The School in Context

This session the school community continued to settle into its new building. The pupil roll was arranged over 10 classes supported by a 0.5 Support for Learning teacher and Additional Needs Assistants. The Leadership Team consisted of Acting Head Teacher, Depute and Acting Principal Teacher. Our Early Learning and Childcare offered both morning and afternoon sessions.

The school had a significant number of changes to staffing during the session. We said farewell to Debby Whyte our Administrative Assistant, Sue Young (ANA) and class teachers Maureen Swinburn and Brittany Dundas. We welcomed Mrs Marion Butler and Mrs Lynn Meah as full time permanent members of staff and Mrs Michelle Fraser to a permanent part-time job share post. Mrs Lorna Dorran joined us on a part time basis to release Miss Julie Wight and Mrs Alison Saxon to develop the school's action plan. Mrs Gill Durrington and Mrs Janet King joined us as temporary Additional Needs Assistants.

The Parent Council and wider parent body began to play a more active role in the life of the school and were included in consultations and enhanced opportunities to share in the learning of their children.

The school established the Pupil Voice Committee and enhanced the work of the Eco Committee, House Captains, Prefects and JRSOs.

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

In evaluating impact and progress in the key areas of the services we deliver, we have drawn on a range of evidence including:

- Attainment data reflecting pupil performance in ongoing assessments
- Feedback from pupils, parents and staff via surveys, questionnaires, focus groups and discussions
- A planned programme of observations of classroom experiences
- Monitoring of pupil work, teacher planning and assessment evidence
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 2013/14 including impact and evidence.

*Introduce systematic and rigorous quality assurance systems to monitor and track pupil attainment and achievement*

Timetable introduced for quality assurance and assessment
Monitoring - classroom observations, sampling children's work and professional dialogue
Programmes and progression pathways to track curriculum coverage and learning
Annual screening continued and local authority wide standardised assessments introduced
Child profiles and nursery observation detail term qualitative comments on how well and how much children are learning as well as next steps.
Learning logs and floorbooks introduced
Termly review, evaluate and planning (REP) meetings between teacher/nursery staff and SMT
Benchmarking exercise with another school in cluster and SEO
Attainment tracking grids created

Next Steps
Cluster priority - better use of data from summative assessments
Further development of pupil learner logs
Benchmarking to continue across cluster
Greater opportunities for teachers to participate in learning rounds both within and outwith own school setting increasing professional dialogue and benchmarking opportunities.

QI 2.1 Learner’s Experiences

Overall we have evaluated ourselves as

Good

SIP Actions from Session 2013/14 including impact and evidence.

Leadership opportunities for children
Identified opportunities where children can take on more independence and responsibility within the nursery and school such as:
- Nursery - looking after personal hygiene, setting the table, helping to prepare & serve snack, direction of their own learning
- Primary - pupil voice, buddying, and decision making and improving the nursery & school

Develop staff knowledge, skill and understanding to ensure excellent quality teaching and learning.

Staff have:
developed their understanding of the assessment cycle when planning
Developed their knowledge of the characteristics of an excellent 5 part lesson
Employed key strategies of formative assessment within teaching practice to increase pace of learning

Staff use both formative and summative assessment effectively to determine next steps
Staff have developed their ability to provide appropriate differentiation to ensure children are engaged and challenged in their learning

Staff have developed their knowledge of personal learning planning and understand the role of personal learning planning within effective learning and teaching
They regularly plan for and use personal learning planning for effective learning and teaching

Quality learning environment
ELCC team and HT visit Priorsford PS ELCC - identified as good practice model - professional dialogue establishes short term actions and longer term aims to Build the Ambition

0.4 intervention staff and P1 staff visit Midlothian school - identified model of good practice - to explore quality early level learning environments effectively combining appropriate pace challenge and the principles of early child development.

Next Steps
Engage in dialogue with pupils about their goals, what and how they learn and identify next steps.
Continue to develop learning logs and their use as a visual tool to support child/parental discussions.
Continue to look inwards, outwards and forwards. Identifying and visiting schools highlighted as good 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 2013/14 including impact and evidence.

