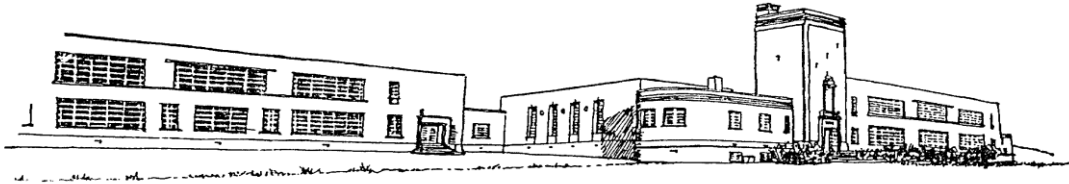


**Scottish Borders Council
Education and Lifelong Learning**

Quality Improvement Framework



CHIRNSIDE PRIMARY SCHOOL

**School Improvement Report
Session 2015/16**



The School in Context

1. Recent improvements to the buildings and facilities:

- a. Senior pupil toilets were refurbished for August 2015.
- b. New junior pupil toilets were built and opened for December 2015.
- c. A canteen store was built as part of the junior toilet project.
- d. The old junior boys' toilets were refurbished for use as a resource room.

2. School roll, class organisation:

- a. As of August 2015, our total school roll was 196.
- 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 2015, primary classes were organised 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 2015, our Senior Leadership Team consisted of Head Teacher and Principal Teacher.
- b. Since August 2015, 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 and 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 7 pupils took part in the multi-agency health and wellbeing project 'Crucial Crew'.
- b. Collaboration with health partners resulted in a health week for all pupils in September 2015 focusing on enriching a wide range of health and wellbeing experiences.
- c. Collaboration with Borders Sport and Leisure, Active Schools provided enriched experiences for some pupils in hockey, rugby and football.
- d. Collaboration with the Outdoor Education Service provided pupils with sailing, canoeing, mountain biking and Bikeability training.
- e. P6 pupils worked in partnership with Connie Ramsay (Commonwealth 2012 Bronze medallist in Judo) through the Champions in Schools project to provide experiences to enhance health and wellbeing and citizenship.
- f. Primary 3 worked in partnership with Moira Morrison of Youth Music Initiative, along with P2 from Duns PS, to perform 'The River Dance' to parents in October 2015.
- g. Working in partnership with Anna Craigen, Border Forest Schools, pupils have transformed the school grounds to promote sustainable wildlife habitats in the surrounding area. This has resulted in pupils planting an orchard, constructing bug hotels and digging out a pond area. These initiatives are planned to continue in 2016-17.
- h. Primary 6 collaborated with John Jacobs, YMI, to present their music and drama production 'Banter at the Seaside'. Based on their conservation studies, they produced a DVD of their work to sell to raise funds for St Abbs Nature Reserve (National Trust).
- i. In collaboration with Whiteadder Burns Club, pupils took part in school, local and national finals for Burns recitation, as well as performing to community guests and parents at our annual Burns Lunch, hosted by Primary 7 pupils and supported by our kitchen staff.
- j. We became a 'Fair Aware' school in recognition of our ongoing commitment to Fair Trade products. Primary 6 pupils run a Fair Trade tuck shop, and collaborated with our kitchen staff to cook with Fair Trade products.
- k. Primary 4 and Primary 5 pupils collaborated with pupils from other Berwickshire schools to perform at Berwickshire Dance festival.
- l. Primary 6 pupils have benefited from our Bikeability project to achieve success at levels 1 and 2.



5. Parent Council

- a. Our parent council has supported the purchase of Critical Reading resources for P5-P7 stages.
- b. Our parent council has supported the development of outdoor play facilities through the purchase and collection of resources used during our Big Dig day in May 2016.
- c. Our parent council has continued to fund transport for pupils to locations far and wide to enhance their learning further.
- d. Our parent council coordinated a swimming block for P7 pupils at Eyemouth pool.

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

Parent Consultations: *Please see Appendix 1* for full results and suggestions for improvement.

We consulted with parents on the following aspects:

1. How well do parents feel they are involved in their child's learning?
2. What is the impact of parents and the parent council in helping the school to improve?
3. How well do we work in partnership with parents, our community and other providers to enrich the learning of children?

Pupil Consultations: *Please see Appendix 2* for full results and suggestions for improvement.

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

1. How good is your learning in school?
2. How good is outdoor learning?

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 to identify healthy and safe routes to school.

EVALUATION OF PROGRESS

Question 1: HOW WELL DO CHILDREN LEARN AND ACHIEVE?

Q1 1.1 Improvements in Performance:

a. Standards of attainment over time:

Table 1: % 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.

b. 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.



c. 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.

