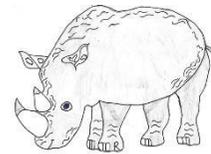
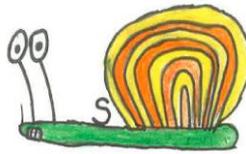
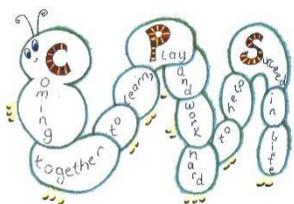


Cockenzie Primary School



Standards and Quality Report 2021-2022





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 377 pupils from P1 to P7, taught in 15 mainstream classes. There are currently 70 learners enrolled in nursery for this session. The current Free School Meal Entitlement is 12%.

In addition to the Head Teacher, who was appointed in October 2019, there are two Depute Heads, two full-time Principal Teachers and fulltime and part time teachers.

The nursery operates with one Senior Practitioner and Nine full time equivalent Early Years Practitioners. The nursery comprises one large play area and benefits from extensive grounds. Pupils in the school are supported by one full time Support for Learning teacher and various support staff. Additional support staff are to be appointed through Scottish Government funding to support the recovery from the school closures due to the COVID-19 pandemic.

We have very supportive parents with an active PTA and 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.

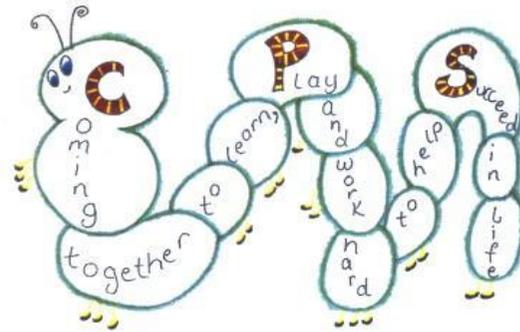
During the Covid 19 pandemic crisis we were able to provide Remote Learning to all our learners through digital platforms and Home Learning Packs. Teachers provided very good online learning throughout the lockdowns.

Staff, families and learners view the school as a central part of the local community and many local events influence learning opportunities in the school and nursery.

The return to school in August 2020 and again in February/March 2021, during the Covid -19 pandemic, focussed on a safe return for all learners and staff, taking into consideration all national and local guidance. Literacy, Numeracy and Health and Wellbeing formed a large part of Recover and Reconnect

Vision, Values and Aims

Our Vision



Our Values



Our Aims

We aim that our learners

- are curious and have a love of learning
- have positive relationships, showing respect for all
- are resilient and have self-belief in order to achieve success in an ever changing world
- are aware of their responsibilities as a global citizen
- are active, happy and healthy

How good is our leadership and our approach to improvement?

1.1 Self-evaluation for self-improvement

- *Collaborative approaches to self-evaluation*
- *Analysis and evaluation of intelligence and data*
- *Ensuring impact on learners' successes and achievements*

How are we doing?

- All staff engaged in the Collegiate Activity Time sessions and contribute to self evaluation at an individual, stage, level and whole school level
- The PRD process is used to support staff in identifying their professional learning needs in relation to the school's priorities
- Professional learning activities for all staff are linked to results of self-evaluation, PRDs and identified areas of improvement
- The HT has created a CLPL folder on Google Drive to collate links to learning opportunities which is shared with all staff
- Constantly providing challenge and support to ensure all learners are reaching their potential. This is reviewed and planned through termly support and attainment meetings
- The school uses a range of approaches to gather views of stakeholders including Google Forms surveys
- Very positive feedback in June 2021 by parents/carers with 97% of those who responded stating that the school is well led and managed.
- Staff go above and beyond to ensure that social/emotional/learning challenges can be overcome and work closely with the leadership team to plan support for pupils/families
- Staff have a very good knowledge of the local community and the families within it
- We foster and develop community partnerships
- We work with Active Schools to plan opportunities for learners/families
- The school monitoring calendar allows for rigorous monitoring of performance
- We have a strong ethos of sharing practice and peer support and challenge - including new staff and NQTs
- Returning to school post lockdowns - almost all children returned to school feeling supported and happy to return

How do we know?

