



Standards and Quality Report 2019/20



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 2019/20 started with a school roll of 73 with a class structure of P1, P2/3, P4/5 & P6/7. For session 2020/21 the anticipated roll is 70 and the class structure will be P1/2, P3/4, P5 and P6/7.

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 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

Our school vision, values and aims provide a focus for daily school life. Our vision and values have been at the core of continued developments since they were revisited and redeveloped four years ago and provide a focus for planning for continuous improvement. Learners set personal goals and all staff encourage high expectations of the pupils, providing learning experiences that will challenge the learners to improve achievement and attainment. Children and families regularly engage with tasks that encourage family discussion and provide school with information regarding children's aspiration and wider achievements.

Our Curriculum rationale reflects our vision, values and aims with our curriculum being structured to offer relevant, meaningful learning activities with regard to the location and context of the school. Our curriculum rationale reflects the local context and community very well. The school ethos is very good and partnerships with the wider community are very good. We have strengthened our community partnerships considerably over the last two years with a particular focus on developing intergenerational partnerships. Children & families have contributed to the success of these partnerships and support developments. Children engage enthusiastically with community projects and the feedback from children and the local community has been very positive; some children have recently engaged with the Hi5 award and are focusing their efforts around community involvement. The very real learning opportunities provide a focus for learning across the curriculum and for developing skills for life and work. Local residents contribute widely to the success of this partnership and support school planning in relation to relevant learning opportunities. We had planned for local residents to support a careers focus in the last term of this school session but will now look to rearrange this in the new school session. The 'Dirleton School Partnership' (parent forum) continues to support the work of the school very effectively and is a strength of the school. The parent partnership contributed to the planned implementation of 'bikeability' this session with a number of parents being trained to help deliver the programme to pupils.

Staff have high expectations of learners, positive relationships and engage learners in a calm and nurturing manner. Teaching staff regularly review and reflect upon assessment data to improve outcomes and attainment for pupils. 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; next session we will use Seemis to track and monitor the progress and achievement of our learners.

Most children are purposefully engaged with their learning and demonstrate consistently good behaviour. Learners are recognised for their application and effort to improve their achievements with weekly recognition in a variety of ways; children enjoy their successes being recognised and almost all children respond well to positive praise and our restorative approach to managing behaviour.

Staff have developed their knowledge of digital literacy and used this successfully to prepare creative activities for children during distance learning; staff prepared differentiated learning activities and worked collaboratively to share effective feedback strategies for learners during the time of remote learning. Whilst in school children with ASN are assisted by digital technology to support and remove barriers to their learning. It was apparent during distance learning the need to upskill families to support their children with technology; this will be a focus for family learning when we return for the new school session. A focus for staff to support children's knowledge of using technology more independently will also feature as a development need.

A focus on teacher empowerment directed lead learners to initiate change to affect improvement. We reviewed how we can facilitate these roles better to ensure responsibilities within a small school setting are manageable and affect positive impact on learners but staffing difficulties affected the success of this action; we will continue to seek ways to support teachers to lead initiatives that impact positively on our learners next session.

Teachers know that it is their responsibility to engage both individually and collectively to support the raising of attainment across the school. Teachers have moderated their own practice by working collaboratively with their school & wider ELC colleagues and through CLPL opportunities are addressing areas for development. Staff have observed the learning in each other's classrooms and provided constructive feedback to each other to support progress of their teaching. Audits related to the implementation of AiFL strategies informed the need for a consistent approach across the school and teachers are becoming more consistent in applying this to support pupil progress. Time was set aside for staff to plan together, discuss pedagogy and to share successes. We still need to continue to engage more routinely with professional research to develop informed opinions on practise that positively affects achievement and attainment.