Overall, for QI 1.1, we have evaluated ourselves as GOOD

QI 2.1 Learner's Experiences:

- a. The extent to which learners are motivated and actively involved in their own learning and development

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.



Overall, for QI 2.1, we have evaluated ourselves as GOOD

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?

QI 5.1 the Curriculum

- The rationale and design of the curriculum
- The development of the curriculum
- Programmes and courses
- Transitions



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.

Overall, for QI 5.1, we have evaluated ourselves as GOOD

QI 5.3 Meeting Learning Needs

- Tasks, activities and resources
- Identification of learning needs
- The roles of teachers and specialist staff
- Meeting and implementing the requirements of legislation

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.

Overall, for QI 5.3, we have evaluated ourselves as GOOD

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

- a) Commitment to self-evaluation
- b) Management of self-evaluation
- c) School improvement

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.



Overall, for QI 5.9, we have evaluated ourselves as GOOD

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.

Appendix 1: June 2016 Parent Consultation Results

How well do parents feel they are involved in their child's learning?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
<i>I have suitable opportunities to discuss the quality of my child's learning with their class teacher.</i>	34.78%	60.87%	4.35%	0.00%	0.00%
<i>I am aware of how my child's learning is progressing and understand the next steps in their learning journey.</i>	34.78%	60.87%	4.35%	0.00%	0.00%
<i>I feel included and involved in supporting my child's learning at school and home.</i>	43.48%	39.13%	13.04%	0.00%	4.35%
<i>If I am concerned about my child's progress, I feel confident in approaching the school to discuss my concerns.</i>	47.83%	34.78%	4.35%	8.70%	4.35%

What is the impact of parents and the parent council in helping the school to improve?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
<i>As a parent, I feel welcome in school and that my opinions and ideas are valued by the school community.</i>	21.74%	47.83%	13.04%	0.00%	17.39%
<i>As a parent, I have opportunities to contribute to improving the life and work of the school in ways that recognise my skills, talents and interests.</i>	30.43%	30.43%	13.04%	0.00%	26.09%
<i>I am aware of the role of the Parent Council and the activities it is involved in to help the school to improve its work.</i>	30.43%	56.52%	8.70%	0.00%	4.35%
<i>I feel included and involved in the work of the Parent Council.</i>	26.09%	21.74%	21.74%	4.35%	26.09%
<i>I feel included and involved in the life and work of the school.</i>	31.82%	50.00%	9.09%	0.00%	9.09%

Appendix 1: June 2016 Parent Consultation Results (Continued)

How well do we work in partnership with parents, our community and other providers to enrich the learning of children?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
<i>Parents are encouraged by the school to play an active role in their child's learning.</i>	47.83%	26.09%	13.04%	4.35%	8.70%
<i>My child benefits from opportunities to take their learning out into the local community and beyond to enrich their learning experiences.</i>	30.43%	30.43%	21.74%	4.35%	13.04%
<i>My child benefits from opportunities to learn in school with the input from visitors and specialists organisations.</i>	30.43%	43.48%	13.04%	0.00%	13.04%
<i>My child's learning includes a range of different kinds of experiences that help develop skills for learning, life and work.</i>	34.78%	56.52%	8.70%	0.00%	0.00%

Appendix 2: June 2016 Pupil Consultation Results

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

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

Appendix 3: June 2016 Teacher Consultation Results

How well does the school promote and support collegiate working to drive forward school improvement?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
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.	12.50%	87.50%	0.00%	0.00%	0.00%
There is evidence of strong leadership of learning by staff at all levels and in a range of contexts.	12.50%	75.00%	12.50%	0.00%	0.00%
Our school has a collegiate learning culture demonstrated through, for example, collaborative practitioner enquiry, peer learning, constructive feedback, professional dialogue and debate.	12.50%	62.50%	25.00%	0.00%	0.00%
All staff work collaboratively with colleagues, learners, partners and parents to take forward improvement priorities and learn with and from each other.	25.00%	75.00%	0.00%	0.00%	0.00%

How well does the school promote and support collegiate working to drive forward school improvement?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
<i>I routinely engage in career-long professional learning (CLPL) and develop enquiring and coherent approaches which build and sustain my practice.</i>	62.50%	37.50%	0.00%	0.00%	0.00%
<i>Individually and collectively, I plan and evaluate my professional learning directly on the quality of impact upon pupil learning and, as a result, I can evidence improvements for learners.</i>	25.00%	75.00%	0.00%	0.00%	0.00%
<i>I develop and use knowledge from literature, research and policy sources to support the process of leading and developing learning.</i>	37.50%	37.50%	25.00%	0.00%	0.00%
<i>I am supported to access high-quality professional learning linked to cross-cutting themes such as sustainable development education, global citizenship, outdoor learning and international education.</i>	12.50%	87.50%	0.00%	0.00%	0.00%
<i>I work collaboratively to enhance my teaching which leads to high-quality learning experiences for learners.</i>	25.00%	62.50%	12.50%	0.00%	0.00%
<i>I maintain effective records of my professional learning and development and create a clear professional learning action plan.</i>	25.00%	75.00%	0.00%	0.00%	0.00%

