



Channelkirk Primary School



School Improvement Report

2020-2021



Review of Progress 2020-21

Context of the school

Our main school building consists of two classrooms, a hall, a staffroom, kitchen, and toilets. The porta cabin houses our Early Learning and Childcare (ELC) provision as well as a general purpose room which houses a school library and offers space for group or class lessons. The outdoor space offers different play and learning environments. The school operates a Breakfast Club 5 mornings a week. At the end of the school session, the school had a roll of 32, divided into 2 classes, P1-3 and P4-7. The ELC role grew to 15 children throughout the session. The free meal entitlement is well below Scottish Borders average. This session 28% of the P1-7 school role attended part-time with the remaining time being Home-Schooled.

The curriculum is enhanced with a specialist PE teacher. The rest of the staff team consists of one full time Class Teacher, a full time Principal Teacher and a part-time Class Teacher, a Pupil Support Teacher (one half-day a week), a part time Pupil Support Assistant, the Early Years Team teacher, an administrator, cook and a peripatetic janitor. The Head Teacher, along with the Principal Teacher, works across two schools. Channelkirk staff also work closely with their colleagues at their partner school, Westruther Primary School, enhancing opportunities for collaborative improvement work, moderation activities and learning experiences.

Our **Vision** at Channelkirk Primary School is for...

Excellence Equity Wellbeing



Our **Aim** is for...

'Individuals growing together within a caring, school family'

We are excellent together, small and mighty.

Our school **Values** show we **C.A.R.E** about each other, our community and our environment by being...

CREATIVE AMBITIOUS RESILIENT EXCELLENT

C A R E

What improvements have you made this year? What has changed/improved for learners?

Action 1 Develop Nurturing and Inclusive Practises

- All staff at all levels participated in Scottish Borders Council (SBC) launch of Phase 1 SBC Nurturing Approaches. This led to all staff in school gaining a shared understanding of a Nurturing Approach, why it is important, and how it fits into the values and visions of our school and all SBC schools.
- All teachers and ELC staff completed the Nurture self-evaluation survey reflecting on the current practise throughout the school. Many strengths were recognised, the

relationships between staff being one of them. Actions were identified for future improvements.

Action 2 - Improve the Quality of Teaching, Learning and Assessment

- **Development of the Learning, Teaching and Assessment Toolkit has continued this session.** All class teachers engaged in development work led by the HT about current research. This is building a shared understanding of what makes excellent learning and teaching, leading to more effective self-evaluation and pupils receiving an improved quality of teaching.
- **Assessment in Writing** has been embedded this year. Pupils now have a clear understanding of their next steps in learning and teachers have more evidence to support tracking and attainment writing. Child – friendly criterion developed by the Principal Teacher will be introduced next session to further support pupil understanding.
- Teachers began to design and regularly implement **High Quality Assessment** tasks for pupils in Literacy and Numeracy. This allows pupils to demonstrate their ability to apply learning in a different context.

Action 3 - Further develop the Curriculum framework and delivery (including during Lockdown)

- Due to the restrictions on PE inside this session, a local site was located for children to undertake **Forest Schools** experiences led by the PE teacher. These supported pupil wellbeing and reconnection. In addition, the PE teacher delivered **Bikeability (Level 1)** to the P5-7 class. This led to pupils who had previously been non-cyclists or novices being able to ride a bike. **Bikeability (Level 2)** was delivered to the class by staff from the Outdoor Learning team.
- Using a collaborative approach and led by the Principal Teacher, the school developed approaches to learning, teaching and assessment in **Listening and Talking**. This will allow pupils to experience a more challenging and progressive curriculum and enable pupils to clearly understand their next steps in learning.
- Teachers implemented Year 1 of the new **Interdisciplinary Learning (IDL)** programme. National Benchmarks included in this programme led to a greater teacher understanding of attainment across all curriculum areas. This led to pupils experiencing a more coherent, relevant and enjoyable curriculum.
- Teachers used a variety of approaches to support the teaching and assessment of **Reading**. A 'Reading for Enjoyment' culture was embedded further through investment in a wider range of texts. The Literacy Champion supported this development work by participating in SBC training and considering implications at school level. May attainment in Reading showed all children remained at previous levels or improved levels from September 2020. Six parents at CK Parents night in April (P4-7 class) commented on the positive change in their child's attitude to reading for enjoyment – regularly reading independently.

