A MEETING of the EDUCATION PERFORMANCE (HMIE) SUB-COMMITTEE will be held in 
COMMITTEE ROOM 1, COUNCIL HEADQUARTERS, NEWTOWN ST BOSWELLS on 
WEDNESDAY, 11 NOVEMBER 2015 at 9.45 a.m. There will be a briefing for Members of the 
Education Performance (HMie) Sub-Committee ONLY at 9.00 a.m.

J. J. WILKINSON, 
Clerk to the Council, 
4 November 2015

<table>
<thead>
<tr>
<th>BUSINESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apologies for Absence.</td>
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<tr>
<td>2. Order of Business.</td>
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<td>3. Declarations of Interest.</td>
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<td>4. HMie Reports.</td>
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<tr>
<td>Consider reports on the following Schools at the following times:</td>
</tr>
<tr>
<td>(a) 9.45 a.m. Denholm Primary School (Pages 1 - 40)</td>
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<td>(Copy reports attached.)</td>
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<tr>
<td>(b) 10.30 a.m. Parkside Primary School (Pages 41 - 78)</td>
</tr>
<tr>
<td>(Copy reports attached.)</td>
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<tr>
<td>(c) 11.15 a.m. Sprouston Primary School (Pages 79 - 114)</td>
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<tr>
<td>(Copy reports attached.)</td>
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<tr>
<td>5. Any Other Items Previously Circulated.</td>
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<tr>
<td>6. Any Other Items which the Chairman Decides are Urgent.</td>
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</tbody>
</table>
NOTES
1. Timings given above are only indicative and not intended to inhibit Members’ discussions.

2. Members are reminded that, if they have a pecuniary or non-pecuniary interest in any item of business coming before the meeting, that interest should be declared prior to commencement of discussion on that item. Such declaration will be recorded in the Minute of the meeting.

Membership of Committee:- Councillors S. Aitchison (Chairman), V. Davidson, F. Renton.

Denholm Primary School:-
Local Members – Councillors A. Cranston, S. Marshall, W. McAteer
Headteacher – Morag McCreadie
Parent Council Representative – Mr T Presslie
Senior Education Officer – Andrew Sheridan

Parkside Primary School:-
Local Members – Councillors J. Brown, S. Scott, R. Stewart
Headteacher – George Gilchrist
Parent Council Representative – Alasdair Edwards
Senior Education Officer – Christine Brown

Sprouston Primary School:-
Local Members – Councillors A. Nicol, S. Mountford, T, Weatherston
Headteacher – Catriona Finn
Parent Council Representative – Helen Scott-Watson
Senior Education Officer – Christine Brown

Note – Local Members, Headteachers, Parent Councils Representatives and Senior Education Officers are invited to attend the meeting at the time the report for their particular school is being considered.

Copies also sent to: - Donna Manson – Service Director, Michelle Strong - Chief Education Officer

Please direct any enquiries to Fiona Henderson Tel: 01835 826502 fhenderson@scotborders.gov.uk
1 PURPOSE AND SUMMARY

1.1 To consider the findings of the HMIe inspection report in respect of the above School.

1.2 Denholm Primary School was inspected in 23 June 2015 as part of a national sample of Primary and Nursery education. The inspection covered key aspects of the work of Denholm Primary School. This report outlines the findings of the inspection in terms of the school’s particular strengths as well as the key points for action.

1.3 The key strengths were identified as follows:

- Polite well behaved children who are very respectful of staff, their school and the community.
- High-quality learning environment indoors and outdoors.
- Effective work with partners to provide children with very good sporting and cultural experiences.
- Teamwork across the school and the learning community.

1.4 The main points for action were defined as:

- Continue to develop the curriculum so that learning is deep, relevant and challenging and is of a consistently high quality through the school.
- Ensure that approaches to self-evaluation result in improvements for children at all stages.

2 RECOMMENDATIONS

2.1 I recommend that the Sub-Group:-

(a) Commend Denholm Primary School for the hard work undertaken in achieving due recognition for its key strengths.

(b) Note that the action plan in respect of Denholm Primary School will form part of the school improvement plan for 2015-16.

(c) Children & Young People’s Services to monitor progress on action
plans in accordance with normal procedures

Approved by Michelle Strong, Chief Officer for Schools

Senior Lead Officer – Andrew Sheridan

Author(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation and Contact Number</th>
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<tbody>
<tr>
<td>Andrew Sheridan</td>
<td>Senior Lead Officer – 01835 825080</td>
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</tbody>
</table>

Background Papers:  
- HMIE inspection report on Denholm Primary School
- Record of inspection Findings
- HMIE evaluations
- School Improvement Plan
- School Improvement Report

Previous Minute Reference:

Note – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. The People Management Support Admin Team can also give information on other language translations as well as providing additional copies.

Contact us at the People Management Support Admin Team, Children & Young People’s Services, People Department, Scottish Borders Council, Newtown St Boswells, TD6 OSA. Tel 01835 825080
A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

### Parent Questionnaire Summary

Centre Name: Denholm Primary School  
SEED Number: 5630223  
Quest. Issued: 76  
Quest. Input: 37  
Response Rate: 49%  
National response: 39%

<table>
<thead>
<tr>
<th>Question</th>
<th>School</th>
<th>National</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>The school helps my child to be more confident.</td>
<td>62%</td>
<td>Agree</td>
</tr>
<tr>
<td>Q2</td>
<td>My child enjoys learning at school.</td>
<td>68%</td>
<td>Agree</td>
</tr>
<tr>
<td>Q3</td>
<td>My child’s learning is progressing well.</td>
<td>57%</td>
<td>Agree</td>
</tr>
<tr>
<td>Q4</td>
<td>My child is encouraged and stretched to work to the best of their ability.</td>
<td>59%</td>
<td>Agree</td>
</tr>
<tr>
<td>Q5</td>
<td>The school keeps me well informed about my child’s progress.</td>
<td>46%</td>
<td>Agree</td>
</tr>
<tr>
<td>Q6</td>
<td>My child feels safe at school.</td>
<td>70%</td>
<td>Agree</td>
</tr>
<tr>
<td>Q7</td>
<td>My child is treated fairly at school.</td>
<td>54%</td>
<td>Agree</td>
</tr>
<tr>
<td>Q8</td>
<td>I feel staff really know my child as an individual and support them well.</td>
<td>62%</td>
<td>Agree</td>
</tr>
<tr>
<td>Q9</td>
<td>My child benefits from school clubs and activities provided outside the classroom.</td>
<td>54%</td>
<td>Agree</td>
</tr>
<tr>
<td>Q10</td>
<td>The school asks for my views.</td>
<td>24%</td>
<td>Agree</td>
</tr>
<tr>
<td>Q11</td>
<td>The school takes my views into account.</td>
<td>27%</td>
<td>Agree</td>
</tr>
<tr>
<td>Q12</td>
<td>The school is well led.</td>
<td>45%</td>
<td>Agree</td>
</tr>
<tr>
<td>Q13</td>
<td>Overall, I am happy with the school.</td>
<td>57%</td>
<td>Agree</td>
</tr>
</tbody>
</table>

**Note:** Will not always sum to 100% due to rounding
### Pupil Questionnaire Summary

**Centre Name**: Denholm Primary School  
**SEED Number**: 5630223  
**Quest. Issued**: 54  
**Quest. Input**: 53  
**Response Rate**: 98%  
**National response**: 92%

| Q1 | The school is helping me to become more confident. | 72% | 21% | 2% | 0% | 6% | 0% | 92% | 2% |
| Q2 | I enjoy learning at school. | 57% | 38% | 4% | 0% | 2% | 0% | 94% | 4% |
| Q3 | I am getting along well with my school work. | 62% | 32% | 4% | 0% | 2% | 0% | 94% | 4% |
| Q4 | Staff encourage me to do the best I can. | 72% | 25% | 0% | 0% | 4% | 0% | 96% | 0% |
| Q5 | Staff talk to me regularly about how to improve my learning. | 60% | 34% | 0% | 0% | 6% | 0% | 94% | 0% |
| Q6 | I get help when I need it. | 68% | 28% | 2% | 0% | 2% | 0% | 96% | 2% |
| Q7 | Staff listen to me and pay attention to what I say. | 57% | 34% | 2% | 0% | 8% | 0% | 91% | 2% |
| Q8 | I have a say in making the way we learn in school better. | 51% | 34% | 4% | 0% | 11% | 0% | 85% | 4% |
| Q9 | Staff expect me to take responsibility for my own work in class. | 89% | 9% | 0% | 0% | 2% | 0% | 98% | 0% |
| Q10 | Staff and pupils treat me fairly and with respect. | 47% | 42% | 8% | 0% | 4% | 0% | 99% | 1% |
| Q11 | I feel safe and cared for in school. | 68% | 26% | 2% | 0% | 4% | 0% | 94% | 2% |
| Q12 | I have adults in school I can speak to if I am upset or worried about something. | 77% | 19% | 0% | 0% | 4% | 0% | 96% | 0% |
| Q13 | I find it easy to talk to staff and they set a good example. | 70% | 25% | 2% | 0% | 4% | 0% | 94% | 2% |
| Q14 | Staff make sure that pupils behave well. | 96% | 2% | 0% | 0% | 2% | 0% | 98% | 0% |
| Q15 | Staff are good at dealing with bullying behaviour. | 57% | 11% | 2% | 0% | 30% | 0% | 68% | 2% |
| Q16 | The pupil council is good at getting improvements made in the school. | 49% | 36% | 6% | 0% | 9% | 0% | 85% | 6% |
| Q17 | The school encourages me to make healthy-food choices. | 62% | 25% | 8% | 0% | 6% | 0% | 87% | 8% |
| Q18 | I take part in out-of-class activities and school clubs. | 79% | 15% | 0% | 2% | 4% | 0% | 94% | 2% |
| Q19 | I know what out-of-school activities and youth groups are available in my local area. | 79% | 11% | 4% | 0% | 6% | 0% | 91% | 4% |

**Note**: Will not always sum to 100% due to rounding
Teacher Questionnaire Summary

Centre Name: Denholm Primary School
SEED Number: 5630223
Quest. Issued: 12
Quest. Input: 11
Response Rate: 92% National response 74%

<table>
<thead>
<tr>
<th>Percentage %</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
<th>Not Answered</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
<th>Not Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.</td>
<td>64%</td>
<td>27%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>91%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Q2</td>
<td>All pupils are given activities which meet their learning needs.</td>
<td>82%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>91%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Q3</td>
<td>Pupils are involved in setting learning targets.</td>
<td>18%</td>
<td>64%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>9%</td>
<td>0%</td>
<td>82%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Q4</td>
<td>Pupils are provided with regular feedback on what they need to do to improve.</td>
<td>64%</td>
<td>27%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>91%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Q5</td>
<td>Pupils are provided with opportunities to evaluate their own work and that of others.</td>
<td>45%</td>
<td>45%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>91%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Q6</td>
<td>Staff regularly ask for pupils’ views on how their learning experiences could be improved.</td>
<td>0%</td>
<td>82%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>82%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Q7</td>
<td>Pupils take an active part in their learning.</td>
<td>73%</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>91%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Q8</td>
<td>Staff treat all pupils equally.</td>
<td>82%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>91%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Q9</td>
<td>Staff and pupils respect each other.</td>
<td>91%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>91%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Q10</td>
<td>The pupils are well behaved.</td>
<td>64%</td>
<td>27%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>91%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Q11</td>
<td>Support for pupils with additional support needs is effective.</td>
<td>55%</td>
<td>36%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>91%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Q12</td>
<td>Parents are fully involved in the school and their children’s learning.</td>
<td>36%</td>
<td>45%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
<td>82%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Q13</td>
<td>I have been actively involved in developing the school’s vision and values.</td>
<td>9%</td>
<td>73%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>82%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Q14</td>
<td>I am actively involved in setting priorities to improve the school.</td>
<td>9%</td>
<td>73%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>82%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Q15</td>
<td>I have regular opportunities to help shape the curriculum by having staff discussions and working groups.</td>
<td>27%</td>
<td>45%</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>73%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Q16</td>
<td>I am aware of the school’s procedures for protecting children.</td>
<td>73%</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>91%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Q17</td>
<td>Leadership at all levels is effective.</td>
<td>64%</td>
<td>27%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>91%</td>
<td>0%</td>
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</tr>
<tr>
<td>Q18</td>
<td>Staff communicate effectively with each other.</td>
<td>45%</td>
<td>45%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>91%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Q19</td>
<td>I have good opportunities to take part in continuing professional development.</td>
<td>45%</td>
<td>36%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
<td>82%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Q20</td>
<td>Staff across the school share good practice.</td>
<td>73%</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>91%</td>
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Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED
Non-Teaching Questionnaire Summary

Centre Name: Denholm Primary School
SEED Number: 5630223
Quest. Issued: 3
Quest. Input: 2
Response Rate: 67%
National response: 66%

Fewer than 10 responses received therefore the data has not been published.

Q1 I have access to the information I need to carry out my work.
Q2 All staff and pupils respect each other.
Q3 Pupils are well behaved.
Q4 I am involved in staff discussions about how to achieve school priorities.
Q5 I have good opportunities to be involved in making decisions.
Q6 Staff communicate effectively with each other.
Q7 Staff treat all pupils equally.
Q8 Support for pupils with additional support needs is effective.
Q9 Parents are fully involved in the school and their children's learning.
Q10 I am aware of the school's procedures for protecting children.
Q11 Leadership at all levels is effective.
Q12 I have good opportunities to take part in training activities.

Note: Will not always sum to 100% due to rounding.
23 June 2015

Dear Parent/Carer

**Denholm Primary School**  
**Scottish Borders Council**

Recently, as you may know, my colleagues and I inspected your child’s school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school’s successes and priorities for improvement. We looked at some particular aspects of the school’s recent work, including curriculum developments in health and wellbeing and emerging approaches to religious and moral education. As a result, we were able to find out how good the school is at improving children’s education.

**How well do children learn and achieve?**

Across the primary stages, children told us they are happy at Denholm Primary School and that they are very proud of their school and community. They are diligent learners who are exceptionally polite and well behaved. In all lessons children listen respectfully to their teachers and concentrate well on learning activities. When given the opportunity children work effectively in pairs and small groups. Managers recognise the need to increase the range of learning and teaching approaches to promote consistency in experience for all children. At all stages children are clear about the activities they are asked to complete. We have asked staff to support children to better understand the skills they are developing and the purpose of their learning. Children’s learning is richly enhanced by regular opportunities to learn outdoors. They particularly love forest schools activities. Children in the upper stages are confident using laptops to prepare presentations and search the Internet. However, at all stages, children should have more frequent access to a wider range of digital technologies in their learning. The school works very well with a range of partners to support learning. This includes members of the community volunteering as ‘paired readers’, local artists enhancing the exploration of art techniques and sports coaches supporting skills development in rugby and cricket. All children participate in school focus groups enabling them to develop leadership skills and take on responsibilities around the school. In the early stages this involves learning about kindness as part of being a good citizen. Older children are learning skills in gathering the views of others and in organising events. For example they arranged a concert to celebrate learning Scots language and music. These activities support children in achieving Dynamic Youth Awards. Children’s success in sports and other activities is highlighted well in displays around the school. Children record their learning in ‘learning journeys’. In the best examples, these provide a good illustration of children’s
learning and suggest steps for improvement. We have asked staff to review the purpose and scope of the learning journey booklets to ensure children are more actively involved in the process. Staff undertake an annual audit of children’s achievements. This approach now needs to be extended to help children become more aware of the important skills they develop from learning activities in and out of school.

Children are making good progress in their reading and writing. Most are articulate and effective contributors who listen well to the teacher and each other. They read regularly in class. Older children can talk with confidence and enthusiasm about favourite authors and explain what makes them choose particular types of books. Children are also eager to talk about books and eBooks they are reading at home. There is a need to extend reading opportunities to ensure children develop higher order thinking skills. Children have interesting opportunities to write for a range of purposes, usually linked to the current theme of their class. For example in the middle stages children practised note taking from video clips about life in Tudor times. By the upper stages children are able to use a range of literacy techniques to persuade the reader and produce texts in a range of genre including science reports and personal writing. There is scope for children at all stages to write extended pieces of writing independently on a more regular basis. Staff have recognised the need to support children to develop their listening and talking skills in a planned and progressive way. This will support them in working more effectively during group times and in exploring the features of spoken language. Overall, most children are making good progress with numeracy and mathematics work but this progress is not of a consistently high quality across the school. At early level, children subtracted numbers within eight during practical activities outdoors. Children in P2/P3 had surveyed traffic passing through Denholm and presented their findings in a pictorial bar graph. As the children move through the school they can accurately carry out measurement tasks and estimate lengths in metres. Children are less confident when discussing their knowledge of shape and information handling. Children’s numeracy skills would benefit from increased opportunity to practise mental agility. There is scope to improve the breadth of numeracy and mathematics learning across the school and ensure children can apply their learning across the curriculum. The school has a strong focus on physical activity and sport. Children understand the steps required to pursue a healthy and active lifestyle. They achieve well through participating in a wide range of activities in and out of school including rugby, netball, football, hockey, golf, cricket and dance. The annual walking festival and bogey race enjoy high levels of participation by children and their families.

How well does the school support children to develop and learn?

Children at Denholm Primary School enjoy a very high quality learning environment in and out of doors. The very positive relationship between staff and children is enhanced by the spacious, bright and well-equipped learning spaces. Across the school, teachers and support staff work flexibly together to respond to children’s needs. In the best examples, tasks and activities are suitably challenging to meet the needs of most children. Staff have access to a range of resources to support learning. There is a need to ensure these are always relevant and up to date. At times, in a few classes, the pace can be too slow. Staff should now ensure that higher-attaining children are appropriately challenged and that the pace of learning is appropriate
across all stages and all areas of the curriculum. Where children need extra help with their learning, staff ensure appropriate planning is in place to support their progress. The support for learning teacher plays a key role in advising staff and supporting groups and individuals. Support staff are well deployed to ensure valuable assistance is given to children where appropriate. The school has effective approaches to working in partnership with other agencies to support children, including speech and language and occupational therapists.

Staff work well together to offer children a broad range of curricular activities. They ensure children have regular opportunities to develop skills in literacy, numeracy and health and wellbeing. Staff across the school are working with increasing confidence using aspects of Curriculum for Excellence in their planning. They are creative in linking learning across different areas. For example children in the middle stages developed a vibrant paper town linked to their study of communities. Older children used natural materials in the forest to design tartan in their learning about the Highland Clearances. However, the school has not yet developed a clear rationale for the whole curriculum. There is a need to refresh the contexts for learning across the school to ensure they are relevant to children living in Scottish Borders. There is a need to provide children with progression and challenge in their learning across all areas of the curriculum. Staff need to be confident in deciding when skills are best taught as discrete areas. For example, too many literacy lessons are delivered as 'one off' activities linked to topics and do not allow children to develop skills in depth. Children would benefit from learning more about skills for life, learning and work. There are good relationships between the local playgroup and the school. This supports children’s confidence and wellbeing as they move into P1. However, there is a need to improve children’s learning across the early stages to ensure children are sufficiently challenged. The school has very strong links with Hawick High School and the associated learning community. Staff also work closely with their sister school, Hobkirk Primary School. The schools in the learning community work effectively as partners in aspects of curriculum development and in ensuring children build on their learning when they move on from Denholm. This has recently included developing shared progression pathways for literacy and numeracy.

How well does the school improve the quality of its work?

The headteacher is a confident and caring leader who is well respected by children, parents, staff and the local community. She is well supported by the principal teacher and staff who enjoy leadership roles around the school. All staff work well as a team and very much appreciate opportunities to learn and improve their skills. This has included participating in a teaching and learning community and in engaging in moderation of children’s work with local schools. These activities are beginning to have an impact on children’s learning in most lessons. The management team observe lessons and give staff helpful feedback on their work. Teachers are also engaged in peer observation. Too often this focusses only on teaching. To improve children’s attainment this activity now needs to focus on the learner’s experience and the quality of the curriculum. The management team now have a clearer understanding of the strengths and development needs of the school and are confident to move forward. Overall most parents are very happy with the work of the school. They support the school well in fundraising and social activities. A number of parents are involved in supporting learning in class and in outdoor learning activities.
We have discussed with the school and Scottish Borders Council the need to ensure the school community has a shared understanding of the role of the Parent Council and to support the Parent Council in its work.

This inspection found the following key strengths.

- Polite well behaved children who are very respectful of staff, their school and the community.
- High-quality learning environment indoors and outdoors.
- Effective work with partners to provide children with very good sporting and cultural experiences.
- Teamwork across the school and the learning community.

We discussed with staff and Scottish Borders Council how they might continue to improve the school. This is what we agreed with them.

- Continue to develop the curriculum so that learning is deep, relevant and challenging and is of a consistently high quality through the school.
- Ensure that approaches to self-evaluation result in improvements for children at all stages.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school’s self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, Scottish Borders Council will inform parents about the progress.

Susan Duff
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/DenholmPrimarySchoolScottishBorders.asp

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.
Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*[^1]. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Denholm Primary School.

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Improvements in performance</td>
<td>good</td>
</tr>
<tr>
<td>Learners’ experiences</td>
<td>good</td>
</tr>
<tr>
<td>Meeting learning needs</td>
<td>good</td>
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</tbody>
</table>

We also evaluated the following aspects of the work of the school.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>The curriculum</td>
<td>satisfactory</td>
</tr>
<tr>
<td>Improvement through self-evaluation</td>
<td>satisfactory</td>
</tr>
</tbody>
</table>


Please note that the term “adequate” in the document has been replaced with “satisfactory”.

