## 

## MIDLOTHIAN EDUCATION AND COMMUNITIES DIVISION

## STANDARDS AND QUALITY REPORT

Strathesk Primary School

Session 2013 – 2014

‘Learning together benefits all’

School Context

Strathesk Primary was officially opened on 20 June 2008 as a Private Partnership Programme. The School is the result of a merge between the former Ladywood and Eastfield Primaries and Strathesk Nursery.

The school is also supporting transition arrangements for both Beeslack Community High School and Penicuk High School.

During session 2013/14 there were 319 children in 14 classes within the Primary School and 90 children in the Nursery (50 a.m. and 40 p.m.).The Free Meal Entitlement (F.M.E.) was circa 33.3%, all varying marginally throughout the year.

During session 2013-14 there were significant changes within the Senior Management Team with both the Head Teacher and Depute Head retiring. One full time PT was also on maternity leave returning in April 2014 on a part time basis. The other PT became the new DHT, with a new ft PT starting in session 14/15. Once the previous HT retired an interim Head Teacher was in place from Christmas to February, with the new Head Teacher taking up her post after the February break. We had two NQTs being mentored by the DHT. The retention of staff was very challenging due to maternity cover, NQT cover, long term sickness and RCCT cover staff all having fixed term contracts who were seeking full time positions. The result of no available supply staff meant the DHT taught full time from Christmas until February and then part time until the end of session. We delivered RCCT using our own internal staff. Two classes were staffed with job share arrangements.

How well do children learn and achieve?

**Attainment data**

In order to assess attainment we use a range of assessment procedures including data from standardised assessments. Their findings are:

PIPs in P1: Strathesk have decreased to below Midlothian average in the last 5 years in reading and the last 6 years in maths.

GL Assessments, Progress in Maths P4: Strathesk decreased sharply to below average in 2012-13 but recovered to just above Midlothian average in 2013-14

GL Assessments, New Group Reading Tests P4: Strathesk has been decreasing since 2009-10 but increased in 2013-14

GL Assessments, Progress in Maths P7: Strathesk average scores increased for maths in 2013-14

GL Assessments, New Group Reading Tests P7: Strathesk has been below average for 5 of the last 6 years but increased to just above average in 2013-14

The school provides quality experiences for our learners to develop under the four contexts of CfE, for example:

**Existing strengths**

**‘Ethos and life of the school as a community’ and ‘Opportunities for Personal Achievement’**:

* Pupil voice – pupil council, JRSO, Eco- Committee, class assemblies
* Ski sessions for interested children, plus a residential skiing weekend trip to the Cairngorms
* Residential camp for P7 pupils in September to Benmore Outdoors Centre, plus a Penicuik High School Transition Camp in May to Netherurd House
* Information chat from the Fire Brigade
* Pupils representing Strathesk Primary school in various sporting competitions: soccer sevens, hockey, rugby, basketball, football
* Rugby lessons from the local development officer, culminating in a local schools mini rugby festival
* Midlothian Volunteers running an Active Buddy lunchtime club for interested pupils
* Supporting S4, S5 and S6 pupils in widening their own experiences through volunteering
* P7 buddy and prefect roles
* African Drumming Sessions with Daniel Duggan to develop both pupil and teacher skills
* Dance sessions with a local dance teacher
* Enjoy a Ball tasters for all pupils
* Drama sessions with drama specialist for P4, P4/5 and P5
* Charity fundraising events: Children in Need Assembly, McMillan Cancer coffee morning, Kilts for Kids, SSPCA, Red Nose day, World Book Day
* Regular Parent Partnership meetings
* Open afternoon for parents to learn about what we are doing in school with workshops held by staff
* Highly attended parent consultations
* Nativity performances
* P6 and P7 classes performing ‘Dracula’
* Christmas fair and school discos
* P6 participation in Euroquiz
* Strathesk school choir performance for parents
* Class trips to: the Zoo, the Royal Observatory, the local churches, the National Museum of Scotland to see both the Vikings and Egyptians exhibitions, Blair Drummond Safari Park (Nursery)
* Ministerial visit from MSPs on International School Meals Day to launch the Better Eating, Better Learning document
* Parent and pupil Scottish Night Celebrations, celebrating the winners of our Burns Recital competition
* Bikeability Scotland training with P6 pupils learning to ride their bikes safely on the roads
* The Challenge Project was attending by some children who would benefit from this support
* Nursery, P1-P3 and P4 –P7 Sports Days
* Upper school visit to see the Commonwealth Baton Relay
* P5 children showing initiative by carrying out their own fundraising for the British Heart Foundation