Future Developments

- Use Seemis to track & monitor the progress and achievement of all children
- Teaching staff to consider the important role of play in the curriculum (practitioner enquiry)

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

2.3 Learning teaching and assessment

School staff are calm, nurturing and have good relationships with children and families. In almost all classes, children are well behaved and engaged in their learning. The needs of our learners are understood by their teachers who use a wide range of learning environments and creative learning approaches to develop the skills and knowledge of our learners. The 'Circle' document supported staff to work collectively to create inclusive learning environments and will continue to support knowledge of effective and purposeful inclusion strategies. Our inclusive ethos and shared values support the personal progress of our children and most children are progressing well with personal targets and across the curriculum. Children have the opportunity to take part in a range of learning activities, doing so both independently and collaboratively to suit their needs. Knowledgeable and skilled teachers and support staff assist children well to address personal targets identified through the planning process. Staff have worked collaboratively to

develop digital literacy to support learning; this has impacted positively on learners which has been evident through the pupil response to online learning. A consistent restorative approach to managing positive behaviour ensures that children are treated with fairness and respect; children's responses highlight that they view staff as caring and approachable.

Learning intentions and success criteria are communicated clearly during lessons and support children's understanding of their tasks. Lesson observations confirm that teachers are getting better at agreeing Success Criteria with children and thus children are becoming more informed regarding the purpose of their learning. Learners are becoming more confident to discuss their learning needs, enabling them to communicate how they feel they are progressing and allowing teachers to guide and advise of their next steps. Lesson walkthroughs indicate that most lessons provide appropriate pace, challenge and support for learners. Staff have worked collectively to develop their knowledge of formative assessment strategies; formative assessment strategies are now more consistent in providing appropriate and informative feedback to learners in relation to the learning intention of lessons but more work is needed to embed this practice. Good use of technology to feedback on learning has been a positive aspect of our engagement with digital literacy this past session. Formative assessment will continue to be a focus for development across the school.

ELC progressive learning pathways are used to support the planning of learning across all areas of the curriculum. The National benchmarks continue to support the confidence of teachers' professional judgements in relation to learner's progress. Teachers have participated with moderation activities outwardly with ASG colleagues. The use of the moderation cycle will remain a focus for improvement to support a shared and consistent understanding of progress and achievement across the school; the introduction and use of the Seemis – Progress and Achievement tracking & monitoring tool will offer a consistent platform for all teachers to track learners in session 20/21.

Both summative and formative assessments are used consistently throughout the school year to monitor pupil progress. All teaching staff use data from agreed assessments to plot visually simple quadrants that inform progress. Assessment quadrants successfully inform teachers of learners who require additional pace and challenge and learners who are not achieving as expected; teachers are becoming better at planning appropriate activities to support progress and achievement. Tracking & monitoring of children over the course of session 19/20 indicates that most 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 very well and are generally making appropriate and steady progress with their learning. We have a SfL teacher who works one day per week and is timetabled to support the needs of the school. The professional judgement of teachers indicate that children who received SfL and PEF targeted interventions are improving their literacy and numeracy skills. Lesson observations and staff discussions indicated a need to develop a shared understanding and confidence of the ELC approach to developing numeracy across the school.

Children's achievements both in and out of school are celebrated regularly. We successfully link children's wider achievements to the four capacities and our school values. With the recent development of a skills framework across our associated school group, we are now working to match wider achievements and associated skills for those children working at 2nd level. Our younger learners have recently engaged with the Hi5 award, which is being supported by our wider community.

Future Developments

- Engage families to develop knowledge and understanding of digital literacy
- Develop a consistent approach to formative assessment across the school

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

Teacher's professional judgements and a range of summative and formative assessment data informs us that over time most learners across the school are working at and achieving the expected Curriculum for Excellence level. Tracking & monitoring of children over the course of this session indicates that most of our pupils are working at an appropriate and good level across the curriculum – a few are working above or below this. At the key stages of P1 & P7 all children were on track in literacy and numeracy; Almost all of our P4 learners were on track with literacy & numeracy.

Assessments and data indicate that reading is very good in the early years; very good core writing skills are also evident in the early years. Almost all staff have received national training to support our phonics approach to reading, significant support from classroom assistants have positively impacted the development of literacy skills with our infants. Almost all Children across the school have developed a very positive reading habit and enjoy choosing and reading books from our very good school library; all children are encouraged to regularly choose books from our library but some children need further guidance to ensure better engagement with appropriate books to ensure better progress and achievement. Staff set personal reading targets for children, challenging them to achieve personal goals. Teachers plan reciprocal reading activities with groups in class using class novels as a focus for developing key literacy skills. Staff plot literacy assessment quadrants to measure progress on an individual basis which has assisted in more confident judgements of pupil progress and achievement of a level; staff are aware of the children who need additional support, pace and challenge and plan accordingly. Quantitative data confirms that Literacy attainment across the school is very good.