- Pupil reflections on a Friday using Learning Walls in our classrooms linked to school values
- Parent/Carer feedback questionnaire at end of session
- Pupil feedback through assembly and PALs sessions - views gathered through approaches such as 'Jamboards'
- Parent/Carer feedback through Parent Link
- Feedback from Reviews is transparent and shared with stakeholders.
- Digital devices given to identified pupils in consultation with families
- Working alongside other agencies and partners, e.g. SALT, Ed Psych, Outdoor Learning service
- Inservice Days/CAT sessions evaluations
- Google Classroom - staff communication and CLPL (Sharing resources and CLPL opportunities)
- Learner engagement in Remote Learning was high. Data was collected on a weekly basis to track engagement.
- Building Resilience - 3 out of 4 Units of BR programme completed this session. Lead Teacher identified (L Sinclair)
- Rights Respecting Schools Bronze Status awarded. Silver Action Plan has been developed
- Nurture Groups - identified learners attending these throughout the session
- From our self evaluation CAT, teachers' evaluated our approaches to the Nurture Principles to support reconnection and recovery
- Increase in number of pupils benefitting from personalised Zones of Regulation Toolkits
- PEF partnership working with SALT has resulted in Expected and unexpected, Size of the Problem, Social Thinking and Oral Narrative Storytelling approaches being embedded in our curriculum/ethos

- Staff are provided opportunities and encouraged to lead aspects of SIP
- Our pupils are provided a voice through PALs and Assembly programme
- We have a commitment to achieving Rights Respecting Schools status and this programme is being rolled out across our school
- Strong sense of team
- use of data to identify areas of success and areas to improve
- very good communication between school and families

- High quality Transition across stages (Nursery - P1 and P7 - PL) - class handover booklets/meetings, N-P1, P7-S1, Enhanced Transition, Social Stories for learners with ASN, visits in inservice day
- Children being aware of their emotions and how to talk about them - developing the skills of self regulation
- VB - Outdoor Learning, KH - HWB, LL - Rights respecting schools, Visual Support project, RM - colourful semantics, CB - writing, AB - digital technologies/literacy
- High attendance across the school
- almost all children like being at Cockenzie Primary

What are we going to do next?

- All teachers made aware of refreshed GTCS standards
- Leadership Team remit clarified and shared with staff in August
- Teacher leadership roles identified and shared with staff in August
- Teachers on leadership courses to play key role in driving forward aspects of school improvement
- Increase the use of policy, professional literature and reading as part of school improvement
- increase in Learners' etcVoice/use of wee HGIOS to be embedded across the school
- School Houses to be reintroduced and used a tool to develop and improve Pupil Voice and leadership
- Further develop our Rights Respecting Schools Silver Action Plan and share with the school community
- Wee HGIOS to be shared with learners and families and embedded
- Assembly programme and Pupils as Leaders approach (PALs) to be refreshed for Session 2021-22 with a key focus on UNCRC Rights
- Learner friendly SIP developed and shared with school community
- Increased opportunities for leadership roles for learners e.g. P7 buddies, Play Leaders, House Captains, Rights Respecting Schools committee, JRSOs, Outdoors/Gardening group
- Provide more opportunities for families to become more engaged in their children's learning
- Provide family learning opportunities
- continue to share all available data, ensuring the data is purposeful, relevant and measurable
- Develop 'What Assessment Looks Like At Cockenzie' and share with learners and families
- Use of teaching trios to enhance learning and teaching
- Reestablish links with the community - Port Seton Centre, Cockenzie House, Heavy Sound, Cockenzie John Bellany Centre, Waggonway, Cockenzie in Bloom, Bowling Club
- Share the June Parent/Carer Feedback with our staff and families

From the evaluation of our evidence we feel that the quality of Leadership of Change is *Good*

1.3 Leadership of Change

- *Developing a shared vision, values and aims relevant to the school and its community*
- *Strategic planning for continuous improvement*
- *Implementing improvement and change*

How are we doing?