---
A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

Parent Questionnaire Summary

Centre Name: Denholm Primary School
SEED Number: 5630223
Quest. Issued: 76
Quest. Input: 37
Response Rate: 49%
National response: 39%

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 The school helps my child to be more confident.</td>
<td></td>
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<tr>
<td>Q2 My child enjoys learning at school.</td>
<td></td>
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<tr>
<td>Q3 My child’s learning is progressing well.</td>
<td></td>
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<tr>
<td>Q4 My child is encouraged and stretched to work to the best of their ability.</td>
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<tr>
<td>Q5 The school keeps me well informed about my child’s progress.</td>
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<tr>
<td>Q6 My child feels safe at school.</td>
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<tr>
<td>Q7 My child is treated fairly at school.</td>
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<td>Q8 I feel staff really know my child as an individual and support them well.</td>
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<tr>
<td>Q9 My child benefits from school clubs and activities provided outside the classroom.</td>
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<tr>
<td>Q10 The school asks for my views.</td>
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<tr>
<td>Q11 The school takes my views into account.</td>
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<tr>
<td>Q12 The school is well led.</td>
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<tr>
<td>Q13 Overall, I am happy with the school.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t Know</th>
<th>Not Answered</th>
<th>Strongly Agree &amp; Agree</th>
<th>Disagree &amp; Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>62%</td>
<td>32%</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
<td>95%</td>
<td>0%</td>
<td></td>
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<tr>
<td>Q2</td>
<td>68%</td>
<td>30%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>97%</td>
<td>0%</td>
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<tr>
<td>Q3</td>
<td>57%</td>
<td>32%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>89%</td>
<td>5%</td>
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<tr>
<td>Q4</td>
<td>59%</td>
<td>30%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>89%</td>
<td>5%</td>
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<tr>
<td>Q5</td>
<td>46%</td>
<td>32%</td>
<td>19%</td>
<td>3%</td>
<td>0%</td>
<td>78%</td>
<td>22%</td>
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<tr>
<td>Q6</td>
<td>70%</td>
<td>30%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
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<tr>
<td>Q7</td>
<td>54%</td>
<td>41%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>95%</td>
<td>3%</td>
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<tr>
<td>Q8</td>
<td>62%</td>
<td>27%</td>
<td>3%</td>
<td>5%</td>
<td>3%</td>
<td>89%</td>
<td>3%</td>
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<tr>
<td>Q9</td>
<td>54%</td>
<td>32%</td>
<td>5%</td>
<td>0%</td>
<td>3%</td>
<td>86%</td>
<td>5%</td>
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<tr>
<td>Q10</td>
<td>24%</td>
<td>43%</td>
<td>22%</td>
<td>0%</td>
<td>8%</td>
<td>68%</td>
<td>22%</td>
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<tr>
<td>Q11</td>
<td>27%</td>
<td>35%</td>
<td>14%</td>
<td>0%</td>
<td>22%</td>
<td>62%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Q12</td>
<td>43%</td>
<td>46%</td>
<td>8%</td>
<td>0%</td>
<td>3%</td>
<td>89%</td>
<td>8%</td>
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<tr>
<td>Q13</td>
<td>57%</td>
<td>41%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>97%</td>
<td>3%</td>
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</tbody>
</table>

Note: Will not always sum to 100% due to rounding
Pupil Questionnaire Summary

School: Denholm Primary School

Q1 The school is helping me to become more confident. 72% Strongly Agree, 21% Agree, 2% Disagree, 0% Strongly Disagree, 6% Don't Know, 0% Not Answered
Q2 I enjoy learning at school. 57% Strongly Agree, 32% Agree, 4% Disagree, 0% Strongly Disagree, 2% Don't Know, 0% Not Answered
Q3 I am getting along well with my school work. 62% Strongly Agree, 32% Agree, 4% Disagree, 0% Strongly Disagree, 0% Don't Know, 0% Not Answered
Q4 Staff encourage me to do the best I can. 72% Strongly Agree, 25% Agree, 0% Disagree, 0% Strongly Disagree, 1% Don't Know, 0% Not Answered
Q5 Staff talk to me regularly about how to improve my learning. 60% Strongly Agree, 34% Agree, 0% Disagree, 0% Strongly Disagree, 4% Don't Know, 0% Not Answered
Q6 I get help when I need it. 68% Strongly Agree, 28% Agree, 2% Disagree, 0% Strongly Disagree, 2% Don't Know, 0% Not Answered
Q7 Staff listen to me and pay attention to what I say. 57% Strongly Agree, 34% Agree, 2% Disagree, 0% Strongly Disagree, 6% Don't Know, 0% Not Answered
Q8 I have a say in making the way we learn in school better. 51% Strongly Agree, 34% Agree, 4% Disagree, 1% Strongly Disagree, 4% Don't Know, 0% Not Answered
Q9 Staff expect me to take responsibility for my own work in class. 89% Strongly Agree, 9% Agree, 0% Disagree, 0% Strongly Disagree, 2% Don't Know, 0% Not Answered
Q10 Staff and pupils treat me fairly and with respect. 47% Strongly Agree, 42% Agree, 8% Disagree, 0% Strongly Disagree, 0% Don't Know, 2% Not Answered
Q11 I feel safe and cared for in school. 68% Strongly Agree, 26% Agree, 2% Disagree, 0% Strongly Disagree, 4% Don't Know, 0% Not Answered
Q12 I have adults in school I can speak to if I am upset or worried about something. 77% Strongly Agree, 19% Agree, 0% Disagree, 0% Strongly Disagree, 6% Don't Know, 0% Not Answered
Q13 I find it easy to talk to staff and they set a good example. 70% Strongly Agree, 25% Agree, 2% Disagree, 0% Strongly Disagree, 4% Don't Know, 0% Not Answered
Q14 Staff make sure that pupils behave well. 96% Strongly Agree, 2% Agree, 0% Disagree, 0% Strongly Disagree, 2% Don't Know, 0% Not Answered
Q15 Staff are good at dealing with bullying behaviour. 57% Strongly Agree, 11% Agree, 2% Disagree, 0% Strongly Disagree, 30% Don't Know, 0% Not Answered
Q16 The pupil council is good at getting improvements made in the school. 49% Strongly Agree, 36% Agree, 6% Disagree, 0% Strongly Disagree, 9% Don't Know, 0% Not Answered
Q17 The school encourages me to make healthy-food choices. 62% Strongly Agree, 25% Agree, 8% Disagree, 0% Strongly Disagree, 6% Don't Know, 0% Not Answered
Q18 I take part in out-of-class activities and school clubs. 79% Strongly Agree, 15% Agree, 0% Disagree, 0% Strongly Disagree, 0% Don't Know, 2% Not Answered
Q19 I know what out-of-school activities and youth groups are available in my local area. 79% Strongly Agree, 11% Agree, 4% Disagree, 0% Strongly Disagree, 0% Don't Know, 6% Not Answered

Note: Will not always sum to 100% due to rounding
Q1 Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.

Q2 All pupils are given activities which meet their learning needs.

Q3 Pupils are involved in setting learning targets.

Q4 Pupils are provided with regular feedback on what they need to do to improve.

Q5 Pupils are provided with opportunities to evaluate their own work and that of others.

Q6 Staff regularly ask for pupils’ views on how their learning experiences could be improved.

Q7 Pupils take an active part in their learning.

Q8 Staff treat all pupils equally.

Q9 Staff and pupils respect each other.

Q10 The pupils are well behaved.

Q11 Support for pupils with additional support needs is effective.

Q12 Parents are fully involved in the school and their children’s learning.

Q13 I have been actively involved in developing the school’s vision and values.

Q14 I am actively involved in setting priorities to improve the school.

Q15 I have regular opportunities to help shape the curriculum by having staff discussions and working groups.

Q16 I am aware of the school’s procedures for protecting children.

Q17 Leadership at all levels is effective.

Q18 Staff communicate effectively with each other.

Q19 I have good opportunities to take part in continuing professional development.

Q20 Staff across the school share good practice.

Note: Will not always sum to 100% due to rounding
Non-Teaching Questionnaire Summary

| Q1 | I have access to the information I need to carry out my work. | 0% | 0% | 0% | 0% | 0% | 0% |
| Q2 | All staff and pupils respect each other. | 0% | 0% | 0% | 0% | 0% | 0% |
| Q3 | Pupils are well behaved. | 0% | 0% | 0% | 0% | 0% | 0% |
| Q4 | I am involved in staff discussions about how to achieve school priorities. | 0% | 0% | 0% | 0% | 0% | 0% |
| Q5 | I have good opportunities to be involved in making decisions. | 0% | 0% | 0% | 0% | 0% | 0% |
| Q6 | Staff communicate effectively with each other. | 0% | 0% | 0% | 0% | 0% | 0% |
| Q7 | Staff treat all pupils equally. | 0% | 0% | 0% | 0% | 0% | 0% |
| Q8 | Support for pupils with additional support needs is effective. | 0% | 0% | 0% | 0% | 0% | 0% |
| Q9 | Parents are fully involved in the school and their children’s learning. | 0% | 0% | 0% | 0% | 0% | 0% |
| Q10 | I am aware of the school’s procedures for protecting children. | 0% | 0% | 0% | 0% | 0% | 0% |
| Q11 | Leadership at all levels is effective. | 0% | 0% | 0% | 0% | 0% | 0% |
| Q12 | I have good opportunities to take part in training activities. | 0% | 0% | 0% | 0% | 0% | 0% |

Note: Will not always sum to 100% due to rounding
In Session 2013-14, the Primary 7 pupils worked towards a Dynamic Youth Award, redesigning the vision and values of the school. They did this by considering the UN conventions of the Rights of the Child, followed by looking at the Vision and values statement of our learning community. By surveying the entire pupil body, they were able to establish what is important to pupils in Denholm and therefore what needs to be our vision.

Designing Our Learning Future

TEVIOT & LIDDESDALE LEARNING COMMUNITY VISION

Teviot & Liddesdale Learning Community will strive to provide a Culture of Achievement for all Children and Young people from the locality.

Denholm Primary School endeavours to give all its pupils these opportunities throughout their primary school career – because in Denholm, ANYTHING IS POSSIBLE!

All agencies and their representatives within Teviot and Liddesdale will contribute to this by:

- Ensuring that Children and Young People are encouraged to participate in regular and varied opportunities.
  In Denholm we use active learning to make learning fun, and learn in different ways across all subjects. Residential and other learning out with the classroom make learning varied and exciting.
- Developing a Culture of Opportunity and Ambition for all our Children and Young People
  Denholm is one of the smaller schools in the Learning Community, but we make every effort to attend community events, we do all that we can to be successful and always aim high in all that we set out to do
- Promoting & Celebrating success – at all levels
  We celebrate successes of our pupils both in and out of school. We celebrate with the whole school as well as with our community
- Promoting & Celebrating Achievement – at all levels
  Our new school logo – Anything is possible – says all that we think about our achievements. We celebrate in public and we celebrate in personal achievement journals, as we all achieve in different ways
- Encouraging a ‘multi-generational’ attitude in the opportunities and experiences on offer.
  Our pupils all join together for activities and events. We work with members of our community and together we see the best of everyone
- Embedding a ‘Can dae’ (anything is possible) message across and throughout the Community.
  In Denholm Primary School -Anything is possible!
A CURRICULUM FOR EXCELLENCE (CfE)

Values

Wisdom, justice, compassion and integrity are the words inscribed on the mace of the Scottish Parliament. These words have helped to define values for Scottish society.

One of the prime purposes of education is to make our young people aware of the values on which Scottish society is based and so help them to establish their own stances on matters of social justice and personal and collective responsibility. Young people therefore need to learn about and develop these values. The curriculum is an important means through which this personal development should be encouraged. (The Curriculum Review Group)

Aims

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 – 18, firmly focused on the needs of the child and young person and designed to enable them to develop the four capacities. The changes brought about by Curriculum for Excellence should lead to improved quality of learning and teaching and increased attainment and achievement for all children and young people in Scotland, including those who need additional support in their learning.

All children and young people are entitled to experience:

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include an understanding of the world and Scotland’s place in it and an understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- opportunities to move into positive and sustained destinations beyond school.

The curriculum is the totality of all that is planned for children and young people throughout their education:

- ethos and life of the school as a community
- curriculum areas and subjects
- interdisciplinary learning
- opportunities for personal achievement.

At Denholm Primary School, it is this curriculum that drives us to provide the best possible education for the children in our care.

Following HMIe Inspection in session 2014-15, this curriculum will be further developed and enhanced to ensure it continues to be relevant, up to date and vibrant for the 21st century.
<table>
<thead>
<tr>
<th>Session 15/16</th>
<th>School/s: Denholm and Hobkirk PS</th>
<th>Priority for improvement and brief description:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Assessment and moderation:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Teachers will work in stage groups and across stages, sharing the standard and agreeing evidence of standards and of benchmarks relating to reading and listening and talking.</td>
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<tr>
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<td></td>
<td>- Teachers will work together across four partner schools within the learning community to assess, moderate and agree standards in numeracy and mental agility.</td>
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<td></td>
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<td>- RAFA project will roll out to all classes, supporting pupil confidence in maths</td>
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<td></td>
<td></td>
<td>- Visible Learning will be a Learning Community priority, led by PTs, and developed through maths</td>
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</table>

Learning Community Link (To LC plan if applicable) Raising Attainment for All Visible Learning

HGIS Quality Indicators/Theme: (e.g. Reference 5.1 The Curriculum/Transitions)

1.1 Improvements in performance
5.2 Teaching for Effective Learning
5.4 Assessment for Learning
5.9 Improvement through Self Evaluation

Measurable outcomes for learners:

- Higher expectations of children both by teachers and by themselves.
- Clear progression for pupils in their learning, individually planned and assessed.
- Clear evidence base for pupils in terms of their achievement and their next steps.
- Raising of attainment and achievement in literacy and numeracy (standardised testing results, monitoring grids, written evidence in jotters, observations).
- Children more able to talk about their learning.

<table>
<thead>
<tr>
<th>Steps/actions required</th>
<th>By</th>
<th>When</th>
<th>Resources or decisions/agreements required</th>
<th>Monitoring Progress; What has changed or been achieved (How do you know?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTION 1</td>
<td>All CTs and HT</td>
<td>By Sept 2015</td>
<td>CAT session to launch and agree group</td>
<td>Teachers will report improved confidence and have recorded this in agreed format</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>RICCT allocation to discuss progress x 2</td>
<td>Pupils will demonstrate more confidence in their learning through talk with CTs</td>
</tr>
<tr>
<td>ACTION 2</td>
<td>All CTs and HT</td>
<td>From August onwards</td>
<td>Jotters purchased as agreed</td>
<td>Pupils increased confidence will be evident in future performance and tracked accordingly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SMT monitoring calendar allocating time</td>
<td>Pupils will share that increased confidence with the SMT in consultations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>RICCT consultation to discuss progress of pupils and next steps x 2</td>
<td>Evidence in jotters will show the connections between skills development and extended writing, linked with appropriate and timely feedback</td>
</tr>
<tr>
<td>ACTION 3</td>
<td>All CTs and HT</td>
<td>By March 2016</td>
<td>SMT time to audit current practice across the schools</td>
<td>Observations will show improved experience for pupils in numeracy and mental agility</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>CAT x 1 to discuss findings and agree challenges/next steps</td>
<td>Attainment results will show increase in both</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>SMT time to consult with pupils – Sept, Jan and March</td>
<td>SMT consults with pupils will show positive increase in mental agility skills across the school, over the year</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Class time to dedicate to above</td>
<td>Pupils will be confident in their own ability in numeracy</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>CAT x 1 to review progress</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Cat x 1 to complete review and agree next steps</td>
<td></td>
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<td></td>
<td></td>
<td>Inservice allocation to discuss with 4 schools colleagues (1/2 day)</td>
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<tr>
<td>ACTION 4</td>
<td>HT</td>
<td></td>
<td>SMT to review maths resources and audit level of use in classes through observations and planning moderation</td>
<td>Experience of pupils will be improved through less reliance on one core resource but on careful professional selection of materials to support learning</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>CAT x 1 to share findings and agree expectations going forward</td>
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<td></td>
<td></td>
<td></td>
<td>SMT obs and feedback to individuals – 2 x RICCT</td>
<td></td>
</tr>
<tr>
<td>ACTION 5</td>
<td>HT then to all staff including LST and ANA staff</td>
<td>September 15 for initial training</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>November inservice for others</td>
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</tbody>
</table>

Quality Improvement Framework

Scottish Borders Council Education and Lifelong Learning

ACTION 6 ‘Visible Learning’ will be launched and cascaded through the PT network into all schools

PTs and all teaching staff | PT meetings from August, ongoing in schools from | | |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>John Hattie resource book to be purchased for all staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional reading allocation – Joint CAT 30th Oct and 6th May</td>
<td></td>
</tr>
</tbody>
</table>

HGIOS Quality Indicators/Theme: (e.g. Reference 5.1 The Curriculum/Transitions)

1.1 Improvements in performance
5.2 Teaching for Effective Learning
5.4 Assessment for Learning
5.9 Improvement through Self Evaluation

Priority for improvement and brief description:

Assessment and moderation

- Teachers will work in stage groups and across stages, sharing the standard and agreeing evidence of standards and of benchmarks relating to reading and listening and talking.
- Teachers will work together across four partner schools within the learning community to assess, moderate and agree standards in numeracy and mental agility.
- RAFA project will roll out to all classes, supporting pupil confidence in maths.
- Visible Learning will be a Learning Community priority, led by PTs, and developed through maths.

Steps/actions required

By   | When          | Resources or decisions/agreements required | Monitoring Progress; What has changed or been achieved (How do you know?) |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>CAT</td>
<td></td>
<td>CAT session to launch and agree group</td>
<td>Teachers will report improved confidence and have recorded this in agreed format</td>
</tr>
<tr>
<td>HT</td>
<td></td>
<td>RICCT allocation to discuss progress x 2</td>
<td>Pupils will demonstrate more confidence in their learning through talk with CTs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMT monitoring calendar allocating time</td>
<td>Pupils increased confidence will be evident in future performance and tracked accordingly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RICCT consultation to discuss progress of pupils and next steps x 2</td>
<td>Evidence in jotters will show the connections between skills development and extended writing, linked with appropriate and timely feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMT time to audit current practice across the schools</td>
<td>Observations will show improved experience for pupils in numeracy and mental agility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAT x 1 to discuss findings and agree challenges/next steps</td>
<td>Attainment results will show increase in both</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMT time to consult with pupils – Sept, Jan and March</td>
<td>SMT consults with pupils will show positive increase in mental agility skills across the school, over the year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class time to dedicate to above</td>
<td>Pupils will be confident in their own ability in numeracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAT x 1 to review progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cat x 1 to complete review and agree next steps</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inservice allocation to discuss with 4 schools colleagues (1/2 day)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMT to review maths resources and audit level of use in classes through observations and planning moderation</td>
<td>Experience of pupils will be improved through less reliance on one core resource but on careful professional selection of materials to support learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAT x 1 to share findings and agree expectations going forward</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMT obs and feedback to individuals – 2 x RICCT</td>
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### Session 2015/16

<table>
<thead>
<tr>
<th>School/s: Denholm and Hobkirk PS</th>
<th>Priority for improvement and brief description: To increase pupil voice and pupil participation in the life of the school.</th>
</tr>
</thead>
</table>

#### Learning Community Link (To LC plan if applicable)

- **Access All Areas** – Second Level priority  
- Rights Respecting Schools – see LC Action plan

| HGIOS Quality Indicators/Theme: (e.g. Reference 5.1 The Curriculum/Transitions) |
|                                                                                 |
| 2.1 Learner’s Experience                                                        |
| 5.3 Meeting learners’ needs                                                     |
| 5.5 Expectations and promoting achievement                                      |
| 5.6 Equality and fairness                                                      |

#### Measurable outcomes for learners:

(Planned indicators of success, what will success look like. Include potential measurable data, observations and feedback from participants)

- What will be different for learners as a result of this development?
  - Increase involvement of pupils in pupil support through playground leadership programme
  - Increased opportunities for pupil voice through the Access All Areas programme

#### Steps/actions required

<table>
<thead>
<tr>
<th>ACTION 1</th>
<th>Reinstating of playground support team of P7 pupils (P6 and P7 in HPS and joint one day a week in DPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Whom</td>
<td>HT to co-ordinate</td>
</tr>
<tr>
<td>By when</td>
<td>Planned joint training in DPS, Sept 15</td>
</tr>
<tr>
<td>Resources or decisions/agreements required</td>
<td>Playground leaders training for P6 and P7 pupils by Support staff – joint staffing</td>
</tr>
<tr>
<td>Monitoring Progress; What has changed or been achieved (How do you know?)</td>
<td>Vulnerable children will be seen to be involved in team/group games during breaks in both schools. Joint working between P7 HPS and P7s DPS will increase transition connections throughout the year (P7 HPs to be on rota for Thursdays in DPS)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTION 2</th>
<th>Access All areas programme to be developed in P5/6/7 (DPS) and whole school (HPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Whom</td>
<td>Class teachers, Linda Young</td>
</tr>
<tr>
<td>By when</td>
<td>Launch 18th Sept 2015, followed by class input Oct – Dec (HPS), CAT x 2 hrs as a launch, then drop ins for P5/6/7 teachers and in class support for HPS for 6 weeks starting in Oct 15</td>
</tr>
<tr>
<td>Resources or decisions/agreements required</td>
<td>Pupils will have worked through a programme of work supported by Linda Young, to focus on increasing pupil voice. Pupils across the school will report a sense of involvement in decision making, relating to improving ‘Learning Journeys.’</td>
</tr>
<tr>
<td>Monitoring Progress; What has changed or been achieved (How do you know?)</td>
<td></td>
</tr>
</tbody>
</table>

#### Next steps

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6
Session 15/16 | Teviot & Liddesdale Learning Community | Priority for improvement and brief description: Introducing Rights Respecting Schools through the standards:- Rights-respecting values underpin leadership and management. The whole school community learns about the CRC. The school has a rights-respecting ethos. Children are empowered to become active citizens and learners.

C&YPP Link: We will address inequalities and keep children and young people safe through the provision of statutory and early intervention and protection.

HGIOS Quality Indicators/Theme:
- 2.1 Learners’ Experiences
- 5.6 Equality and Fairness

Measureable outcomes for learners:
The best interests of the child are a top priority in all actions. Children are aware of CRC as leaders are committed to placing the values and principles of the CRC at the heart of all policies and practice.
The CRC is made known to children and adults. Young people and adults use this shared understanding to work for global justice and sustainable living.
Young people and adults collaborate to develop and maintain a rights-respecting school community, based on the CRC, in all areas and in all aspects of school life.
Every child has the right to say what they think in all matters affecting them and to have their views taken seriously. Young people develop the confidence, through their experience of an inclusive rights-respecting school community, to play an active role in their own learning and to speak and act for the rights of all to be respected locally and globally.

