



### **Context of the school**

Dirleton Primary School is a small rural school at the heart of the community. It was opened on the present site in 1912. The school serves the village of Dirleton and the surrounding areas. It is a traditional stone built building which was refurbished and extended in 2013. The school building comprises 4 classrooms, a GP room, a Gym hall, a school library and a lunch hall. Session 2017/18 started with a school roll of 70 with a class structure of P1/2, P3/4, P5/6 & P6/7. For session 2018/19 the class structure will be P1/2, P3/4, P5/6 and P7.

The staffing profile of the school is 1 HT, 4.33 FTE class teachers, 1 SfL teacher teaching 1 day per week, visiting specialists of Music, PE, French and a brass tutor. There are 2 ASN Auxiliaries, 2 classroom assistant, 1 lunch hall supervisor, 1 playground supervisor, 1 cleaner/janitor and 1 school administrator.

Pupils transfer to North Berwick High School and we work in partnership with our cluster schools - Aberlady, Athalstaneford, Gullane & Law PS.

The parent council (The Dirleton School Partnership) plays an active part in school life and is very supportive of the school, raising funds for the school as well as arranging various events for the wider community.

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

#### **1.3 Leadership of change**

During academic session 2015/16 we revisited our school vision and values, encouraging aspiration and ambition for our learners. All stakeholders were involved in the development of the new shared school vision and values. A school song was created by senior pupils supported by a musician/composer to share and celebrate the new vision and values with the wider school community. Our school vision encourages our learners to set goals for themselves and for all staff to encourage high expectations of the pupils, providing learning experiences that will challenge the learners and improve achievement. Our school vision, values and aims are prominently displayed and provide a focus for daily school life and for staff and parent meetings. During session 2017/18 we continued to embed the school values into school life, recognising achievements and positive behaviour focused around the 7 identified values, the 4 capacities of CfE and the 4 contexts for learning.

Stakeholders were involved in the creation of our Curriculum rationale, which was developed with regard to the location and context of the school and reflects our vision, values and aims. Staff are aware of the social, economic and cultural context of the local community and are mindful to create learning opportunities that are relevant & meaningful to the learners and the local context. Our curriculum rationale was identified as a strength by colleagues from East Lothian Council's education department during an evaluative visit in November of this academic session when it was noted that our very clear rationale reflects the local context and community very well. The school ethos is very good and partnerships with the wider community are good and continue to develop and improve. Staff and parents have good working relationships; Information sessions and updates inform parents of progress made with the priorities from the school improvement plan and stakeholders are consulted and surveyed to inform the school of their thoughts & opinions and affect school improvement.

Each of the teachers in school continue to develop lead learning responsibilities; 1+2, numeracy and mathematics, outdoor learning and the development of ICT were the focus for development in session 2017/18. Lead learners have the ability to propose and initiate change to affect improvement and are becoming more confident in doing so. The distributive leadership roles amongst staff are ensuring that the school community is aware of the needs of the school and how to shape improvement. All staff are committed to ongoing CLPL and have worked collectively to develop a culture of self-evaluation to ensure measurable improvements. All staff engage with their PRD which informs their development needs in relation to the school improvement plan, local priorities and the NIF. Staff now need to engage more

routinely with professional research to develop informed opinions on practise that positively affects achievement and attainment.

The 'Dirleton School Partnership' (parent forum) is supportive of the school and worked successfully in partnership with the school during this academic session to improve children's health and wellbeing through the development of our school playground, creating a 'playpod' for loose parts play. The focus of the 'playpod' is to encourage fun through creativity and imaginative play using recycled and sustainable resources; the introduction of 'loose parts play' has been very successful in encouraging interaction, understanding, tolerance and empathy between learners across the school, we now need to continue supporting our learners in how they manage their play in relation to our school values. Our parent partnership have helped to further develop our outdoor space by successfully obtaining funding to create an outdoor learning classroom to drive improvement within the curricular area of technologies. Our outdoor classroom has recently been built and will be a focus for learning next session.

We have adapted how we teach reading across the school with a continued focus on raising attainment. Read, Write, Inc. has been used as the core reading resource in the early years for the last 3 years, with data indicating very good consistency in forming good core reading skills with our infants. This resource was introduced in the early years after analysis of reading attainment indicated that over the first year of school life little value was being added since the point of entry to school; the P1 PIPs baseline follow on assessments had confirmed this. The children in the early years are now reading much more confidently with assessments highlighting that significant value is being added since our learner's entry to school. All staff have received national training to understand the methodology of read, write, inc. with support staff supporting the delivery of the programme alongside class teachers.