A whole school approach to curriculum planning was developed in line with the principles and entitlements of curriculum design

Clear and progressive programmes were introduced to support teachers in delivering literacy and numeracy

Year Plans implemented to ensure planning according to the principles of curriculum design.

Next Steps
Use Cloud 10 approach to establish clear future pathway for school ensuring opportunities for IDL, discreet curricular areas, outdoor learning, skills for life work and learning and opportunities for personal achievement
Establish enquiry groups linked to SIP
Further development of progression pathways
Develop all staff’s understanding of pedagogy - literacy, numeracy, IDL curriculum framework

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

Good

SIP Actions from Session 2013/14 including impact and evidence.

Teachers have used joint planning days, curriculum frameworks and programmes of work to plan a range of experiences across the outcomes of CfE, and progression pathways to break these down into meaningful, progressive steps for children.

Through improved Forward Planning procedures, teachers have been more focused on the assessment processes they have used and the assessment information and data they have collected. This has allowed for more informative reporting to parents.

REP meetings have included discussions about tracking in order to ensure that every child is supported effectively.

Learning Support liaison weeks each term have allowed for these discussions to be taken forward through regular and planned consultation with the LS teacher whose timetable changes termly to allow for appropriate support to be given.

Standardised test results were shared with all staff. This data helped to ensure the correct level of support or challenge required for individual pupils.

During LS Liaison Weeks, Individualised Education Plan review meetings take place with parents, class teachers, LS teacher and a member of the Senior Management Team. Targets are reviewed and updated and the child is consulted about progress and next steps.

Transition arrangements continued to be enhanced. Our P7 pupils enjoyed half days visits to Peebles High School early in the session followed by two full days in June. Peebles High School’s Rector visited to meet with parents and prospective pupils in November and staff from the Maths department visited our P7 and P6/7 classes.

Our current Primary one pupils worked with the ELCC pupils on a shared Early Level theme – Under the Sea – this session. This allowed the ELCC opportunities to visit the P1 setting on a weekly basis during the summer term. The ELCC children also enjoyed a Meet the Teacher event in June and numerous opportunities for playtime snack in the school playground. Our current P6 children spent time with the ELCC children in shared reading. These P6 pupils will be the buddies for our new intake in session 2015-16.

For those individuals and families who have required extra support for a range of reasons, we have continued to draw upon support out with the school through the Educational Psychology Service, Speech and Language Therapy, Occupational Therapy and the School Nursing Service.
Next Steps
Enhanced transition arrangements for both new ELCC and P1 pupils fully involving our partners.
Looking inwards, looking outwards and looking forwards:

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 2013/14 including impact and evidence
An agreed approach to self-evaluation process which focuses on learners’ success and achievements and is rigorous, systematic and transparent.

A shared understanding of what quality self-evaluation is and its role in school improvement

Systems set up by end Oct 2014 to become an annual cycle of events with evaluation in term 4 of each year.
Staff training in GIRFEC and Health and Wellbeing Indicators
Staff engagement in PRD process linked to professional standards and SIP.
Identification of areas for professional development
Commitment to self-evaluation demonstrated by consultation on the Education Scotland Action Plan and Cloud 10 planning with staff pupils and parents

Next Steps
Cloud 10
Professional standards
6 monthly reviews
Tweeddale LC - collegiate activities linked to SIP
Improved CLPL opportunities and investment in staff - inextricable link between PRD, self evaluation, CLPL and the SIP

Any other continuing improvements which have not be commented upon in the previous sections.

Develop a positive and engaging relationship with our parents
Significant improvement in communication and access to the school
Increased parental involvement through;
New reporting format
Termly curriculum overviews
Personal learning logs shared with families
Termly open sessions for parents
Work regularly being sent home
New Meet the Teacher event
Events throughout the year to showcase learning
Consulting with parents on Vision, Values and Aims and Building our Curriculum

Develop a positive and engaging relationship with our wider community
Successful partnerships started and developed with
Great Big Little Health Kick
Whitmuir Farm

Next Steps
Continue and build upon this work
Identify areas where wider community can support - eg outdoor learning
Identify organisations and accreditation to support school improvement agenda