<table>
<thead>
<tr>
<th>Steps/actions required</th>
<th>By Whom</th>
<th>By when</th>
<th>Resources or decisions/agreements required</th>
<th>Monitoring Progress; What has changed or been achieved (How do you know?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a LC steering group</td>
<td>LC Board</td>
<td>Oct 2015</td>
<td>DHT / PT management time</td>
<td></td>
</tr>
<tr>
<td>Complete the Unicef Level 1 Audit</td>
<td>Schools</td>
<td>Sept 2015</td>
<td>Management time. Unicef audit papers</td>
<td></td>
</tr>
<tr>
<td>Create a detailed plan of action based on the criteria / audit results</td>
<td>Schools</td>
<td>Oct 2015</td>
<td>Management Time. Unicef audit papers/ exemplars.</td>
<td></td>
</tr>
<tr>
<td>Present CRC information to parents / pupils / staff</td>
<td>Schools</td>
<td>June 2016</td>
<td>Assembly time / collegiate time / management time</td>
<td></td>
</tr>
<tr>
<td>Complete the Unicef self-evaluation form</td>
<td>Schools</td>
<td>June 2017</td>
<td>Management time / collegiate time</td>
<td></td>
</tr>
</tbody>
</table>

Next steps
## Session 15/16

### School/s:

Priority for improvement and brief description: To further implement the recommendations of Language Learning in Scotland: A 1+2 approach to improve language experiences for pupils

### Learning Community Link

And Local Authority priority

Possible HGIOS Quality Indicators/Theme:

- **2.1 Learner Experiences**
  - the extent to which learners are motivated and actively involved in their own learning and development

- **5.1 The Curriculum**
  - The development of the curriculum / transitions

- **5.2 Teaching for effective Learning**
  - the learning climate and teaching approaches

### Possible Measurable outcomes for learners:

(Planned indicators of success, what will success look like. Include potential measurable data, observations and feedback from participants)

- Learners will continue to develop their understanding of the purpose and value of learning languages.
- Learners will continue to have access to an additional language from Primary 1/at an earlier stage in their primary education
- Transitions for learners in Modern Languages will be further developed, with learners experiencing better progression and continuity in their skills and knowledge development between stages and schools
- Learners experience language learning as part of their daily classroom routine and through lessons
- Learners experience in language learning is enhanced through use of IT, media, GLOW, etc.

### Steps/actions required

<table>
<thead>
<tr>
<th>Language Reps for each school identified for the purposes of planning and communication.</th>
<th>By Whom</th>
<th>By when</th>
<th>Resources or decisions/agreements required</th>
<th>Monitoring Progress; What has changed or been achieved (How do you know?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HTs</td>
<td>September 2015</td>
<td>Staff and schools are clear about who has responsibility for language learning. Enhanced communications are resulting in more consistent language learning experiences across the schools involved for learners.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Teachers will engage further with Education Scotland guidelines to continue to develop their understanding of Language Learning in Scotland: A 1+2 approach including the recommendations for L3.
  - HTs and LRep
  - November 2015
  - Teacher understanding of the expectations of Language Learning in Scotland: A 1+2 approach is clear and supported. Learners’ languages experiences are becoming more aligned with the expectations of the recommendations.

- Teachers continue to explore using L2 in daily routines/classroom practice.
  - Staff begin to familiarise themselves with the Languages Es & Os.
  - Begin to take an element of the Drumlanrig progression for all classes and trial for one term
  - CTs
  - Ongoing
  - 1 x 2 hr CAT session – 18th Sept 15, for Primaries 2, 3 and 4
  - Professional reading time 1 hr by Dec 15
  - Followed by CAT session Jan 16 to discuss
  - Class prep time to develop one element of the progression
  - CAT session to report back late March 15
  - Learners at all/more stages in the primary begin to experience language learning through a (more) embedded and integrated approach. Teachers have increased confidence in teaching languages and an enhanced understanding of knowledge about language skills.

- Transition between P7 and S1 is enhanced through liaison and joint working within the cluster.
  - P7 teachers and HHS rep
  - April to June as part of transition planning
  - Schools group discussion time re options
  - Learners’ progress in skills development and language knowledge is shared within the transition process and learners experience better progression in their skills and knowledge development between classes and from P7 to S1. Learners are more engaged and involved in tracking and evaluating their progress in language learning.

### Next steps
<table>
<thead>
<tr>
<th>Session 15/16</th>
<th>School/s: Denholm PS</th>
<th>Priority for improvement and brief description: To implement the guidance regarding ELCC into primary 1, and to support the transition between playgroup and P1 to ensure consistency and quality experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Community Link</td>
<td>Possible HGIOS Quality Indicators/Theme: 2.1 Learner Experiences • the extent to which learners are motivated and actively involved in their own learning and development 5.1 The Curriculum • The development of the curriculum / transitions 5.2 Teaching for effective Learning • the learning climate and teaching approaches 5.3 Meeting learning needs</td>
<td></td>
</tr>
<tr>
<td>Local Authority and National priority</td>
<td>See attached entitlements list</td>
<td></td>
</tr>
<tr>
<td>Measurable outcomes for learners: (Planned indicators of success, what will success look like. Include potential measurable data, observations and feedback from participants)</td>
<td>• All children across the school will have a coherent, progressive experience, regardless of teacher or setting • All children in Early level will have play as the focus of their learning and this will be evidenced in clearly timed observations, discussions with pupils and evidence from pupil folios and walls</td>
<td></td>
</tr>
<tr>
<td>Steps/actions required</td>
<td>By Whom</td>
<td>By when</td>
</tr>
<tr>
<td>ACTION 1</td>
<td>Early level staff to meet and consider revised ELCC requirements and make planned observations, discussions and feedback arrangements in order to support improvement</td>
<td>HT, CT and Playgroup manager</td>
</tr>
<tr>
<td>ACTION 2</td>
<td>Professional reading by Early years staff</td>
<td>As above</td>
</tr>
<tr>
<td>ACTION 3</td>
<td>HT to meet with comparator HT group in ongoing discussion about improvements in early level</td>
<td>HT</td>
</tr>
<tr>
<td>ACTION 4</td>
<td>Early years staff to meet and hear launch of Building the Ambition for Early Years as a Learning community</td>
<td>All Early years staff</td>
</tr>
<tr>
<td>Next steps</td>
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</tbody>
</table>
Within these areas there should be provision of 'real' items, natural materials and materials which provide a range of sensory experiences. There should also be opportunities, activities and resources which allow children to practice fine and gross motor skills.
### Session 2015/16

**School/s:** Denholm and Hobkirk  
**Priority for improvement and brief description:** Initial Engagement with Education Scotland document Better Eating, Better Learning' Following on from Inspection, refresh of the IDL curriculum and of a curriculum rationale

### Learning Community Link (To LC plan if applicable)

| HGIS Quality Indicators/Theme: | 5.1 Curriculum  
2.1 Learner’s Experience  
5.9 Self Evaluation |

| Measurable outcomes for learners:  
(Planned indicators of success, what will success look like. Include potential measurable data, observations and feedback from participants) |
<table>
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</thead>
<tbody>
<tr>
<td>• Learners will have participated in the audit of current practice in terms of food and dining experiences, and shared their views with the Management Team</td>
</tr>
<tr>
<td>• Learners and partners will have their say in the future planning of IDL in school, and see their feedback being taken on board by CTs in their class work</td>
</tr>
<tr>
<td>• Learners will have a more cohesive progressive experience in their learning across IDL, ensuring a continuation of skills development as they journey through the school</td>
</tr>
<tr>
<td>• Learners will have a better understanding of the links between the skills they are learning and what the relevance is to the world of work</td>
</tr>
<tr>
<td>• Analysis of planning in conjunction with observations and consultations, will give evidence of the relevance of the learning in our IDL curriculum</td>
</tr>
</tbody>
</table>

### Steps/actions required

<table>
<thead>
<tr>
<th>Steps/actions required</th>
<th>By Whom</th>
<th>By when</th>
<th>Resources or decisions/agreements required</th>
<th>Monitoring Progress; What has changed or been achieved (How do you know?)</th>
</tr>
</thead>
</table>
| ACTION 1 Audit of current situation | HT | August 2015 onwards | Class time with P5/6/7 pupils  
Time with Gillian Fleming (Catering) and Jenny Reid (Health Improvement Team) to complete further elements  
Following analysis, agreement by SMT on what element to focus on, in consultation with catering staff in school. | Audit will be complete and will form basis for next steps for Better Eating Better Learning initiative |
| ACTION 2 Review of IDL topics | HT and CTs Parents and community members | September 15 onwards | CAT x 1 to review current themes and discuss options and consider relevant links  
Class time to discuss and plan with pupils  
SMT monitoring of that planning, and pupil discussion re impact of it. | Teachers will have collectively agreed the key elements that MUST be included within the existing IDL themes, in order that they are relevant and current  
Pupils will have had input into the planning process at the outset of the IDL topics in October, January and March  
Concrete evidence of that input will be available and pupils will be able to talk through that process with SMT  
Parents and community members have had relevant input into IDL work |
| ACTION 3 Creation of a clear curriculum rationale | HT and CTs Parents and community members | September 15 onwards | SMT time to discuss and plan the process  
SMT Meeting with interested partners to make connections, sharing current themes and establishing new ideas and contributions.  
Collation of those ideas and sharing with pupils and staff for further discussion  
CAT x 1 re above, plus 2 x CAT to support creation of the rationale | The rationale behind the curriculum of the school will be clear, concise and detailed in order to inform pupils, parents, community members and staff. The above partners will have had input into the rationale, sharing relevant links and opportunities.  
The rationale will feature in the school handbook for 2016-17, and be shared with new parents, new pupils and new staff. |

### Next steps
Other improvements (some continuing and others new) which do not have an action plan.

**Expressive Arts** – implementation of the work of the working group last year – review through plans and pupil experiences

**Forest Schools** – Introduction of the John Muir Award in the middle school. Whole staff training by the John Muir Trust will take place prior to the class input.

**ICT** – as a continuation of the work done in Session 2014-15, we will engage in staff development time utilising the in house skills of staff. This has and will continue to meet the need apparent from PRD discussions, as well as equip all staff to take on board the revised programme of skills development.

Staff will be set tasks to introduce and develop skills across the school in termly blocks, thus ensuring that key generic skills are taught fully and then given a context for learning during the course of a 6 week block. This will timetabled and included in the quality assurance calendar.

There will also be the need to up-skill teachers and pupils on inputting on to the ‘to be created’ school webpage – this will be done by a member of the Denholm parent body, who will have responsibility for the updating of dates etc.

GLOW will become integral to class teaching, and the preparation of this will take place during regular class preparations, as well as some CPD time.

**Personal Learning Planning**

These will become more pupil led through the work of the Access All Areas work, and the impact that has across the whole school. The documents will have more focus on pupil selection of evidence, pupil target setting and pupil reporting.

**Support for Pupils**

In Hobkirk there will be 1 x Primary 7 pupil. Arrangements will be made to have him work with his Denholm peers one afternoon each week, focusing on PE – where he will have competition and challenge, and French, where his skills need to be of an agreed standard in oral French for moving to S1. This will be with parental agreement and transport will be funded through the Closing the Gap budget.

Timetabling of support staff will be for named pupils rather than linked to a class. This will ensure accurate management within any class for that support staff member to be working with identified pupils.

In addition, a template for Support for Learning will become part of the Learning Plan, which will include the personal learning targets supported by LST, ANA or classroom assistant, as well as the Class teacher. The targets are then reported on at the same time as other reporting is carried out, and the progress reviewed to establish next steps. This gives accountability as well as focusing targeted support.

**PE Development**

This will continue as part of the Learning Community Plan – with all CTs involved in a joint CAT session to ensure agreed standards across the LC, and a clear understanding of the requirements of the ongoing developments.
Scottish Borders Council
Education and Lifelong Learning

Quality Improvement Framework

DENHOLM PRIMARY SCHOOL

School Improvement Report
Session 2014-15
The School in Context

At the start of session 2014-15, the school roll stood at 96, and classes were organised into P1, P2/3, P3/4, P5/6 and P6/7. Denholm continued to be a shared headship with Hobkirk Primary School, and had 4 full time teachers, including the Principal teacher and two part time teachers who job shared the P1 class. We also had part time teachers for Support for Learning, PE, music and teacher non-contact time. There was one classroom assistant, one school assistant and three part time additional needs assistants. The school also had a full time janitor/cleaner.

We have continued to welcome members of our community into the school as volunteer helpers and have a large number of disclosed individuals who can help us with various activities. This has been of particular note in the continuation of our Denholm Reads project, involving volunteers working with identified individuals on a weekly basis throughout the session, supporting reading.

There are many opportunities for the two schools to join together including transition work between ourselves and both Jedburgh Grammar School and Hawick High School. There is a joint Hobkirk/Denholm Football team and they train once a week at Denholm, with the Hobkirk children coming across by car.

There are 2 joint Cricket teams and they compete in a 6 week tournament in Hawick against the other Hawick schools.

This year, we had joint swimming teams for both Hawick and Jedburgh Swimming Galas, and a joint team in several events in the Learning Community Interschool sports.

This year, Denholm Primary School engaged in the inspection process with Education Scotland, HMIe. The inspection took place in the first week following the Easter break, and the inspection team praised many aspects of the school and it’s work. The full inspection report is available on the Education Scotland Website, www.educationscotland.gov.uk. The outcomes of the inspection will form the Improvement plan for session 2015-16, as well as future development work.

During session 2014-15 Denholm Primary School Parent Council continued to play an active part in the life of the school, organising fund raising and supporting the school in a number of ways. This year, this included sports equipment to develop sports’ day, financial support for resources and Denholm PS hoodies as leavers’ gifts for P7. They have financially supported outings by subsidising transport costs.

A joint project between school and playgroup in 2013-14 was evaluated and developed for this session, where parents of P1 pupils and parents of pre school parents were invited in to work with their own children on activities to support learning, over a period of 6 weeks. One improvement identified through the initial pilot’s feedback was to build in some ‘outdoor learning’ activities and these have been well received. Support staff and Early level staff including playgroup staff worked collaboratively to deliver these sessions. Positive feedback has resulted in this being a priority for next session once again.
Summary of consultations with parents and children and young people about our strengths and areas for improvement.

In the course of session 2014-15, parents were consulted on a number of areas relating to the school:

- Session 2014-15 saw the launch of the asymmetric week in Scottish Borders Schools. This has proved to be successful in Denholm PS, and parents, pupils and staff have been positive about the revised timetable of the week.
- Parents and pupils were invited to respond to quality assurance questionnaires as part of the Inspection process, and those results were shared with the Headteacher by the Lead Inspector. Some statements within the Inspection report refer to those results and others will be taken into account in the actions from the Inspection.
- As part of the development of RME in the school parents were asked which World Religions they would like the school to take forward in what will be a programme of study throughout the school. From a choice of 3, parents voted for Buddhism and Islam to be the main focus, and so these will be integral to the programme as it comes into use in session 2015-16.

Pupils were also consulted on a number of subjects. Many of these consultations were led by the pupils themselves.

- The Pupil council - a multi stage group of pupils from P3-P7 – has been working on creating a child friendly leaflet for pupils informing others of the respectful relationships policy and what it means to us all in school. This will be an ongoing action next session.
- The P7 pupils were consulted on progress of the Playground Support system. This resulted in changes to the routines, and focused attention on specific pupils requiring support in the playground.
- P7 monitors were consulted on what they felt their role should be, and how best it could be utilized. This resulted in active responsibilities for them and a sense of purpose in their job title.
- The pupils were invited to share their learning with the Headteacher during scheduled sessions throughout the year. Year groups were invited at different times, focusing on different curricular areas, in order to seek the views of pupils on not only what they learn but how they learn. This has led to discussions with class teachers on specific themes including classroom management/organisation, amendments to focus groups, alterations to classroom learning experiences and methods of feedback used with pupils.
Question 1: HOW WELL DO CHILDREN LEARN AND ACHIEVE?

QI 1.1 Improvements in Performance

Overall we have evaluated ourselves as Good

This session, standardised testing was implemented across Scottish Borders Council, for pupils in Primary 1, Primary 4 and Primary 7. PiPs were introduced in P1, and children were presented for these in September and in June. The results in September confirmed much of the information already gathered regarding our pupils, and supported groupings for maths, reading and writing. The second round of results will influence groupings and starting points for individuals’ learning in the year ahead. The results allowed to us ensure that support staff are accurately deployed in the new session to support those children in the start of P2 who require additional help. All our children in P1 had made appropriate progress in their first year in school.

INCAS were introduced for all pupils in P7 and P4, in March and May respectively. These computer based assessments focus on literacy and numeracy, as well as attitudes to learning and thinking skills. These assessment results have given teachers accurate information to build on for the new session, as well as give a uniformed approach to the sharing of information between primary and secondary for our P7 pupils.

An alternative form of standardised testing continued in house for P2,3,5 and 6. This year, we carried these out within a 6 month turn around in order that we have accurate information to move children on in their new classes.

Results have shown that for almost all pupils, there has been an increase in spelling ages of the children undertaking standardised tests. Support staff and alterations to classroom practice have supported those pupils requiring additional assistance. Analysis of the results will now bring informed and focussed attention on specific patterns, as well as on the most effective learning styles to maximise impact for learners.

Reading ages have increased in almost all cases, and the assessments have highlighted individuals who required further support—which has taken many forms including one to one input, group support and where appropriate targeted support to challenge more able pupils. Our levels of performance continue to be in line with national expectations, but improvements next session are intended to increase challenge and so give opportunity for our children to achieve even higher.

Written work is of a good standard, and shows a variety of genre development across the year. Our HMie inspection report identified the various genre within the writing experiences of our pupils.

We have improved the performance of our pupils in ICT, having worked as a staff group developing further skills in the use of the Smartboard and GLOW. We have undertaken professional learning with the SBC GLOW development officer, and also had the officer work with our pupils in class, shadowed by class teachers. The impact for pupils in the current session has been more frequent, skilful application of the Smartboard to support learning, and pupils all accessing GLOW at an appropriate level, some utilising the social media elements of the system to share their learning with their peers and with parents at home.

We have begun to introduce French to the Early level, and across the school in group situations. This has increased pupil confidence in learning a second language in preparation for the next phase of this development.

We have embedded the use of progressions to track pupil progress and these are now in place for Writing, Reading and Maths. These give accurate account of pupils’ attainment across the level of learning, and give appropriate next steps for individual pupils. This has resulted in personalised planning for individuals where necessary, and appropriate challenge to be built in for individuals who require it. It has also given an awareness for both teachers and pupils of the attainment in terms of local expectations within the Learning Community, and had a further gain in the transition process into S1.

Next Steps

- We will be continuing to use benchmarking across the whole school in Writing, Reading and Maths to ensure that our performance is in line with that of the pupils at the same stage across the learning community. We will embed the progressions in Talking and Listening skills, ensuring they are
integral to planned activities in order to support all our pupils to be strong communicators.

- We will undertake INCAS with all pupils in P2-6 as well as those in P4 and P7. This will ensure we are data rich in terms of pupil attainment as well as give us equitable data going forward.

- We will use writing jotters in 3 specific forms – Writing to Reflect, Writing to Entertain and Writing to Report. This will give all children the opportunity to see progress made in each opportunity of writing, and see their next steps in order to apply them. It will also give improved insight into the development of skills in writing in particular styles, and children will see their next steps as they complete each piece of writing.

- We will continue to be part of the national agenda on Raising Attainment for all, 3-18 , with a clear focus on attainment throughout the school. This will take the form of small changes in each class, focussing on the importance of children being able to talk about their learning, showing confidence and understanding in areas of maths, and will be supported by the existing maths benchmarks.

- Observations by SMT will continue to have a clear focus each term, focussing on the impact on pupils of the observed learning experience. Teachers will also participate in peer observations where they will gain knowledge and skills to take back to their own classes and amend their own practice appropriately.

- We will revisit techniques in Assessment is for Learning, and focus on one specific technique each term, thus embedding it, and ensuring that the impact for pupils is as great as it can be. The pupils will be asked to share with the senior management team their understanding of the impact of these techniques.

- We will have a focus on Visible learning, Visible Learning means an enhanced role for teachers as they become evaluators of their own teaching. Visible Teaching and Learning occurs when teachers see learning through the eyes of students and help them become their own teachers.

- We will launch with, all pupils, a Reading programme which will support reading at an individual level. Scholastic Pro Reading will support reading at an individual’s level with built in means of assessment throughout the year, and will supplement the formal assessments already being undertaken in school. The impact will be further data to support pupils’ attainment in reading at an early stage of intervention.

- We will evaluate current practice in the teaching and development of mental agility and agree an improvement methodology to increase pupil skills in this area.

QI 2.1 Learner’s Experiences

Overall we have evaluated ourselves as Good

We have continued to develop Forest schools this year using local wooded areas, and all the children have evaluated that experience as part of their own learning journeys. That evidence has shown their increased levels of enjoyment having had regular and frequent outdoor experiences during the school day. Class teachers have also begun to plan outdoor learning experiences as part of their own classroom planning and interdisciplinary topics.

We have further developed our style of reporting in classes, where a showcase of learning has been an added opportunity to share learning with parents. These types of showcase events have embedded knowledge in a varied and exciting way for pupils, and their level of understanding has been evident. Also clear is their enjoyment in their learning as they create the final presentation in whatever form that may take.

Pupils have had opportunity to talk about their learning experiences both with SMT and with the Inspection team, as well as sharing that experience as part of a Community Learning and Development Audit, helping to shape the next steps for that service. When speaking with SMT, pupils were clear on how they best learned, how they knew they were doing through feedback from teachers, and what their next steps were. They intimated they would like more input in selection of evidence in the Learning Journey documents.

Next Steps

- Outdoor learning will become a deeper focus by embarking on the John Muir Award for the middle school pupils. Outdoor Education will continue for all pupils led by class teachers.
with the emphasis moving to outdoor experiences leading other learning, rather than outdoor learning matching existing learning.