**‘Curriculum areas and subject’ and ‘Interdisciplinary Learning’:**

* After school clubs: homework, internet cafe, hockey, rugby, choir
* P7 Maths Masterclasses at PHS for the top achievers, linking with other ASG schools
* P2 to P7 participation in Midlothian’s Reading Challenge
* Catherine McPhail author visit
* Staff update and training on ABC music, plus specialist input to various classes concluding in a whole school performance
* Whole school ‘We are Writers’ book with contributions from every child from P1 to P7
* Kindness week, led by our P3 classes, with ‘kindness spies’ and ‘kindness patrols’
* Risk Factory visit for our P7 pupils linking all their personal safety agenda to real life scenarios
* We obtained our Green Flag, Bronze level, with the work completed by our Eco-Committee and the cross curricular work done in our classrooms
* Whole school ‘One Planet Picnic’ held in conjunction with the raising of our Green Flag
* Three classes competed in the Moscars competition with one of our P6 classes winning the ‘Best Film’ category
* Tommy Lawson came to work with our P4 to P7 classes regarding cyberbullying and held a parents’ meeting later in the evening
* Inter school walk, to highlight the benefits of walking to school, with a Commonwealth theme
* P1 puppet workshops and show, tying together all the learning taking place in their ‘puppet’ topic
* ‘Fairytale’ project between nursery and P1 to support transition
* P7 fundraiser enterprise day to raise funds for their end of year treat; bouncy castles and cinema afternoon
* Pupil involvement in the Penicuik Horticultural Society Spring Show
* Pupils across the whole school participating in the Midlothian Reading Challenge
* P5 participation in the P5 Numeracy Project
* Pupils and parents successfully campaigned against a recycling centre being build beside the school grounds

**‘Priorities for future Development’:**

* Take a whole school approach towards ensuring and developing the health and wellbeing of everyone, seeking to develop respect, resilience and an anti bullying ethos
* Numeracy focus looking to improve the overall picture in numeracy and identify ways to improve the comprehension in numeracy and how children tackle these problems
* Review current IDL topics to ensure they support breadth, depth and challenge

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

**Existing strengths** –

* Dinosaur school
* Target specific support and resources to maximise impact
* P7 masterclass at Penicuik High School to challenge our more able learners
* Good transition programmes in place between the transitions of nursery, P1 and P7 into high school and home into nursery
* Staff implementation of Blooms Taxonomy higher order questioning into the day to day learning and teaching
* Lots of reflective practice taking place in class, incorporating personalisation and choice, including our learners in establishing their next steps
* Good use of ICT skills throughout the curriculum
* Highly attended parent consultations where parents have indicated how helpful they find the dialogue with teachers
* Good reflection of summative assessments
* GIRFEC
* Play therapy
* Seasons for Growth delivered by two trained teachers

**Priorities for future development** –

* Implementing the work of Hattie and Yates
* Development of a nurture group and meditation space
* Implementation of some of the work of Carol Dweck’s Mindsets
* Develop listening skills linked to learning
* Review all school policies to assess effectiveness and impact
* Reflect on how/ when to challenge more confident and able pupils with third level work
* Build resilience to help support pupils to be more able and confident in tackling difficult work – creating an I can attitude
* Review provision of nursery education eg. pace of day in light of increase in hours.

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

Existing strengths –

* Regular reflection of learning and teaching during stage partner planning meetings
* Variety of resources used to meet pupils’ needs
* Regular professional dialogue times where teachers share skills and issues relating to SIP are discussed
* Improved Numeracy Counts planning in infant department
* Self evaluation and dialogue using the Numeracy Wheel

**Priorities for future development** –

* Learning logs need revisiting to ensure numeracy homework is completed regularly
* Consideration of pace, application and challenge in line with ASG work
* Reporting logs require further evaluation and review
* Building strong links with the wider community, sharing what we do in school
* Continue to build together as a new Senior Management Team
* Along with ASG, work on Visible Learning by Hattie and Yates to look at teacher impact on learning and the planning cycle
* Introduce HT weekly 5; pupil consultation to gain pupil opinions and attitudes towards learning
* Continue with the monitoring process

How do you ensure equality and inclusion and promote diversity across the school?

**Existing strengths** –

* Good ethos of inclusion where the children are treated as equals
* Strong working relationships with outside agencies
* Good ASN support within a limited budget
* Classes lead their own assemblies, sharing their learning and experiences with the whole school
* Regular fundraising to promote a culture of wider responsibilities
* Child Protection procedures followed well and all actions taken in line with GIRFEC
* Gained Eco School status
* Shared Learning with parents in the infant departments
* P7 participation in residential camps and participation in the John Muir Award
* Parental involvement in IEP meetings with regular update meetings
* Ed Psych delivery at ASG CAT sessions
* Extended transition projects P7 – S1 to support the most vulnerable children

**Priorities for future development** –

* Work towards gaining our BIG award status, ensuring we share correct policies and procedures with all stakeholders, challenging misconceptions to improve relationships with families
* Food for Thought agenda in line with ASG; developing seasonality and sustainability as part of our ongoing work
* Extended outdoor learning experiences in P5 andP6
* Reinvigorate pupil learning council with the BIG Award agenda

The school considers these to be strengths

* Good formative assessment used to inform next steps
* Stage planning works well to ensure pace and challenge
* We know our children and families well and strive to work closely together for the benefits of all children
* Good transition links with both high schools
* All teaching staff involved in working parties to contributed to school improvement
* Excellent use of ICT resources to support learning and teaching

The school considers these to be development needs

* Ensure we share teacher CPD with LAs and parents to form a holistic approach to improvement, building capacity
* Introduce a nurture group and meditation room
* Build stronger relationships with families, ensuring communication is clearer
* Continue with our literacy agenda – formulate stand alone literacy whole school plan
* Begin training for Languages 1 + 2, looking to embed along with ASG schools
* Raising awareness of whole school approach to anti- bullying, creating and nurturing an overall approach of being respectful, improving health and well being
* Introduce and facilitate peer observations
* Engage with new Professional Update and new Professional Standards for Registration
* Improved attainment in numeracy through whole school planning