- **Numeracy** – teachers embedded a weekly focus on mental agility and problem solving. This continued throughout lockdown as part of the ‘core’ Numeracy Home Learning offer. The Numeracy Champion supported this development work by participating in SBC training courses and considering implications at a school level. Pupils are now able to tackle more complex word problems and a greater number of problems in a given time. Their ability to complete quick mental calculations in the four number processes is improving and pupils are motivated to build on their successes. Numeracy attainment in May showed all children remained at previous levels from Sept 2020.
- Teachers began to **integrate Inspire Learning** approaches with P4-7pupils. All P4-P7 pupils developed their skills in using Microsoft Teams and accessing class work and Homework using their Ipads in school – differentiated according to stage and deployment of Ipads. Pupils used different apps and methods to create and save work on their Ipads. During lockdown, all P4-7 pupils used their Ipads to access learning daily. This was in the form of watching recorded lessons, participating in live class lessons and completing work on their Ipads. **All P1-7 Home Learning** was accessed and submitted using Microsoft Teams. P1-3 children also accessed and submitted work was using Teams but the children used family devices. Two devices and 1 dongle (wifi access) were provided for families to allow them to access Home Learning.
- **The Home Learning offer in P1-7** consisted of a live lesson or class ‘check in’ every day and a live or recorded lesson every week in Literacy and Numeracy. This was supplemented by other core Literacy and Numeracy activities and a weekly grid with all areas of the curriculum covered. Pupils were also provided with Home Learning Packs which contained resources and tasks to support live lessons and ‘off-line’ learning. The Support for Learning Teacher delivered live lessons to individual or small groups of pupils.
- **Attendance at daily live check-ins** during the lockdown period was higher than average attendance rates in normal times. For the 9-week period before Christmas the overall pupil average attendance was 95.1%. During lockdown the average attendance at daily check-ins/ lessons was 99.8%.
- **Parents were surveyed on the effectiveness of the Home Learning experience** at the end of January and 96% of parents responded with either ‘Strongly agree’, ‘Agree’ or ‘Neutral’ to the statements that -
 - *‘The work set for my child was achievable and meaningful’*
 - *‘My child is able to share completed work with their teacher and receive comments and / or feedback’*
 - *‘Communication from the school regarding Home Learning has been clear and in good time.’*

P1-3 Teachers *responded to feedback in the survey* to make this a more effective experience for families.

- **The Home Learning Offer in ELC** consisted of a weekly newsletter offering suggestions for learning activities around a theme and sharing learning from the previous week. ELC staff made use of Teams and a private Facebook page to provide live learning experiences with children and families. The EYO made regular 1 to 1 contact with

families. This led to pupils and families engaging in shared learning experiences and a sense of remaining connected to each other.

- **Feedback from ELC parents** regarding the work of the setting is consistently very positive – throughout lockdown and since. All parents have responded with ‘Strongly Agree’ or ‘Agree’ to the following statements in an April survey -
 - ‘I feel the learning experiences my child is provided with are at the right level’
 - ‘I feel the setting supports my child’s emotional wellbeing’
 - ‘I feel staff really know my child as an individual’
 - ‘I feel my child receives the support they need’
 - ‘I would recommend the setting to other parents’.

Action 4 – Further develop pedagogical practices and supporting documentation in the Early Learning and Childcare setting

- The setting redesigned pupil Learning Profiles, tracking documentation and altered planning formats. Pupils are demonstrating ownership of their Learning Profiles by independently engaging with them. Staff report changes allow for clear process in tracking attainment, identifying next steps and supporting progress.
- Staff have been involved in self-evaluation activities this session to build skills in making informed judgements of how well the setting is performing, identifying evidence and what we should do to improve.

Next Steps in relation to Learning, Teaching & Assessment (Session 2021-22):

- Further develop the **Learning, Teaching and Assessment Toolkit**
- Engage with **SBC Learning, Teaching and Assessment Framework** - including digital approaches.
- Employ a **distributed leadership and coaching approach** to developing classroom practise and teacher understanding.
- Improve partnership working with parents to support attainment and develop a Family Learning Offer.
- Develop assessing and tracking in **Science and Health and Wellbeing**
- Engage in **SBC strategies in Literacy and Numeracy – including ELC.**
- Increase opportunities for **Creativity** and links to the **World of Work**
- Embed **Languages 1+2** (French + Spanish)

Next Steps in relation to Equity and Inclusion (Session 2021-22):

- Engage with **SBC’s Inclusion Framework and Nurturing Approaches Policy**
- Engage in training on **Restorative Approaches,**
- Develop **play pedagogy** throughout the school
- Develop **individual Health and Wellbeing coaching with individual pupils** when appropriate.
- Revisit the **United Nations Convention of the Rights of the Child (UNCRC)**
- Update **Vision, Values and Aims** in ELC setting.

Evaluate the following QIs against the six point scale:

Excellent	this aspect of the school’s work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remains some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners’ experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	Nursery self-evaluation
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment (Including digital)	Good	Very Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good
3.2 Raising attainment and achievement/ Securing children’s progress	Good	Very Good

Our capacity for continuous improvement is: **Very Good.**

Staff *at all levels* answered ‘Strongly agree’ or ‘Agree’ to the statements in an April Survey –

- *‘The school is well led and managed ‘*
- *‘I feel appropriately supported by the school to undertake my role’*
- *‘Collaborative working across the school is effective in taking forward improvement’*

Staff survey results at all levels were very positive overall indicating support in the leadership of the school and the ongoing improvement process.