Lesson walkthroughs and discussions with staff highlighted a need to develop confidence in relation to developing numeracy. Staff have supported each other to develop their pedagogy in relation to numeracy; collaborating, planning, team teaching and providing feedback to each other. They have visited other schools and worked outwardly with ASG and ELC colleagues to deepen their knowledge and understanding of the numeracy framework. Consistency of practice is now more evident across classes and attainment across the school is good. Developing knowledge and understanding of the numeracy framework and developing a consistent approach to teaching numeracy will continue to be a focus for development next session.

Teachers and support staff work with the SfL teacher and HT to identify potential barriers to learning and appropriate strategies are identified for children with additional needs. All staff work collaboratively to discuss the learning needs of pupils and the head teacher discusses pupil progress regularly with class teachers. A clear, concise overview identifies children who are being monitored and those with universal, additional and targeted support. Clear targets to support improved outcomes for these learners are in place and are reviewed at regular child planning meetings; child planning meetings are organised as necessary to review progress and achievement. Regular opportunities are timetabled for class teachers to meet with the SfL teacher to discuss pupil progress; the SfL teacher has supported staff needs well in relation to planning for children with ASN and most staff are now confident to do this independently. Opportunities for collaboration will continue as we consider GIRFEC and the complex needs associated with this. We will engage with ELC colleagues next session as GIRFEC paperwork is reviewed and redistributed to schools and all staff will continue to use the 'circle' document when considering inclusion. All staff will review the process of completing online pastoral notes.

PEF activities have been designed to raise achievement and attainment in literacy and numeracy. Of the children identified to be supported with the 'pupil equity fund', each of them has similar difficulties and barriers to learning. Almost all of these children had been assessed and identified as not being consistent with the application of skills in literacy and/or numeracy; we therefore identified literacy and numeracy 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. An improvement in almost all of the children engaging with the interventions for literacy has been evident. The children feel that their progress and achievement have benefitted from the daily 1:1 inputs and the professional judgement of teachers mostly indicate an improvement of those children receiving targeted interventions for numeracy.

The achievements and wider achievements of pupils are celebrated regularly at whole school assemblies. Staff know children well and articulate school and wider achievements through very well written and carefully considered celebratory certificates that they present regularly. A skills framework for second level learners was created across our associated school group last session and provides a framework for focusing on the main skills that were highlighted by stakeholders as priorities for learners; going forwards, this framework will form part of our transition programme with NBHS. We have recently begun to engage with the Hi5 award that allows children to develop key skills within the context of the local community, this will continue to support achievement next session. We continue to engage with the 'John Muir Award', which is led by a member of staff who has good knowledge and understanding of outdoor learning.

Attendance is very good across the school and there were no exclusions in session 19/20. Our restorative approach to managing behaviours has been mostly successful with almost all children and families respectful of the process. We continue to consider ways we can engage and include all children with our restorative approach, focusing on empathy and understanding and using play as a means for discussion and application. Three members of staff attended CLPL to lead on the development of high quality play opportunities and had begun to work collaboratively in school to apply their professional enquiry; children were successfully supported to lead play opportunities with peers and younger play buddies. Our approach to developing high quality play opportunities will be re-imagined next session and will form part of our nurturing approach to develop a knowledge of play in relation to the 'rights respecting school award' and our restorative approach to managing positive behaviours.

Our intergenerational partnership with the community lunch hub continued to offer purposeful opportunity for children to engage with Food education. Support staff worked very well with children, providing regular, engaging and calming nurturing activities that considered the wellbeing needs of our children; we will look to engage teaching staff more into this role as we continue to develop our approach, knowledge and understanding of the principles of nurture. All staff engaged children well with learning opportunities to develop an understanding and personal awareness of how we build resilience to deal with life situations, feedback from children confirmed that they enjoyed this aspect of learning. Opportunities, space and time were created for all children to participate with mindfulness activities; most children indicated that they enjoyed quiet time to focus on mindfulness but a few children found this approach difficult and some found the tasks unmanageable in class groups. Teacher feedback highlighted that the new approach to mindfulness was mostly received well but it was necessary to support some children in smaller groups and at different times to facilitate the calmness that the activity required. We will continue to dedicate time to mindfulness as part of our approach to developing children's wellbeing through nurture as we re-establish, reconnect and recover our school ethos.

