

### **Cockenzie Primary School- Context**

Cockenzie Primary School was opened in May 1967, built over 2 wings with a modern extension housing the nursery, nurture room and learning support classroom. The school has generous accommodation including a dining room, assembly hall, gym hall, a library, two G.P. rooms and is surrounded by extensive grounds, including an outdoor classroom. It serves the community of Cockenzie and Port Seton, has a mixed catchment including the traditional fishing community along with a mixture of private and council housing. The school has a roll of 401 pupils from P1 to P7, taught in 15 mainstream classes with no composite classes and a 60/60 nursery.

In addition to the Head Teacher, who was appointed in August 2013, there are two Depute Heads, one full time and one part time and from August 2018 two full-time Principal Teachers.

From August 2018 the nursery has run with one senior practitioner and six full time equivalent nursery nurses. The nursery comprises of one large play area and benefits from extensive grounds.

Pupils in the school are supported by one full time SfL teacher; two additional support needs auxiliaries and three classroom assistants. Additional classroom assistants have been appointed through Pupil Equity Funding. Through our Pupil Equity Funding the school has also employed a Speech and Language Therapist to work alongside our P1 and P2 teachers to support the development of verbal communication and social and emotional regulation.

We have very supportive parents with an active PTA and Parent Council, now renamed Parent Link. We work closely with local groups through taking our learning into the community and members of the community supporting our work in school.

Getting it right for every child is at the heart of everything we do at Cockenzie Primary. We have a collegiate staff who work together as a team to deliver Curriculum for Excellence in an engaging and motivating way for all our pupils, using the principles of Curriculum for excellence in order to develop the four capacities. We have high expectations of our pupils, both in terms of their achievements and of their behaviour. Our school values of Curious, Successful and Positive underpin all our teaching and learning across the entire school.

## How good is our leadership and approach to improvement?

### 1.3 Leadership of Change

Cockenzie Primary has a clear vision for embedding our school values of **Curious, Positive** and **Successful**. These include recognising achievements at weekly assemblies, learning through our values, sharing our learning with parents and quality family homework tasks. This is further enhanced with star of the week certificates linked to our three school values which has increased the children's capacity to talk about our values and identify what good learning behaviours would look like throughout the school.

There is a strong culture of continuous improvement within staff and pupils. We have recently completed a whole school project on respectful relationships where all stakeholders were involved in the creation of a new anti-bullying policy linking closely to our school's visions and aims. This activity enabled our pupils to identify a new school value to enhance our already established existing three values. As of 2019/20 we will be introducing and developing the value of respect.

Teachers are frequently involved in actively engaging in reviewing their practice. Teaching staff work collegiately in Teaching Trios to evaluate and feedback on classroom practice, linked to our School Improvement Plan. Staff have regular opportunities to evaluate effectiveness using their own classroom observation checklists which have been informed by recent research or relevant documentation. For example, last session, staff observed and supported each other's teaching linked to the new East Lothian Council Frameworks.

Pupils as Learners (**PALs**), made up of mixed pupil groups, provide our pupils from P1-P7 the opportunity to embrace leadership roles linked to school improvement. Using the guiding principles outlined within *'How Good is OUR School'* pupils engage in improvement work within the context of our 'pupil friendly' school improvement plan. Pupils evaluate and feedback on the ongoing work of our school improvement plan, shaping our journey and providing a key voice in effective evaluation.

We continue to further identify where our learners are in terms of attainment, and more importantly, attainment progress over time. Our use of quadrants continues to support teachers in analysing data and progress in a clear and visual way. Attainment quadrants have continued to improve the quality of professional dialogue about attainment between class teachers and the leadership team.

We intend to further develop our knowledge of how our SIMD 1, 2, 3 and 4 pupils are achieving. We will do this by indicating, on the quadrants, their attainment progress. Going forward, we plan to have individual quadrants for each specific child in that demographic and our next step is to compare their progress within their class setting and the school setting. This will clearly identify any poverty related attainment gaps and allow us the opportunity to target low attainment with very specific interventions.

Our staff are actively supported and encouraged to take on and develop leadership roles. Our full-time DHT has been accepted onto the 'Into Headship' masters course at Edinburgh University. This will further enhance the school's capacity to plan effective and meaningful change in a strategic way. Our other DHT is a trained QAMSO (Quality Assessments and Moderation Support Officer) and we intend to develop how we use holistic assessments in school next session.

One of our principal teachers has undertaken the 'Building Middle Leadership Pathways' course and enhanced the school's work on parental engagement through Learning Logs. This is a key feature of communicating learning and achievements with parents and sharing with them how they can support their child's next steps. Learning Logs were further improved this session through staff evaluation, to now capture learner's achievements against our school values. The parental response to these changes has been positive with some next steps identified.