- DHTs with well-established remits and have led the school strategically through a period of change
- Our values are well embedded across the school and nursery
- Our values are celebrated within the wider community
- Value of Respect was added by learners as part of the creation of our Respect Me policy (2019)
- Continuous self-evaluation occurs, involving staff, encouraging ownership and developing a shared understanding of the areas of improvement
- All staff are given opportunities to lead learning and are responsible for different aspects of school improvement
- PRDs occur for all staff
- HGIOs 4 and GTCS Standards used
- Creation of vision, values and aims of the school involved staff, learners and parents/carers
- Ensure all teachers have a voice
- CLPL is shared
- Approaches to implementing and evaluating change ensures that teaching staff are engaging with policy at national, local and school level.
- NQTs are well supported
- Classroom observations
- Learning from others
- Opportunities for staff to lead in school improvement development areas
- Work closely with the community through well received family homework tasks to support the cultural context of the school
- some wider achievements are recognised within school and nursery

How do we know?

- Monitoring and Tracking calendar in place
- Our values are evident in daily activities within learning and behaviour
- Working parties developing areas of our school improvement ; GIRFEC, Values, Numeracy, Reporting to Parents/Carers, Digital Literacy and Writing
- SALT - some staff involved in training
- ASN auxiliary leads Gardening Group to support learners with social communication difficulties. Another ASN auxiliary plays a key role in developing nurture provision.
- Within Learning Logs, we translate our values into daily practice by giving our learners weekly opportunities to evaluate learning and next steps linked to Curious, Positive, Successful, Respect
- Learning walls reflect learning linked to our values.
- Celebrating achievements at assemblies through our values.
- Planned Stage meetings where professional dialogue is promoted to discuss planning, achievement of a level, moderation
- Respect Me Policy created by learners and staff, shared with parents/carers
- Strategically placing teaching staff in working parties to enhance and develop social capital.
- October Inset Day – teaching staff led on Numeracy and digital technologies
- Poverty Champion led poverty awareness session
- New reporting format supporting collaborative approaches towards reporting to parents/carers - triangulation – learner, teacher, parent/carer – equity across the school about what is being reported, learners voice, parents/carers part of the process
- weekly assemblies, newsletters, Twitter, displays

What are we going to do next?

- Ensure our vision and aims are shared across the whole school community
- Ensure our new families and learners are aware of our values
- Develop a manageable system to record, track and share learners' wider achievements
- Continue to share and understand data and to ensure data is used meaningfully to continue to improve attainment for all learners
- Further develop the strong sense of devolved leadership by continuing to ensure learners, staff and parents/carers' involvement in whole school evaluation for school improvement
- Support teachers in analysing data to identify gap/barriers in/to learning and supporting teachers to implement interventions and measure the impact of these
- Family and Learner SIP shared with the school community
- Develop partnership with SALT through PEF funding to enhance Universal support practices across the school N-P7
- Ensure all staff have a clear understanding of the social context of our school
- Develop collaborative leadership approaches through Working Parties next session linked to SIP
- Continue to provide teaching staff opportunities to develop leadership skills and enact change and improvement. Provide opportunities for sharing of good practice and training

From the evaluation of our evidence we feel that the quality of Leadership of Change is *Satisfactory*

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

2.3 Learning, Teaching and Assessment

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring*

How are we doing?

- Learners' behaviour and engagement is very good across the school
- Working in partnership with the school community ensures an inclusive, positive and nurturing ethos
- Curiosity is one of our values and learners are encouraged to ask questions and engage actively in their learning
- Learners participate in community events e.g. Cockenzie and Port Seton Gala and the Three Harbours Art Festival
- Almost all learners are enthusiastic, engaged, motivated and happy
- Learners are aware of the Cockenzie Code which is used to promote positive relationships and engagement
- Well established school values are embedded within the classroom
- Learners are confident and responsible at Cockenzie and contribute to the life of the school and wider community
- Learners engage well with Rights Respecting Schools
- Learners experience varied learning activities across the curriculum
- Learning intentions and Success Criteria are shared within learning across all stages
- Teachers and learners engaged in improving the approach to writing tracking and assessment this session
- Fluid groupings are used within classes to ensure appropriate support and challenge is provided for learners. Decisions based on formative and summative assessment
- Assessment judgements made through quality professional dialogue during support and attainment meetings
- Learner progress is tracked closely RWI, STAR reading, SWST, Writing progress, SNSA at 1,4,7
- Teachers use data and a range of observation and evidence is used to inform judgements for achievement of a level and progress within a level

How do we know?