Future Developments

- Develop knowledge and understanding of amended ELC GIRFEC paperwork to support children's needs
- Continue to develop our understanding of nurture to support the wellbeing of children as we return to school
- Continue to develop knowledge and understanding of ELC numeracy framework

What is our capacity for continuous improvement?

1.1 Self-evaluation for improvement

Staff are reflective of their individual practice and with the HT engage with their PRD which informs CLPL development needs in relation to the school improvement plan, local priorities and the NIF. Staff have attended numerous CLPL opportunities to develop their professional knowledge and understanding to support school improvement. Our WTA sets aside for staff to plan together, discuss pedagogy and to share successes. Teachers observed learning across the school and provided constructive feedback for colleagues to support the progress and achievement of our learners. Staff collaborated very well to support progress of digital literacy and to assist and support each other to do this; we will now look to develop our children as lead learners of digital literacy.

Staff are encouraged to identify their interests in lead learning responsibilities and are empowered to drive forward school improvements; building resilience, outdoor learning, play and digital literacy were the focus for staff to support development in session 2019/20. A number of planned activities were unable to take place as they were scheduled for the summer term; all of these will remain as priorities for session 2020/21 and will be relevant areas for continued focus upon our return to the school building.

All staff worked with ASG colleagues to consider the moderation cycle and how this impacts learning and achievement. We will continue to focus on the moderation cycle to ensure a shared understanding of standards and expectations across classes is consistent and to reassure teachers their decisions on learners' progress are valid and reliable. A whole school focus on AiFL strategies is positively impacting learners as they respond more effectively to teacher feedback to improve their progress. Features of feedback using digital literacy have proved successful during remote learning and have been positively received by children and families.

Staff and parents have good working relationships and the ethos of the school is very good. Our approach to improvement has taken account of our locality with our curriculum designed around the context of our school and using the wider community as a focus for learning and support. The wider school community work successfully to support continued improvement, with aspects of our intergenerational work in the community very good. Children express their enjoyment in participating with intergenerational activities and their confidence has improved due to the necessary interaction. Opportunities to engage with relevant literacy, numeracy and health and wellbeing activities through engagement with this community experience are meaningful and provide for depth of learning.

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 and do this well. Parents collaborate with staff to plan, prepare and deliver annual festivals; teachers support the preparation of these festivals, ensuring that relevant Es & Os provide focus for the planned activities. The partnerships developed through these activities are very good and all stakeholders provide very positive feedback in relation to the success, relevance and community purpose for the planned events.

All children engage regularly with the HT to consider aspects of school improvement and all children participate in mixed age groupings with all teachers to focus on specific aspects and priorities of school improvement. The mixed age groupings have been beneficial to support school improvement and to support the development of the school community as children familiarise themselves with children and teachers from other classes. Parents are consulted and assist with aspects of school improvement through verbal and written feedback and dialogue but we continue to seek ways to better engage our parents with family learning opportunities. Parental engagement and family learning will be a key focus when we return to our school building and rediscover our supportive community.

Teachers are aware of the need to work together to moderate learning and will continue to be provided with opportunities to work outwardly with ELC colleagues next session. Collaboration across our ASG, our authority and the SEIC continues to be important for our small school as we look outwardly to gain knowledge of good practise to affect our learner's progress and achievement. Staff are familiar with the NIF and engage with challenge questions from HGIOS4 to identify strengths and next steps. We now need to provide adequate time for lead learners to use their skills to drive improvement, this proved challenging this past session due to staffing difficulties.

Future Developments

- Work with ASG & STG to ensure moderation of learning/blended learning
- Analyse data more effectively to improve outcomes for learners

Level

Q.1. 1.1 Self-evaluation for self-improvement	- Good
Q.1. 1.3 Leadership of change	- Good
Q.1. 2.3 Learning teaching and assessment	- Good
Q.1. 3.1 Ensuring wellbeing, equality and inclusion	- Good
Q.1. 3.2 Raising attainment and achievement	- Good