

Standards and Quality Report Gullane Primary School For 2016-2017

Context of the school

Gullane School is open plan in design over most of the classes. In the school there are seven open bases and two classrooms. The early years' area has a quiet room/library and the upper/middle area includes a library and staff work base.

Attached to the Early Years' Department is a self-contained nursery class. The school has a central hall which allows us a multi-use space for P.E., Music, Drama, Assembly and Dining for the pupils. This space is also used for a range of after school activities throughout the session.

There are attractive and extensive playing facilities in the school grounds and also in the adjoining East Lothian Council field. We have access to an all-weather pitch, skate park, football pitch and play park. Recent environmental work affords us access to the Millennium Wood. The nursery has its own enclosed outdoor play area which is accessed daily and in all weathers.

Gullane School, which is co-educational and non-denominational, provides education for children of approximately five to twelve years. At present there are approximately 220 pupils in nine classes. The nursery provision is for 60 children aged 3-4 years with 30 spaces in the morning and 30 spaces in the afternoon. This is subject to change dependent on need across the authority.

The area the school catchment serves is a mixed socio economic population.

The children in this catchment are engaged in many extra-curricular activities very well supported by their parents. There is a very supportive parent body and the PTA and Parent Carer Council work well with the school. There is a good relationship and a high level of respect in both directions. The village sees the school as important to their community and support the school well.

The school team consists of a head teacher, a principal teacher, class teachers both full and part time across 10 classes, a support for learning teacher part time, two classroom assistants, a business support administrator, three part time additional support needs auxiliaries nursery nurse team of one full time, a job share and one part time, a clerical assistant, a general auxiliary and playground supervisors.

1.3 How good is our leadership and approach to improvement?

Staff have consistently high expectations of all learners. Regular professional discussions are undertaken regarding pupil progress following a block of planned work and any assessments. This feeds into their cycle of planning and evaluating learning and teaching.

They are committed to professional learning and take responsibility for leading various aspects of the curriculum such as Modern Languages 1+2, NQT support, Students, Sport, Outdoor Learning, Curricular Framework development such as numeracy and health and well-being. The staff team understand their roles and responsibilities and maintain their professional learning records regularly. The staff team match their CLPL to national, local and school priorities.

Our vision for the school is reviewed at regular intervals and we engage the parent body through the parent council, PTA and the pupil council to discuss and shape this vision. We receive a high level of positive feedback about the ethos within school from the many visitors we have to the school. This includes visiting specialists, supply staff, health professionals and parents.

Staff engage positively with new developments within ELC and are committed to develop their practice to ensure high standards and expectations for learners. The pace of change is managed well within the school and we meet regularly to discuss how we will implement and measure the impact of improvements.

The staff team maintain an up to date record of training to include mandatory sessions covering key areas such as child protection and data protection. Staff take on training in a range of medical areas so that we are well equipped to manage the health and wellbeing of our pupils.

In the recent staff engagement survey almost all staff, both teaching and support, reporting feeling valued in their place of work.

The P6 and S3 Pupil Survey conducted by East Lothian Council shows that with almost all questions relating to life in school scoring 95% or above. All pupils noted that they enjoyed being at school. There are a small percentage of pupils who feel that their out of school achievements are not recognised, that they do not have a choice in their learning and that their lessons are interesting. A higher percentage of pupils do not access the school website to support their learning. We will discuss various points with our pupil cohort and work out how this may be remedied or improved. We will also discuss these points with our pupil council.

Future Developments

- To ensure staff are conversant and confident with the new frameworks and apply planning consistently across the school to ensure appropriate pace, breadth and coverage.
- To match professional learning with key priorities - staff ability and confidence.
- To continue to share the work of the school with our families and community.
- To consult and share with our parent body in areas of policies:- spelling, numeracy- promoting understanding of the work of the school and the curriculum.
- Sharing the new benchmarks, curriculum planners and new assessments to aid understanding about the current direction and focus for education ensuring consistency and effective time management.
- To increase our confidence and knowledge of data across a range of areas and how we use this to improve learner outcomes.
- To undertake appropriate authority training to support us with the new national assessments, curriculum frameworks and report formats for 2017-2018.