Across the school, all class teachers embrace additional leadership opportunities. These include attending the SCEL Teacher Leadership programmes, leading change within computing science, promoting and developing rights respecting school and developing our Eco Schools policy. All staff are

involved in leading and delivering 'PALs'. This ensures a consistent approach to leadership of improvement is delivered across the school community.

We have very strong and positive links with the community and frequently receive requests to support local initiatives e.g. designing the cover for The Three Harbours Art Brochure.

### **Next steps:**

Continue the work of the teaching trios to develop peer evaluation and improvement  
Ensure children and staff lead their PALs teams effectively to produce measureable changes to our school.

### **How good is the quality of care and education we offer?**

#### 2.3 Learning, Teaching and Assessment.

At Cockenzie Primary School we work together to provide a happy, secure and stimulating environment where children are motivated to be curious, remain positive in their abilities and recognise and celebrate success.

We welcome children into the school from the age of three. There is a well-established procedure where parents are met at the end of the term prior to them starting and then soon after they settle on a 1-1 basis. The new children are then free to explore the nursery environment with their parent having full knowledge of the rules and routines and having had all their questions answered. The nursery nurses continue to work together as a team with equal responsibility for developing learning for all children in the nursery but with a particular focus on the key group. The nursery staff have built up very good relationships with the families that join our school and the Support for the Start family worker has been key at reaching parents who would previously not be able to engage for a number of reasons.

Our Educational Evening in early September allows for parents to meet their child's teacher and hear not only about the planned learning for the year ahead but also to receive some training in key teaching methods alongside reviewing the Improvement Plan for the year ahead.

We began session 18/19 with a whole school focus on nurture and building positive relationships. Our Educational Psychology team spent the first in-service day of the year leading an informative training session covering the seven principles of nurture and the importance of forming positive relationships as the secure foundation for supporting all our learners in school.

This was further enhanced by focussing closely on how best to improve our positive behaviour management approaches. As a whole staff team, we recognised the need to move away from punitive punishment approaches and instead develop a deeper culture of positive restorative practice approaches. At the end of the session, when surveyed, feedback from parents, carers and pupils indicated the following:

- 75% of parents and carers felt that pupils were encouraged to have positive relationships with each other and are helped when things go wrong
- 22% of all pupils and parents disagreed that everyone behaves well in class and are able to get on with our learning
- 6% disagreed that adults at school praised me and tell me when I've done well and boost my confidence
- 12% disagreed that achievements are recognised and celebrated in school

We can see from the feedback that good progress has been made in developing a positive climate in our school. We now need to continue to embed our strategies for restorative practice by working with Pivotal Education during our August In-service day. We intend to continue to develop a range of positive strategies for managing distressed behaviour along with a whole school positive behaviour approach.

At the beginning of every new term, teaching staff meet with the SfL teacher and a member of the Senior Management Team to discuss support needs within each class. The meetings are focussed around the GIRFEC and Child's Plan framework and are designed to encourage early identification of welfare or attainment concerns using SHANARRI indicators.

Within our school calendar, we review attainment throughout the session by regularly meeting with staff. The quadrants provide essential information on progress, allowing teachers to focus on clear, targeted interventions. We are developing our skill at measuring these interventions and resulting impact more effectively and will continue to develop this impact methodology through short focused interventions next session, including interventions driven by PEF. We will develop our termly discussions with DHT support for learning to have a greater focus on children who are adversely affected by ACE.

We continue to develop and improve our teaching and learning approaches. Staff plan collaboratively to ensure that lessons are well-paced, challenging and meet the needs of individual learners. This session staff worked together in working parties to improve approaches to cross curricular planning. Teaching staff identified gaps in curriculum delivery within Technologies, Expressive Arts, RME and Modern Foreign Languages. Using this information, staff were then guided by HGIOS 4 and the 7 principles of CfE to improve the quality of their planned contexts for learning.

There are a range of effective examples of quality learning experiences across the 4 contexts of learning within our school. Each year group constantly reviews planned yearly and termly learning opportunities to ensure learning remains relevant and challenging for our learners. Below is a snapshot of learning experiences delivered across our school which embody our school values, 7 principles and cross cutting themes of enterprise and learning for sustainability.