How well do we promote and support children to lead their learning?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
<i>We provide a wide range of opportunities and support to ensure children and young people can take responsibility for their own learning, successes and achievements.</i>	12.50%	75.00%	12.50%	0.00%	0.00%
<i>Children value the professional advice and expertise of school staff and others who support their learning and decision-making.</i>	12.50%	62.50%	12.50%	0.00%	12.50%
<i>Children actively engage in communication and discussions about their next steps in learning.</i>	25.00%	75.00%	0.00%	0.00%	0.00%
<i>Children contribute to planning learning pathways which meet their needs and aspirations.</i>	12.50%	75.00%	12.50%	0.00%	0.00%

How well does the school promote and support collegiate working to drive forward school improvement?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
<i>The curriculum has a clear vision and rationale shaped by the shared values of the school and its community.</i>	28.57%	71.43%	0.00%	0.00%	0.00%
<i>Our curriculum is grounded in our commitment to securing children's rights and wellbeing. It takes account of learners' entitlements and the four capacities and reflects the uniqueness of our setting.</i>	33.33%	66.67%	0.00%	0.00%	0.00%
<i>There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum. The structure of the curriculum provides equity of opportunity to maximise the successes and achievements of all our learners.</i>	28.57%	28.57%	42.86%	0.00%	0.00%
<i>We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.</i>	14.29%	57.14%	28.57%	0.00%	0.00%

How well do our identified learning pathways raise standards and aspirations for learners?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
<i>The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners</i>	14.29%	57.14%	28.57%	0.00%	0.00%
<i>Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners.</i>	16.67%	66.67%	16.67%	0.00%	0.00%
<i>Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.</i>	14.29%	57.14%	14.29%	0.00%	14.29%
<i>We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.</i>	14.29%	85.71%	0.00%	0.00%	0.00%
<i>All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.</i>	16.67%	83.33%	0.00%	0.00%	0.00%

How well does the school promote and deliver high quality learning and engagement for pupils?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
<i>The ethos and culture of our school reflects a commitment to children's rights and positive relationships.</i>	14.29%	85.71%	0.00%	0.00%	0.00%
<i>Our children are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities.</i>	14.29%	85.71%	0.00%	0.00%	0.00%
<i>Our learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests.</i>	14.29%	85.71%	0.00%	0.00%	0.00%
<i>Our learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.</i>	14.29%	85.71%	0.00%	0.00%	0.00%
<i>Our learners are successful, confident and responsible. They contribute effectively to the life of the school and wider community in a range of well-planned activities.</i>	16.67%	83.33%	0.00%	0.00%	0.00%
<i>Our children know that their views are sought, valued and acted upon.</i>	16.67%	83.33%	0.00%	0.00%	0.00%

How good is the quality of teaching that our children receive?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
<i>We use a wide range of learning environments and creative teaching approaches.</i>	14.29%	85.71%	0.00%	0.00%	0.00%
<i>Learning is enriched and supported by our effective use of digital technologies.</i>	14.29%	85.71%	0.00%	0.00%	0.00%
<i>Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.</i>	16.67%	83.33%	0.00%	0.00%	0.00%
<i>We observe learners closely to inform appropriate and well-timed interventions and future learning.</i>	14.29%	85.71%	0.00%	0.00%	0.00%
<i>We use feedback effectively to inform and support progress in learning.</i>	14.29%	85.71%	0.00%	0.00%	0.00%

How well do we meet the needs of learners through effective planning, tracking and monitoring?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
<i>We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum.</i>	14.29%	85.71%	0.00%	0.00%	0.00%
<i>Learners are fully involved in planning learning.</i>	14.29%	14.29%	57.14%	14.29%	0.00%
<i>As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas.</i>	14.29%	42.86%	28.57%	0.00%	14.29%
<i>For those pupils facing additional challenges, for example young carers, looked after children and those living with financial hardship, we use data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.</i>	16.67%	33.33%	0.00%	0.00%	50.00%