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

We are committed to children's rights and responsibilities and building and maintaining positive relationships. We have begun a further cycle of work to engage the pupils and parents in our values and how this translates to the work we do in school. We feel the text of these requires to be meaningful for all of our community.

We record and celebrate learners' achievements in and out of school in a variety of ways; assemblies, sticker, awards, certificates. We use our newsletters to share out of school achievements as well as displaying them in school. There are regular class and school newsletters sharing the work of the school from Nursery to P7. Classes use the school website to share their work and there have been individual class blogs.

This session we organised a small showcase within school in order for children to share their musical/dance tuition out with school. Over 30 pupils took part from all stages and their talents ranged from violin to ballet to rock and roll! It was a very positive experience and the event was enjoyed by all with parents attending.

We involve children in planning and assessing their learning through one to one discussions, written feedback and peer and self-assessment. We engage our learners in discussion to enable them to identify their next steps and targets and how they may work towards achieving them. The school has an overall position on assessment in line with local and national expectations and each member of staff develops a range of methods to gather information within their own class setting as well. The children are encouraged to have a 'can do' approach and they are encouraged to believe that errors are to be learned from with displays throughout school promoting a positive mind set. The children play an active role in school life and use their class representatives to channel questions and offer suggestions about ways to improve school life.

The hardware for technology is limited but we have been granted access to the connected learning network which has now been installed. We will discuss how we take this forward next session and how we will make best use of this resource across the school. Following PTA fundraising we have been able to purchase a class set of chromebooks and charging trolley and this will be a huge bonus for the P4-7 classes and their ability to access hardware to support the work in their classes.

Future Developments

- To continue and develop our work to foster resilience and courage within our pupil cohort – we have class based resources which support this. There is a new family support worker who will work with early years' parents and we hope this will bear positive outcomes for the families that require some support.
- To ensure staff have time to be familiar with the new frameworks and apply planning consistently across the school to ensure appropriate pace and challenge.
- A focus on the new benchmarks, curriculum planners/frameworks and new assessments to aid understanding about the current direction and focus for education.
- To increase our confidence and knowledge of data across a range of areas.
- Staff training to develop the skills in how we use this data to improve learner outcomes.
- Agree and ensure the tracking processes match need, are manageable and inform teaching and learning and linked to assessment.

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

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

Parents meet with staff on a regular basis, on a planned one to one basis twice per session and also receive a final summative written report detailing progress and any next steps. Parents are also encouraged to contact staff if there is ever a concern allowing the staff team to be responsive to any needs. Similarly, staff will also make contact with parents as need arises with pupils during the session and either meet face to face or discuss the issue on the telephone.

The HT ensures that she is accessible and is there to listen, advise, resolve or develop practice in the light of discussions. The HT is a visible presence around school and will often be outside at start and end of days to talk to families or pupils.

The Parent Carer Council feel that we observe good practices as we are open and listen to views as they arise or as necessary. Staff are comfortable explaining and outlining their practice if approached and staff are always happy to talk with parents. There is no need to wait for an official session. We assign time from our collegiate agreement to allow staff to develop positive working relationships with parents which in turn improves learning experiences for our pupils. If parents wish advice/support then staff are comfortable in directing them or accessing this for them. We actively seek ways to involve parents in the wider work of the school e.g. through accompanying class trips or supporting in the classroom: reading, craft, numeracy.

We receive positive feedback from our parent body on the ability to be in touch with staff and that the staff are timely and appropriate in responding. The parent body feel they are included in school life and kept informed through a variety of sources. Feedback tells us that they are engaged in the life of the school and feel welcome through open assemblies, class visits when children share their learning, newsletters both whole school and class.

The development of solid links between home and school ensures a sense of inclusion for all. Great effort has been made to make better use of our website to share important information with all. The use of texts to parents and regular newsletters all help parents to feel they are adequately informed about the life of the school. Engagement with our school website is not as high as we would like despite repeated efforts to highlight it.

Our school parent helpers can be found in many classes, sometimes all year round and some periodically. We have a well organised set of parents with appropriate checks in place (PVG) who transport small groups of children to and from sporting events allowing us to participate in a great deal more than we otherwise would.

Teachers encourage children to extend their talents out-with school in the various clubs running within East Lothian by ensuring Active Schools information is sent out on time. Staff will also highlight relevant events and activities on in the local and wider community.

