school (within and across stages) and across schools (cluster) - in relation to pupil evidence and literacy / numeracy progressions.
- Map our curriculum by clustering experiences and outcomes in relation to significant aspects of learning in Social Subjects, Science, Technologies (working groups) and how these relate to the four aspects of the curriculum.
- Continue to develop stronger curriculum links between ELCC and P1 (in school) / P7 and S1 (cluster) to ensure effective transition for pupils in terms of continuity and progression.

An Ethos and Culture of Inclusive Approaches:

- Developing staff awareness and understanding of inclusion and inclusive approaches.
- Further development of school tracking systems to monitor inclusion in terms of attainment and wider achievement to identify earlier the requirement for intervention.

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**

Through our self-evaluation processes the evidence supports that we:

- Have begun to provide focused feedback and discussion to staff, based on direct observation of their practice allowing for next steps in pedagogical development to be identified.
- Have begun to develop a coherent, manageable and meaningful approach to recording progression and coherence in learning across all levels.
- Have involved children in evaluating and shaping learning and teaching.
- Have built on and extended our approaches to tracking of attainment and measuring progress.
- Have involved teachers further in discussion with colleagues from within our school to develop further their understanding of national standards.
- Have developed staff awareness further in self-evaluation.
- Have ensured all staff Continued Professional Learning is recorded via CPD online.

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

- Develop our approach to providing feedback and discussion with all staff based on direct observation of their practice to identify required improvements linked to current educational research and theory.
- Embed and evaluate (with other schools) our approaches to recording progression and coherence in learning across all levels.
- Embed and evaluate (with other schools) our approaches to tracking attainment and measuring progress.