



Channelkirk Primary School



School Improvement Report

2021-2022



Review of Progress 2021-22

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 38 divided into 2 classes, P1-3 and P4-7. The ELC role grew to 12 learners 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 Learner Support Teacher (one half-day a week), a part time Learner Support Assistant, the Central Early Years Team Teacher, an administrator, cook, cleaner 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.

This session remained challenging for the school in the current context of emerging from a pandemic - due to staff shortages at all levels for large parts of the year. All staff contracted Covid-19, with some members of staff requiring lengthy periods away from work to recover. Almost all learners contracted Covid-19 when lengthy isolations were required, impacting continuity of learning. These factors impacted all areas of school life and learning, including the pace and capacity to undertake development work throughout the session. Many staff training sessions were postponed and the final INSET was converted into a holiday as a recognition of the commitment and effort of all Scottish Borders Council (SBC) staff throughout the pandemic.

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

Priority 1 - Improve the Quality of Teaching, Learning and Assessment

Developing a Learning, Teaching and Assessment (LTA) Toolkit for Westruther and Channelkirk Schools

Further development of the Learning, Teaching and Assessment Toolkit has taken place this session. All class teachers prepared and led a staff training session about an area of effective teaching featured in the toolkit, which was then updated with their input. This continues to build a shared understanding of what makes excellent learning and teaching. Teachers are more able to effectively self-evaluate their own practice, consider changes they can make and ultimately provide learners with an improved learning experience. All teachers reported their practice has changed as a result of the work on this priority and that outcomes have improved for learners as a result of this. Teacher comments included, "It has been very good to look in detail at different aspects of teaching and learning AND then have these presented and made accessible and practically relevant". All teachers agreed this improvement priority should remain a focus for next session.

Links were made to digital opportunities provided by the Inspire Learning programme to support excellent Learning, Teaching and Assessment. This ensured all teachers were made aware of key iPad features and Apps and how they might be used.

Next session teachers will engage in and lead on further consideration of the SBC Learning, Teaching and Assessment Framework to further build their knowledge and skills, including using digital approaches. We will also participate in cluster wide work to begin using peer coaching approaches to support pedagogical improvement.

Developing Assessment tools

1. Listening and talking

Teachers began to use assessment tools developed to **assess attainment in Listening and Talking**. This ensured teachers planned and delivered quality and varied listening and talking experiences in order to assess different Listening and Talking skills. Teachers and learners were able to give more precise feedback to enable learners to make improvements. Teacher judgements in this area are becoming more accurate due to the data provided using these assessments. Attainment in Listening and Talking remains high with almost all learners remaining 'on track' in this area (95%). This needs to be moderated within and across schools next session.

2. Science Trackers

A science assessment tool was developed and introduced to support teachers to make judgements about learners' progress within Science. This is linked directly with the Inter Disciplinary Learning (IDL) 3 year rolling programme which allows teachers to revisit previous learning over time and support learners with a more progressive understanding of scientific concepts. Although still in the initial stages of implementation, teachers reported they were able to use these trackers to identify those who were 'on track', 'not on track' or 'beyond expectations' during their science lessons. The implementation of these will continue next session, with opportunities for teachers to moderate across schools being provided.

3. Tracking Learner Motivation and Wellbeing

Tracking of Learner Motivation and Wellbeing was introduced. Staff were asked to administer the Glasgow Motivation and Wellbeing Profile (GMWP) questionnaire to learners and were able to interpret the results for individuals, their class and whole school. This questionnaire analyses learners' responses in terms of their 'agency, affiliation and sense of 'autonomy' as these are recognised as essential for a sense of wellbeing. They also link directly to the Wellbeing Indicators

(GIRFEC). The questionnaire is completed twice every session in order to compare and track learner wellbeing over time. Initial responses from this year were generally very positive. Learners are asked to rate twenty statements out of 10. The top four statements with the following average rating out of 10 were:

- I have friends in this school (9.8 /10)
- Adults look out for me at school / make sure I am OK (9.71 /10)
- I feel safe at school (9.63 / 10)
- I belong to this school / I feel important to this school (9.6 /10)

All twenty statements scored an average of 8.63 out of 10 or higher.