Appendix 4: June 2016 Support Staff Consultation Results

How well do we meet the needs of learners through effective planning, tracking and monitoring?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
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.	33.33%	66.67%	0.00%	0.00%	0.00%
There is evidence of strong leadership of learning by staff at all levels and in a range of contexts.	33.33%	66.67%	0.00%	0.00%	0.00%
Our school has a collegiate learning culture demonstrated through, for example, collaborative practitioner enquiry, peer learning, constructive feedback, professional dialogue and debate.	0.00%	100.00%	0.00%	0.00%	0.00%
All staff work collaboratively with colleagues, learners, partners and parents to take forward improvement priorities and learn with and from each other.	33.33%	66.67%	0.00%	0.00%	0.00%

How well does the school promote and support a continued commitment to career long professional learning for staff?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
I routinely engage in career-long professional learning (CLPL) and develop enquiring and coherent approaches which build and sustain my practice.	0.00%	100.00%	0.00%	0.00%	0.00%
Individually and collectively, I plan and evaluate my professional learning directly on the quality of impact upon pupil learning and, as a result, I can evidence improvements for learners.	0.00%	66.67%	0.00%	0.00%	33.33%
I develop and use knowledge from literature, research and policy sources to support the process of leading and developing learning.	0.00%	100.00%	0.00%	0.00%	0.00%
I am supported to access high-quality professional learning linked to cross-cutting themes such as sustainable development education, global citizenship, outdoor learning and international education.	0.00%	100.00%	0.00%	0.00%	0.00%
I work collaboratively to enhance my practice which leads to high-quality learning experiences for learners.	0.00%	100.00%	0.00%	0.00%	0.00%
I maintain effective records of my professional learning and development and annually create a clear professional learning action plan.	0.00%	100.00%	0.00%	0.00%	0.00%

How well do we promote and support children to lead their learning?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
We provide a wide range of opportunities and support to ensure children and young people can take responsibility for their own learning, successes and achievements.	33.33%	66.67%	0.00%	0.00%	0.00%
Children value the professional advice and expertise of school staff and others who support their learning and decision-making.	0.00%	66.67%	0.00%	0.00%	33.33%

How good is the quality of teaching that our children receive?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
We use a wide range of learning environments and creative teaching approaches.	66.67%	33.33%	0.00%	0.00%	0.00%
Learning is enriched and supported by our effective use of digital technologies.	33.33%	66.67%	0.00%	0.00%	0.00%
Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.	33.33%	66.67%	0.00%	0.00%	0.00%
We observe learners closely to inform appropriate and well-timed interventions and future learning.	33.33%	66.67%	0.00%	0.00%	0.00%
We use feedback effectively to inform and support progress in learning.	33.33%	66.67%	0.00%	0.00%	0.00%

How well do we meet the needs of learners through effective planning, tracking and monitoring?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum.	0.00%	100.00%	0.00%	0.00%	0.00%
Learners are fully involved in planning learning.	0.00%	66.67%	0.00%	0.00%	33.33%
As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas.	0.00%	100.00%	0.00%	0.00%	0.00%
For those pupils facing additional challenges, for example young carers, looked after children and those living with financial hardship, we use data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.	0.00%	66.67%	0.00%	0.00%	33.33%

Appendix 5: Data Evidence

Attendance for 2015-16

Pupil Attendance 2015-16	
Total School Roll 2015-16	220
Pupil Attendance <80%	0.50%
Pupil Attendance 80% - 85%	3.20%
Pupil Attendance 85%-90%	6.80%
Pupil Attendance >90%	89.50%

Exclusions for 2015-16

Pupil Exclusions 2015-16	
Total School Roll 2015-16	220
Number of Exclusions	0

Attainment Data 2015-16

Class Teacher Judgement

The figures below show the percentage of pupils on track or beyond at respective Curriculum for Excellence levels in Literacy and Numeracy

Curriculum for Excellence Level	(% pupils on track or beyond)			
	English & Literacy: Reading	English & Literacy: Writing	English & Literacy: Listening & Talking	Maths & Numeracy
EARLY (ELC3 - P1)	88.7	90	74.7	90
FIRST (P2-P4)	79.3	73.7	77.7	78.3
SECOND (P5-P7)	75.3	67.3	76	79.7

PIPs (Primary 1)

PIPs	<u>Reading</u> (% pupils on track or beyond)	<u>Mathematics</u> (% pupils on track or beyond)
PIPs P1	96	68

INCAS (Primary 4)

<p>INCAS</p>	<p>Reading <i>(% pupils on track or beyond)</i></p>	<p>Mathematics <i>(% pupils on track or beyond)</i></p>
<p>INCAS P4</p>	<p>72</p>	<p>68</p>

INCAS (Primary 7)

INCAS	Reading <i>(% pupils on track or beyond)</i>	Mathematics <i>(% pupils on track or beyond)</i>
INCAS P7	63	52