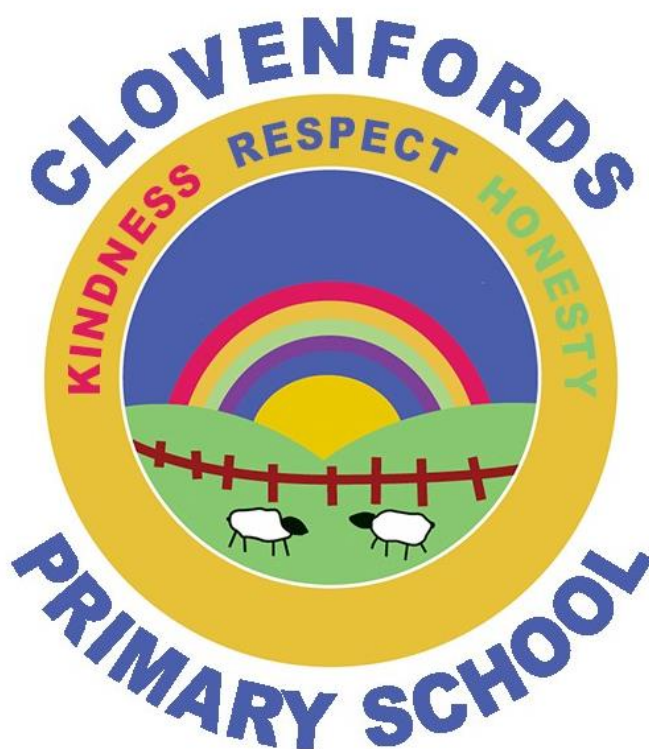


School Improvement Report



Clovenfords Primary School and ELC

2024-25

Review of Progress 2024-25

Context of the setting

Clovenfords Primary School and ELC serves the community of Clovenfords village and surrounding rural areas within the Galashiels cluster.

For this session we have had 150 pupils on our school roll. The school had six classes with eight teachers. This session we hosted and supported a Newly Qualified Teacher. Children also worked with a PE Curriculum Support Teacher and there was a Support for Learning teacher one day a week. Pupils were also supported by four Additional Needs Assistants who worked across classes and pupil groups. Support for learning was strengthened by utilising a classroom assistant to support planned interventions. Our Pupil Equity Funding enabled the school to employ a Nurture teacher for half a day a week. ELC pupils were supported by an Early Years Officer and a team of Early Years Practitioners. The Senior Leadership Team consists of the Headteacher and a Principal Teacher.

Our vision is clear and known by the children: *'I am unique, I am a lifelong learner, my voice matters.'* Our school values of *Kindness, Respect* and *Honesty*, support the warm and positive relationships between staff and children. Our Aims reflect our vision and values and are based on the Wellbeing Indicators: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. Our Vision, Values and Aims underpin our Curriculum Rationale which has been created following pupil and family engagement and consultation.

This session we have further embedded the UNCRC Rights of the Child, and the school gained their Bronze Rights Respecting School Award in recognition of our commitment to children's rights. We have appointed several pupil ambassadors to support this work.

Our Nurture Base was refreshed and is a calm and welcoming space for all. Our ELC garden benefitted from fundraising, in partnership with the Parent Council, and the children are now enjoying a new climbing frame. The Parent Council have supported the school with other fundraisers and have helped with the cost of school trips for each class.

The school worked with pupils and families to develop our Curriculum Rationale, offering parent workshops and pupil focus groups to develop understanding and make links with our Vision, Values and Aims.

The school undertook moderation of our termly Curriculum Overviews which are shared with families to support partnerships between school and home. Family friendly overviews were created to ensure engagement and understanding of learning was more meaningful and feedback has been positive from families:

"These have been great in helping us to both understand how our children are being taught and to help us support them at home. The suggested activities to do with our children are really useful and much appreciated."

"Easy to understand."

"Each section is informative and helpful for discussions through the term. The 'How You Can Help At Home' section is very useful."

PRIORITY 1

Develop high quality learning, teaching and assessment that leads to improved levels of attainment (including the poverty related gap) and achievement for all in our schools and settings through continued development of;

Pedagogy and practice: year 2 of SBC Way

Curricular programmes and learner pathways

Digital skills for all

Tracking and monitoring

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

Teachers are engaging with SBCWay progression pathways to ensure learners experiences are equitable and that planning across levels is more consistent. Learning is shared with home through refreshed Family Friendly Overviews to support conversations around learning and progress.

Numeracy learning has been moderated resulting in an increased consistency in using retrieval practice to support and build on prior learning. All classes have introduced and developed a Numeracy working wall to support learning and use of concrete materials. Staff have engaged in developing pedagogy to support children's skills, knowledge and application of writing sentences to support structure and meaning.

Interdisciplinary Learning was refreshed during Session 2024-2025. This was planned using local and wider contexts to develop children's understanding of their place in the world and history of their local area. This new planning approach is ensuring children's understanding of historical chronology is appropriately developed and learning can be built upon.

