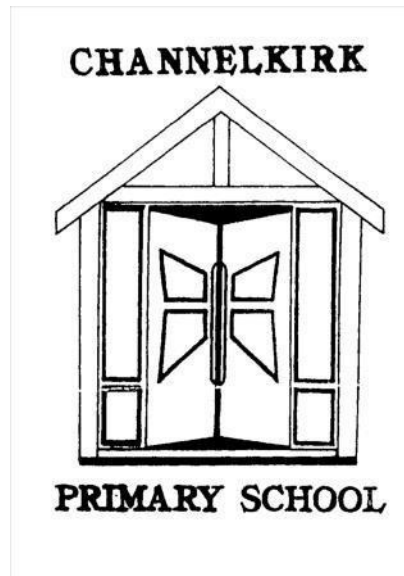




Channelkirk Primary School



School Improvement Report

2023-24



Review of Progress 2023-24

Context of the setting

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. A newly designated play space for P1-3 has been created this session. The school operates a Breakfast Club five mornings a week. At the end of the school session, the school had a roll of 41 learners divided into 2 classes, P1-3 and P4-7. The ELC role grew to 11 learners throughout the session. The free meal entitlement is well below Scottish Borders Council (SBC) average. This session 7% 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 (P4-7), and one part-time Class Teacher (P1-3), 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. The PT has a teaching commitment in P1-3 three days a week. This session the P6s and P7s accessed a series of French Lessons from a Languages Teacher from the High School (see Appendix for Cluster evaluation of this input). 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. The two schools experienced excursions and enhanced learning together – Edinburgh Zoo and the Bird Gardens (ELC). Westruther Primary hosted Channelkirk Primary for a Dance Festival (including parents) and Channelkirk Primary school hosted Westruther for Generation Science workshops. 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. Children experienced other enhancements to the curriculum in the form of sessions led by staff from the Youth Music Initiative, Live Borders with Short Track Cycles and Melrose Rugby Club. The Parent Council remains committed to supporting and enabling these enhanced opportunities for pupils. The Principal teacher led Channelkirk Primary School to successfully achieve the 'Gold' Reading Schools Award from the Scottish Book Trust - reflecting the embedded Culture of Reading for Enjoyment throughout the school.

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

How well are you doing? What's working well for your learners?

Children use many **digital tools to enhance learning, teaching and assessment**. This includes the introduction of the use of the handwriting app 'Kaligo' – the implementation of which was led by a class teacher. Using the **digital platform Showbie**, children can **record and share their learning journey** with others including their parents. This allows children and their parents to have a better understanding of their progress and next steps. P1-7 Parent survey results have shown positive engagement and enthusiasm for Showbie, with the Care Inspectorate noting that in the ELC 'An online system was used effectively by staff to share information with families and encourage a partnership approach to children's learning'.

All children in the P1-3 class are beginning to experience a **more effective approach to learning through play**. The refreshed environment, routines and continuous provision are leading to increased engagement. Consideration has been given to the flow of the day to allow the younger children time to play for longer periods. Children are beginning to reflect on skills they develop through play. P1-3 children have regular access to a **newly created Outdoor Learning space** that is being developed by children, school and ELC staff. This is leading to more meaningful Outdoor learning experiences for P1-3 children – notably accessing play experiences not available inside such as playing in mud kitchen, water play, den building and building obstacle courses. (See Appendix for Cluster evaluation of SEIC input).

Children's learning is **differentiated** primarily in literacy and numeracy. This is mainly achieved by teachers planning for different ability groups, with a few children receiving individual interventions. In *almost all* literacy and numeracy lessons **Learning Intentions and Success Criteria** are shared with children. This helps children to understand the purpose of their learning and how to be successful. In Numeracy children's understanding of concepts is increasing because of the teachers' use of **concrete, pictorial and abstract approaches**. This has been supported by ongoing Cluster professional learning. Classroom observations by Senior Leaders and coaching peers are based around a well-established Learning, Teaching and Assessment Toolkit. Areas of strength and development needs in classroom practice are identified, shared and support ongoing improvement in teachers' practise.

Robust **tracking and monitoring systems** in Literacy and Numeracy are in place ensuring support and challenge for all learners remains a focus for all teaching staff. Children facing **additional challenges** such as living with financial hardship or care-experienced are identified and monitored closely, with additional support allocated as appropriate. Pupil Equity Funds (PEF) enhance the Pupil Support Assistant (PSA) hours to support these pupils. This is resulting in improved outcomes for pupils and working towards closing the attainment gap. The HT sets annual 'stretch aims' in Literacy and Numeracy attainment to ensure support and challenge is provided to any additional pupils identified who may close the gap with targeted support. Overall stretch aims for attainment in P1-7 were met in Listening & Talking, Reading and Numeracy.

Almost all children are **attaining appropriate levels in Reading and Listening and Talking**. Most children are **attaining appropriate levels in Writing and Numeracy**. Reading Attainment has been particularly positive this session with notable gains in the number of children 'on track' for Reading and *most children* gaining a 'Reading Age' higher than their actual 'Chronological Age' as assessed by Standardised testing.