Teachers reported the value of completing the survey with learners on a one to one basis, allowing them to ask for detail around some statements or scores. They completed an additional response sheet to capture these conversations.

A whole school response was identified – the introduction of regular assemblies where learners have the opportunity to share wider achievements which are recognised and celebrated.

This Wellbeing and Motivation tracking will continue throughout the next session allowing for individual, class and whole schools responses to be identified and actioned as needed.

All these **assessment routines** have been added to the school *Assessment Calendar* to further support teachers in **planning for assessment** in order to build up an accurate picture of a learner's progress and over the course of the year and over time.

Current attainment and attainment trends

SLT and Teaching staff considered attainment data over time – particularly over the past 3 years - and comment on any trends regarding learners meeting benchmarks in P1, P4 and P7. Small learner numbers create a difficult picture to analyse statistically and many factors influence attainment, for example teachers using new more precise assessment tools and staff and learner absences / lockdowns. Attainment remains strongest at the end of Early Level (P1) with all learners achieving in all areas of Literacy and Numeracy - leading staff to conclude that learning experiences provided in ELC remain consistently high allowing them to achieve Early Level confidently within P1. Other factors suggested included high levels of parental engagement in learning in the early years and benchmarks being more experiential and harder to moderate compared to First and Second Level Benchmarks. This was reflected in strong P1 scores in the Scottish National Standardised Assessments (SNSAs) at the end of session. All P1 learners performed at normal or above expected levels for numeracy and all learners performed at above expected levels for Literacy.

Attainment data was more varied across the whole school where most learners were achieving in all areas of Literacy and Numeracy and Reading was the strongest area of attainment for learners with 87% of children remaining 'on track' or 'beyond'. Attainment meetings with the HT and SFLT throughout the session continue to focus on a teacher's assessment of a learner's progress, effectiveness of any interventions and supports the school or other partners can offer to ensure the best individual outcomes for learners.

Refreshing the school's Curriculum Rationale and ELC Vision, Values and Aims

Work was undertaken to refresh the Curriculum Rationale for the School. Teaching staff evaluated the current rationale in the light of the current context and edited it to include essential content in a clear and concise manner. The Principal Teacher (PT) then worked with learners to turn the rationale into a poster incorporating learners' illustrations. The intention of producing a poster format being that all staff, learners and the wider community could easily relate to the messages within and it was specific to the school. Next steps are to involve all stakeholders in producing an

accompanying Sway or some other digital platform to further explore the rationale as a lived experience.

ELC staff began refreshing the Visions Values and Aims of the setting. This work involved families, staff and learners to ensure all stakeholders are involved. A survey issued to parents with very positive results, proving a real highlight for the staff, and provided ELC staff with additional self-evaluation data. Next steps are to complete the Vision, Values and Aims Work and relaunch early next session.

Priority 2 : Further develop Nurturing and Inclusive Practises

All teachers and ELC staff participated in Phase 2 of authority wide Nurturing Approaches training. This led to key staff developing a shared understanding of Nurturing Principle 2 – ‘The classroom offers a safe base’ and of Nurturing Principle 5 – ‘All behaviour is communication’. Staff were asked to consider their own learning spaces and ensure adaptations were made where needed to create a safe, inclusive environment for learners. Staff were able to deepen their understanding of ‘all behaviour is communication’, reflect on their own learners and consider where adaptations may be needed. Staff evaluation results indicated limited impact of these sessions due to staff identifying themselves and others in the school as well established in having a nurturing approach. This was reflected in learners’ responses as previously mentioned in the GMWP survey. This was also evidenced in the ELC parents’ survey results where all parents scored 5 / 5 for the statement “I feel staff are nurturing and caring towards my child.”

