

Athelstaneford Primary School Standards and Quality Report

Context of the school

Athelstaneford Primary School is situated in a rural setting, serving the village of Athelstaneford and the surrounding area. The school is co-educational and all primary stages, nursery - P7, are catered for in three classes and our nursery. The composition of the classes is decided on an annual basis. In the 2020-2021 session our school roll will be 60 across P1-7 with capacity to deliver 1140 hours to 16 children in our nursery. Our class structure will be a P1/2, P3/4 and P5/6/7. Our nursery has been delivering 1140 hours since January 2019.

It is a traditional stone building which has seen extension and refurbishment. We have a small hall in the centre of the school which is currently used as a general purpose room, delivering music with the specialist teacher and has the kitchen for serving the school lunches. Our library area is located in the entrance to the school. We have the use of the village hall for PE as well as being able to use the outdoors in the playground on a tarmacked pitch or on the grass pitch at the park.

We make very good use of our outdoor facilities and the surrounding area to provide meaningful learning opportunities across the curriculum. We have strong links with our wider community and work alongside them to enhance our curriculum.

The Head Teacher will be supported by a full-time principal teacher, a full-time teacher and 2 part time teachers, visiting specialists in music and PE as well as provision for woodwind musical instruction from P5 upwards. The school is supported by 2 part-time classroom assistants as well as 2 ASN auxiliaries. The school has an active parent council which works alongside the fundraising group and they make invaluable contributions to the school.

In August 2019 a new NQT took up post in the school. In October our Headteacher moved to a new school that brought a transition period where we had an acting shared Headteacher with Dirleton Primary. In February the school successfully appointed a new Headteacher and one of our class teachers increased their hours to become full time. During this period of transition the school was well supported by the principal teacher who was able to be supported in this through a reduction in class contract time.

Covid-19 had an impact on the school from March 2020 with the building being closed until the summer. Home Learning was well supported by staff with Google Classroom and G Suite being used extensively.

Pupils transfer to North Berwick High School and we work closely with our cluster schools – Aberlady, Gullane, Dirleton and Law Primaries.

The Parent Council and Fundraising Committee are hugely supportive and play an active part in working with staff and pupils to complement the work of the school. They organise regular fundraising events that involve the whole community. These, where possible, link directly to the SIP and help to enhance and support our work.

Our school is based upon strong, positive relationships with a commitment and care for all pupils, parents/carers. This is underpinned through our vision, values and aims and our commitment to being a Rights Respecting School.

Our Vision:

Learning together and having fun to be the best we can be.

Our Values:

Friendship, Respect, Perseverance, Co-operation, Honesty

Our Aims:

We aim to never give up.

We aim to be a welcoming school where everyone feels safe and valued.

We aim to learn with a positive attitude.

We aim for all staff and pupils to understand our rights.

We aim to be kind and thoughtful

How good is our leadership and approach to improvement?

1.3 Leadership of change

All staff in our school are committed to all learners and have high expectations for them to achieve the best they can. They have an understanding of the social, economic and cultural context of our community and use this knowledge to plan appropriate learning experiences. The ethos within our school is strong and regularly commented upon by visitors. There is a strong feeling of respect for all across our school community and this is demonstrated through collaborative working across all classes, a supportive parent forum and strong relationships in the staff. This has been evident by the way that existing staff welcome and support new members of staff into our team. We have strong links with the local community and work with many individuals to support learning.

We have continued to successfully embed our school vision, values and aims into the life of our school this year. Pupils and staff know and understand these and they are at the core of what we are trying to achieve. We have recognised pupils for their demonstration of the values and reported on this to parents. Restorative conversations take place and our values are at the centre of those discussions.

Staff are committed to improvement and undertake professional learning that is directly linked to the priorities at national, local and school level as well as responding to the needs of their individual class. They are reflective in their learning and consider carefully the impact for their pupils.

The school improvement plan priorities this session were to improve attainment and engagement in literacy and numeracy, to have improved health and well-being by embedding cooperative learning approaches, using Building Resilience and RSHP approaches to emotional wellbeing and engaging with Loose Parts pedagogy and practicalities. Furthermore, there was to be improved learning around the use of digital technologies. Due to covid 19 and school closure some of these developments will be continued into the next session where we look to fully implement them. It is also worth noting that teachers and staff engaged intensively in professional learning on digital learning during the home learning period. The school will look to make full use of this from August.

Teachers had responsibility for leading pupil groups in Eco, RRS, Digital Technology and Pupil Council. The groups began with an action plan and had opportunities to work across all stages by planning and delivering vertical group tasks, and feedback sessions at assembly.

The PT had responsibility for embedding the learning around Rights Respecting Schools. The main focus was to engage the wider school community in learning around rights. This was achieved with the implementation of 'Rights Respecting Rufus'. This is a teddy, accompanied by books with learning in rights and rights games, to be shared with pupils' families at home. There is also a dedicated Rufus Twitter page. The Silver Award will be achieved in October 2020, later than anticipated due to Covid lockdown.

