



School Improvement Report

Chirnside Primary School



2016-17

Context of the School

At *Chirnside Primary School* our vision is:

“Our school and community will work together to enable all our pupils to achieve their learning potential.”

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*

For 2016-17, *Chirnside Primary School* provided primary education to 175 Primary 1-7 pupils across seven primary classes. We provided Early Learning and Childcare provision to 56 three and four-year-old pupils.

Berwickshire Support Base, as an integral part of the life and work of the school, provided enhanced support to pupils from our school and other Berwickshire primary schools on a shared placement basis.

Review of Progress 2016-17

School Priority 1: Professional Leadership of Learning and Teaching

NIF Priority

- Improvement in attainment, particularly literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.

NIF Drivers

- Our priorities
- Teacher professionalism
- School improvement

HGIOS 4 Q.Is

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

Progress and Impact

- Teaching staff have reflected upon their own practice with peer support, providing opportunities for self and peer evaluation to be the basis of self-improvement in classroom practice.
- Teaching staff have begun to engage with peers from other schools to challenge professional expectations and understanding of standards.
- Observations, questioning and surveys show that MTV routines are being used consistently across most classes, resulting in classroom environments where most pupils feel nurtured and challenged in their learning.
- Teaching staff expectations of pupil learning continues to develop through peer observation and discussion, resulting in improved levels of pupil engagement and a decrease in low level disruption to learning.

Next Steps

- To continue to embed a growing number of MTV routines in classroom practice.
- To continue to use peer observation / evaluation as a mechanism to support continued professional learning and improve classroom learning for pupils.

School Priority 2: High Quality Curriculum

NIF Priority

- Improvement in attainment, particularly literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.

NIF Drivers

- Our priorities
- School leadership
- Teacher professionalism
- Assessment of children's progress
- School improvement

HGIOS 4 Q.Is

- 1.2 Leadership of learning
- 2.2 Curriculum
- 2.6 Transitions
- 3.2 Raising attainment and achievement

Progress and Impact:

Critical Reading

- Observations, plans, views and documentation show us that class teachers are familiar with Critical Reading approaches.
- Class teachers have individually researched two approaches and used these in classes to develop pupil reading skills across the curriculum, but with a focus on literacy.
- Through peer observation, class teachers have supported and challenged colleagues' critical reading approaches and strategies to improve practice.
- Evidence suggests that pupils are engaging with text in a way that provides opportunities for deeper learning across the curriculum, and supports or 'reading to learn' vision for pupils.

Health and Wellbeing (PE)

- A progression of PE skills development has been implemented this session, using significant aspects of learning to cluster and organise experiences.
- Learners' experiences build well on previous learning, and provide opportunities to deepen learning, as well as offering a good breadth of experiences across the primary stages.
- All our primary pupils benefit from 2.5 hours PE with a PE specialist teacher.
- Our PE teacher has moderated PE learning and teaching across the cluster with her colleagues, providing challenge and support in raising standards and expectations of pupils' learning.

Early Years

- The practitioners are gaining some knowledge of pedagogy and play and are using this to plan developmentally appropriate experiences and opportunities for learning within the playroom.
- The nursery practitioners are working hard to develop challenging, rich and inspiring experiences for the children using a variety of strategies such as the use of more open ended materials, the use of loose parts, the use of real life resources. This is providing experiences for the children to develop their creativity and problem solving techniques.
- The children are now more involved in planning their learning through discussions with staff and contributing to the daily routines within the nursery day. This is allowing the child to become more independent and more involved in their own learning journey.

Next Steps

Critical Reading

- Continue to develop and embed critical reading approaches across the curriculum with new and current teaching staff.
- Continue to use the peer support model to provide challenge and support to class teachers in their continued development of critical reading strategies.
- Resource novel studies at second level (P5-7) to support critical reading approaches through fiction

text study.

Health and Wellbeing (PE)

- Plan for the further development of these Social, Emotional and Mental well-being outcomes at classroom level with CTs, linking these to PE experiences where possible.
- Through pupil and CT surveys, review the impact of joined up approach between PE and mainstream to provide deep H&WB learning opportunities.

Early Years

- Further consideration should now be given to the development of the continuous provision and providing positive learning environments both indoors and outdoors to further enhance the planned learning experiences and opportunities for the children.
- Introduce an effective tracking and monitoring system to accurately track and monitor the progress of the children as they progress through their time in the nursery.