Children across the school are taking increased responsibility for developing a reading habit and are encouraged to enjoy their reading by regularly choosing books from our excellent school library; children review and recommend books to their peers and staff set targets for children who enjoy achieving the challenge of reaching and surpassing their personal goals set by staff. Reading books are regularly updated with children involved in selecting new reading material for their library. Teachers plan reciprocal reading activities with groups in class using class novels as a focus for developing key literacy skills. Staff use the recently developed Literacy progression framework to track pupil progress and achievement of a level. Staff are tracking and monitoring attainment in reading using assessment quadrants which indicate that attainment is good across the school. By using quadrants to track progress, staff are now more aware of the children who need additional support, pace and challenge.

Staff continue to work outwardly with ELC colleagues to improve their knowledge and practise in numeracy and mathematics; this partnership has helped support staff to improve the attainment and achievement of our learners in numeracy and mathematics. Class teachers have attended the ELC number academy and use the recently developed Numeracy progression framework to track pupil progress and achievement of a level.

Staff are aware of the social and economic situations of the learners in our care and continue to develop a consistency of high expectations for all. We offer pace and challenge for our more able learners and address the attainment gap for our children affected by poverty by offering regular interventions to support their progress; primarily with literacy, numeracy and mathematics. We provide targeted support to those pupils who have been identified as being affected by poverty, who have barriers to their learning and who are underachieving. The development of very comprehensive learning profiles which outline potential barriers to learning and appropriate strategies to be used for children with additional needs was commented upon positively during our evaluation visit this session. In the short time since January that PEF targeted literacy interventions have been put in place, we have noticed an improvement in almost all of the children engaging with the interventions. The professional judgements of teachers mostly indicate an improvement of those children receiving targeted interventions for numeracy and mathematics. We will continue to track and monitor the progress, achievement and attainment of the targeted children.

### **Future Developments**

- The continued development of partnerships and family learning with a focus on developing intergenerational partnerships and family support in relation to PEF activities to raise achievement and attainment.
- Establish a reading circle with staff to scrutinise and discuss professional research to develop informed opinions on practise that positively affects achievement and attainment.

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

### 2.3 Learning teaching and assessment

Teachers are very aware of the vision, values and aims of the school and are becoming more familiar with their role in supporting and leading school improvement, taking ownership of responsible roles within the school setting. The teamwork and professionalism of staff was highlighted as a strength during our evaluation visit this session, with our education department colleagues commenting positively on a wide variety of effective teaching strategies being observed and teachers providing helpful feedback to children to help them improve as learners.

All staff are nurturing, have good relationships with both pupils and parents and are becoming increasingly familiar with the needs and challenges of the school. We utilise the skills and expertise of all staff, who use a wide range of learning environments and creative learning approaches to develop skills and knowledge. Teachers use the progressive learning pathways developed by ELC to track learning experiences across the curriculum; this has resulted in a more consistent approach to planning learning and teaching ensuring appropriate coverage of experiences. ELC progression pathways have increased the confidence of teachers' professional judgements in relation to identifying when learners have achieved a level by linking on track statements with the national benchmarks. We now need to continue to be creative in how we best offer personalisation and choice of learning to our pupils.

Pupil voice is encouraged through initial planning, classroom work and whole school responsibilities. All teaching staff are knowledgeable of the UNCRC and support the development of pupil voice and engagement by guiding and facilitating pupil citizenship groups to improve aspects of the school and school life. All pupils across the school participate in 4 school improvement groups over the course of the school session – this session we focused on improving our playground, the orchard, the woodland and established a gardening group, planting a wide range of plants to encourage biodiversity to our environment. The ongoing development of Citizenship Groups have allowed pupils to have direct input on school improvement, are successful in developing personal skills and are enjoyable. We are now looking to establish a way to assess and track the skills developed by learners through engaging with our citizenship groups and to embed a rights, respecting culture within our school.