We continue to work successfully with our cluster school to develop moderation of literacy and numeracy. With Dirleton we moderated approaches to numeracy, and with all cluster colleagues at NBHS we moderated both literacy and numeracy. We benefited from a training day with the SEIC offering a range of activities. Staff undertook numeracy training and explored Professional Collaborative Enquiry. The PT worked with SEIC colleagues in numeracy planning and moderation. Sadly this unit of work was not completed due to Covid

lockdown. All staff attended the Primary Teachers Conference. Staff agreed to take part in the same workshops so as to gain understanding of Collaborative Enquiry. This led to staff beginning to consider enquiry based practise around differentiation.

Future Developments

- To achieve the silver Rights Respecting Schools award and begin the journey to Gold.
- Maintain progress made with Digital Learning and look to achieve the digital school award.
- Develop use of Loose Parts play in the playground
- Embed professional learning on differentiation into daily teaching
- Responding to the challenge of blended learning and the covid-19 recovery.

How good is the quality of the care and provision we offer?

2.3 Learning teaching and assessment

Theme 1 – Learning and engagement

Theme 2 – Quality of teaching

Theme 3 – Effective use of assessment

In Athelstaneford the learning environment is one that is built on a positive culture and ethos. Staff demonstrate positive, nurturing relationships with the pupils. Most pupils have positive relationships with each other. Use of Building Resilience has helped children to further develop positive relationships with peers and staff.

Teachers and children plan together in order to ensure that learning is appropriate and challenging for all. Expectations of what learners can achieve are high with targets being clear. Target setting was an area of development this session. This is a method which has developed as it's been used. We had two very successful target setting meetings with the pupils and then with their parents at formal parent consultations. This has helped to establish shared understanding of where a child is in their learning and where they need support.

Teachers plan yearly, medium term and daily and track coverage for each year group to ensure progression. This is extremely important to manage consistency and progress within the multi-composite class. Time allocated to reducing workload was used to refine planning approaches to make them more manageable for staff without negatively impacting on learning. Staff continued to make good use of the planning documents agreed on last session, and used the curriculum frameworks to help plan learning across multi composite classes.

The tracking folder has continued to be a useful tool, with relevant and up to date data about groups of pupils. This will be essential to this year's handover. One of the positive outcomes from homelearning has been staff making greater use of technology to support collaborative planning. This has included co-creating a shared interdisciplinary plan which staff have then been able to differentiate from. This has been particularly useful for the crossover years and also in helping staff to see clear progressions. There have also been opportunities to moderate teaching and learning in informal approaches through being part of each teachers classroom.

Pupil assessment folders continue to be used with good effect and will become key in our target setting discussions with both pupils and parents. We make excellent use of our outdoor space and wider community for learning. We engage with members of the wider community to support our learning make best use of their knowledge and expertise. This session P5-7 were to be offered the chance to work with volunteers at Gilmerton House in a skills sharing approach to learning. Sadly due to Covid lockdown this was unable to happen. We also made use of the wider community of East Lothian by enjoying a trip to Torness as part of a topic in renewable and nonrenewable energy sources. The P4-7 running club, supported by Active Schools, continues to thrive and we average around 15 pupils each week.

Learners' achievements are recognised at whole school assemblies, displayed in the front entrance and recorded in their assessment folders as well as more informally within the classroom.

Achievements in school are recognised in a number of ways in the classroom. The pupil council worked to develop a more positive approach to recognising positive achievements. Children can receive text messages home, positive postcards, HT referrals and stickers. At assembly we recognise a 'Star of the Week' from each class and this is now linked to our school values.

Learners are actively involved in the life of the school taking on roles of responsibility such as house captains, JRSO's, pupil council, and supporting parent council fundraising events. This year the pupils enjoyed workshops and a community performance from Rookie Rockstars, an anti bullying musical production. P5-7 hosted a super Burns Blether in January. Elderly members of the community were invited to hear poetry, singing and speeches. P7's represented the school at the annual Primary Rotary Club Quiz.

Teachers plan for assessment and have a more robust approach to gathering evidence with the introduction of an assessment folder for each child. Teachers have been engaging with and using the benchmarks as part of the assessment process. East Lothian Curriculum Frameworks has been fundamental to supporting teachers in their planning and assessment.

Regular meetings between teaching staff and SMT to discuss learners progress and how to address and support any who have barriers which are preventing them progress as expected.

Future Developments

- Embed approaches to differentiate learning across the curriculum.
- Review curriculum rationale and make greater use of the refreshed narrative.
- Develop a rolling programme for inter-disciplinary to support coherent, relevant learning and help to reduce workload for teachers.
- Moderation activities with cluster colleagues with a focus on moderation at the planning stage.
- Staff to be confident when using and interpreting a range of data including the SNSA.
- Continue to review our use of assessment and how this supports high quality transitions

How good are we at ensuring the best possible outcomes for all our learners?

Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

Staff are well informed and have a good understanding of the children's well-being and rights and this has been demonstrated this year through the achievement of our bronze award as a RRS.