- The Headteacher will monitor the experience of learners in regular observations during the session, focussing on particular individuals to ascertain their experience of being in that classroom and involved in the lesson. Discussion with pupils will focus on impact of teaching on their learning, and their understanding of their next steps.

- Observations by teachers across the partner schools team will continue to look at the use of Assessment for Learning techniques and their application in the classroom. This will be reconsidered each term to give a fresh focus on technique. Impact of these techniques will also be discussed with pupils, by class teachers and by Managers.

- Pupils will have more opportunity to shape the life of the school, in that they will take more ownership of the Focus Group agendas, led by pupils and only supported by adults. Pupils in Second level will launch the Access All Areas programme to improve pupil participation and increase pupil voice.

- Development of the national priority in Early Learning and Child Care will bring a deep focus on the experience of our pupils not only in Primary 1 but also in conjunction with the work of playgroup. Early Years staff and the Headteacher will work together to ensure that the most up to date guidance issued by HMIe in June 15 is in place and being implemented.

**Question 2: HOW WELL DOES THE SCHOOL SUPPORT CHILDREN TO DEVELOP AND LEARN?**

**QI 5.1 The Curriculum**

**Overall we have evaluated ourselves as satisfactory**

We have developed our curriculum this year, relating to ICT, Drama and Art. Our skills development materials are progressive and provide a balanced approach throughout the school from Early to Second Level. These areas provide varied opportunities for all pupils to experience challenge and enjoyment as well as depth and breadth of learning.

Topic planning has given opportunity for joint working across classes, as well as larger reporting experiences for parents.

Youth Music Initiative support schools to bring music to pupils in P6. We have engaged with the Youth Music Initiative (YMI) to bring teaching of penny whistles to pupils in P5, P6 and P7. YMI also supported the Big Drum Adventure, which saw P5, 6 and 7 pupils learning to play the drums, which then formed a large scale performance for parents as well as a larger scale performance and the Reivers Festival in Hawick.

Our curricular planning allows for both interdisciplinary and discreet learning. Following the inspection process, we have begun to consider options to refresh topic themes to give a further focus on Scotland where appropriate, as well as to update some to include more relevant themes such as ‘Conflict’ rather than only WWII. This refresh will continue next session, involving parents and community partners as well as pupils and staff.

The Stay and Play project has continued to bring learning into partnership with parents. The impact on our younger pupils has been that they have been able to develop core skills such as cutting, gluing, reading with an adult, all at home as well as at school and are better prepared to move into P1 and P2 with these skills embedded.
Next Steps

- A year calendar of Health and Well Being (HWB) links will enable teachers to work as individuals or as stage partners within our partner school network to further develop and deliver exciting, good quality HWB experiences throughout the school year.
- Working groups across the partner schools will meet regularly to develop
  - Access All Areas – a targeted approach to improve pupil voice and pupil participation,
  - Languages 1 +2 – the ongoing national agenda to introduce French as a second language to all pupils from P1, and following on from this year's first stage of development. All teachers will embark on activities which will equip them with the increasing confidence to teach French to all pupils. Teachers will also have opportunity to discuss with colleagues across the authority some of the best strategies and techniques currently available for this, and try these with their pupils. A progression of skills will be introduced in all classes and teachers in P2-4 will work with learning community colleagues to agree standards and expectations.
- The PT will continue to be implement and monitor progress of the work done on RME last session. This will look closely at the areas of study, the impact on learners and their awareness of the relevance of that study. This will also take into account the parental view of Islam and Buddhism being the world religions to be studied, and the relevance to the wider world of that study.
- We will begin to use Listening and Talking benchmarks and progressions developed by the PT group of the Learning community. This will give robust data regarding progress through levels as well as evidence regarding issues arising around learners' progress within a level.
- We will embark on the Rights Respecting Schools programme – as part of the Learning Community plan. This will support the work of the Pupil Council in their pupil friendly leaflet, but also support all in the school to respect everyone here, in relation to their rights (from the UN convention of the Rights of the Child)
- We will have input from the Youth Music Initiative this year, supporting pupils in P5/6/7 in musical experiences in addition to those offered as part of our regular curriculum.
- ICT skills will be integrated more fully into learning experiences, as ICT then supports learning on a regular basis. This will include the use of GLOW (the school's intranet), use of other IT equipment such as cameras, beebots etc and the use of email/blogging as forms of communication. ICT progression throughout the school will be improved by each class focussing on an agreed generic skill, which will be developed throughout the school each term. The impact will be that as pupils move through the school, they will have the basic IT skills required to access further learning, at an appropriate level for their age and stage. The school website will become live, and be accessed as a support for parents as well as a learning tool for pupils.
- We will begin the process of creating a clear curriculum rationale, working with pupils, parents and community partners to ensure that rationale takes into account the views of our stakeholders, and the curriculum if representative of our area and relevant to our learners.

QI 5.3 Meeting Learning Needs
Overall we have evaluated ourselves as good

Staff undertook several e-modules to raise awareness of the need for careful information sharing, of the importance of equality and diversity of all, as well as the refresher training in GIRFEC (Getting it Right for Every Child) – ensuring that for all pupils, there is no doubt among staff of the protocols regarding their welfare.

Careful analysis of data drawn from formal assessments has led to increased support for individuals, and has also resulted in agreed interventions by agencies outwith school.

Discussion with partner agencies has supported the need to improve protocols in referrals and has also had a positive impact on the speed of referrals being accepted and actioned.
Termly review of Timetables of support staff has led to improved access to additional support.

Streamlining of the consultation process in school has allowed for detailed discussion about every child and their whole learning experience between class teachers, Support for learning teachers and the Headteacher. The impact has been robust information sharing and subsequent changes to practice or support, or the appropriate referrals being made in a timely way.

Next Steps

- Home School Link Worker plans to host ‘Coping with Kids’ sessions in Denholm School next session, supporting parents and families in their own locality.
- A further calendar of training will be put in place as a mentoring programme for the PT across the two schools, to increase her awareness of management responsibilities in the referral process. This will include detailed use of Pastoral notes and completing referrals for assessment.
- Further E-modules will be undertaken according to SBC guidelines by all staff including modules as mandatory for Education staff.
- Further quality assessments (INCAS) will be introduced across the school in order to enrich the data available to support pupil learning, as well as the Scholastic Pro reading programme.
- As referred to in Curriculum, Access All Areas will support senior pupils to air their views, be heard and see their views acted upon. Similarly, the Rights Respecting Schools work will support all pupils to see themselves as important, valued and respected by the whole school community.
- Pupils in receipt of additional support will have this noted in their Learning Journeys – reported on each term, thus informing parents of individual progress in these key areas, and giving increased detail to support those pupils’ next steps.

Question 3: HOW WELL DOES THE SCHOOL IMPROVE THE QUALITY OF ITS WORK?

QI 5.9 Self Evaluation
Overall we have evaluated ourselves as satisfactory

Assessment continues to be the key to the planning for learning. Pupils in some classes have had opportunity to work with their teachers in planning topic work, and they are now evaluating both the work and that experience. The teachers are also evaluating that process to share with colleagues the strengths and pitfalls in that style of planning.

Professional dialogue based on the Assessment is for Learning work has had a positive impact in classes. Children are aware of the techniques in use in their own classes, but they are not fully aware of the impact these techniques are having on their learning. This will be an action for next session.

A timetabled Quality Assurance calendar has supported the monitoring and evaluation of the ongoing work of the school. It has also improved the regularity of discussions with pupils regarding their learning and will now focus on the impact of that learning.

Peer observations and SMT observations have focussed on the teaching rather than on pupil experience. This shift in focus will be a driver in the new school year, looking at the impact on pupils.
CPD has had a positive impact on learning as teachers have been actively seeking out further training in areas of the School improvement plan. CPD statistics show that teachers have engaged in French training, outdoor learning and professional reading in Assessment, Reading strategies, pupil involvement strategies and Child protection.

Next Steps
- We will work with other partner schools in our learning community to moderate numeracy skills and the development of mental agility
- We will continue to moderate HWB planning within our own partner school network, looking at the experiences of our young people and the validity of that experience as well as the assessment approaches in evidence.
- We will use a termly check-in process to evaluate the embedding of already completed developments, such as ICT and Assessment is for Learning with teaching staff and with pupils in order to measure impact.
- Further improvements to the Quality Assurance calendar will lead to further timetabled discussions with learners, leading to informed evaluation and subsequent response.
- We will develop working groups across the partner schools, working on curricular development in Early intervention, Languages 1 + 2, the PT will be responsible for 'Visible Learning' development whilst Rights Respecting schools will be developed as part of the PT remit, joining the DHT group in the Learning Community.
- All teachers will be involved in the Professional Update process, with those in given years being included in the GTCS reporting. All teachers will use the same process of PRD – and their skills of the use of the self-evaluation tools will improve – in order that true reflection in relation to the professional standards becomes more common place.
- Observations in classes will focus on learners' experiences, and next steps will be generated from the impact on learners.
- Support for learning element in Learning Journeys will ensure all staff working with young people are accountable for progress made and are involved in agreeing next steps for individuals, following reflection on impact.
- We will work with partners to create a curriculum rationale, ensuring that the views of stakeholders are gathered and responded to.
ITEM

HER MAJESTY’S INSPECTORS OF SCHOOLS (HMIe) – INSPECTION REPORT ON PARKSIDE PRIMARY SCHOOL

BRIEFING NOTE BY SENIOR LEAD OFFICERS

PERFORMANCE MONITORING SUB GROUP FOR CHILDREN & YOUNG PEOPLE’S SERVICES

11 NOVEMBER 2015

1 PURPOSE AND SUMMARY

1.1 To consider the findings of the HMIe inspection report in respect of the above School.

1.2 Parkside Primary School was inspected in 30 June 2015 as part of a national sample of Primary and Nursery education. The inspection covered key aspects of the work of Parkside Primary School. This report outlines the findings of the inspection in terms of the school’s particular strengths as well as the key points for action.

1.3 The key strengths were identified as follows:

- Well behaved children who enjoy their learning.
- A supportive and caring ethos exemplified in positive relationships across the school and nursery.
- The team work shown by staff in taking forward improvements in the school and nursery.
- The ways in which teachers have used research and enquiry to improve learners’ experiences.

1.4 The main points for action were defined as:

- Improve the curriculum to ensure there is progression in all aspects of learning in order to enable children to attain as highly as possible.
- Develop school wide approaches to assessing and tracking children’s learning, supporting them to understand their own progress and achievement.

2 RECOMMENDATIONS

2.1 I recommend that the Sub-Group:-

(a) To continue the development of Learning and Teaching within the school ensuring the needs of all learners are met.

(b) Further develop the tracking and monitoring of learning within the school which will be the focus for all staff at the in-service day in November.
(c) Strengthen partnerships within the community and work at
continuing the development of the curriculum rationale so this
can be shared and owned by all.

Approved by Michelle Strong, Chief Officer for Schools

Senior Lead Officer – Christine Brown

Author(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation and Contact Number</th>
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<tbody>
<tr>
<td>Christine Brown</td>
<td>Senior Lead Officer – 01835 825080</td>
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</tbody>
</table>

Background Papers:

- HMIE inspection report on Parkside Primary School
- Record of inspection Findings
- HMIE evaluations
- School Improvement Plan
- School Improvement Report

Previous Minute Reference:

Note – You can get this document on tape, in Braille, large print and various
computer formats by contacting the address below. The People Management Support
Admin Team can also give information on other language translations as well as
providing additional copies.

Contact us at the People Management Support Admin Team, Children & Young
People’s Services, People Department, Scottish Borders Council, Newtown St Boswells,
TD6 OSA. Tel 01835 825080
A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

Parent Questionnaire Summary
Centre Name: Parkside Primary School
SEED Number: 5631521
Quest. Issued: 160
Quest. Input: 59
Response Rate: 37%
National response: 39%

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>The school helps my child to be more confident.</td>
<td>53% 41% 3% 0% 2% 2% 93% 3%</td>
</tr>
<tr>
<td>Q2</td>
<td>My child enjoys learning at school.</td>
<td>59% 34% 3% 0% 2% 2% 93% 3%</td>
</tr>
<tr>
<td>Q3</td>
<td>My child’s learning is progressing well.</td>
<td>56% 36% 2% 2% 3% 2% 92% 3%</td>
</tr>
<tr>
<td>Q4</td>
<td>My child is encouraged and stretched to work to the best of their ability.</td>
<td>49% 39% 5% 2% 3% 2% 88% 7%</td>
</tr>
<tr>
<td>Q5</td>
<td>The school keeps me well informed about my child’s progress.</td>
<td>41% 51% 3% 2% 2% 2% 92% 5%</td>
</tr>
<tr>
<td>Q6</td>
<td>My child feels safe at school.</td>
<td>68% 27% 2% 0% 2% 2% 95% 2%</td>
</tr>
<tr>
<td>Q7</td>
<td>My child is treated fairly at school.</td>
<td>58% 36% 2% 0% 3% 2% 93% 2%</td>
</tr>
<tr>
<td>Q8</td>
<td>I feel staff really know my child as an individual and support them well.</td>
<td>59% 32% 2% 2% 3% 2% 92% 3%</td>
</tr>
<tr>
<td>Q9</td>
<td>My child benefits from school clubs and activities provided outside the classroom.</td>
<td>49% 36% 3% 5% 5% 2% 85% 8%</td>
</tr>
<tr>
<td>Q10</td>
<td>The school asks for my views.</td>
<td>34% 49% 5% 0% 10% 2% 83% 5%</td>
</tr>
<tr>
<td>Q11</td>
<td>The school takes my views into account.</td>
<td>32% 44% 5% 2% 14% 3% 76% 7%</td>
</tr>
<tr>
<td>Q12</td>
<td>The school is well led.</td>
<td>61% 31% 2% 2% 2% 2% 92% 3%</td>
</tr>
<tr>
<td>Q13</td>
<td>Overall, I am happy with the school.</td>
<td>66% 27% 2% 2% 0% 3% 93% 3%</td>
</tr>
</tbody>
</table>

Note: Will not always sum to 100% due to rounding
Pupil Questionnaire Summary

Centre Name  Parksise Primary School
SEED Number  5631521
Quest. Issued  118
Quest. Input  108
Response Rate  92%  National response  92%

Q1 The school is helping me to become more confident.
40% 49% 2% 1% 8% 0% 89% 3%
Q2 I enjoy learning at school.
39% 44% 6% 3% 7% 0% 83% 9%
Q3 I am getting along well with my school work.
41% 50% 4% 1% 4% 0% 92% 5%
Q4 Staff encourage me to do the best I can.
62% 24% 4% 0% 8% 2% 86% 4%
Q5 Staff talk to me regularly about how to improve my learning.
26% 41% 13% 2% 18% 0% 67% 15%
Q6 I get help when I need it.
55% 36% 6% 2% 2% 0% 91% 7%
Q7 Staff listen to me and pay attention to what I say.
45% 37% 6% 1% 12% 0% 82% 6%
Q8 I have a say in making the way we learn in school better.
24% 46% 6% 3% 22% 0% 70% 8%
Q9 Staff expect me to take responsibility for my own work in class.
64% 30% 1% 1% 4% 0% 94% 2%
Q10 Staff and pupils treat me fairly and with respect.
36% 41% 2% 2% 17% 0% 80% 4%
Q11 I feel safe and cared for in school.
49% 34% 3% 2% 13% 0% 83% 5%
Q12 I have adults in school I can speak to if I am upset or worried about something.
61% 28% 3% 3% 5% 0% 90% 6%
Q13 I find it easy to talk to staff and they set a good example.
36% 44% 7% 1% 12% 0% 80% 8%
Q14 Staff make sure that pupils behave well.
74% 21% 0% 1% 4% 0% 95% 1%
Q15 Staff are good at dealing with bullying behaviour.
56% 27% 6% 1% 11% 0% 83% 6%
Q16 The pupil council is good at getting improvements made in the school.
42% 39% 7% 2% 9% 0% 82% 9%
Q17 The school encourages me to make healthy-food choices.
29% 45% 8% 5% 11% 2% 74% 13%
Q18 I take part in out-of-class activities and school clubs.
47% 31% 11% 4% 7% 0% 78% 15%
Q19 I know what out-of-school activities and youth groups are available in my local area.
50% 39% 1% 1% 9% 0% 89% 2%

Note: Will not always sum to 100% due to rounding
**Teacher Questionnaire Summary**

Center Name: Parkside Primary School  
SEED Number: 5631521  
Quest. Issued: 22  
Quest. Input: 17  
Response Rate: 77%  
National response: 74%

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
<th>Not Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.</td>
<td>71%</td>
<td>24%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Q2 All pupils are given activities which meet their learning needs.</td>
<td>76%</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Q3 Pupils are involved in setting learning targets.</td>
<td>29%</td>
<td>65%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Q4 Pupils are provided with regular feedback on what they need to do to improve.</td>
<td>71%</td>
<td>24%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Q5 Pupils are provided with opportunities to evaluate their own work and that of others.</td>
<td>65%</td>
<td>29%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Q6 Staff regularly ask for pupils' views on how their learning experiences could be improved.</td>
<td>53%</td>
<td>35%</td>
<td>0%</td>
<td>0%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>Q7 Pupils take an active part in their learning.</td>
<td>82%</td>
<td>12%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Q8 Staff treat all pupils equally.</td>
<td>65%</td>
<td>24%</td>
<td>0%</td>
<td>0%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>Q9 Staff and pupils respect each other.</td>
<td>76%</td>
<td>12%</td>
<td>0%</td>
<td>0%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>Q10 The pupils are well behaved.</td>
<td>76%</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Q11 Support for pupils with additional support needs is effective.</td>
<td>35%</td>
<td>41%</td>
<td>0%</td>
<td>6%</td>
<td>18%</td>
<td>0%</td>
</tr>
<tr>
<td>Q12 Parents are fully involved in the school and their children's learning.</td>
<td>35%</td>
<td>53%</td>
<td>0%</td>
<td>0%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>Q13 I have been actively involved in developing the school's vision and values.</td>
<td>35%</td>
<td>35%</td>
<td>18%</td>
<td>6%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Q14 I am actively involved in setting priorities to improve the school.</td>
<td>24%</td>
<td>53%</td>
<td>12%</td>
<td>6%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Q15 I have regular opportunities to help shape the curriculum by having staff discussions and working groups.</td>
<td>53%</td>
<td>29%</td>
<td>12%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q16 I am aware of the school's procedures for protecting children.</td>
<td>88%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Q17 Leadership at all levels is effective.</td>
<td>71%</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>Q18 Staff communicate effectively with each other.</td>
<td>76%</td>
<td>12%</td>
<td>0%</td>
<td>0%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>Q19 I have good opportunities to take part in continuing professional development.</td>
<td>82%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>Q20 Staff across the school share good practice.</td>
<td>71%</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
<td>12%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED
Non-Teaching Questionnaire Summary

Centre Name: Parkside Primary School
SEED Number: 5631521

Less than 10 responses received therefore the data has not been published.

Questions and Responses:

Q1 I have access to the information I need to carry out my work.
Q2 All staff and pupils respect each other.
Q3 Pupils are well behaved.
Q4 I am involved in staff discussions about how to achieve school priorities.
Q5 I have good opportunities to be involved in making decisions.
Q6 Staff communicate effectively with each other.
Q7 Staff treat all pupils equally.
Q8 Support for pupils with additional support needs is effective.
Q9 Parents are fully involved in the school and their children’s learning.
Q10 I am aware of the school’s procedures for protecting children.
Q11 Leadership at all levels is effective.
Q12 I have good opportunities to take part in training activities.

Note: Will not always sum to 100% due to rounding.