Outdoor learning is encouraged and a progressive programme of relevant, meaningful outdoor learning has been developed; the local environment around the school and village is used very well to deliver interesting lessons and activities. During our recent evaluation visit, colleagues made reference to our children benefitting from a wide range of interesting and progressive learning experiences with staff providing a very good range of stimulating learning contexts to ensure that learning is relevant and meaningful to children. Our parents and the local countryside ranger are supportive of the school and lead aspects of outdoor learning at various times throughout the school year; external expert support from parents and our ranger address a breadth of experiences and a range of positive outcomes for our pupils are gained through outdoor learning delivered in our local context.

Children are motivated to learn and are becoming more engaged with their learning through engagement with pupil led activities. Teachers include pupils when planning a range of activities and share relevant and focused learning intentions with the pupils at the beginning of each lesson; children are involved in agreeing success criteria and are involved in formative assessment strategies to review their learning needs. Pupil led learning activities that encourage both independent thinking and group collaboration have been developed by teachers working together to share good practice. The pace and challenge of planned learning activities has improved with staff being more aware of the needs of all learners through consistent tracking and monitoring. Individual learning journey folders encourage learners to think about their progress and their next steps with learning; evidence of pupil assessments are contained within the pupil learning journeys and allow for pupils to reflect on their learning and to guide their personal targets. Learning journeys will continue to be a focus for development next session.

Teachers assess pupil progress through planned activities and a range of assessments. Both summative and formative assessments are used consistently throughout the school year to monitor progress – SWST, Accelerated reader and the Write to the top Scottish Criterion Scale for writing ensure moderation across literacy; teaching staff have engaged in moderation activities when assessing writing and work collegiately to do this. All teaching staff input data from the agreed assessments onto a concise school tracking

document and use this data to plot assessment quadrants that inform progress and attainment; teachers are more informed of those children who are not achieving as expected and plan appropriate activities to support progress. A range of holistic assessments were planned this session after initial support from ELC QAMSOs. We have worked outwardly with Aberlady and Athalstaneford to successfully plan, evaluate and moderate holistic assessments this session.

All teaching staff engaged with SNSA training this session and assessments were recently undertaken at P1, P4 & P7. The feedback from these assessments is generally very positive, with initial scrutiny indicating that almost all of these children were performing at a high level. Tracking & monitoring of all children over the course of this session indicates that most of our pupils are working at an appropriate and good level for their age and stage across the curriculum – a few are working above or below this, staff are aware of these children and plan differentiated activities to support their progress.

Less able children are supported well and are making steady progress with their learning, with assessments indicating that children who received SfL and PEF targeted interventions are improving their reading and numeracy skills. During session 2016/17 our SfL teacher mostly worked with identified children out with class to deliver interventions and support; due to the improved performance with reading over the past 3 years most children, aside from PEF targeted interventions, are now supported within the class setting.

The quality of digital learning opportunities offered to learners is good but is an area that we have identified as a priority for school improvement next session. Our older learners successfully trialled the use of chromebooks to support classroom work this session; we will now refresh our digital stock with a suite of chromebooks, with all teachers engaging with 'google classroom' next session. We will now consider ways to best share, include and involve children and families in their learning through digital forums. Parents will continue to be informed of the planned learning opportunities for their children through digital termly newsletters created by class teachers. The school website continues to be a vehicle for sharing our good practice and has helped us to reduce paper waste this year as we communicated more effectively with parents using digital technologies.

In preparation of technologies being a priority for us in the next academic session, we have recently built an outdoor classroom that we will use to develop aspects of our technologies curriculum. As part of the development of our technologies curriculum we will continue to engage with STEM activities and develop wider partnerships with our community to focus on food technologies. We have recently been awarded funding from Education Scotland to develop our 'food for thought' project that we submitted for consideration. We will link our work on Technologies to support our progress on developing the young workforce.

### **Future Developments**

- Develop our engagement with Technologies
- To be recognised as a 'rights respecting school'; work towards achieving the bronze and silver awards.

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

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

All staff have attended SNSA training and are now more able to interpret and analyse data from these standardised assessments to inform next steps. The staff team have worked collectively over the course of this session to develop their understanding of plotting assessment quadrants to measure the progress of attainment on an individual basis which has resulted in more confident judgements of pupil progress and achievement of a level. The very visual representation of the assessment quadrant supports the next steps of planning to further raise attainment or apply interventions to support progress.