- Parent/ Carer feedback June 2021
- Class observations
- Twitter/ School Blog
- Family Homework
- Art work produced by learners used in community project
- Dialogue with learners
- PALs/Assembly engagement/feedback
- Rights Respecting Schools Bronze Award
- End of Year Sharing Assembly
- Visual Steering Group
- SEE Survey results at P6
- Class Charters
- Attainment Data and Tracking
- The Values Working party creating a Curiosity Toolkit to promote high level of engagement, increase learner participation and to promote enquiry
- To support the development of reading comprehension, learners at P3/4 stage are using Task Mats breaking down reading questions into literal, inferential and evaluative questions, promoting higher order thinking skills
- P2 – Curiosity Boxes to promote curiosity and to ask questions about their learning

- Success criteria is co-created in writing and discussed in other curricular areas
- Cooperative learning is used to support some learning
- East Lothian Frameworks support differentiation
- Learning Logs allow for weekly reflection of learning and identification of next steps
- Learning logs are shared with parents/ carers regularly (pre COVID)
- Regular dialogue with teachers ensures learners' support needs are identified and support given
- Teachers plan effectively with stage partners and work together to plan for assessment
- Yearly Overview plans take into account the 7 principles of curriculum design
- Teachers undertake some moderation at stage, whole school and ASG Level to share standards and understanding
- Use of Digital Technologies to enhance learning and teaching

- Shirley Clarke strategies particularly in Writing - see Cockenzie Writing Guide
- Google Suite used in Lockdowns by all teachers and learners
- Use of Seemis Progress and Achievement to track learners' progress
- Using varied data to inform learning and teaching and assessment

What are we going to do next?

- To ensure all learners are leaders at Cockenzie
- Provide more opportunities for our learners to lead learning
- High expectations are shared and understood by all
- Continue to provide opportunities for the sharing of very good practice
- Measurable impact of improvements – more focus on the 'so what?'
- Continue to provide opportunities for stage, whole school and ASG moderation, taking into consideration ELC and national guidance to increase teachers' confidence and ability when assessing learners' progress within/at end of level
- Continue to improve our feedback to learners so that learners are clear about their next steps
- Learner led newsletter
- Directed shared professional reading to enhance practice
- Use our assessment data to guide/plan learning and teaching more effectively
- Develop 'What Assessment Looks Like At Cockenzie' and share with learners and families

From the evaluation of our evidence we feel that the quality of Learning, Teaching and Assessment is *Satisfactory*

How good are we at improving outcomes for all our learners?

3.2 Raising Attainment and Achievement

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

How are we doing?

- Our CFE data from the past 4 years and our ongoing classroom assessments inform us about attainment. Analysis of data has shown poverty and gender related attainment gaps, in particular, within writing
- Based on the school's attainment data (Achievement of a Level):
 - In P1 **most** learners attain the appropriate level in Reading and Listening and Talking, the **majority** attain in Writing and Numeracy
 - In P4 the **majority** of learners attain the appropriate levels in Reading, Writing, Listening and Talking and Numeracy
 - In P7 the **majority** of learners attain the appropriate levels in Reading, Writing and Numeracy and **most** attain the appropriate level in Listening and Talking
- Termly Support meetings with each teacher, with teachers making judgements about learners progress in Reading, Writing, L and T and Numeracy (quadrants)
- Interventions in Spelling and Reading - Nessy and Code X
- Identification of the need to raise attainment across the school
- CIRCLE document is used to review the classroom environment and inclusion of all learners across the school
- Support staff are timetabled to support the needs of individuals. These needs are identified and reviewed through termly support/attainment meetings and Child's Plan Meetings
- P1 and P2 phonics assessments/ tracking.
- Data in AR includes engagement of learners in reading time, success with independent reading and progress over time
- Learners have a varied range of opportunities for personal achievements, both in and out of school.