Other developments:

- Clustering of experiences and outcomes in literacy and numeracy to be covered by all classes each session. Plan a progressive coverage of remaining experiences and outcomes across the level.
- Develop a resource bank to support spelling progression.
- Develop use of Numicon as a whole school resource to underpin children's understanding of number and number processes.

School Priority 3: Culture of Engagement – ‘Aspiring for Excellence’

NIF Priority

- Improvement in attainment, particularly literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.

NIF Drivers

- Our priorities
- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School improvement
- Performance Information

HGIOS 4 Q.Is

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.4 Leadership and management of staff
- 2.3 Learning, teaching and assessment
- 2.7 Partnerships
- 3.2 Raising attainment and achievement

Progress and Impact:

Meeting minutes, professional dialogue, pupil progress tracking show:

- We have engaged in moderation of reading and numeracy with stage partners across the cluster. Along with using benchmarks, this has resulted in class teachers deepening their understanding of standards and expectations in these areas, providing better challenge and pace in learning for pupils..
- We have used benchmarks to make informed teacher judgements against pupil progress in literacy and numeracy, and provided opportunity for teachers to compare evidence within a CfE level to identify progress steps within these areas.

Pupil progress tracking, professional dialogue show:

- We have identified clearly those pupils who are at risk of not achieving expected levels in reading, writing, talking and listening, and numeracy.
- Consultations between class teacher and SfLT have enabled clear identification of pupil need, planned interventions, appropriate resourcing and methodology. Reviewed regularly, information is updated to impact directly on future support, ensuring efficient deployment of resources

Next Steps

PLPs

- Further develop the use of the child’s individual learning journey to capture and record the child’s progress and achievement in order to provide evidence to show improvements within their learning.
- Develop approaches to engage parents in sharing and celebrating their child’s learning journey, and recording wider achievement as part of this process.

Moderation:

Engage with colleagues from cluster schools regularly to provide opportunities for staff to support and challenge each other to raise standards and expectations in relation to:

- Benchmarking CfE levels to raise professional capacity and confidence in assessment of progress within a level and security at a level (literacy and numeracy focus).
- Developing positive learning environments for pupils, including the use of ‘Making Thinking Visible’ and ‘Critical Reading’ strategies.

School Priority 4: An Ethos and Culture of Inclusive Approaches

NIF Priority

- Improvement in attainment, particularly literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

NIF Drivers

- Our priorities
- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance Information

HGIOS 4 Q.Is

- 1.1 Self-evaluation for self-improvement
- 2.3 Learning, teaching and assessment
- 2.4 Personalised Support
- 2.5 Family learning
- 2.6 Transitions
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

Progress and Impact:

PLPs show:

- Regular examples of achievement in terms of class work are added to record learning journey steps and evidence progress.
- Regular block overviews provide parents with a termly overview of intended learning.
- Parent views are positive regarding the overview of learning and the regular opportunity to see examples of learning and how these fit into their child's progress pathway.

Pupil progress tracking, professional dialogue show:

- We have identified clearly those pupils who are at risk of not achieving expected levels in reading, writing, talking and listening, and numeracy.
- Consultations between class teacher and SfLT have enabled clear identification of pupil need, planned interventions, appropriate resourcing and methodology. Reviewed regularly, information is updated to impact directly on future support, ensuring efficient deployment of resources.

Next Steps

- There is a requirement for improvement in the level of parental engagement and use of PLPs to help record wider achievement, particularly for older children.

Excellence for All

- To address the issue of slowing progress rates for children as they move through First and Second level literacy and numeracy.
- To address the attainment gap between writing (lower) and other literacy areas

Equity for All

- To address the learning gap between our lowest attaining 20% group and other pupils through our Pupil Equity Fund project (PEF)
- To develop aspects of emotional, social and mental health through positive play opportunities for pupils in playgrounds, led by PEF staff and playground staff.
- To structure planning and consultation between SfLT, Class Teachers and PEF staff to ensure clear identification of intervention strategies being used to meet pupil need, and regular assessment of pupil progress against these interventions. See PEF plan for more information.

Key Improvement Priorities for 2017-18

We use a six point scale to self-evaluate the work of the school:

Grading	Description of Grading
Excellent	<ul style="list-style-type: none">• This aspect of the school's work is outstanding, high quality and sector-leading.
Very Good	<ul style="list-style-type: none">• Major strengths, very few areas for improvement
Good	<ul style="list-style-type: none">• Important strengths, yet there remains some aspects which require improvement
Satisfactory	<ul style="list-style-type: none">• The strengths within this just outweigh the weaknesses, basic provision for learners
Weak	<ul style="list-style-type: none">• Important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways
Unsatisfactory	<ul style="list-style-type: none">• Major weaknesses within which require immediate remedial action

We have evaluated the following Quality Indicators against the six point scale:

Quality indicator	School self-evaluation
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equity and inclusion	Good
3.2 Raising attainment and achievement	Satisfactory

What is our capacity for continuous improvement?