Teacher's professional judgements and a range of summative and formative assessment data informed us that most learners at the key stages in 2017/18 were working at and achieving the expected Curriculum for Excellence level. The results from the recent SNSA indicate that the learners in P1, P4 & P7 are achieving and attaining at a high level in both literacy and numeracy. Tracking & monitoring of all children over the

course of this session indicates that most of our pupils are working at an appropriate and good level for their age and stage across the curriculum – a few are working above or below this, staff are aware of these children and plan differentiated activities to support their progress. The introduction of using quadrants to track progress has ensured that staff are now more aware of the children who need additional support, pace and challenge.

All teaching staff have demonstrated their professionalism by working both inwardly with each other to share practice and outwardly with ELC colleagues to improve their knowledge and understanding of holistic assessment and the numeracy and mathematics progressive frameworks. Teachers have moderated their own practice by sharing good practice with each other and engaging in dialogue to address areas for development. Teachers have observed the learning in each other's classrooms and provided constructive feedback to each other to support progress of their teaching. Teachers have also engaged in personal critique of their own practice by videoing lessons and identifying areas of strength and areas for focus. Teachers have developed a collegiate responsibility and understanding that it is their role to engage both individually and collectively to raise attainment across the school.

Cluster work on moderation is ongoing and moderation of achievement of a level within the school is consistent within literacy, we now need to develop systems to moderate numeracy and mathematics effectively. Progressive learning pathways inform teachers of learning progression and support consistency of planning across the curriculum; planning formats are designed to support and guide teachers to create progressive learning opportunities for the BGE thus ensuring appropriate achievement and attainment of pupils. Attainment of pupils across the school is good with some children achieving very well.

The introduction of very comprehensive learning profiles which outline potential barriers to learning and appropriate strategies to be used for children with additional needs has helped teachers to track individual progress across the curriculum more closely. These profiles also create an awareness of the type of support and challenge specific children may require to improve. Regular opportunities are timetabled for class teachers to meet with the SfL teacher to discuss pupil progress and to set individual targets for those that require additional support or additional challenge. All staff work collaboratively to discuss the learning needs of pupils and the head teacher discusses pupil progress regularly with class teachers. Child planning meetings are organised as necessary, with class teachers assuming more responsibility in demonstrating the strategies in place to support improvement; this approach has been beneficial to developing teacher's knowledge of their pupils and to highlight QI 1.1 from HGIOS 4 – self-evaluation for self-improvement.

PEF activities have been designed to raise attainment in literacy, numeracy and mathematics. Of the children identified to be supported with the 'pupil equity fund', each of them has similar difficulties and obvious barriers to learning. There are a number of factors that could affect and impact upon their success as learners; narrow life experiences, bereavements in the families and additional responsibilities as young carers. Some of these children also have a diagnosis of conditions that impact upon their success with learning. Almost all of these children had been assessed and identified as working below their chronological age in literacy and/or numeracy; we therefore identified literacy and numeracy/mathematics as being the priority areas to develop with these learners. Funding has been directed to support the identified children through daily 1 to 1 tutoring for short periods of time. In the short time since January that PEF targeted literacy interventions have been put in place, we have noticed an improvement in almost all of the children engaging with the interventions. The professional judgement of teachers mostly indicate an improvement of those children receiving targeted interventions for numeracy and mathematics. We will continue to track and monitor the progress, achievement and attainment of the children targeted through PEF funding.

The achievements of pupils are celebrated at a weekly assembly to which parents and the wider community are invited. Wider Achievements are recognised on a regular basis and whilst we have attempted to track these achievements in a relevant manner, we still need to develop a purposeful way to track these and to recognise the skills developed through these achievements. Staff know their children well and articulate their class and wider achievements through very well written and carefully considered celebratory certificates that they present regularly. Demonstration of children living the school values are noticed and celebrated by all staff and shared with parents.

We have engaged very successfully with the 'John Muir' award during the course of this session; the engagement with this award has been led successfully by a class teacher who has a keen interest and

good knowledge of outdoor learning. He has supported the learners to discover, explore, conserve and share their knowledge of what they have done through their engagement of the award. This has been very successful and all pupils have engaged well with this initiative which has allowed our learners an opportunity to very positively explore aspects of our school location whilst encouraging wider achievement. Countryside Ranger involvement and parental support and engagement has added to the success we have had with the John Muir award.

Parental workshops are implemented to develop partnerships with parents and to highlight opportunities and effective strategies to support learning. This will be further developed next session when the continued development of partnerships and family learning will feature as a school priority. Parents are supportive of the school and will continue to be consulted and encouraged to assist with aspects of school improvement.