DISCLOSURE CONTROL APPLIED
Nursery Staff Questionnaire Summary

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Don't Know</th>
<th>Not Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 Staff discuss regularly how to improve the achievement of all children.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q2 Staff provide activities which meet the learning needs of all children.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q3 Children are involved in talking about what they will learn.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q4 Staff give children regular feedback and encouragement on their learning.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q5 Children have opportunities to evaluate their own and other children’s work.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q6 Staff regularly ask for children’s views on how play activities can be improved.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q7 Children are motivated and engaged in their learning.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q8 Staff treat all children equally.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q9 Staff and children respect each other.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q10 The children are well behaved.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q11 Support for children with additional support needs, including behaviour problems, is effective.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q12 Parents are fully involved in the nursery and their children’s learning.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q13 I have been actively involved in developing the nursery’s vision and values.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q14 I am actively involved in setting priorities for improving the nursery.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q15 I have regular opportunities to help shape the curriculum and children’s experiences by having discussions with staff and working groups.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q16 I am aware of the nursery’s procedures relating to child protection.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q17 Leadership at all levels is effective.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q18 Staff communicate effectively with each other.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q19 I have good opportunities to take part in continuing professional development.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q20 Staff across the nursery share good practice.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note: Will not always sum to 100% due to rounding
Nursery Parent Questionnaire Summary

Centre Name: Parkside Primary School
SEED Number: 5631521
Quest. Issued: 58
Quest. Input: 23
Response Rate: 40%  National response: 36%

Q1 The nursery helps my child to be more confident.
  - Strongly Agree: 43%
  - Agree: 48%
  - Disagree: 4%
  - Strongly Disagree: 4%
  - Don't Know: 4%
  - Not Answered: 91%
  - 4%

Q2 My child enjoys the learning experiences at the nursery.
  - Strongly Agree: 61%
  - Agree: 39%
  - Disagree: 0%
  - Strongly Disagree: 0%
  - Don't Know: 0%
  - Not Answered: 100%
  - 0%

Q3 My child’s learning is progressing well.
  - Strongly Agree: 61%
  - Agree: 35%
  - Disagree: 0%
  - Strongly Disagree: 0%
  - Don't Know: 0%
  - Not Answered: 100%
  - 0%

Q4 My child finds most learning activities stimulating and challenging.
  - Strongly Agree: 43%
  - Agree: 48%
  - Disagree: 9%
  - Strongly Disagree: 0%
  - Don't Know: 0%
  - Not Answered: 91%
  - 9%

Q5 The nursery keeps me well informed about my child’s progress.
  - Strongly Agree: 35%
  - Agree: 57%
  - Disagree: 4%
  - Strongly Disagree: 0%
  - Don't Know: 0%
  - Not Answered: 91%
  - 4%

Q6 My child feels safe in the nursery.
  - Strongly Agree: 70%
  - Agree: 22%
  - Disagree: 0%
  - Strongly Disagree: 0%
  - Don't Know: 0%
  - Not Answered: 91%
  - 4%

Q7 My child is treated fairly in the nursery.
  - Strongly Agree: 52%
  - Agree: 35%
  - Disagree: 0%
  - Strongly Disagree: 0%
  - Don't Know: 0%
  - Not Answered: 87%
  - 0%

Q8 I feel staff really know my child as an individual and support him or her well.
  - Strongly Agree: 52%
  - Agree: 30%
  - Disagree: 0%
  - Strongly Disagree: 13%
  - Don't Know: 0%
  - Not Answered: 83%
  - 4%

Q9 Staff work in partnership with me to care for and educate my child.
  - Strongly Agree: 43%
  - Agree: 43%
  - Disagree: 0%
  - Strongly Disagree: 9%
  - Don't Know: 0%
  - Not Answered: 87%
  - 4%

Q10 The nursery asks for my views.
  - Strongly Agree: 30%
  - Agree: 52%
  - Disagree: 13%
  - Strongly Disagree: 0%
  - Don't Know: 0%
  - Not Answered: 83%
  - 13%

Q11 The nursery takes my views into account.
  - Strongly Agree: 26%
  - Agree: 43%
  - Disagree: 9%
  - Strongly Disagree: 0%
  - Don't Know: 0%
  - Not Answered: 70%
  - 9%

Q12 The nursery is well led.
  - Strongly Agree: 52%
  - Agree: 35%
  - Disagree: 0%
  - Strongly Disagree: 0%
  - Don't Know: 0%
  - Not Answered: 87%
  - 0%

Q13 Overall, I am happy with the care and education my child gets in the nursery.
  - Strongly Agree: 65%
  - Agree: 26%
  - Disagree: 0%
  - Strongly Disagree: 0%
  - Don't Know: 0%
  - Not Answered: 91%
  - 0%

Q14 The nursery has good arrangements for children starting nursery, moving between stages and starting school.
  - Strongly Agree: 48%
  - Agree: 43%
  - Disagree: 0%
  - Strongly Disagree: 0%
  - Don't Know: 0%
  - Not Answered: 91%
  - 4%

Note: Will not always sum to 100% due to rounding
30 June 2015

Dear Parent/Carer

Parkside Primary School and Nursery Class
Scottish Borders Council

Recently, as you may know, my colleagues and I inspected your child’s school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school’s successes and priorities for improvement. We looked at some particular aspects of the school’s recent work, including the culture and ethos of the school and how it supports learners to grow and develop. We also looked at the approaches teachers are using to improve learning and teaching. As a result, we were able to find out how good the school is at improving children’s education.

How well do children learn and achieve?

Across the school and nursery, there is a nurturing and inclusive ethos in which children feel happy and safe. Children in the nursery enjoy their learning and are encouraged to make their own choices from a range of activities. They work well together in small groups and confidently seek help from an adult. They would benefit from a better balance of play and planned learning experiences. Across the primary stages, children are well behaved and settle quickly to tasks. They work well together in pairs and in groups, for example, to discuss health issues and when exploring Christianity in religious and moral education. Children feel valued and respond well to the encouragement and support from their teachers. They need more opportunities to reflect on their learning so that they can better understand their next steps and how to make progress. Children are enjoying learning about aspects of their local community through the ‘Jethart’s Here!’ topic. In the upper primary, residential experiences in Edinburgh and in Kingswood are building their confidence and sense of independence.

In the nursery, most children are making appropriate progress in their learning. Children’s skills in early literacy and numeracy are developing well. Most children recognise their name in print and a few readily choose to look at books by themselves. They are developing their understanding of number and some can apply this in their play. Children are beginning to understand a healthy lifestyle and almost all are independent in their personal care. Most children at the primary stages are making appropriate progress in their learning in literacy. They write well for a range of purposes. They are making appropriate progress in developing their reading skills, engaging well with a variety of texts. They listen respectfully to others and contribute well in discussions. Across the school, children are making satisfactory progress in numeracy and mathematics. By the upper stages, they are increasingly confident in
using strategies to carry out mental and written calculations. At all stages, there are some important gaps in children’s knowledge and understanding of mathematics. They need more opportunities to build on their prior learning in all areas of mathematics. The school now needs to develop systems to have a clear view of children’s progress in all areas of the curriculum against national standards.

Children participate in a range of activities which are supporting them in achieving success. The school has a well-established culture of recognising and celebrating children’s achievements within and beyond school. Children across the primary stages talk about their involvement in school sports, shows and performances and how this helps them to work as part of a team and communicate well with others. The school supports interest and involvement in sports and traditions which are important to the local community. This includes rugby, basketball, the Border Rally art competition and the Scottish Borders Burns’ competitions. The school is working to increase children’s awareness of sustainability, including the need to reduce energy use and recycle waste products.

How well does the school support children to develop and learn?

In the nursery, staff have very positive relationships with children and their families. The emotional needs of children are well met and those requiring additional support are identified and supported well. At the primary stages, the school supports children well to develop and learn. Most teachers take account of children’s individual needs when planning tasks and through providing support to groups and individuals. The school has appropriate systems for identifying and supporting children who may require additional help with their learning. Additional Needs Assistants provide valuable support to children both in and beyond the classroom. Staff need to provide more regular and varied home learning activities which give children opportunities to deepen their learning and develop their independent learning skills.

Across the nursery and primary, staff are planning learning using the experiences and outcomes of Curriculum for Excellence. The curriculum in the nursery is based on play and provides a suitable breadth of experiences for children to learn and achieve. At the primary stages, staff have developed programmes in English and mathematics to support children to make appropriate progress. Teachers plan learning which responds to the progress and needs of the children. Topics such as ‘renewable energy’ link learning in science and social studies, whilst other topics such as mapping and electricity provide learning in the particular curriculum areas. The school should continue to develop the curriculum to ensure that there is planning for progression in all areas of the curriculum. Children need more opportunities to consolidate their learning and apply their skills and understanding in relevant and challenging contexts. There are appropriate arrangements in place to support children as they move from the nursery into P1 and from P7 to Jedburgh Grammar School.

How well does the school improve the quality of its work?

Staff are highly committed to improving their work in order to improve outcomes for children. They have a strong focus on learning and teaching and work well together to share approaches which are successful in the classroom. The headteacher is well respected by parents, staff and children. He is focussed on continuously improving the quality of education provided by the school and has supported teachers in using a
research and enquiry approach to improve further learning in the classroom. The views of parents and children are gathered in a variety of ways and are taken into account. There is scope to increase further the involvement of children in contributing to school improvement. A school-wide approach to gathering evidence of children’s progress is now needed in order to have a clearer focus on those improvements which will make the greatest difference to children’s attainment and achievements.

This inspection found the following key strengths.

- Well behaved children who enjoy their learning.
- A supportive and caring ethos exemplified in positive relationships across the school and nursery.
- The team work shown by staff in taking forward improvements in the school and nursery.
- The ways in which teachers have used research and enquiry to improve learners’ experiences.

We discussed with staff and Scottish Borders Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- Improve the curriculum to ensure there is progression in all aspects of learning in order to enable children to attain as highly as possible.
- Develop school wide approaches to assessing and tracking children’s learning, supporting them to understand their own progress and achievement.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school’s self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, Scottish Borders Council will inform parents about the school’s progress.

Carol McDonald
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/ParksidePrimarySchoolScottishBorders.asp

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA

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Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication How good is our school?\(^1\). Quality indicators for the nursery class can be found in the publication Child at the Centre\(^2\). Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Parkside Primary School.

<table>
<thead>
<tr>
<th>Improvements in performance</th>
<th>satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners’ experiences</td>
<td>good</td>
</tr>
<tr>
<td>Meeting learning needs</td>
<td>good</td>
</tr>
</tbody>
</table>

Nursery class.

<table>
<thead>
<tr>
<th>Improvements in performance</th>
<th>good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s experiences</td>
<td>good</td>
</tr>
<tr>
<td>Meeting learning needs</td>
<td>good</td>
</tr>
</tbody>
</table>

We also evaluated the following aspects of the work of the school and nursery class.

<table>
<thead>
<tr>
<th>The curriculum</th>
<th>satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement through self-evaluation</td>
<td>good</td>
</tr>
</tbody>
</table>

A copy of the full letter is available on the Education Scotland website at [http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/ParksidePrimarySchoolScottishBorders.asp](http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/ParksidePrimarySchoolScottishBorders.asp)


Please note that the term “adequate” in these documents has been replaced with “satisfactory”.
A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

### Parent Questionnaire Summary

<table>
<thead>
<tr>
<th>Centre Name</th>
<th>Parkside Primary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED Number</td>
<td>5631521</td>
</tr>
<tr>
<td>Quest. Issued</td>
<td>160</td>
</tr>
<tr>
<td>Quest. Input</td>
<td>59</td>
</tr>
<tr>
<td>Response Rate</td>
<td>37%</td>
</tr>
<tr>
<td>National response</td>
<td>39%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1  The school helps my child to be more confident.</td>
<td>53% 41% 3% 0% 2% 2% 93% 3%</td>
</tr>
<tr>
<td>Q2  My child enjoys learning at school.</td>
<td>59% 34% 3% 0% 2% 2% 93% 3%</td>
</tr>
<tr>
<td>Q3  My child’s learning is progressing well.</td>
<td>56% 36% 2% 2% 3% 2% 92% 3%</td>
</tr>
<tr>
<td>Q4  My child is encouraged and stretched to work to the best of their ability.</td>
<td>49% 39% 5% 2% 3% 2% 88% 7%</td>
</tr>
<tr>
<td>Q5  The school keeps me well informed about my child’s progress.</td>
<td>41% 51% 3% 2% 2% 2% 92% 5%</td>
</tr>
<tr>
<td>Q6  My child feels safe at school.</td>
<td>68% 27% 2% 0% 2% 2% 95% 2%</td>
</tr>
<tr>
<td>Q7  My child is treated fairly at school.</td>
<td>58% 36% 2% 0% 3% 2% 93% 2%</td>
</tr>
<tr>
<td>Q8  I feel staff really know my child as an individual and support them well.</td>
<td>59% 32% 2% 2% 3% 2% 92% 3%</td>
</tr>
<tr>
<td>Q9  My child benefits from school clubs and activities provided outside the classroom.</td>
<td>49% 36% 3% 5% 5% 2% 85% 6%</td>
</tr>
<tr>
<td>Q10 The school asks for my views.</td>
<td>34% 49% 5% 0% 10% 2% 83% 5%</td>
</tr>
<tr>
<td>Q11 The school takes my views into account.</td>
<td>32% 44% 5% 2% 14% 3% 76% 7%</td>
</tr>
<tr>
<td>Q12 The school is well led.</td>
<td>61% 31% 2% 2% 2% 3% 92% 3%</td>
</tr>
<tr>
<td>Q13 Overall, I am happy with the school.</td>
<td>66% 27% 2% 2% 0% 3% 93% 3%</td>
</tr>
</tbody>
</table>

**Note:** Will not always sum to 100% due to rounding
Q1 The school is helping me to become more confident. 40% 49% 2% 1% 8% 0% 89% 3%
Q2 I enjoy learning at school. 39% 44% 6% 3% 7% 0% 83% 9%
Q3 I am getting along well with my school work. 41% 50% 4% 1% 4% 0% 79% 7%
Q4 Staff encourage me to do the best I can. 62% 24% 4% 0% 8% 2% 86% 4%
Q5 Staff talk to me regularly about how to improve my learning. 26% 41% 13% 2% 18% 0% 67% 15%
Q6 I get help when I need it. 55% 36% 6% 2% 2% 0% 91% 7%
Q7 Staff listen to me and pay attention to what I say. 45% 37% 6% 1% 12% 0% 82% 6%
Q8 I have a say in making the way we learn in school better. 24% 46% 6% 3% 22% 0% 70% 8%
Q9 Staff expect me to take responsibility for my own work in class. 64% 30% 1% 1% 4% 0% 94% 2%
Q10 Staff and pupils treat me fairly and with respect. 39% 41% 2% 2% 17% 0% 80% 4%
Q11 I feel safe and cared for in school. 49% 34% 3% 2% 13% 0% 83% 5%
Q12 I have adults in school I can speak to if I am upset or worried about something. 61% 28% 3% 3% 5% 0% 90% 6%
Q13 I find it easy to talk to staff and they set a good example. 36% 44% 7% 1% 12% 0% 80% 8%
Q14 Staff make sure that pupils behave well. 74% 21% 0% 1% 4% 0% 95% 1%
Q15 Staff are good at dealing with bullying behaviour. 56% 27% 6% 1% 11% 0% 83% 6%
Q16 The pupil council is good at getting improvements made in the school. 42% 39% 7% 2% 9% 0% 82% 9%
Q17 The school encourages me to make healthy-food choices. 29% 45% 8% 5% 11% 2% 74% 13%
Q18 I take part in out-of-class activities and school clubs. 47% 31% 11% 4% 7% 0% 76% 15%
Q19 I know what out-of-school activities and youth groups are available in my local area. 50% 39% 1% 1% 9% 0% 89% 2%

Note: Will not always sum to 100% due to rounding
### Teacher Questionnaire Summary

**Centre Name:** Parkside Primary School  
**SEED Number:** 5631521  
**Quest. Issued:** 22  
**Quest. Input:** 17  
**Response Rate:** 77%  
**National response:** 74%

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
<th>Q9</th>
<th>Q10</th>
<th>Q11</th>
<th>Q12</th>
<th>Q13</th>
<th>Q14</th>
<th>Q15</th>
<th>Q16</th>
<th>Q17</th>
<th>Q18</th>
<th>Q19</th>
<th>Q20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.</td>
<td>71% 24% 0% 0% 6% 0% 94% 0%</td>
<td>76% 18% 0% 0% 6% 0% 94% 0%</td>
<td>29% 65% 0% 0% 6% 0% 94% 0%</td>
<td>71% 24% 0% 0% 6% 0% 94% 0%</td>
<td>65% 29% 0% 0% 6% 0% 94% 0%</td>
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<td>82% 12% 0% 0% 6% 0% 94% 0%</td>
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<td>76% 12% 0% 0% 12% 0% 88% 0%</td>
<td>76% 18% 0% 0% 6% 0% 94% 0%</td>
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<td>53% 29% 12% 6% 0% 0% 82% 18%</td>
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<td>76% 12% 0% 0% 12% 0% 88% 0%</td>
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<td>Pupils are given activities which meet their learning needs.</td>
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<td>Pupils are involved in setting learning targets.</td>
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<td>Pupils are provided with regular feedback on what they need to do to improve.</td>
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<td>Pupils are provided with opportunities to evaluate their own work and that of others.</td>
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<td>Staff regularly ask for pupils' views on how their learning experiences could be improved.</td>
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<td>Pupils take an active part in their learning.</td>
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<td>Staff treat all pupils equally.</td>
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<td>Staff and pupils respect each other.</td>
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<td>The pupils are well behaved.</td>
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<td>Support for pupils with additional support needs is effective.</td>
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<td>Parents are fully involved in the school and their children’s learning.</td>
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<td>I have been actively involved in developing the school’s vision and values.</td>
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<td>I am actively involved in setting priorities to improve the school.</td>
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<td>I have regular opportunities to help shape the curriculum by having staff discussions and working groups.</td>
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<td>I am aware of the school’s procedures for protecting children.</td>
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<td>Leadership at all levels is effective.</td>
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<td>Staff communicate effectively with each other.</td>
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<td>I have good opportunities to take part in continuing professional development.</td>
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<td>Staff across the school share good practice.</td>
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*Note: Will not always sum to 100% due to rounding*
Non-Teaching Questionnaire Summary

Centre Name: Parkside Primary School
SEED Number: 5631521
Quest. Issued: 3
Quest. Input: 3
Response Rate: 100%
National response: 66%

Fewer than 10 responses received therefore the data has not been published.

Q1 I have access to the information I need to carry out my work. 0% 0% 0% 0% 0% 0% 0% 0%
Q2 All staff and pupils respect each other. 0% 0% 0% 0% 0% 0% 0% 0%
Q3 Pupils are well behaved. 0% 0% 0% 0% 0% 0% 0% 0%
Q4 I am involved in staff discussions about how to achieve school priorities. 0% 0% 0% 0% 0% 0% 0% 0%
Q5 I have good opportunities to be involved in making decisions. 0% 0% 0% 0% 0% 0% 0% 0%
Q6 Staff communicate effectively with each other. 0% 0% 0% 0% 0% 0% 0% 0%
Q7 Staff treat all pupils equally. 0% 0% 0% 0% 0% 0% 0% 0%
Q8 Support for pupils with additional support needs is effective. 0% 0% 0% 0% 0% 0% 0% 0%
Q9 Parents are fully involved in the school and their children’s learning. 0% 0% 0% 0% 0% 0% 0% 0%
Q10 I am aware of the school’s procedures for protecting children. 0% 0% 0% 0% 0% 0% 0% 0%
Q11 Leadership at all levels is effective. 0% 0% 0% 0% 0% 0% 0% 0%
Q12 I have good opportunities to take part in training activities. 0% 0% 0% 0% 0% 0% 0% 0%

Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED
Nursery Staff Questionnaire Summary

Centre Name: Parkside Primary School
SEED Number: 5631521
Quest. Issued: 5
Quest. Input: 5
Response Rate: 100%
National response: 62%

Fewer than 10 responses received therefore the data has not been published.

Note: Will not always sum to 100% due to rounding
Nursery Parent Questionnaire Summary

Centre Name: Parkside Primary School
SEED Number: 5631521
Quest. Issued: 58
Quest. Input: 23
Response Rate: 40%
National response: 36%

Q1 The nursery helps my child to be more confident. 43% 48% 4% 0% 4% 91% 4%
Q2 My child enjoys the learning experiences at the nursery. 61% 39% 0% 0% 0% 100% 0%
Q3 My child’s learning is progressing well. 61% 35% 0% 0% 4% 0% 96% 0%
Q4 My child finds most learning activities stimulating and challenging. 43% 48% 9% 0% 0% 0% 91% 9%
Q5 The nursery keeps me well informed about my child’s progress. 35% 57% 4% 0% 4% 0% 91% 4%
Q6 My child feels safe in the nursery. 70% 22% 4% 0% 4% 0% 91% 4%
Q7 My child is treated fairly in the nursery. 52% 35% 0% 0% 13% 0% 87% 0%
Q8 I feel staff really know my child as an individual and support him or her well. 52% 30% 4% 0% 13% 0% 83% 4%
Q9 Staff work in partnership with me to care for and educate my child. 43% 43% 4% 0% 9% 0% 87% 4%
Q10 The nursery asks for my views. 30% 52% 13% 0% 4% 0% 83% 13%
Q11 The nursery takes my views into account. 26% 43% 9% 0% 22% 0% 70% 9%
Q12 The nursery is well led. 52% 35% 0% 0% 13% 0% 87% 0%
Q13 Overall, I am happy with the care and education my child gets in the nursery. 48% 43% 0% 4% 4% 0% 91% 4%
Q14 The nursery has good arrangements for children starting nursery, moving between stages and starting school. 48% 43% 0% 4% 4% 0% 91% 4%

Note: Will not always sum to 100% due to rounding
School Vision, Values and Aims

Our vision, values and aims are set in the context of the SBC Children and Young People Services Business Plan and How Good Is Our School?