How good is our leadership and approach to improvement?

Overall, we are **satisfactory**. There is a need to improve the following aspects in the future:

- Collaborative approaches to self-evaluation
- Ensuring impact on learners' successes and achievements
- Professional engagement and collegiate working
- Reviewing our shared vision, values and aims relevant to the school and its community
- Building and sustaining a professional staff team
- Management of resources and environment for learning

How good is the quality of the care and education we offer?

Overall, we are **good**. There is a need to improve the following aspects in the future:

- Review the rationale and design of our curriculum.

- Develop further our curriculum to identify learning pathways through literacy, numeracy and health and well-being.
- Continue to improve pupil learning and engagement
- Continue to support and challenge staff to ensure quality teaching for all learners
- Continue to develop effective use of assessment to identify pupil progress and appropriate next steps in learning.
- Engage families more in learning

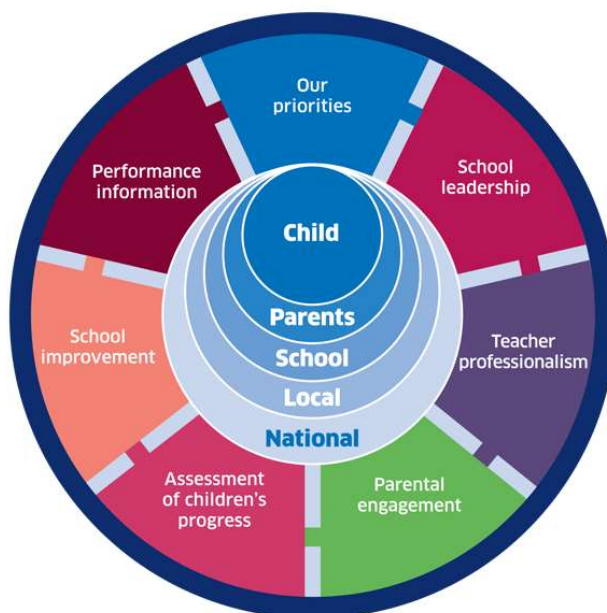
How good are we at ensuring the best possible outcomes for all our learners?

Overall, we are **good**. There is a need to improve the following aspects in the future:

- Quality of inclusion and equality
- Attainment in literacy and numeracy
- Attainment over time
- Equity for all learners

Key Improvement Priorities for 2017-18 are:

- **School Priority 1:** Professional Leadership of Learning and Teaching School
- **School Priority 2:** High Quality Curriculum
- **School Priority 3:** Culture of Engagement – ‘Aspiring for Excellence’
- **School Priority 4:** An Ethos and Culture of Inclusive Approaches



APPENDICES:

Table 1: Attainment over time

WHOLE SCHOOL ATTAINMENT % of Pupils Meeting Expectations	English & Literacy: Reading	English & Literacy: Writing	English & Literacy: Listening & Talking	Maths & Numeracy
2013-14	83.4	71	83.1	86.7
2014-15	80.9	77.8	80	88
2015-16	81.1	77	76.1	84.5
2016-17	71.8	69.4	73.4	76.1
Average	79	74	78	84

Table 2: Attainment for 2016-17 across Curriculum for Excellence levels

ATTAINMENT ACROSS LEVELS % of Pupils Meeting Expectations	SESSION	English & Literacy: Reading	English & Literacy: Writing	English & Literacy: Listening & Talking	Maths & Numeracy
Early	2013-14	82	73	91	92
	2014-15	86	86	86	90
	2015-16	88.7	90	74.7	90
	2016-17	76	68	76	80
Average		83	79	82	88
First	2013-14	79	71	85	85
	2014-15	79	79	79	87
	2015-16	79.3	73.7	77.7	78.3
	2016-17	74.3	67.6	75.7	79.9
Average		77.9	72.8	79.3	82.5
Second	2013-14	85	69	85	83
	2014-15	75	75	75	87
	2015-16	75.3	67.3	76	79.7
	2016-17	65.3	55.3	68.4	68.3
Average		75.1	66.7	76.1	79.5