Children and families worked in partnership with the school to develop our playground this session. Parents played an active part in the development of our playpod and outdoor classroom and all children were included in how these resources would support the development of play; guidelines for play are being finalised to ensure that all children are included and take responsibility to manage their own risk whilst engaging in creative and imaginative play. All staff were consulted during the redevelopment of our playground and all staff have engaged with 'loose parts' play based training; staff are mindful to consider the appropriateness of this resource when planning activities to support the progress of the health and wellbeing of the pupils in their care. The introduction of this resource has been successful and allowed for creative learning opportunities to be planned to support the shared values of the school and for class communities to develop team building in a creative and enjoyable manner.

### **Future Developments**

- Develop positive behaviour management through restorative practice.
- Develop a relevant, purposeful and manageable way to track and recognise the skills developed through pupil's wider achievements.

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

#### **1.1 Self-evaluation for improvement**

The professionalism of all staff has ensured that the staff team work collegiately to evaluate the work of the school and reflect upon our approach to improvement, identifying areas of strength and next steps. The whole school community has an understanding of the direction of the school and are working more consistently and collaboratively to ensure improvement. Staff, pupils and parents have regular opportunities to support the school and participate in a range of formal and informal activities to feedback their thoughts on school improvement. A learning wall within the school was developed to ensure all stakeholders were knowledgeable in relation to the journey of improvement within the school. This was received well and is used consistently as a point of focus during parent forum meetings. The parent forum are becoming more receptive and understanding of their role in school improvement and support the school well.

Teaching staff have worked outwardly with ELC colleagues over the past session to continue to develop their knowledge of the curriculum to support the learning journey of pupils. Teachers are aware of the need to work together to moderate learning and will continue to be provided with opportunities to work outwardly with cluster colleagues to ensure moderation of achievement; this will continue to support teacher confidence and knowledge of progression across the curriculum and across stages. Opportunities to plan and moderate holistic assessments will continue next session.

Teaching staff now regularly review and reflect upon assessment data to improve outcomes and attainment for pupils more consistently. We gather a range of information to monitor and track progress for all learners and use this information to guide us to provide interventions when necessary to support progress. One of our focuses next session will be to develop technologies, which will allow us to readily and regularly use ITC to assist learners who would benefit from digital technology to support and remove barriers to their learning. Interventions are improving the performance of most learners receiving additional/differentiated input; we will continue to monitor the success of interventions provided to pupils whilst ensuring appropriate pace and challenge is offered to our more able learners.

We will continue to adapt the pupils' personal folders that track their 'learning journey' across the stages. These folders have helped pupils to become more knowledgeable of the curriculum and more aware of their learning needs and what their next steps are to achieve success through the curriculum. We now need to share the contents of the children's learning journey folders more explicitly with parents and develop more opportunities for parents to be more involved in their children's learning journey. Family learning will feature in the SIP as a priority and give staff opportunities to engage parents more fully.

Teachers are now more aware of the WTA and the personal responsibilities to be fulfilled through the personal allowance and remaining time of their contracted hours to raise attainment for all. We have worked collectively to increase our knowledge of the expectations in relation to the NIF and how we can continue to improve. We work together to evaluate and identify the direction for continuous improvement, whilst sharing good practice with each other. Staff have engaged with challenge questions from HGIOS4 and are becoming increasingly familiar with the self-evaluation themes and the processes associated with self-improvement. We need to continue exploring the features of highly-effective practice and to challenge our current practice to ensure continued improvements. Staff are reflective of their individual practice and are more aware of their collegiate responsibilities in relation to self-evaluation for improving the life and the work of the school. They work collaboratively to evaluate the priorities of the school and have taken lead roles to develop aspects of the school's work; the staff are committed to change to affect improvements. The staff are supportive of each other and work together to share good practice and professional knowledge. We need to continue ensuring expectations for learners are consistently high across the school and further develop our knowledge in relation to educational research to continue improving our practice; we will implement a reading circle to scrutinise and discuss professional research to develop informed opinions on practise that positively affects achievement and attainment. To further develop school improvements we need to continue developing partnerships and provide adequate time for lead learners to drive improvement.

#### **Future Developments**

- Staff to continue to address the challenge questions from HGIOS 4 and to develop their knowledge of the features of effective practice
- Work with parent forum to identify and create meaningful opportunities for all stakeholders to engage with self-evaluation for self-improvement

#### **Level**

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