At Parkside and Ancrum Schools our vision is:

*for the schools to be ones which are continually developing and at the heart of their local community. Everyone is encouraged to give of their best and to be proud of their own and each other's achievements.*

This vision is embodied in our school’s aims which are:

- to help all in the schools become successful learners, responsible citizens, effective contributors and confident individuals.
- to be schools that are focused on nurturing, challenging and inspiring all pupils
- to be constantly seeking ways to develop excellent teaching and learning opportunities, ensuring firm foundations are laid.
- to be continuously developing and building on our successes

Our values guide the way we work. These are:

*Equality Fairness Honesty Respect Nurturing Responsibility Inclusion Tolerance Caring* and they are reflected in everything we do and how we are with others and ourselves.
### Session 15/16 Action 1

**School/s:** Ancrum and Parkside

To continue to raise attainment for all, but particularly for our lowest 20% of achievers and those at risk of not achieving because of deprivation factors

### Learning Community Link

**HGIOs Quality Indicators/Theme:** 1.1 Improvements in performance

### Measurable outcomes for learners:

<table>
<thead>
<tr>
<th>Steps/actions required</th>
<th>By Whom</th>
<th>By when</th>
<th>Resources or decisions/agreements required</th>
<th>Monitoring Progress; What has changed or been achieved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurture training</td>
<td>All staff</td>
<td>Oct 2015</td>
<td>L Davidson CAT session</td>
<td>All staff trained&lt;br&gt;Nurturing approaches understood and used across schools</td>
</tr>
<tr>
<td>E Learning modules</td>
<td>All staff</td>
<td>ongoing</td>
<td>2CAT sessions Time in lieu for support staff</td>
<td>Mandatory modules completed&lt;br&gt;Better understandings and practice for learners</td>
</tr>
<tr>
<td>Develop structures to track attainment and progression over time</td>
<td>SMT</td>
<td>Aug 2015 and ongoing</td>
<td>Management time CAT session</td>
<td>SMT more able to track attainment over time&lt;br&gt;CTs have better knowledge of progress over time&lt;br&gt;More focused consultations with CTs</td>
</tr>
<tr>
<td>Produce tool to benchmark attainment against Borders and National attainment levels</td>
<td>HT</td>
<td>Aug 2015 and ongoing</td>
<td>Management time CAT session</td>
<td>Benchmarking tools considered, developed and in place&lt;br&gt;SMT more able to ‘match’ learners to Border and national pupils&lt;br&gt;Able to assure the pace of learning is suitable</td>
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<tr>
<td>Improve and develop our systems for completion of GIRFEC paperwork, including IEPs</td>
<td>All teachers EPsy</td>
<td>Dec 2015</td>
<td>CAT session</td>
<td>Paperwork and systems matched to requirements&lt;br&gt;Reduced bureaucracy&lt;br&gt;Better able to recognise and meet the needs of all learners&lt;br&gt;CTs able to complete IEPs</td>
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</table>

### Other continuing improvements which do not have an action plan:

Continue with standardised testing
### Session 15/16

**Action 2**

| School/s: Ancrum/Parkside | To further develop our curriculum, our teaching for effective learning practices, how we use assessment to support learning, how we celebrate and report on achievement and how we meet the needs of all our learners |

#### Learning Community Link

- **Action 1 and 2**
  - HGIOS Quality Indicators/Theme: 5.1 The curriculum

#### Measurable outcomes for learners:

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</table>
| GLOW: all teachers and support staff to be using GLOW | All staff | June 2016 | 1 CAT session | • All staff accessing GLOW  
• All pupils using GLOW appropriately to support learning |
| 'Better Eating Better Learning' | All teachers and SMT | Oct 2015 | Audit current provision  
Agree first steps | • All are aware of current provision and any gaps  
• First steps to development identified  
• Better partnerships |
| 1+2 Languages | All teachers and some support staff | Aug 2015 and onwards | 6 basic French sessions PD time  
2 CATs all teachers Introduction to French in all classes to continue (P3 focus) | • Increased staff confidence at all levels  
• More confidence in French for all pupils  
• We will have identified our ‘third’ language in partnership with Cluster colleagues |
| Continue to develop curricular frameworks for most areas | All class teachers and SMT | June 2016 | Inset Days Nov and Feb  
Management time and CAT Working groups | • We will have curricular frameworks in place for all areas  
• Continuity and progression in learning enhanced |
| 'Developing The Young Workforce' | SMT | Oct onwards | Read and identify steps for implementation Management time | • SMT will have read and considered DTYW and will produce an action plan to take work on employability forward |
| 'POLAR' Reading Resource | DHT/PT | Oct onwards | Management time  
CAT session G Robinson | • SMT will be more familiar with POLAR resource and begin to consider how this can support learning in language in the early years  
• If suitable, plan a programme of engagement for staff |
| Inter-Disciplinary Learning (IDL) | All teachers and SMT | Aug 2015 and onwards | Management time and ½ In Service Day Aug | • Raised awareness of issues and importance of IDL  
• More planned IDL opportunities for all learners |

#### Other continuing improvements which do not have an action plan:
- Continue with curricular cross-sector working/transition groups in key areas
- Consultation with stakeholders regarding our curriculum rationale

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Quality Improvement Framework  
Scottish Borders Council  
Education and Lifelong Learning
**Session 15/16**  
**Action 3**  
**School/s:** Ancrum/Parkside  
**To continue to improve the learning experiences for all learners and to develop our teaching and how we use assessment to support learning**

**Learning Community Link**  
HGIOS Quality Indicators/Theme: 5.2 Teaching for effective learning 5.3 Meeting learning needs 5.4 assessment for learning 5.5 Expectations and promoting achievement

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<th>By when</th>
<th>Resources or decisions/agreements required</th>
<th>Monitoring Progress; What has changed or been achieved <em>(How do you know?)</em></th>
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</table>
| Continue to enquire into aspects of practice | CTs, SMT | Aug 2015 and ongoing | CAT session ½ Day Inservice 35hrs CPD | • Increased staff confidence in enquiry process  
• Continue to develop collaboration and peer support  
• Improved learning and teaching experiences for all pupils |
| Explore ways we can revisit learning and in different contexts | CTs, SMT | Oct 2015 and ongoing | 2 CAT sessions | • Learning regularly revisited by learners, either in class or through home learning experiences  
• Home learning experiences improved to support learning |
| Further consider how we use assessment to support learning and ensure AfL embedded in practice | CTs, SMT, GR | Nov 2015 and onwards | ½ InService day CAT session | • All staff have re-read Inside The Black Box  
• All staff understand the main messages from ITBB  
• All staff to audit how they use AFL to support learning  
• Remind all of 5 key principles  
• Peer observations |
| Consider how to improve use of Achievement Jotters to better allow pupils to consider their wider learning and 4 capacities | CTs, SMT, GR | Sept 2015 and onwards | CAT session | • Jotters are being completed more regularly  
• Pupils are beginning to identify skills and aptitudes they have developed from entries  
• Pupils will better understand how they are developing within the 4 capacities  
• Jotters will go home and be shared with parents termly |

**Other continuing improvements which do not have an action plan.**  
- To continue to develop planning formats that include the significant aspects, whilst remaining proportionate and manageable
### Session 2015/16

**Action 4**

**School/s:** Ancrum/Parkside

**Priority for improvement and brief description:** to further consider Early Level Learning and Childcare, how we can develop learning experiences through structured play and give learners more ownership of how, and what, they learn

**Learning Community Link**

**Action 2**

**HGIOS Quality Indicators/Theme:** 5.1 the curriculum 5.2 teaching for effective learning 5.3 meeting learning needs 5.4 assessment for learning 5.5 expectations and promoting achievement 5.7 partnership with parents and learners

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<tr>
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<th>Resources or decisions/agreements required</th>
<th>Monitoring Progress; What has changed or been achieved (How do you know?)</th>
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<tbody>
<tr>
<td>Reading and engaging further with 'Building The Ambition'</td>
<td>ELCC staff DHT/HT</td>
<td>Oct 2015</td>
<td>Management time and CAT</td>
<td>• All staff familiar with BTA and main messages and recommendations</td>
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| Identify changes to practice, including planning and reporting | ELCC staff DHT/HT | Oct 2015 and onwards | Management time and CAT | • Changes to practice introduced  
• Structural changes made to facilitate learning  
• Increased learning through play opportunities |
| Assess impact of changes | ELCC staff and partners | June 2016 | Management time and CAT | • Identify changes and impact on learning  
• Identify next steps |
| Physical activity and education in Early Years | ELCC staff | Nov 2015 and onwards | In Service Day | • All staff to take part in Cluster training around PE in early years  
• More/improved physical activity for all learners |
| To agree a standardised timeline for transition for 3-5 yr olds across the Cluster | ELCC staff and SMT | Oct 2015 and onwards | LCB time 2CAT sessions | • More consistent transitions process across Cluster  
• Better partnership working  
• Earlier engagement with partners |

**Other continuing improvements which do not have an action plan.**

- Improvements to access for all children to outdoor play area
- Partnership working and collaboration with P1 teacher across Early Level
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<tr>
<td>Use benchmarking frameworks to track and monitor progress in learning/attainment</td>
<td>SMT</td>
<td>Aug 2015 and onwards</td>
<td>Consultations with CTs and SMT re individual progress</td>
<td>• SMT better able to track progress and provide evidence for this</td>
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<td>against local and national levels</td>
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<td>• Greater awareness of where our children are compared to others</td>
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<td>Teach a professional learning reading group</td>
<td>DHT/HT</td>
<td>Sept 2015 and onwards</td>
<td>CAT time</td>
<td>• Increased knowledge and understanding around school leadership</td>
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<td>Re-introduce peer observation programme based on collaborative planning and assessment</td>
<td>SMT and CTs</td>
<td>Oct 2015</td>
<td>Teachers to agree focus with PT</td>
<td>• Developing dispersed leadership</td>
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<td>procedures.</td>
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<td>• Improving learning and teaching</td>
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<td>To introduce more formal monitoring of learning in ELCC and to better understand</td>
<td>SMT</td>
<td>Sept 2015 and ongoing</td>
<td>Management time and Mon and Obs Timetable</td>
<td>• Increased knowledge of ELCC provision by SMT</td>
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<td>of learning through play strategies</td>
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<td>• More guidance and support available for ELCC</td>
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<td>• Improved experiences for all learners</td>
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</tbody>
</table>
Other continuing improvements which do not have an action plan.
HT to continue work with SCEL Fellows
Continue work on practitioner enquiry with other schools, clusters and individuals
The Schools in Context
During 2014-2015 the school rolls remained fairly static. At Ancrum we started and finished the year with a roll of 36 pupils organised into two classes. At Parkside our roll was 199 in the primary classes with another 57 pupils in our nursery classes by the end of the year. There were 8 primary classes and 4 nursery. We had 1 composite class, our P6/7s. At Ancrum there were no major building or alterations of note, whilst at Parkside we had our outdoor learning area at the back of the school developed by a team of volunteers from Mainetti’s. Both schools had their curricular IT equipment refreshed during the year and we replaced most PCs with laptops. Both schools now have wifi access installed. We also installed three more interactive whiteboards, two paid for by our parent council and one by ourselves. At both schools we have continued to have good and active relationships with our Parent Councils and the local communities. At Parkside our Facebook page has continued to work well and grow, we now have a similar one for Ancrum. Parkside has been affected by high staff absences due to illness and maternity this session, and we have often struggled to find supply cover when staff have been absent. Parkside was inspected by the HMIE in May and we received a very positive report as a result. The inspection has helped inform this report and our new school improvement plan.

Summary of consultations with parents and children and young people about our strengths and areas for improvement.
We have continued to engage with all our partners over the school session, both formally and informally. Obviously, parents and partners were fully involved in the inspection process at Parkside. We have met with parents, pupils, staff, support agencies, local authority staff and HMIE at Parkside to discuss the workings of the schools, and how well we were doing. The parent and pupil surveys ahead of the inspection were very positive. We continued to work closely with both our parent councils, and at both schools have consulted on the ways we report to parents and how these might be developed. We see every interaction with our community and partners as an opportunity to find out how we are doing, and we have been very pleased with the comments and reports we have received. Parents and pupils are obviously very proud of their schools and have shown this over the course of the year. We have consulted with the pupils through our Pupil Council and Eco Committees, and through focus groups meetings with the Headteacher, Deputy Headteacher and Principal Teacher.
EVALUATION OF PROGRESS

Question 1: HOW WELL DO CHILDREN LEARN AND ACHIEVE?

QI 1.1 Improvements in Performance

Overall we have evaluated ourselves as Good

SIP Actions from Session 2014/15 including impact and evidence.

- We have identified our lowest 20% of attainers, and those who might be at risk of not achieving through deprivation, and have been able to focus on and target these pupils for extra support with their learning. Some pupils have moved out of this category because of the support given, and many have made bigger than expected gains in aspects of their learning.
- We have incorporated the significant aspects of learning, from curriculum for excellence, into our planning formats, so that these are more explicit to teachers. Learners are more aware of some the skills and aptitudes they are developing across their learning. This helps their confidence and their ability to recognise what they need to do in order to improve.
- We have introduced standardised testing into P1, P4 and P7 with the aim of being better able to track progress in learning over time.
- We have used our school improvement plan to enable us to manage our development and keep it deliverable. This has allowed us to keep on track and move forward, even though our staffing has been disrupted by illness.

Next Steps

- Further consider the Scottish Government’s ‘Building The Ambition’ document and its implications for changing practice across all of Early Level and in our Early Learning and Childcare setting
- Continue to consider how we make the four capacities and significant aspects of learning more explicit and how we might use these for assessment purposes.
- Consider further how we develop our Achievement Jotters to get our learners to identify the skills and aptitudes they have developed through various activities and successes.

QI 2.1 Learner’s Experiences

Overall we have evaluated ourselves as Good

SIP Actions from Session 2014/15 including impact and evidence.

- All staff have completed e-modules and training around significant national policy designed to meet the needs of all learners. They better understand their roles and how they can support pupils with their learning, leading to better experiences for all learners.
- Most staff have completed updated child protection training and are better able to spot and support children at risk, and their respective roles and responsibilities.
- All staff took part in Solihull containment training and are better able to deal with, and understand, behaviours of learners and adults, as well as the factors that can cause these.
- We have continued to offer all our learners a wide range of differentiated learning experiences, so that they can attain and achieve. This was recognised by the HMIE during their visit to Parkside.
- Staff at both schools have continued to enquire into their practice and to develop the learning in their classrooms. This has improved learning experiences and developed the collaborative and collegiate ethos of the schools.
Next Steps

- All staff to have the opportunity for further Nurture Training to develop their understanding of issues and barriers learners might be facing in their learning and development
- To revisit formative assessment strategies and practices to ensure these remain embedded in everyone’s practice

Question 2: HOW WELL DOES THE SCHOOL SUPPORT CHILDREN TO DEVELOP AND LEARN?

QI 5.1 The Curriculum

Overall we have evaluated ourselves as Good

SIP Actions from Session 2014/15 including impact and evidence.
- We have developed a curriculum rationale that sits learning within a local and national context. This allows everyone to see the connections to learning outside of the classroom and how we are seeking to develop the pupils understanding of the history, geography and culture of Jedburgh and Scotland
- We have continued the development of progressive programmes in language and literacy, maths and numeracy and social and science subjects. We have begun to look at programmes in RME, ICT, expressive arts and health and wellbeing. All of these are improving the progressive learning experiences of all our learners across the curriculum
- We have collaborated to develop assessments and proformas in some areas which allow us to assess learning against success criteria. This enables teachers and pupils to be clear about intended learning and to know if, and when, they have been successful
- We have further developed our planning formats so that they include all of the key elements necessary to give us confidence in the learning planned and to ensure we cover all the key areas of our curriculum. This has ensured all children are receiving their entitlements in regard to the curriculum

Next Steps
- Complete the production of all curricular programmes
- To consult with our partners further to develop our curriculum rationale
- To explore how we further develop links and make connections to the world of work

QI 5.3 Meeting Learning Needs

Overall we have evaluated ourselves as Good

SIP Actions from Session 2014/15 including impact and evidence.
- We have continued to centre learning and teaching at the heart of everything we do. This ensures everyone understands and buys-in to what our core focus is. This allows us to prioritise and to make decisions.
- We have continued to focus on developing learning experiences to meet the needs of all learners and to ensure an appropriate pace and challenge in most lessons. This helps us to ensure that all learners can make progress in their learning and barriers to learning are identified and overcome
- We have worked with a range of partners to support individual learners and we use local and national policies and structures to achieve this. This ensures we are meeting need according to legislation and local priorities, and have been to target support where and when necessary
- We have improved differentiation in learning activities and in outcomes to better reflect individual needs and progress in learning
- We have engaged with our learning community partners to develop further a multi-agency approach to meeting needs and improving transitions for learners. This has led to smoother cross-sectoral transitions and improved understandings about learners
Next Steps
- Explore how we revisit learning to consolidate and deepen understanding
- To further engage with the Children and Young People (Scotland) Act and the 'Named Person' legislation
- To consider how we develop our support for learning procedures and the use of our additional needs support staff

Question 3: HOW WELL DOES THE SCHOOL IMPROVE THE QUALITY OF ITS WORK?

QI 5.9 Self Evaluation
Overall we have evaluated ourselves as Good

SIP Actions from Session 2014/15 including impact and evidence
- We have continued to develop the culture and ethos across both schools so that all recognise their role and contribution to school improvement. This ensures everyone sees this as a responsibility and which has a focus on impact for pupils
- We have continued to build partnerships with significant organisations, such as Edinburgh University, GTCS, Education Scotland and the Scottish College for Educational Leadership to help us improve and develop what we do
- We continue to use a range of procedures to monitor and track progress, and see day to day interactions as a key element of this. This aims to give us an accurate and holistic picture of where the schools are in terms of performance and development

Next Steps
- Develop benchmarking tools to enable us to track progress in learning and match against local and national levels in key curricular areas
- To explore more ways of including pupils and parents in self-evaluation and improvement procedures
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1 PURPOSE AND SUMMARY

1.1 To consider the findings of the HMIe inspection report in respect of the above School.

1.2 Sprouston Primary School was inspected in 17 March 2015 as part of a national sample of Primary and Nursery education. The inspection covered key aspects of the work of Sprouston Primary School. This report outlines the findings of the inspection in terms of the school’s particular strengths as well as the key points for action.

1.3 The key strengths were identified as follows:
   - Happy and well-behaved children who display confidence in their learning.
   - Support from all staff in creating an inclusive ethos.
   - Children’s progress in numeracy.
   - Experiences for children at the upper stages.

1.4 The main points for action were defined as:
   - Ensure the pace of all learning is consistently challenging to meet the needs of all children across the school and in all areas of the curriculum.
   - Continue to develop the curriculum, including arrangements to track children’s progress and for children moving from the nursery to the primary stages.
   - Ensure approaches to self-evaluation have a stronger focus on improving outcomes for all children.

2 RECOMMENDATIONS

2.1 I recommend that the Sub-Group:-

(a) Continue to focus on the development of Teaching and Learning within the school, along with the development of a clear curriculum rationale which is owned by all stakeholders.

(b) Headteacher to continue and enhance tracking and monitoring so as to ensure progression is being made by all learners.

(c) Build strong partnerships within the school and community to
support self-evaluation work and enhance developments in the future.

Approved by   Michelle Strong, Chief Officer for Schools
Senior Lead Officer –Christine Brown

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Name</th>
<th>Designation and Contact Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Christine Brown</td>
<td>Senior Lead Officer – 01835 825080</td>
</tr>
</tbody>
</table>

Background Papers:
- HMIE inspection report on Sprouston Primary School
- Record of inspection Findings
- HMIE evaluations
- School Improvement Plan
- School Improvement Report

Previous Minute Reference:

**Note** – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. The People Management Support Admin Team can also give information on other language translations as well as providing additional copies.

Contact us at the People Management Support Admin Team, Children & Young People’s Services, People Department, Scottish Borders Council, Newtown St Boswells, TD6 OSA. Tel 01835 825080
A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

### Parent Questionnaire Summary

<table>
<thead>
<tr>
<th>Centre Name</th>
<th>Sprouton Primary School</th>
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<tbody>
<tr>
<td>SEED Number</td>
<td>5632226</td>
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<tr>
<td>Quest. Issued</td>
<td>24</td>
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<td>Quest. Input</td>
<td>17</td>
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<td>Response Rate</td>
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<tr>
<td>National response</td>
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#### Questionnaire Responses

<table>
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<tr>
<th>Question</th>
<th>Percentage %</th>
</tr>
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<tr>
<td>Q1 The school helps my child to be more confident.</td>
<td>41% Strongly Agree</td>
</tr>
<tr>
<td>Q2 My child enjoys learning at school.</td>
<td>47% Strongly Agree</td>
</tr>
<tr>
<td>Q3 My child’s learning is progressing well.</td>
<td>47% Strongly Agree</td>
</tr>
<tr>
<td>Q4 My child is encouraged and stretched to work to the best of their ability.</td>
<td>35% Strongly Agree</td>
</tr>
<tr>
<td>Q5 The school keeps me well informed about my child’s progress.</td>
<td>24% Strongly Agree</td>
</tr>
<tr>
<td>Q6 My child feels safe at school.</td>
<td>47% Strongly Agree</td>
</tr>
<tr>
<td>Q7 My child is treated fairly at school.</td>
<td>35% Strongly Agree</td>
</tr>
<tr>
<td>Q8 I feel staff really know my child as an individual and support them well.</td>
<td>53% Strongly Agree</td>
</tr>
<tr>
<td>Q9 My child benefits from school clubs and activities provided outside the classroom.</td>
<td>18% Strongly Agree</td>
</tr>
<tr>
<td>Q10 The school asks for my views.</td>
<td>24% Strongly Agree</td>
</tr>
<tr>
<td>Q11 The school takes my views into account.</td>
<td>18% Strongly Agree</td>
</tr>
<tr>
<td>Q12 The school is well led.</td>
<td>59% Strongly Agree</td>
</tr>
<tr>
<td>Q13 Overall, I am happy with the school.</td>
<td>53% Strongly Agree</td>
</tr>
</tbody>
</table>

Note: Will not always sum to 100% due to rounding.
The school is helping me to become more confident. 17% Strongly Agree 72% Agree 0% Disagree 0% Strongly Disagree
I enjoy learning at school. 33% Strongly Agree 56% Agree 0% Disagree 0% Strongly Disagree
I am getting along well with my school work. 50% Strongly Agree 39% Agree 0% Disagree 6% Strongly Disagree
Staff encourage me to do the best I can. 44% Strongly Agree 33% Agree 11% Disagree 0% Strongly Disagree
Staff talk to me regularly about how to improve my learning. 22% Strongly Agree 56% Agree 0% Disagree 22% Strongly Disagree
I get help when I need it. 28% Strongly Agree 61% Agree 6% Disagree 0% Strongly Disagree
Staff listen to me and pay attention to what I say. 44% Strongly Agree 33% Agree 6% Disagree 0% Strongly Disagree
I have a say in making the way we learn in school better. 22% Strongly Agree 56% Agree 0% Disagree 17% Strongly Disagree
Staff expect me to take responsibility for my own work in class. 50% Strongly Agree 44% Agree 0% Disagree 0% Strongly Disagree
Staff and pupils treat me fairly and with respect. 39% Strongly Agree 39% Agree 6% Disagree 0% Strongly Disagree
I feel safe and cared for in school. 33% Strongly Agree 44% Agree 11% Disagree 0% Strongly Disagree
I have adults in school I can speak to if I am upset or worried about something. 33% Strongly Agree 56% Agree 0% Disagree 11% Strongly Disagree
I find it easy to talk to staff and they set a good example. 28% Strongly Agree 50% Agree 6% Disagree 0% Strongly Disagree
Staff make sure that pupils behave well. 44% Strongly Agree 44% Agree 0% Disagree 0% Strongly Disagree
Staff are good at dealing with bullying behaviour. 17% Strongly Agree 56% Agree 0% Disagree 17% Strongly Disagree
The pupil council is good at getting improvements made in the school. 44% Strongly Agree 50% Agree 0% Disagree 6% Strongly Disagree
The school encourages me to make healthy-food choices. 11% Strongly Agree 61% Agree 17% Disagree 0% Strongly Disagree
I take part in out-of-class activities and school clubs. 39% Strongly Agree 50% Agree 6% Disagree 0% Strongly Disagree
I know what out-of-school activities and youth groups are available in my local area. 44% Strongly Agree 44% Agree 0% Disagree 0% Strongly Disagree

Note: Will not always sum to 100% due to rounding
### Teacher Questionnaire Summary

**Centre Name:** Sprouton Primary School  
**SEED Number:** 5632226  
**Quest. Issued:** 4  
**Response Rate:** 4%  
**National response:** 74%

**F ewer than 10 responses received therefore the data has not been published.**

#### Questionnaire Results

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
<th>Not Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q2 All pupils are given activities which meet their learning needs.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q3 Pupils are involved in setting learning targets.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q4 Pupils are provided with regular feedback on what they need to do to improve.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q5 Pupils are provided with opportunities to evaluate their own work and that of others.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Q6 Staff regularly ask for pupils’ views on how their learning experiences could be improved.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Q7 Pupils take an active part in their learning.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Q8 Staff treat all pupils equally.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Q9 Staff and pupils respect each other.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Q10 The pupils are well behaved.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<td>0%</td>
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<tr>
<td>Q11 Support for pupils with additional support needs is effective.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Q12 Parents are fully involved in the school and their children’s learning.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Q13 I have been actively involved in developing the school’s vision and values.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Q14 I am actively involved in setting priorities to improve the school.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Q15 I have regular opportunities to help shape the curriculum by having staff discussions and working groups.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Q16 I am aware of the school’s procedures for protecting children.</td>
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<td>Q17 Leadership at all levels is effective.</td>
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<td>0%</td>
<td>0%</td>
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<tr>
<td>Q18 Staff communicate effectively with each other.</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Q19 I have good opportunities to take part in continuing professional development.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Q20 Staff across the school share good practice.</td>
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<td>0%</td>
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**Note:** Will not always sum to 100% due to rounding

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**DISCLOSURE CONTROL APPLIED**
Non-Teaching Questionnaire Summary

Centre Name  Sprouston Primary School
SEED Number  5632226
Quest. Issued  5
Quest. Input  4
Response Rate  80%
National response  66%

Fewer than 10 responses received therefore the data has not been published.