Digital skills continue to be embedded to support learning across all curricular areas. This has included Kaligo which is being used to support handwriting progress and use of Skriva pens. Almost all teachers have achieved their Apple Teacher Badge. The school have applied to be recognised as an Apple Distinguished School. In ELC, staff have been trialling a digital floorbook to share learning and capture pupil voice.

Showbie is firmly embedded across the school and is used to support teaching and learning both in school and at home with weekly spelling lists and reading posted on Class Communication Groups.

Tracking and monitoring meetings take place termly where targeted support for children is planned, agreed and evaluated. This is ensuring children's individual needs are effectively tracked and monitored to tailor support appropriately and effectively.

How do you know? What evidence do you have of positive impact on learners?

SBCWay – moderation activities have evidenced more robust teacher judgements that align with tracking and monitoring data. This is supporting more accurate targeting of interventions for identified pupils.

Families were consulted on the refreshed overviews and feedback has been very positive with reports that there is an increased understanding of the learning being planned and taught. This increased understanding is supporting more meaningful discussions during Pupil Progress Consultations.

Parents have reported that they regularly use the learning posted on Communication Groups to support their child at home.

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

Writing will be planned across the school, based on genre and SBCWay progression pathways to support moderation and how children are being assessed across the curriculum using a strengths-based approach.

Numeracy will also be planned across levels to support moderation and teacher judgement of progress. Ongoing development and use of numeracy working walls and concrete materials will support children's learning further and develop increased independence.

In ELC, staff will further develop skills in observations to support children's progress and next steps.

Year 2 of our IDL planning will support children to build on the learning they experienced this session to make comparisons between different periods of history and develop their enquiry skills. IDL learning will also support our whole school focus of continuing to develop writing across the curriculum.

PRIORITY 2

Develop inclusive practice with a focus on universal and targeted provision in all schools and settings through continued development of;

- Inclusive, nurturing practice and promotion of wellbeing
- Universal and targeted supports for all learners

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

Whole school learning around the UNCRC has been a key focus. Learning has taken place in class and at gatherings and assemblies.

Soft starts embedded across classes to support children's emotional and social skills. This is enabling time for teachers to engage with pupils' wellbeing needs.

All staff use restorative practices to support positive relationships with the school values at the centre of our respectful relationships. This has been further supported through Trauma Informed Practice professional learning in partnership with the Educational Psychology Service which involved all teaching, support and ELC staff. All staff are Nurture trained.

Accessibility tools are widely embedded across the school and children can access voice notes, coloured overlays, talk to text etc., to support inclusion and progress in learning. In ELC, staff have been developing their use of BSL, and have undertaken professional development, led by the Teacher for the Deaf.

Pupil voice is a strong consideration in all whole school improvements and priorities with the children's voice regularly captured in gatherings, assemblies and class learning. Children can share how they feel and recognise that they are listened to.

Visual timetables are used in all classrooms and in ELC.

Health and Wellbeing groups are targeted using the CIRCLE document and the CPS Scale to support individual wellbeing needs. Parents are involved in identifying targets.

Our Nurture space was refreshed and is now a more welcoming and inviting space to support wellbeing needs.

GMWP surveys were undertaken at the start and end of session to track and monitor pupil wellbeing. Results were shared with teachers to allow them to tailor health and wellbeing learning and support individual conversations with children. The surveys also supported transition for next session.

Swimming lessons were offered to targeted pupils.

Bikeability sessions were provided for P5 and P6 children and where applicable the bike loan scheme was used to support pupils having free access to a bike at home.

Clothingfords, our new and gently used clothing hub is well stocked and used by families. It is open across the school day and at events and gatherings across the session. Children's wider achievements have been regularly promoted through the Weekly Update and at a termly Achievements Assembly.

How do you know? What evidence do you have of positive impact on learners?

We achieved our Bronze Rights Respecting Schools award. Ambassadors from P3-P7 have been appointed to support further learning around children's rights and work towards our Silver award. This is supporting pupil voice and pupil leadership opportunities. Pupil voice is sought and acted on through assemblies, gatherings etc., and through leadership roles, ambassador roles and in pupil voice on Showbie and end of year progress reports. Feedback is also sought from families through Open Afternoons, Gatherings and at Pupil Progress Consultations. Sharing wider achievements from home has increased as a result of these being included in the Weekly Updates and shared at termly Achievements assemblies. The school gathered feedback from parents to further engage families in sharing wider achievements.

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

Further develop soft starts to support identified skills and improve outdoor learning offer.

Train staff in delivering wellbeing sessions using Sensory Circuits. Build this into timetables to support learners' needs.

Introduce the Massage in Schools Programme to support wellbeing and regulation.

Act on parental feedback and identify a skill or an act of community service as a theme for children to share wider achievements outside of school. Continue to use these achievements to support and promote our ethos and culture and celebrate all children.

Build on ELC children's current knowledge of our values to enhance their learning and sense of community and involvement in the life of the school.

Evaluate the following QIs against the six-point scale:

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

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

Our capacity for continuous improvement is: Very Good