



Channelkirk Primary School



School Improvement Report

2022-23



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 the Early Learning and Childcare (ELC) provision as well as a general purpose room for the school library and offers space for group or class lessons. Outdoor spaces offer different play and learning environments. The school operates a Breakfast Club five mornings a week. At the end of the school session, the school had a roll of 44 learners divided into 2 classes, P1-3 and P4-7. The ELC role grew to 14 learners throughout the session. The free meal entitlement is well below Scottish Borders Council (SBC) average. This session 16% 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, and one part-time Class Teacher, a Learner Support Teacher (one half-day a week), a part time Pupil Support Assistant, the Central Early Years Team Teacher, an administrator, cook, cleaner and a peripatetic janitor. The Head Teacher (HT), along with the full-time Principal Teacher (PT), 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 both schools were awarded the 'Reading Schools (Bronze) Status' from Scottish Book Trust having been successfully led through the accreditation process by a teacher and learners who took on 'Literacy Leader' roles. The two schools experienced excursions together - Musselburgh Pantomime, a Farm Visit and the Bird Gardens (ELC). Westruther primary hosted Channelkirk primary for a Dance Festival (including parents) and Channelkirk Primary hosted Westruther Primary for a Food Festival. P7s from both schools enjoyed the cluster residential and other P7 experiences between the two schools - for example orienteering. Sports events were entered by teams of learners from both schools combined creating a 'Westkirk' team, allowing learners wider sporting opportunities and challenges. Channelkirk Primary school performed a very successful show in the Village Hall to families and community members at the end of the summer term.

SBC priority 1: Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in our schools and settings.

Coaching for Excellence – Primary Cluster development.

Channelkirk teachers engaged in an Earlston cluster project launching an approach to supporting pedagogical improvement through peer observations followed by coaching conversations. Whilst attending two training days cluster teachers considered how coaching conversation models could support them and each other in identifying ways to improve their practice. Teachers identified an area of pedagogy they wanted to improve (self-evaluating with the Learning, Teaching and Assessment toolkit), experienced peer observations (across Westruther and Channelkirk schools) and engaged in follow up coaching conversations – as a coach and a coachee. Almost all teachers who participated in the cluster coaching training agreed that they have further developed their understanding of what coaching is and how it can be beneficial to finding solutions. Most cluster teachers felt they had benefited from engaging in coaching conversations with a colleague and that this has had a positive impact on identifying areas of their classroom pedagogical practice to enhance learning, teaching and assessment. One Channelkirk teacher stated, "Having time to be listened to by a colleague has been invaluable." Many follow on supportive conversations have happened after the initial coaching conversation.

This peer-coaching model will continue next session, giving teachers a chance to work with a different colleague and further reflect and improve their classroom practise.

Introducing Showbie (iPad app) to all teachers and learners (Westruther and Channelkirk).

Teachers were trained by the Cluster Inspire Lead Teacher to use Showbie to: upload regular photos and information depicting learning activities onto a Parents Group; create folders for learners for Literacy, Numeracy and Health & Wellbeing; record in these folders key learning targets and associated evidence for these targets; give feedback on learner's work (written comments or 'voice notes'); share learning tasks and share learning resources with learners. Showbie facilitated learners in leading their own learning and recording their progress and achievements. Showbie allowed parents more regular access to their children's learning. Next session, the use of Showbie will be embedded further.

ELC staff also used Showbie to capture learning in ELC. The Care Inspectorate commented in their report, "An online system was used effectively by staff to share information with families and encourage a partnership approach to children's learning. Families shared comments about their child's achievements at home."

Progress, Attainment and Attendance

Attainment at Channelkirk remains varied across year groups depending on individual pupil needs. 54% of the school role has one or more identified Additional Support Needs (ASN).

The HT, teachers and support staff meet termly to discuss pupil attainment as well identifying support and challenge needs. Teachers are engaged in moderation activities across both schools to support judgments as well as implementing the established assessment calendar. The HT uses the Pupil Equity Fund (PEF) to supplement the Pupil Support Staff levels in the school and 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.

Pupil attendance rates in P1-7 remain excellent – the school finished the session with an attendance rate of 94.48%, almost meeting SBC's stretch aim of pupil attendance of 95%. This was despite an outbreak of Scarlett Fever over the winter period.

SBC priority 2: Develop inclusive practice with a focus on universal and targeted provision in all schools and settings.