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</tbody>
</table>

Q1 I have access to the information I need to carry out my work.
Q2 All staff and pupils respect each other.
Q3 Pupils are well behaved.
Q4 I am involved in staff discussions about how to achieve school priorities.
Q5 I have good opportunities to be involved in making decisions.
Q6 Staff communicate effectively with each other.
Q7 Staff treat all pupils equally.
Q8 Support for pupils with additional support needs is effective.
Q9 Parents are fully involved in the school and their children’s learning.
Q10 I am aware of the school’s procedures for protecting children.
Q11 Leadership at all levels is effective.
Q12 I have good opportunities to take part in training activities.

Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED
Nursery Staff Questionnaire Summary

Centre Name: Sprouton Primary School
SEED Number: 5632226
Quest. Issued: 3
Quest. Input: 3

Response Rate: 100%
National response: 62%

Fewer than 10 responses received therefore the data has not been published.

<table>
<thead>
<tr>
<th>Percentage %</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Don't Know</th>
<th>Not Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Staff discuss regularly how to improve the achievement of all children.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q2</td>
<td></td>
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</tr>
<tr>
<td>Staff provide activities which meet the learning needs of all children.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q3</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Children are involved in talking about what they will learn.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q4</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Staff give children regular feedback and encouragement on their learning.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q5</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Children have opportunities to evaluate their own and other children's work.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q6</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Staff regularly ask for children's views on how play activities can be improved.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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</tr>
<tr>
<td>Q7</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Children are motivated and engaged in their learning.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q8</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Staff treat all children equally.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q9</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Staff and children respect each other.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The children are well behaved.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support for children with additional support needs, including behaviour problems, is effective.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q12</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Parents are fully involved in the nursery and their children's learning.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q13</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I have been actively involved in developing the nursery's vision and values.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q14</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I am actively involved in setting priorities for improving the nursery.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Q15</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I have regular opportunities to help shape the curriculum and children's experiences by having discussions with staff and working groups.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Q16</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I am aware of the nursery's procedures relating to child protection.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q17</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Leadership at all levels is effective.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q18</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Staff communicate effectively with each other.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Q19</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I have good opportunities to take part in continuing professional development.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Q20</td>
<td></td>
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<tr>
<td>Staff across the nursery share good practice.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note: Will not always sum to 100% due to rounding
Nursery Parent Questionnaire Summary

Centre Name: Sprouston Primary School
SEED Number: 5632226
Quest. Issued: 4
Quest. Input: 1
Response Rate: 25%
National response: 36%

Fewer than 10 responses received therefore the data has not been published.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
<th>Not Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>0%</td>
<td>0%</td>
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<td>0%</td>
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<td>0%</td>
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<td>Q2</td>
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<td>0%</td>
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<tr>
<td>Q3</td>
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<td>Q4</td>
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<td>Q5</td>
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<tr>
<td>Q6</td>
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<td>Q7</td>
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<td>Q8</td>
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<td>0%</td>
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<tr>
<td>Q9</td>
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<td>0%</td>
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<tr>
<td>Q10</td>
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<td>0%</td>
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<tr>
<td>Q11</td>
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<td>0%</td>
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<tr>
<td>Q12</td>
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<td>0%</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Q13</td>
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<td>0%</td>
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<tr>
<td>Q14</td>
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</tbody>
</table>

Note: Will not always sum to 100% due to rounding
17 March 2015

Dear Parent/Carer

Sprouston Primary School and Nursery Class
Scottish Borders Council

Recently, as you may know, my colleagues and I inspected your child’s school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The acting headteacher shared with us the school’s successes and priorities for improvement. We looked at some particular aspects of the school’s recent work, including the revised values and parental involvement. As a result, we were able to find out how good the school is at improving children’s education.

How well do children learn and achieve?

Across the nursery and primary classes, children are learning and achieving well. They are friendly, well-behaved and show confidence in their learning. In the nursery, children are becoming confident in talking about their learning. They work well together, share and take turns when playing. Children are taking increasing responsibility around the nursery. For example, they help when tidying up and they enjoy assisting in preparing their own snack. In the primary classes, children are motivated and engage well in their learning. At the upper stages, children engage in high-quality thinking strategies to support and develop their learning. In most lessons, staff share with children the purpose of lessons and give them some opportunities to plan and evaluate their learning. We have discussed with the school the need for staff to do this more consistently across all stages. In doing this, staff are aware that they should continue to develop children’s personal learning planning folders. Children are proud of the contributions they make to the life of the school. They engage well with the local community and have achieved success, for example, in naming the ‘Great Grizzly Gritter’ for Scottish Borders Council. Children are involved successfully in charity work through, for example, the pupil council making and selling fruit smoothies. Children enjoy participating in assemblies where their successes are regularly celebrated. They talked positively about the experience they gained in taking part in the Christmas nativity in Sprouston Church.

In the nursery and primary classes, children are making appropriate progress in all areas of their learning. Nursery children are developing very good skills in listening and talking. They enjoy discussing what they have discovered on their regular walks outdoors. Children are enthusiastic when looking at books in their library and are developing a strong awareness of early reading skills. We have discussed with staff
ways in which children’s awareness of early writing skills can be raised. In the primary classes, children listen attentively to teachers’ explanations and instructions during lessons. They also listen well to each other showing respect for the views of others. In both classes, children talk confidently when discussing classwork and when giving their own opinions. In reading, most children are developing their skills confidently. They read regularly in class and most read for pleasure. Through this, older children are able to talk knowledgeably about the structure of different texts and what they enjoy in a novel. At the upper stages, children write well for a wide range of purposes. Younger children now need to write more frequently, with staff placing a greater focus on developing skills. Overall, children are making very good progress with their mathematics and numeracy work. In the P1 to P3 class, almost all children are developing a sound understanding of number. For example, they show confidence in using money and when working with number sequences. In the P4 to P7 class, almost all are secure in their mental and written calculations. By P7, children use mathematical vocabulary with ease and have a strong understanding of different strategies that they can use to solve mathematical problems. Across both classes, children are developing their skills in historical research. In the P1 to P3 class, children can identify and discuss the features of castles whilst older children talk very confidently about historical sources through their work on the Titanic. Children across the primary stages are able to discuss and demonstrate the progress they are making in relation to aspects of health and wellbeing. They achieve well through participating in a range of sporting activities including rugby and athletics.

**How well does the school support children to develop and learn?**

There are many strengths in the way the school supports children. Staff work effectively to establish a nurturing and inclusive ethos which helps children develop as individuals in the small-school setting. In the nursery class, staff plan activities which are built firmly on children’s interests. They understand why children like to learn both in and out-of-doors. Nursery staff have fostered good relationships with parents and children which encourages good communication between home and nursery. We have talked with staff about how learning walls and the children’s ‘Early Learning Books’ could be further developed in order to support next steps in learning. In the primary classes, the staff team, including support staff, work together flexibly to respond to children’s learning needs. Tasks and activities in most lessons are suitably challenging to meet the needs of most children. At times, the pace of a few lessons can be too slow. Staff should now ensure that the pace of learning is consistently challenging across the primary classes and all areas of the curriculum. Where children need extra help with their learning, staff ensure that appropriate planning is in place to support their progress. Support staff ensure valuable assistance is given to children where appropriate.

In the nursery and the primary classes, staff provide children with a curriculum which is broad and balanced. They ensure that children have relevant opportunities to develop their skills, with appropriate focus on literacy, numeracy and health and wellbeing. Nursery children benefit from meaningful opportunities to learn about the environment. These include observing changing colours when on walks along the old railway line and identifying birds in the playground. Staff across the school are working with confidence using Curriculum for Excellence in their planning. They now need to have
more of a shared understanding of what the school is aiming to achieve through its curriculum. This will provide a clearer focus for planning children’s learning across all areas of the curriculum. Staff should continue with plans to ensure that programmes in all curriculum areas provide suitable challenge and progression. Transitions for children moving on to Kelso High School are well developed and supportive. Staff are aware that they need to continue to develop transition arrangements for children moving from the nursery into the school and from the early to the upper stage class.

**How well does the school improve the quality of its work?**

In the period prior to the inspection the school had been without a permanent headteacher for 18 months. At the time of the inspection, a senior member of staff from Scottish Borders Council was acting as headteacher in the school. In her time in post, she has worked hard to foster positive relationships with parents, staff and children. All staff are working hard to ensure parents feel welcome and part of their child’s school experience. Together with staff, the headteacher has identified the school’s strengths and development needs. Staff value the opportunities they have to work with colleagues from their partner school, Ednam, for their own professional development and in taking forward school improvement. There are several successful strategies in place to monitor the work of the nursery and the primary classes which are having some impact. Staff should now ensure that these processes lead to improved outcomes for all children consistently well. In particular, staff should continue with plans to track children’s progress across all areas of the curriculum.

During the previous Care Inspectorate inspection, the nursery had no requirements and one recommendation. The recommendation has been met. As a result of this inspection, there are no requirements and three recommendations.

This inspection found the following key strengths.

- Happy and well-behaved children who display confidence in their learning.
- Support from all staff in creating an inclusive ethos.
- Children’s progress in numeracy.
- Experiences for children at the upper stages.

We discussed with staff and Scottish Borders Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- Ensure the pace of all learning is consistently challenging to meet the needs of all children across the school and in all areas of the curriculum.
- Continue to develop the curriculum, including arrangements to track children’s progress and for children moving from the nursery to the primary stages.
- Ensure approaches to self-evaluation have a stronger focus on improving outcomes for all children.

**What happens at the end of the inspection?**

We are satisfied with the overall quality of provision. We are confident that the school’s self-evaluation processes are leading to improvements. As a result, we will
make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, Scottish Borders Council will inform parents about the school’s progress.

Alan Urquhart
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations and national care standards gradings, for your school can be found on the Education Scotland website at http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/SprostonPrimarySchoolScottishBorders.asp

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.
Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Quality indicators for the nursery class can be found in the publication *Child at the Centre*². Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

The Care Inspectorate publishes quality grades to inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure its inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are Education Scotland’s evaluations for Sprouston Primary School.

<table>
<thead>
<tr>
<th>Improvements in performance</th>
<th>good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners’ experiences</td>
<td>good</td>
</tr>
<tr>
<td>Meeting learning needs</td>
<td>good</td>
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</table>

**Nursery class**

<table>
<thead>
<tr>
<th>Improvements in performance</th>
<th>good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s experiences</td>
<td>good</td>
</tr>
<tr>
<td>Meeting learning needs</td>
<td>good</td>
</tr>
</tbody>
</table>

We also evaluated the following aspects of the work of the school and nursery class.

<table>
<thead>
<tr>
<th>The curriculum</th>
<th>satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement through self-evaluation</td>
<td>satisfactory</td>
</tr>
</tbody>
</table>

Here are the Care Inspectorate’s gradings for the nursery class.

<table>
<thead>
<tr>
<th>Quality of care and support</th>
<th>good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of environment</td>
<td>good</td>
</tr>
<tr>
<td>Quality of staffing</td>
<td>good</td>
</tr>
<tr>
<td>Quality of management and leadership</td>
<td>good</td>
</tr>
</tbody>
</table>


Please note that the term “adequate” in these documents has been replaced with “satisfactory”.

Education Scotland
Longman House
28 Longman Road
Inverness
IV1 1SF
T 01463 253115
F 01463 253075
E inverness@educationscotland.gsi.gov.uk
Textphone 01506 600236
This is a service for deaf users. Please do not use this number for voice calls as this will not connect.

[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)
Nursery class

At the last inspection that was conducted by the Care Inspectorate, there was one recommendation and no requirements. This recommendation has since been addressed.

Requirements

No requirements

Recommendations

1. The provider should further develop children’s individual learning books. National Care Standards for Early Education and Childcare up to the age of 16. Standard 6 - support and development.

2. The provider should further develop their learning walls. National Care Standards for Early Education and Childcare up to the age of 16. Standard 6 - support and development.

3. The provider should put systems in place for monitoring infection control procedures in the nursery. National Care Standards for Early Education and Childcare up to the age of 16. Standard 2 - a safe environment.

A notification from the Care Inspectorate will be sent to the Provider to complete an action plan to address the Requirements and Recommendations made as a result of this inspection.

A copy of the full letter is available on the Education Scotland and Care Inspectorate websites at

http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/SproustonPrimarySchoolScottishBorders.asp and

A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

Parent Questionnaire Summary
Centre Name: Sprouston Primary School
SEED Number: 5632226
Q1 The school helps my child to be more confident.
   - Strongly Agree: 41%
   - Agree: 53%
   - Disagree: 6%
   - Strongly Disagree: 0%
   - Don’t Know: 0%
   - Not Answered: 0%

Q2 My child enjoys learning at school.
   - Strongly Agree: 47%
   - Agree: 53%
   - Disagree: 0%
   - Strongly Disagree: 0%
   - Don’t Know: 0%
   - Not Answered: 0%

Q3 My child’s learning is progressing well.
   - Strongly Agree: 47%
   - Agree: 47%
   - Disagree: 6%
   - Strongly Disagree: 0%
   - Don’t Know: 0%
   - Not Answered: 0%

Q4 My child is encouraged and stretched to work to the best of their ability.
   - Strongly Agree: 35%
   - Agree: 53%
   - Disagree: 6%
   - Strongly Disagree: 0%
   - Don’t Know: 0%
   - Not Answered: 0%

Q5 The school keeps me well informed about my child’s progress.
   - Strongly Agree: 24%
   - Agree: 65%
   - Disagree: 12%
   - Strongly Disagree: 0%
   - Don’t Know: 0%
   - Not Answered: 88%

Q6 My child feels safe at school.
   - Strongly Agree: 47%
   - Agree: 41%
   - Disagree: 6%
   - Strongly Disagree: 0%
   - Don’t Know: 0%
   - Not Answered: 6%

Q7 My child is treated fairly at school.
   - Strongly Agree: 35%
   - Agree: 56%
   - Disagree: 0%
   - Strongly Disagree: 0%
   - Don’t Know: 0%
   - Not Answered: 0%

Q8 I feel staff really know my child as an individual and support them well.
   - Strongly Agree: 53%
   - Agree: 41%
   - Disagree: 6%
   - Strongly Disagree: 0%
   - Don’t Know: 0%
   - Not Answered: 0%

Q9 My child benefits from school clubs and activities provided outside the classroom.
   - Strongly Agree: 18%
   - Agree: 53%
   - Disagree: 12%
   - Strongly Disagree: 0%
   - Don’t Know: 18%
   - Not Answered: 71%

Q10 The school asks for my views.
   - Strongly Agree: 24%
   - Agree: 71%
   - Disagree: 0%
   - Strongly Disagree: 0%
   - Don’t Know: 6%
   - Not Answered: 94%

Q11 The school takes my views into account.
   - Strongly Agree: 18%
   - Agree: 71%
   - Disagree: 0%
   - Strongly Disagree: 12%
   - Don’t Know: 0%
   - Not Answered: 88%

Q12 The school is well led.
   - Strongly Agree: 59%
   - Agree: 35%
   - Disagree: 0%
   - Strongly Disagree: 0%
   - Don’t Know: 0%
   - Not Answered: 0%

Q13 Overall, I am happy with the school.
   - Strongly Agree: 53%
   - Agree: 47%
   - Disagree: 0%
   - Strongly Disagree: 0%
   - Don’t Know: 0%
   - Not Answered: 0%

Note: Will not always sum to 100% due to rounding.
## Pupil Questionnaire Summary

<table>
<thead>
<tr>
<th>Quest. Input</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>Q1</td>
<td>The school is helping me to become more confident.</td>
</tr>
<tr>
<td>Q2</td>
<td>I enjoy learning at school.</td>
</tr>
<tr>
<td>Q3</td>
<td>I am getting along well with my school work.</td>
</tr>
<tr>
<td>Q4</td>
<td>Staff encourage me to do the best I can.</td>
</tr>
<tr>
<td>Q5</td>
<td>Staff talk to me regularly about how to improve my learning.</td>
</tr>
<tr>
<td>Q6</td>
<td>I get help when I need it.</td>
</tr>
<tr>
<td>Q7</td>
<td>Staff listen to me and pay attention to what I say.</td>
</tr>
<tr>
<td>Q8</td>
<td>I have a say in making the way we learn in school better.</td>
</tr>
<tr>
<td>Q9</td>
<td>Staff expect me to take responsibility for my own work in class.</td>
</tr>
<tr>
<td>Q10</td>
<td>Staff and pupils treat me fairly and with respect.</td>
</tr>
<tr>
<td>Q11</td>
<td>I feel safe and cared for in school.</td>
</tr>
<tr>
<td>Q12</td>
<td>I have adults in school I can speak to if I am upset or worried about something.</td>
</tr>
<tr>
<td>Q13</td>
<td>I find it easy to talk to staff and they set a good example.</td>
</tr>
<tr>
<td>Q14</td>
<td>Staff make sure that pupils behave well.</td>
</tr>
<tr>
<td>Q15</td>
<td>Staff are good at dealing with bullying behaviour.</td>
</tr>
<tr>
<td>Q16</td>
<td>The pupil council is good at getting improvements made in the school.</td>
</tr>
<tr>
<td>Q17</td>
<td>The school encourages me to make healthy-food choices.</td>
</tr>
<tr>
<td>Q18</td>
<td>I take part in out-of-class activities and school clubs.</td>
</tr>
<tr>
<td>Q19</td>
<td>I know what out-of-school activities and youth groups are available in my local area.</td>
</tr>
</tbody>
</table>

*Note: Will not always sum to 100% due to rounding*
Q1 Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.

Q2 All pupils are given activities which meet their learning needs.

Q3 Pupils are involved in setting learning targets.

Q4 Pupils are provided with regular feedback on what they need to do to improve.

Q5 Pupils are provided with opportunities to evaluate their own work and that of others.

Q6 Staff regularly ask for pupils' views on how their learning experiences could be improved.

Q7 Pupils take an active part in their learning.

Q8 Staff treat all pupils equally.

Q9 Staff and pupils respect each other.

Q10 The pupils are well behaved.

Q11 Support for pupils with additional support needs is effective.

Q12 Parents are fully involved in the school and their children's learning.

Q13 I have been actively involved in developing the school's vision and values.

Q14 I am actively involved in setting priorities to improve the school.

Q15 I have regular opportunities to help shape the curriculum by having staff discussions and working groups.

Q16 I am aware of the school's procedures for protecting children.

Q17 Leadership at all levels is effective.

Q18 Staff communicate effectively with each other.

Q19 I have good opportunities to take part in continuing professional development.

Q20 Staff across the school share good practice.

Note: Will not always sum to 100% due to rounding
**Non-Teaching Questionnaire Summary**

Centre Name: Sprouston Primary School  
SEED Number: 5632226  
Quest. Issued: 5  
Quest. Input: 4  
Response Rate: 80%  
National response: 66%

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
<th>Q9</th>
<th>Q10</th>
<th>Q11</th>
<th>Q12</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have access to the information I need to carry out my work.</td>
<td>All staff and pupils respect each other.</td>
<td>Pupils are well behaved.</td>
<td>I am involved in staff discussions about how to achieve school priorities.</td>
<td>I have good opportunities to be involved in making decisions.</td>
<td>Staff communicate effectively with each other.</td>
<td>Staff treat all pupils equally.</td>
<td>Support for pupils with additional support needs is effective.</td>
<td>Parents are fully involved in the school and their children’s learning.</td>
<td>I am aware of the school’s procedures for protecting children.</td>
<td>Leadership at all levels is effective.</td>
<td>I have good opportunities to take part in training activities.</td>
</tr>
<tr>
<td>0%</td>
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</tbody>
</table>

**Note:** Will not always sum to 100% due to rounding
## Nursery Staff Questionnaire Summary

**Centre Name:** Sprouston Primary School  
**SEED Number:** 5632226  
**Quest. Issued:** 3  
**Quest. Input:** 3  
**Response Rate:** 62%  
**National response:** 100%

Fewer than 10 responses received therefore the data has not been published.