Pupil Support Staff (PSA) engaged in cluster wide training in order to support an individual learner’s Health and Wellbeing using an individual coaching approach. This intervention allows learners to reflect on their wellbeing and empowers them to identify areas they would like to improve on and how. The PSA supports them with this process. Data regarding the impact is initially proving positive with learners being able to identify improvements when rating themselves before and after using the Wellbeing Indicators. This intervention will continue as staff and / or learners identify the need.

The Pupil Equity Fund (PEF) was used to target specific learners prioritised for support through an individual profiling process. These learners’ progress in Literacy, Numeracy and Health & Wellbeing were closely monitored and support was directed to provide targeted interventions which were evaluated at Attainment meetings throughout the session. Most targets were achieved or partially achieved. Learners will continue to be individually profiled and prioritised for targeted intervention next session.

Creativity and Play Pedagogy

Teaching staff were asked to introduce a weekly 45 minute Play session for all learners from P1 to P7 and consider creative opportunities throughout the curriculum. Teachers planned play experiences and additional resources were bought or sourced. Teachers used the ‘Play Types Toolkit’ by Play Scotland to support understanding of the benefits of play across all stages and recognised its value in the Recovery Curriculum as a continued response to school closures. Learners were surveyed after a period of experiencing these play sessions and were able to identify the benefits or skills they developed through play. The top three responses were:

- Thinking of ideas
- Talking to my friends
- Learning what I’m good at

Self-Evaluation 'Sway' and resulting actions - How good is OUR school framework – Theme 1 relationships.

As a response to a parent and learner evaluative survey at the end of the previous session, the HT and PT worked with learners to produce a 'Sway' detailing the results of the survey. This allowed the results of the survey to be shared in a more dynamic way with video content from the learners and the leadership team. The content of the sway highlighted the strengths of the school as identified through the survey and some areas for development. Within the survey families indicated they would like more support in Home Learning. As a result the PT produced Home Learning Guides to be shared with families next session. These are based around curriculum areas and plan to be issued termly. Other actions related more to learning and teaching and were reflected on within teacher training on the LTA toolkit – e.g. 'Learners Leading their Own Learning'. Next steps are to produce a 3 year Self-evaluation cycle and to involve learners in How good is OUR school framework – Theme 2: Our Learning and Teaching.

Link to the 'Self-evaluation Sway' <https://sway.office.com/XNpNIVB37PPAU4SU?ref=Link>

Next Steps in relation to Learning, Teaching & Assessment (Session 2022-23):

- **Utilise the school's Learning, Teaching and Assessment framework** to evaluate individual teacher practice and school wide development needs.
- **Engage with SBC Learning, Teaching and Assessment Framework** - including digital approaches.
- **Introduce 'Showbie' to ELC – P7 learners** to support teaching and learning and engaging families in the learning journey.
- **Employ a distributed leadership approach** to whole school improvement work – empower teachers and supporting teacher leadership.
- **Provide moderation opportunities for teachers** across schools and cluster-wide in key areas of teaching, learning and assessment.
- **Improve partnership working with parents** to support attainment.
- **Increase links to the World of Work.**
- **Embed Languages 1+2** (cluster expectations).
- Consider **Learning for Sustainability** and **Global Goals** across the curriculum.

Next Steps in relation to Equity and Inclusion (Session 2022-23):

- Engage with **SBC's Inclusion Framework and Nurturing Approaches Policy** – looking at the final 2 Nurture Principles.
- Engage in further training on **Restorative Approaches**.
- Introduce **Zones of Regulation** from ELC to P7.
- Develop **Health and Wellbeing coaching with individual learners** when appropriate.
- Consider further the **United Nations Convention of the Rights of the Child (UNCRC)** across all areas of school life and curriculum.
- Complete the update of **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 learners’ progress	Good	Very Good

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