Staff create positive, nurturing environments for their pupils to learn in and have developed a strong culture of trust where they can seek out support. They know children extremely well as individuals and respond to their wide and varying needs with positivity and care. They go the extra mile to be accommodating and supportive in order to help our learners be the best they can be. All staff have taken part in Autistic Spectrum Disorder with ELC Educational Psychologists and training in 'Managing Challenging and Distressed Behaviour'. Staff have engaged with planning and using Positive Support Plans.

Our pupils are aware of the well-being indicators and can talk about them in relation to themselves. P6 and P7 pupils have taken part in Headstrong sessions, focussing on emotional and mental health and wellbeing, delivered by a community health partner.

Relationships between staff and parents are excellent. Staff communicate regularly and as appropriate to meet the needs of each child. They ensure that parents are informed about and can share in their children's learning, progress and next steps. This is done through parent information evenings, class newsletters, one to one consultations, written reports and open mornings. In addition to this they are readily available to meet with or have a telephone conversation and discuss any issues and concerns that may come up out-with these planned times.

Teachers keep parents informed about the planned learning in the classroom and school through termly newsletters, the school website and twitter. Engagement by parents of the website and twitter could be better and we will continue to promote this as a means of communication. We hope to encourage pupils and parents to share their learning at home via twitter.

The Child Planning process is used to effectively support a number of children and families in school. An action plan is made to target the identified needs of those learners and shared with the appropriate members of staff. Where necessary an IEP is put in place to support all those involved with each individual. Regular meetings to review and update the plan are held.

All staff have engaged well with the changes introduced to the child planning process and they would know how to record a wellbeing concern and the actions required. There is scope to further develop confidence and understanding with this process, particularly amongst the support staff.

In our school there is a great strength in the way we meet and have dialogue to discuss learner's progress. Each teacher considers and records barriers to learning that all children face. These along with tracking documents are discussed at regular tracking meetings with SMT. Dialogue between colleagues is regular and is used to support each other.

Teachers are skilled in gathering evidence for assessment through a variety of ways. It is

recorded in daily evaluations and observations, using formative and summative strategies. Moderation activities have been positive in helping to inform teachers to make achievement of a level judgements.

We had very successful family learning days, focused on curricular areas. Parents were invited into classrooms to take part in learning around literacy and numeracy. After there was a parent 'Masterclass' with information about how children learn, and how we approach learning in our context. These sessions were received positively by parents and pupils.

Transition in Athelstaneford is vital and has been successful in preparing our young people for High School and entering into P.1.

Information is shared with pupils and parents about the programme of events. We work closely with secondary staff, nursery colleagues and partnership establishments to ensure that transition is smooth and enjoyable for all. This has been more varied this year with transitions needing to be done virtually.

Future Developments

- All staff to engage in development around Nurture and GIRFEC
- School to develop appropriate approaches to track well-being of students against well-being indicators.
- The above process will support timely, appropriate interventions that should help support the learners.
- New tracking and monitoring attainment tool to be utilised across the school. This will help support professional dialogue around learners and help to plan interventions.

What is our capacity for continuous improvement?

Self-evaluation for improvement

Staff engage well with self-evaluation understanding it is an integral part in our approach to improvement. We have used a range of tools and approaches to gather evidence and feedback to inform how we will move forward in our next steps for improvement.

Throughout the year we planned in time and reflected on the progress of the SIP and also QI's from How good is OUR school? We identified areas of strength and what our priorities for improvement would be. This work has been carried out throughout the year at staff meetings and in-service days. We have done our best to do this with as many staff present as possible but it is challenging due to part time hours worked by all. Staff are always given the opportunity to contribute in other ways if not present. The changes of staff in the coming year will bring another full time member of staff, the principal teacher, into school along with the NQT this should offer more opportunity for all voices to be heard more regularly.

Through our pupil parliament and pupil council the learners have the opportunity to share their thoughts on areas for development within our school and have an active role in taking those forward.

There is scope to develop this and with the introduction of How good is OUR school? We will look to offer more opportunities for the pupils to use this particularly the Pupil Council.

Our parents were consulted at the open mornings, parent consultations and various surveys throughout the year. . We will continue to be creative in the ways that we involve parents and partners more regularly as it is clear that some methods are more successful than others.

In spite of the ever changing staffing picture in our school everyone continues to work exceptionally hard to engage with and drive forward the identified priorities we have identified to establish and achieve a consistent direction and use of approaches to teaching and learning, supported by our QIO, and cluster colleagues.

Future Developments

- Continue to build all staff's confidence in reflecting on all areas of the school through HGIOS 4 and HGIOELCC
- Further utilise HGIOURS and facilitate learners and other stakeholders having a greater voice in leading improvements in our school.
- Facilitate leadership opportunities for all staff in the school and across the cluster.
- Utilise new approaches for tracking and monitoring to better gauge improvement priorities and help to assess their impact.

Level

Q.I. 1.1 Self-evaluation for self-improvement

Q.I. 1.3 Leadership of change

Q.I. 2.3 Learning teaching and assessment

Q.I. 3.2 Raising attainment and achievement