### Questions and Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 Staff discuss regularly how to improve the achievement of all children.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Q2 Staff provide activities which meet the learning needs of all children.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Q3 Children are involved in talking about what they will learn.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Q4 Staff give children regular feedback and encouragement on their learning.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Q5 Children have opportunities to evaluate their own and other children’s work.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Q6 Staff regularly ask for children’s views on how play activities can be improved.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Q7 Children are motivated and engaged in their learning.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Q8 Staff treat all children equally.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Q9 Staff and children respect each other.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Q10 The children are well behaved.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Q11 Support for children with additional support needs, including behaviour problems, is effective.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Q12 Parents are fully involved in the nursery and their children’s learning.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Q13 I have been actively involved in developing the nursery’s vision and values.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Q14 I am actively involved in setting priorities for improving the nursery.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Q15 I have regular opportunities to help shape the curriculum and children’s experiences by having discussions with staff and working groups.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Q16 I am aware of the nursery’s procedures relating to child protection.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Q17 Leadership at all levels is effective.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Q18 Staff communicate effectively with each other.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Q19 I have good opportunities to take part in continuing professional development.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
<tr>
<td>Q20 Staff across the nursery share good practice.</td>
<td>0% 0% 0% 0% 0% 0% 0% 0%</td>
</tr>
</tbody>
</table>

Note: Will not always sum to 100% due to rounding
Nursery Parent Questionnaire Summary

Centre Name: Sprouston Primary School
SEED Number: 5632226
Quest. Issued: 4
Quest. Input: 1
Response Rate: 25%
National response: 36%

Fewer than 10 responses received therefore the data has not been published.

Q1 The nursery helps my child to be more confident.
Q2 My child enjoys the learning experiences at the nursery.
Q3 My child’s learning is progressing well.
Q4 My child finds most learning activities stimulating and challenging.
Q5 The nursery keeps me well informed about my child’s progress.
Q6 My child feels safe in the nursery.
Q7 My child is treated fairly in the nursery.
Q8 I feel staff really know my child as an individual and support him or her well.
Q9 Staff work in partnership with me to care for and educate my child.
Q10 The nursery asks for my views.
Q11 The nursery takes my views into account.
Q12 The nursery is well led.
Q13 Overall, I am happy with the care and education my child gets in the nursery.
Q14 The nursery has good arrangements for children starting nursery, moving between stages and starting school.

Note: Will not always sum to 100% due to rounding
Schools’ Values

Over session 2014 – 15 we worked to develop a set of key values for the schools. Pupils, parents and staff were involved in sharing what is important to us at our schools. We have spoken about what these key values mean in our settings and beyond. We are developing them through classwork and at assemblies and through expectation in our everyday school life.

We have agreed to continue developing our values over next session at an individual and team level.

Ednam Primary School
- Happiness
- Confidence
- Honesty
- Respect
- Friendship
- Being the best we can be

Sprouston Primary School
- Happiness
- Confidence
- Honesty
- Respect
- Safety
- Aiming high

Learning Community Improvement Plan Session 2015 – 16

The Cheviot Learning Community has agreed the following areas for development across all schools – see plan for detail.

Improving Curriculum
- Transitions
- Programmes and Courses
- Employability

Reducing Inequalities
- Knowing data and using it to improve
<table>
<thead>
<tr>
<th>Session 15/16</th>
<th>Schools</th>
<th>Priority for improvement and brief description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ednam and Sprouston</td>
<td>Develop the curriculum in order to meet learners’ needs through developed rationale, increased opportunities for pupils to be involved in their learning, developing flexible and active approaches to learning, develop curricular programmes and embed formative assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Community Link</th>
<th>HGIOS Quality Indicators/Theme</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving Curriculum</td>
<td>2.1 Learners’ Experiences</td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td>5.1 The Curriculum</td>
<td></td>
</tr>
<tr>
<td>Programmes and courses</td>
<td>5.3 Meeting Learning Needs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable outcomes for learners: through review and self-evaluation procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ensure that the pace of learning meets the needs of all learners.</td>
</tr>
<tr>
<td>- Develop programmes for all areas of the curriculum which develop learning for all pupils</td>
</tr>
<tr>
<td>- Embed formative assessment approaches in order to take forward learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Steps/actions required</th>
<th>By Whom</th>
<th>By when</th>
<th>Resources or decisions/agreements</th>
<th>Monitoring Progress; What has changed or been achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revisit schools’ curriculum rationale in order to ensure a clear understanding and progression of all principles of curriculum design – challenge and enjoyment, breadth, progression, depth, personalisation, and choice, coherence and relevance.</td>
<td>All teaching staff</td>
<td>Initially Term 1 and on-going</td>
<td>Current document Approaches to IDL</td>
<td>Discuss current rationale document and agree progress made. Highlight areas to develop over session and include in plans. Follow-up through observations, including peer, reflection and evaluation. Share with pupils, staff and parents. CAT sessions and through staff consultations Include learning and sharing on IDL – CAT session.</td>
</tr>
<tr>
<td>Increase opportunities for pupils to take more responsibility for their own learning and recognise their strengths as learners. Develop personal learning Planning. Children will be clear about their targets and how to achieve them. They will be involved in the review and target setting process.</td>
<td>All staff</td>
<td>Over session. Review Term 4</td>
<td>Consistency of approach.</td>
<td>Explain target setting to pupils and talk about this explicitly in classes and nursery. Audit current approaches to Personal Learning Planning. Set and review targets regularly and realistically.</td>
</tr>
<tr>
<td>Develop flexible, active and play based approaches to learning, particularly at early level. Develop understanding of Interdisciplinary Learning (IDL).</td>
<td>All staff</td>
<td>Over session. Review regularly at planning meetings and through consultation.</td>
<td>Evidence of active learning through observation and discussions with pupils and staff.</td>
<td>Discuss with stage partners in nursery and in school. Take opportunities to include at planning stages and review. Refer to literature e.g. Tina Bruce.</td>
</tr>
<tr>
<td>Develop programmes for all areas of the curriculum</td>
<td>All staff</td>
<td>Over session and longer term</td>
<td>Agreed programmes in use consistently over schools. Agreement on plan for implementation.</td>
<td>Complete work on Maths milestones and review – all teachers CAT session. Revisit reading programme and adjust as appropriate. Discuss resources – all teachers CAT session. Build on what is in place for ‘Big write’ and share good practice. Refer to literature and principles to further develop. CAT session/s. Agree on order for development of other programmes. Include SBC advice on literacy and numeracy.</td>
</tr>
<tr>
<td>Embed formative assessment.</td>
<td>All teaching staff</td>
<td>Over term and longer term</td>
<td>Possible progressions at stages (in consultation with cluster schools)</td>
<td>Ensure understanding of formative assessment, in particular sharing learning intentions consistently and giving learners’ feedback. Discuss with colleagues and evaluate.</td>
</tr>
<tr>
<td>Session 15/16</td>
<td>Schools</td>
<td>Priority for improvement and brief description</td>
<td></td>
<td></td>
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<tr>
<td>--------------</td>
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<td>--------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ednam and Sprouston</td>
<td>Self-evaluation. Discuss and put in place approaches which are understood by all, impact on teaching and learning and lead to improved outcomes for pupils.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Learning Community Link**  
Improving curriculum  
Reducing inequalities – use of data

**HGIOS Quality Indicators/Theme**  
5.9 Improvement through self-evaluation

### Measurable outcomes for learners
- Review approaches to self-evaluation which are understood by all in order to focus on agreed improvements to outcomes for all children in teaching and learning.

**Steps/actions required**

<table>
<thead>
<tr>
<th>By Whom</th>
<th>By when</th>
<th>Resources or decisions/agreements required</th>
<th>Monitoring Progress; What has changed or been achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteacher and staff</td>
<td>Term</td>
<td>Overview and guidance relating to planning, observations and monitoring</td>
<td>Through agreement with staff have in place an overview of approaches to self-evaluation in schools.</td>
</tr>
<tr>
<td>Headteacher and staff</td>
<td>Over session</td>
<td>Include feedback.</td>
<td>Share School Improvement Plan and update regularly. Involve staff, pupils and parents in review and audit. Adjust plans accordingly. Discuss impact of plan.</td>
</tr>
<tr>
<td>Headteacher and staff</td>
<td>Over session</td>
<td>Improved systems and approaches.</td>
<td>Review information from tracking approaches and whether information is improving outcomes for pupils.</td>
</tr>
<tr>
<td>Headteacher and staff</td>
<td>End of session</td>
<td>Through discussion, evidence and agreements</td>
<td>Agree process and approaches for next session.</td>
</tr>
</tbody>
</table>

- Have in place approaches which are evidence based, rigorous and understood by all. Refer to Formative Assessment.
- Share the Schools’ improvement Plan with parents, pupils and all staff and involve them in processes.
- Develop the tracking of pupil progress.
- Evaluate all of the above to agree impact and develop as appropriate.
### Steps/actions required

<table>
<thead>
<tr>
<th>Session 15/16</th>
<th>Schools</th>
<th>Priority for improvement and brief description: Introduce Modern Languages 1+2 programme</th>
</tr>
</thead>
</table>
| Learning Community Link | Ednam and Sprouston | **HGISQ Quality Indicators/Theme**  
5.1 The Curriculum  
6.3 Planning for Improvement  
7.3 Staff Development |

#### Measurable outcomes for learners
- In the longer term the programme will help to give pupils a deeper understanding of how language works and to develop literacy skills.

<table>
<thead>
<tr>
<th>Steps/actions required</th>
<th>By Whom</th>
<th>By when</th>
<th>Resources or decisions/agreements required</th>
<th>Monitoring Progress; What has changed or been achieved (How do you know?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree plans for introducing the Scottish Government’s report to enable children to have the opportunity to learn a modern language from P1 and to study two languages at the later stages of primary school.</td>
<td>All staff and agreed lead Principal Teacher.</td>
<td>Term1/2</td>
<td>Follow on from agreements. Take forward as part of literacy developments.</td>
<td>Carry out audit and make all teachers and parents aware of policy. Agree languages in conjunction with Learning Community. Identify lead practitioner. Teachers encouraged and supported in introducing languages – timescale to be agreed. Possible input from SBC co-ordinator.</td>
</tr>
<tr>
<td>Session 15/16</td>
<td>Schools</td>
<td>Priority for improvement and brief description</td>
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<tr>
<td>Ednam and Sprosuton</td>
<td>Developments at Nursery and Early Level</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Community Link</th>
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<tbody>
<tr>
<td>Improving curriculum</td>
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<td>5.1 The Curriculum</td>
</tr>
<tr>
<td>Reducing inequalities</td>
<td>5.3 Meeting Learning Needs</td>
</tr>
</tbody>
</table>

Measurable outcomes for learners:
- Tasks, activities and resources to meet children’s needs and to be evidenced through observations and quality improvement measures. Implement across stages and at transition points.
- Children to contribute to planning and targets and to be aware of their progress

<table>
<thead>
<tr>
<th>Steps/actions required</th>
<th>By whom</th>
<th>By when</th>
<th>Resources or decisions/agreements required</th>
<th>Monitoring progress; what has changed or been achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Further develop learning through practical and play based approaches.</td>
<td></td>
<td></td>
<td>Take forward through meetings for nursery staff and whole school</td>
<td>Further develop observations of play and feed these into actions to take forward. Take opportunities to share and review approaches at early level.</td>
</tr>
<tr>
<td>Develop approaches to planning and recording, including with children, through Learning Walls and Early Learning books.</td>
<td></td>
<td></td>
<td></td>
<td>Discuss approaches trialled so far in Nursery and agree ways forward. Work with school staff to agree principles for target setting for pupils. Refer to literature and in other settings.</td>
</tr>
<tr>
<td>Develop transitions</td>
<td>Kelso areas schools to agree timeframe and approach for children entering nursery.</td>
<td></td>
<td></td>
<td>Take forward learning Community plans to agree a timeframe of activities. Meet with health visitors to be aware of pupils entering nursery.</td>
</tr>
</tbody>
</table>
2015/16 Ednam and Sprouston Primary Schools

Other improvements which do not have an action plan

- Healthy Schools – include ‘Better Eating better Learning’ audit and guidance and ‘Setting the Table’ in nursery – plans to be put in place from audit. Also include project which involves Sprouston Primary with the Roxburghe Hotel and Albert Roux

- Developing school grounds – planting and fencing at Ednam. Complete playground development at Sprouston and plan for upgrading nursery area.

- Further embed vision and values for the schools, including inclusive attitudes and approaches

- Develop PT remits
The School in Context

Sprouston Primary School serves the area south east of Kelso and takes in a number of pupils on placement requests from north Northumberland. The school has two classrooms and a nursery with a large playground of grassed and woodland areas.

The school roll during session 2014 – 15 was 37, including 5 children in nursery. The classes were P1-3 (13) and P4-7 (19). Staffing is in line with national and SBC allocations. The school is a partner school with Ednam Primary with one headteacher over the two sites. In December 2013 a senior education officer was placed in the post of headteacher for a period of eighteen months. A newly appointed permanent headteacher will take up post in August 2015. The staff at the school are supported by a Principal Teacher, based at Ednam.

In January the school was inspected by HMIe and feedback from the report is reflected in this School Improvement Report. The Inspection Report may be viewed at www.educationscotland.gov.uk (School Reports).

A school website has been set up and this will enhance our communications with parents. http://sprouston.scotborders.sch.uk/

Parents and extended families are supportive of the school and attend events and consultations. The Parent Group meets regularly and has actively and very successfully fundraised for the school’s benefit. The school has been awarded a £10,000 from Awards for All. This funding is being supplemented by the Parent Group in order to replace playground equipment and the work on this is due to start in June 2015. An individual parent has donated the sponsorship money from a marathon to help boost funds and opportunities for the children.

A local group, Charity Begins at Home, gave a generous donation to the school which has paid for transport to local sporting events, swimming lessons and to link up with neighbouring schools. Pupils have raised money in a number of ways and for different causes, for example for Save the Children and Red Nose Day.

Summary of consultations with parents and children and young people about our strengths and areas for improvement.

All members of the school community were invited to contribute to our consultation on school values.

A summary of the School Improvement Plan was shared as was a copy of the School Improvement Report and comments invited. Updates on school developments are given at Parent Group meetings and minutes are sent to all parents.

Opportunities to comment on specific aspects of school life are invited through newsletters and when parents are in school e.g. at teacher consultation meetings.

As part of the school inspection process groups of parents and children were consulted by questionnaire and in focus groups. Questionnaire results may be viewed online, www.educationscotland.gov.uk. Information booklets have been sent home outlining how we teach Writing and Reading and how parents can help; discussion about these has been encouraged.
EVALUATION OF PROGRESS

Question 1: HOW WELL DO CHILDREN LEARN AND ACHIEVE?

Q1 1.1 Improvements in Performance

Overall we have evaluated ourselves as good

As reported following our recent HMie inspection children are learning and achieving well across school and nursery. They are making appropriate progress in all areas of their learning. Children are generally well behaved and show confidence in their learning.

Attainment is fairly consistent and appropriate, as can be evidenced through standardised test results in Spelling, Reading and Mathematics. Newly introduced standardised testing in Literacy and Numeracy has taken place in Primaries 1, 4 and 7 and there will be an analysis of the results in order to more fully evaluate our pupils’ attainment.

Personal achievement is recognised and celebrated in classes, at assemblies and through sharing more widely with parents and the local community. In order to promote and develop Sprouston as a positive school pupils, staff and parents have been involved in listing relevant key values for school and nursery. These are highlighted in class and at assemblies and are expected to be evidenced in school life.

Children are treated with equality, fairness and respect.

Involvement in Teacher Learning Communities has been beneficial in taking forward formative assessment and in particular clarifying understanding of learning intentions and success criteria.

The School Improvement Plan is appropriate and has helped to inform school developments.

All pupils now receive at least 2 hours of quality P.E weekly, delivered by a curriculum support teacher and class teacher. There are also blocks of sports input, particularly for the older children. An enthusiastic Active Schools Co-ordinator has organised a number of after school activities for pupils and in the previous session Sprouston primary had the highest uptake of Cheviot area schools for these events. Nursery children spend time outdoors and have P.E and movement lessons.

Next Steps

- To ensure that children’s learning experiences across school are of a consistently good quality.
- Continue to increase opportunities for children to take more responsibility for their own learning and to recognise their strengths as learners.
- Continue to develop personal learning planning and achieve greater consistency from nursery – P7. Children will be clear about their targets and how to achieve them.
- Ensure that self-evaluation processes and the School Improvement Plan lead to improved outcomes for pupils.
QL 2.1 Learner’s Experiences

Overall we have evaluated ourselves as good

In nursery children engage happily in play activities and they are developing confidence and self-esteem. They engage well with children and adults. Across the school pupils are motivated and keen to learn and most show confidence in their learning. They are involved in planning aspects of their own learning. Children can describe what they are good at and many are able to outline what they need to do to get better.

Staff use questioning skills well to help children to understand and extend their learning. Learning intentions are shared appropriately in a number of lessons.

Opportunities for pupil voice are developing well. All children contribute to the life of the school through shared experiences and are proud of their contributions. The Pupil Council has met regularly and taken forward a number of activities and issues such as introducing a Pupil Zone in the school newsletter, fundraising and setting up an Eco Council. There have been a number of fundraising events, for example for the Nepal Earthquake appeal and Wateraid and to raise money for new playground equipment.

All nursery and school children took part in a nativity play which was presented to parents and members of the local community, in school and in the village church. Pupils in P6 and 7 take part in a residential excursion with Ednam Primary. In order to offer greater opportunities for socialisation and to extend their play and learning opportunities our three pre-school nursery children have made regular visits to our partner nursery at Ednam.

Our pupils have Music lessons once a week and have also had opportunities to play guitar and African drums. During the year New Strides Theatre company visited school with their play ‘Letters to Aberlour’, the Beyonce Music quartet entertained the children and a grandparent demonstrated a number of orchestral musical instruments. Assemblies are held weekly and there is regular input from the local minister and some other visitors.

Next Steps

- Further embed vision and values for the school including inclusive attitudes and approaches.
- Continue to increase opportunities for children to take more responsibility for their learning including planning and evaluating and ensure consistency across school.
- Help children to recognise their own strengths as learners and encourage them to share their views on what helps them learn.
- Further develop pupil targets and ensure that they know how to achieve them.
- Share learning intentions in a consistent way and encourage children to talk about their learning.
- Health and Wellbeing – develop Healthy Eating and include the school’s involvement with ‘Adopt a School’ (an initiative run by chef Albert Roux and local hotel ‘The Roxburghe’) refer to ‘Better Eating Better Learning’ and ‘Setting the Table’ in nursery.
Question 2: HOW WELL DOES THE SCHOOL SUPPORT CHILDREN TO DEVELOP AND LEARN?

QI 5.1 The Curriculum

Overall we have evaluated ourselves as satisfactory

In nursery and primary classes the curriculum is generally broad and balanced and increasingly taking account of Curriculum for Excellence. Nursery staff are working with their colleagues at Ednam to develop their practice based on ‘Building the Ambition’. Staff ensure that children have relevant opportunities to develop their skills with appropriate focus on literacy, numeracy and health and well-being. Teachers’ planning is careful and relates effectively to experiences and outcomes. Numeracy is recorded as a strength across school.

An initial curriculum position statement was developed and shared with staff this session. A start has been made to putting in place programmes for some areas of the curriculum in order to provide appropriate progression and challenge e.g. in Reading and aspects of literacy.

There are strong transition arrangements in place for pupils moving to Kelso High School.

Next Steps

- Further develop Learning Walls and Early Learning Books in nursery in order to support children’s learning.
- Ensure that pace of learning is consistency challenging across primary classes and in all areas of the curriculum.
- Further develop the school’s curriculum position statement in order to provide a basis for understanding what the school is aiming to achieve through its curriculum particularly related to the design principles.
- Continue to develop programmes in all curriculum areas to provide appropriate challenge and progression in our multi-composite classes.
- Develop writing, particularly at the early stages.
- Offer pupils greater opportunities for personalisation and choice and develop Interdisciplinary learning and learning in real life contexts.
- Further develop transition arrangements for children moving from nursery to school and between classes, when applicable.
- Develop flexible and play based approaches to learning, including outdoors and in the local environment.
- Plan to introduce 1 + 2 Modern Languages.
5.3 Meeting Learning Needs

Overall we have evaluated ourselves as good

Staff know children well and work hard to give them relevant experiences which meet their needs. Staff work effectively to establish a nurturing and inclusive ethos in school and this helps children to develop in the small school setting. All staff work together to respond to children’s learning needs. Tasks and activities in most lessons are suitably challenging. Children are well supported and staff show care, respect and fairness towards them. The Support for Learning teacher and support assistants make a highly effective contribution to improving children’s learning.

Appropriate differentiation to meet children’s needs is apparent. Teaching approaches are adapted to meet learning needs. Additional support plans are in place for some children and targets are reviewed regularly and include the involvement of parents. Regular meetings are held to monitor, track and review pupil progress. The school works well with a range of agencies, including a newly appointed Home School Link Worker, to identify and review the needs of learners in line with the principles of Getting It Right For Every Child (GIRFEC).

Next Steps

- Ensure that targets and next steps in learning are clearly identified and that pupils are engaged in the review and target setting process.
- Build on formative assessment strategies to more fully engage learners and ensure challenge, enjoyment and motivation
- Review planning in order that activities build on prior learning and provide depth and challenge in learning
- Develop consistency across school by furthering differentiation to ensure tasks and activities more closely match learners’ needs and provide appropriate pace and challenge and to use a variety of teaching styles.
- With colleagues in the Cheviot Learning Community work towards closing the attainment gap through developing a rationale to identify learners’ needs and profile attainment.
Question 3: HOW WELL DOES THE SCHOOL IMPROVE THE QUALITY OF ITS WORK?

QI 5.9 Self Evaluation

Overall we have evaluated ourselves as satisfactory

Staff have identified the school’s strengths and development needs. Staff work with colleagues at Ednam, our partner school, to take forward school improvements. There are several successful strategies in place to monitor the work of the nursery and primary classes including learning visits, evaluation of forward plans and meetings to discuss children’s progress; these are having some impact. Staff reflect on their practices in order to develop teaching and learning. All those in school work to ensure that parents feel welcome and play a part in their children’s school experiences.

Next Steps

- Ensure that self-evaluation processes are evidence based, rigorous, systematic and understood by all in order to lead to improved outcomes for all children.
- Ensure that parents and pupils are aware of the school improvement plan and further their involvement in self-evaluation processes.
- Continue with plans to develop the tracking of children’s progress across all areas of the curriculum.