The school tracks pupil participation in Achievement Assemblies and in extracurricular activities to ensure *all* children's **wider achievements** are recognised and supported. *All children* contribute to the life of the school through for example, 'Committee Work' and recent Reading Schools Gold accreditation submission.

Attendance rates remain high across the school this session – an average of 96% overall at the end of session.

An Hmie inspection in June 2024 validated the Headteacher's assessment of both the quality of 'Learning Teaching and Assessment' and 'Attainment and Achievement' as 'Good' overall. Gradings of 'Good' were awarded for all four Quality Indicators assessed by the Care Inspectorate in December. These are 'How good is our care, play and learning?' 'How good is our setting?' 'How good is our leadership?' 'How good is our staff team?'.

What are you going to do now? What are your improvement priorities in this area?

- Continue to develop **consistent approaches** to Learning Teaching and Assessment in line with the school's toolkit and embed effective use of digital approaches to enhance learning. **Continue to develop teachers' knowledge and skills in effective questioning techniques.**
- Continue to develop **Play Pedagogy in P1-3** and beyond and plan progressive approaches to **Outdoor Learning** throughout the school.
- Participate in authority wide implementation of **#SBC Way (Curriculum pathways and pedagogy)** - giving consideration to interleaving and achievement of a level. Increase opportunities for moderation.

SBC priority 2: Develop inclusive practice including nurturing practice, promotion of wellbeing and universal / targeted supports for all learners.

How well are you doing? What's working well for your learners?

The ethos and culture of our school reflects our commitment to nurturing approaches and inclusion. Teachers are warm and caring towards children – echoing the school values of **CARE: Creative, Ambitious, Resilient, Excellent**. Children have a sense of belonging to the school which is embodied in the school song which they co-wrote with staff. Children benefit from regular praise and the use of systems to recognise their effort and achievement. Children are becoming increasingly confident in using **The Zones of Regulation** to support their emotional regulation and a readiness to learn. Children's wellbeing is being supported by the staff's understanding of **Nurturing Approaches** (Universal and Targeted) and ongoing training in this area. *Almost all* learners can **regulate their emotions and engage in learning**. As required certain children have strategies, protocols and supports in place. This allows staff to reflect and refine approaches to promoting inclusion and making adaptations where possible. Children are becoming more aware of the ways they are the same and different to each other as a result of the focus on **diversity and equity**. Overall children's bi-annual responses to the Glasgow Wellbeing Motivation Profile (GMWP) have been positive - demonstrating strong affiliation, autonomy, agency and feeling healthy and safe in school. Parental and pupil survey results this session indicate they believe the relationships between staff and pupils are positive. This was also reflected in recent Hmie Survey responses from pupils and parents and the findings from a Scottish Borders Council school review in November and Hmie scrutiny in June. The Care Inspectorate reported "Children experienced warm, and nurturing care to support their wellbeing. This helped children to feel happy, relaxed, and safe in the nursery. They were developing positive relationships with staff and approached them for comfort and cuddles."

What are you going to do now? What are your improvement priorities in this area?

- Ongoing training of new / existing staff in Nurturing Approaches and the use of the CIRCLE document to increase understanding of how to support all children's wellbeing. (Universal Approaches)
- Continue to reflect on approaches and seek support from partners to support specific children to identify ways to best support them. Consider different ways to measure improvement in wellbeing over time. (Targeted Approaches)

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 remain 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 children’s progress | Good | Good |

Our capacity for continuous improvement is: Good

Appendices (see below):

1. Evaluation of Cluster French input
2. Evaluative statement regarding Cluster SEIC Play Pedagogy

1. *Earlston Cluster French Impact Report, June 2024*

Almost all teachers and learners enjoyed the French experiences. They reported that they enjoyed working with the French specialist.

Almost all teachers think that the visiting high school teacher had a positive impact on the learners and will enhance the transition from P7.

The French teacher reported that almost all learners were engaged with the learning activities.

Most learners responded that they enjoyed the lessons.

Most learners reported that they have made progress and have now got more confidence in French.

It is predicted that most learners will have a similar foundation of French learning as they start high school.

The majority of teachers completed the expected follow-up activities.

'Fitting French teaching and learning into the curriculum' is the most challenging aspect for the majority of teachers, with a few reporting that they have limited knowledge of French language skills.

All teachers would like to continue to have access to the resources provided.

Next steps:

- Ensure there are robust systems for gathering evidence of French learning, including photographs, sound recording and video.
- Ensure valid and reliable assessment is communicated with the high school to support productive transitions.
- Ensure that all the primary school practitioners are fully aware of the purpose of the programme i.e. part of CfE Literacy Benchmarks and engage with follow up and extension work as suggested.

2. Evaluative statements regarding the Cluster SEIC Play pedagogy development work.

All cluster teachers that engaged with the (SEIC Play pedagogy) project indicated that their understanding of quality play pedagogy has increased.

There was also clear evidence that changes have been made to learning environments inside and outside by mid-session as well as that by the end of the session all children had the opportunity to engage in richer play experiences.