Introducing the Zones of Regulation Programme

This session the 'Zones of Regulation' programme was introduced to all learners from ELC to P7 in Channelkirk and Westruther Primary Schools. Staff at all levels were involved. Learners (age and stage appropriate) were taught to identify a range of emotions and where it could be appropriate to feel certain emotions. Emotions are assigned to one of four coloured 'Zones'. Strategies (tools) are considered to support self-regulation to create a calm, supportive ethos where children can play and learn safely. Staff identified that all learners were able to identify a range of emotions and what Zones they belonged to. P4-7 learners had an average rating of 4.35 out of 5 and 4.0 out of 5 for 'I can identify emotions I am feeling' and 'I can predict what emotions someone will feel in a certain situation'. P4-7 learners had an average rating of 4.5 out of 5 for 'I have strategies / tools I can use to help me regulate my emotions.' Learners identified strategies included 'Breathing in and out' and 'Drawing / doodling, playing with my dog, going outside'. Next session

the Zones of Regulation programme will be embedded and used in a more targeted way where needed, and information produced for parents.

Embedding the SBC Inclusion Framework

Teachers and ELC staff in both schools continued to engage with training on the Nurture Principles this session and evaluated the Universal Nurturing Approach in school. All staff responded 'All of the time' to the statement "I take time getting to know the children in the class so that I am aware of any changes in behaviour and can pre-empt this when possible". Staff scored themselves highly in response to other statements regarding their knowledge and application of the Nurturing Principles. P1 – 7 learners had an average rating of 9.58 out of 10 for the statement - "Adults look out for me in school / make sure I am feeling OK" - in a survey in May 2023 – indicating this nurturing ethos translates directly to the learners' experiences. This was also the statement with the highest score in the survey. Other key statements that almost all learners gave 10 out of 10 for were - "I feel good about myself at school" - and - "I feel safe in school". This is also evidence that learners experience a safe and nurturing ethos in school.

The Care Inspectorate also reported that the ELC staff were also nurturing in their approach as observed during an unannounced inspection, "Children experienced warm, sensitive and nurturing interactions from staff who knew them well." (p.4)

Some individual learners were supported in their wellbeing by working with partners to meet their individual needs along with an increased complement of Pupil Support Assistant hours.

The Educational Psychologist delivered a session to teachers on the SBC Dyslexia policy which allowed teachers an opportunity to consider further supports and strategies which they implemented for learners with literacy difficulties.

UNCRC – cluster training

Teachers and ELC staff engaged in cluster training revisiting the UNCRC in the context of the current legislative situation in Scotland. Almost all staff who participated in the cluster training agreed their *knowledge* of the UNCRC Articles had increased as a result. Most staff answered positively that their understanding of the *importance* of implementing UNCRC Articles had increased. The majority of staff who attended identified an immediate change in their practice as a result of the cluster training. These changes were mostly concerned with embedding the articles in daily practice and looking to link UNCRC with existing planned curriculum or teach explicit lessons based on UNCRC Articles. All staff were able to offer suggestions as to 'next steps' for themselves and their schools. Next session there will be a focus on Article 12: "Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously."

Early Learning & Childcare provision

This year the ELC staff refreshed the setting's Vision, Values and Aims. Consulting with all stakeholders, they produced a new pictorial version of this. This was commented positively within the Care Inspectorate report as, "Staff and management promoted a shared vision for the service. Senior staff carried out a review of the vision, values and aims and sought the views of children, parents and staff during the process. This helped to develop a shared understanding of what is important for the service to meet the needs of children and families." (p.7)

The ELC staff adopted SBC Attainment Trackers in Literacy and Numeracy this session, allowing them to readily identify children's next steps in learning.

Observations of learning and next steps were evidenced using Showbie App for the first time this session (as mentioned above).

The ELC staff were supported by the Early Years Teacher to evaluate the setting's work throughout the year, using SBC audit tools, considering different Self-evaluation documents and updating their Quality Assurance calendar. This was commented on in the Care Inspectorate report as "Children benefitted from a culture of continuous improvement...A self-evaluation programme was in place to support staff to carry out monthly reviews and reflect on the quality of children's experiences, interactions and the environment. " (p.7)

Following the Care Inspectorate report the setting has been allocated additional core staffing and is undertaking improvements in the learning environments – inside and outside.

Next Steps in relation to Learning, Teaching & Assessment (Session 2023-24):

- Engage in the roll out of the #SBCWay – a consistent approach to learning, teaching and assessment across the authority in Literacy and Numeracy.
- Continue accreditation process for Reading schools with the Scottish Book Trust

Next Steps in relation to Nurture, Equity and Inclusion (Session 2023-24):

- Engage with **SBC's Inclusion Framework and Nurturing Approaches Policy**.
- Embed the **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 – focussing on Article 12.

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	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good
3.2 Raising attainment and achievement/ Securing learners’ progress	Good	Good

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