How do we know?

- Class assessment data forms part of ongoing discussion
- Increased in moderation
- Improvements on how and what we report to parents/carers
- Greater emphasis on moderation cycle
- More focussed on tracking impact of interventions
- Increased understanding
- New systems are in place to ensure increased understanding of the poverty attainment gap
- Termly Attainment tracking meetings with class teacher – developed more detailed pro forma for use in order to increase data sharing/awareness and impacts of any interventions assessed/discussed
- SEEMIS Tracking being used for attainment over time, which will give us more informed views moving forward on progression
- Writing tracker to support assessment and planning learners next steps
- Wide range of Literacy data: Spelling/Writing/Reading (Accelerated Reader)/Phonics
- Tasks and activities are differentiated and challenge learners appropriately
- Achievements celebrated at assemblies, Twitter, blog, newsletters, Wider Achievement Wall, Learning Logs , sporting events, Millionaire Readers, John Muir Award, Bikeability, Masterclasses
- Use of SEEMIS Tracking, SNSAs informing planning, STAR/AR, ELC Frameworks/SG Benchmarks, writing tracking
- All children are able to access the whole school day - financial contributions are voluntary. P7 Hoodies paid for by donations from

- Achievements recognised, valued and celebrated at assemblies, Twitter, blog, newsletters, Wider Achievement Wall, Learning Logs , sporting events, Millionaire Readers, John Muir Award, Bikeability, Masterclasses
- Teachers use a broader range of assessment data to plan for timely and appropriate interventions
- All staff know who their FSM children within their class are
- Careful allocation of Government devices with consideration given to home/family situations and FSM.
- Poverty Awareness Training
- Aware of charitable fundraising, school trips - keeping cost of school day as low as possible for families
- High expectations for all learners across the school
- Learners needs identified through assessment, including specialist input or referral where required
- Staff make effective use of staged intervention process
- Global pandemic has had an impact on learners' attainment

community groups and local businesses. Funding available for low income families for school trips and P7 Ca

- Child Planning Meetings/Support Meetings/Attainment Meetings
- Negative impact shown in attainment across Literacy and Numeracy. in ACEL data/

What are we going to do next?

- SMT to continue develop knowledge and understanding of different sources of data in order to identify trends within different cohorts/SIMD, etc in order to plan for improvements and interventions in order to raise attainment
- Increase opportunities for moderation to ensure consistency in teachers' professional judgement of progress and achievement
- Use of Scottish Government funded teacher and support staff to target identified learners in supporting their progress in Literacy and Numeracy
- Continue to use Progress and Achievement Tracking System to ensure learners' progress is tracked regularly and any required interventions be identified and implemented in a timely manner
- Ensure impact of interventions are measurable and recorded
- Review Universal Support approaches and what quality Universal support looks like at Cockenzie - share this with families
- Data analysis shared and understood by staff to improve outcomes for learners, continuing to ask the question, 'So what?'
- Improve our approaches to tracking learners' wider achievements and continue to take steps to identify, reduce/remove barriers for identified learners

From the evaluation of our evidence we feel that the quality of Raising Attainment and Achievement is *Satisfactory*

What is our capacity for continuous improvement?

	<p>What is our capacity for continuous improvement?</p> <p>We are well placed to continue to drive forward identified improvements. We are confident in our capacity to do this.</p>
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Overall Grading for Quality Indicators

Quality Indicator	1.1 Self-evaluation for self-improvement	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Raising attainment and achievement
HGIOS 4 Grading: 1 Unsatisfactory 2 Weak 3 Satisfactory 4 Good 5 Very Good 6 Excellent	4 Good	3 Satisfactory	4. Satisfactory	3. Satisfactory

- Self-evaluation grading for 1.2, 2.3 and 3.2 will be submitted to Scottish Government for the annual NIF QI return by the central team.