- Primary 1 – Nativity, weddings
- Primary 2 – Spring Show/Daffodil tea
- Primary 3- Scottish Ceilidh
- Primary 4 – Harvest Celebration/2<sup>nd</sup> hand book fair
- Primary 5 – Christmas/John Muir Award/Bee Garden/Outdoor learning/Healthy tuck shop. Our P5 teaching team have been instrumental in driving forward the John Muir Award which has had a very positive impact on children and our community.
- Primary 6 – Burns Supper/Filming projects/Drumming/Bikeability
- Primary 7 – P7 show and transition/Democratic parties

Actions:

- Continue to embed our values through our everyday teaching and learning
- Improve experiences for all our learners within the Technologies Curriculum

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

### **3.1 Ensuring wellbeing, equality and inclusion**

Session 18/19 saw the introduction of a nurture class at Cockenzie Primary. The nurture room is currently run by our support for learning teacher and one ASN auxiliary. Together, the small team have created a warm, nurturing environment for a small number of our senior pupils, funded through Pupil Equity Funding. The children within the class enjoy a range of small group activities including:

- Baking and cooking
- Enterprise activities, e.g., running a café
- Outdoor learning including kayaking and wall climbing
- Technologies

Throughout the year, regular assessments on social, emotional and behavioural development has indicated that applying the nurture principles within the nurture class has had a hugely positive impact on improving attendance for several of our children.

Across the school we ensure and review pupil engagement and classroom suitability by using the CIRCLE document. The CIRCLE Inclusive Classroom Scale (CICS) and the CIRCLE Participation Scale (CPS) empower our teaching staff to support pupils with additional support needs, to promote inclusive practice and to encourage effective collaboration between school staff, parents/carers, partner services and other agencies.

To further support and include all our pupils, all class teachers use visuals and a visual timetable in their classrooms. With the support of our Speech and Language therapist, our school is currently striving for its Silver Visual Support Award. The benefits of having clear, consistent visuals in every class helps to assist with planning and organisation thereby supporting executive function impairments, provides structure and reduce stress and anxiety, enhance comprehension, processing and support deficits in working memory, enhance communication skills and increase independence. Feedback from parents about the use of our visual programme was incredibly positive with 82% of parents agreeing that visual timetables help and support their children with their learning.

Behaviour and engagement from our pupils tends to be very good. Our children are very respectful and proud of their school. To further develop this, we have worked hard this year to support all our pupils with emotional regulation through the introduction of The Zones of Regulation. This is a cognitive behaviour approach towards recognising all the different emotions we feel and more importantly recognising the different feelings we get and how to manage them. Feedback from the children has been positive with almost all pupils agreeing that they can recognise different zones or feelings and what strategies they should use to help regulate those feelings.

We are fortunate at Cockenzie to work alongside a Family Support Worker, who will offer support to many of our families within the early years setting. She works with several families in the community to ensure the best possible outcomes for our children by providing advice and support on a range of difficult situation. The greatest impact for us here at Cockenzie has been the improvement in the quality of homework completed by our children. Thanks to the Mathematics Homework Club, all the children who attended went from never completing their homework to completing their homework on a regular basis.

Actions:

- Introduce nurture classes for our Early years and First Level Pupils
- Achieve Silver Level for The Visual Supports programme

### **3.2 Raising attainment and achievement**

Our return to Scottish Government on our attainment figures shows that at the P4 and P7 stage, children are achieving below the expected levels for Reading, Writing and Numeracy.

At the P4 stage it was reported that 71% achieved First Level in reading, 65% achieved writing and 69% achieved numeracy. However, when you analyse the SNSA data for P4, the attainment for the same cohort of children is much higher with 90% achieving within reading, 71% within writing and 93% within reading. There is a similar trend at the P7 Level.

Going into 2019/2020 we recognise the need to further the training done both at school and cluster levels within moderation. Staff require further training across the curriculum on moderation and achievement of a level.

### **Achievements to Note**

Cockenzie Primary School is very proud of its sporting achievements this year. Our P7 boys won the League and our P7 girls won the treble (league, indoor and outdoor tournaments) and remain unbeaten in every game they've played.

Our P5 pupils and teachers achieved the Discovery John Muir Award by creating a bee garden within the school grounds.

Next Steps:

- Further training required for moderation of a level across the three curricular areas of Reading, Writing and Maths and Numeracy
- Use of SNSA data to help inform next steps in learning

### **What is our capacity for continuous improvement?**

#### 1.1 Self-evaluation for improvement

We are well placed to improve. Our teachers have and pupils have very high standards and the ethos of self-improvement is encouraged within the school and we have a far more accurate picture of where our strengths and weaknesses lie. The community of Cockenzie is supportive and we work closely with our parental groups and offer opportunities for our parents / carers to learn with us.

Session 19/20 will be a transitional year as we welcome a new Head Teacher to the school.

### **Level**

Q.I. 1.1 Self-evaluation for self-improvement	Good
Q.I. 1.3 Leadership of change	Good
Q.I. 2.3 Learning teaching and assessment	Good
Q.I. 3.1 Ensuring wellbeing, equality and inclusion	Good
Q.I. 3.2 Raising attainment and achievement	Satisfactory