Resource funding is managed using the school improvement plan priorities and we ensure that staff have the equipment to deliver a quality range of learning and teaching. Resources within the school are of good quality and standard, and very well organised.

Staff use a variety of agreed methods to track and monitor progress as well as using planned, appropriate assessments both formative and summative. We have adapted the manner in which we moderate the progress made by our pupil cohort. This has been developed by the principal teacher and we have discussed how we will take this forward with staff for the following session.

We moderate children's learning across all stages matching with benchmarks/outcomes to the relevant stages and have developed a format which we feel will support us to achieve our goals. With new assessments coming in to Scottish schools in August 2017 the staff are committed to extending their knowledge in the intelligent analysis of data and how we use this to improve outcomes for all learners. We are committed to supporting all learners and their range of needs and to this end we adapt and are flexible in our approach to targeted support across the school. We review the impact at frequent intervals across the school session and modify as required. We will focus on meeting with our cluster colleagues through next session. Lack of time and full diaries are the enemy.

The staff have a very good understanding of the curriculum structure. The school supports children to develop and learn by working collectively as a team to create the highest standards of learning and teaching that can be reached.

We are very fortunate in the skills of our support staff. They are committed and loyal to the school and work extremely well with all staff. Their own skills are developed through the work of the school and their own particular talents are respected by all. The support team access a range of professional learning and actively take part in whole school initiatives and training. The whole staff team are focused on solutions and not problems.

A robust check on Stage Assessment and Intervention processes mean that all children with additional needs in a range of areas are noted and an action plan developed in line with their needs. The SA&I process works to support both teachers and learners. Reviewing the action plans termly keeps the needs of individuals up to date and supports the teacher evaluate and know when to adapt the plan.

We use a range of approved assessments to determine writing, spelling and maths/number challenges in pupils and consult our educational psychologist for advice and guidance as appropriate. Likewise, early intervention based on PIPs results in P1 and teacher observations aim to ensure that gaps in learning are identified and we aim to remediate at the earliest opportunity. Further InCAS tests are undertaken in P3, P5 and P7. The outcomes of these standardised assessments are analysed to identify progress in pupil learning and any further gaps in learning.

Transition, in all its aspects, is taken forward well in Gullane and our transfer information between schools and classes is well thought through and thorough. Transition information is included in both the nursery handbook and the main school handbook. We work well with nursery colleagues to ensure both parents and pupils experience a smooth transition. Our secondary colleagues work closely with us to ensure all relevant and necessary information is shared; class teachers collate a range of agreed evidence and information to hand on to the next teacher. Learning is seen as a continuous journey.

Future Developments

- Revisit our P7 to S1 transition programme and information to ensure the key information is accessible and useful for secondary teams. There has been an initial discussion with the DHT in secondary school regarding this.
- To spend our professional development time to familiarising ourselves with the new Practice Guidelines – Supporting Children & Young People's Learning - which was produced and sent out to schools in the latter half of the session.
- Undertake the identified training for supporting pupils.
- Ensuring that our processes and procedures are in line with these guidelines.

- Continue to develop the skills base of staff supporting pupils' learning – Classroom Assistants and SFL teaching as well as class teachers and their responsibilities.
- We have 6-7 hours of support from a dedicated support for learning teacher so we have to 'work smart' with the time and focus on key areas to maximise progress and target key individuals and groups. The classroom assistants have a great capacity to support and they understand the need to focus their time on key pupils in order to close the gap and raise attainment.
- The Pupil Equity Funding has added funds to our budget with the specific aim to reduce the attainment gap in identified pupils.

1.1 Self-evaluation for improvement

What is our capacity for continuous improvement?

Staff engage well with self-evaluation and we use a range of tools to gather evidence and feedback on the work of the school.

We aim to continue to engage our learners in whole school evaluation and we are discussing the steps we would take to do this. The children feedback through their class representatives and focus questions are given to tune their thoughts to ensure the views are shared and acted upon. There is always more that could be developed with pupil voice and we will aim to keep this high on our agenda.

The parent council and PTA give feedback on various aspects of school life and this feeds into our over evaluations.

HT has very good understanding of school as a whole. We recognise that HT observations are considered good practice and we have developed an open door policy throughout school where regular visits to classes provide important information about the learning and teaching throughout the school. The staff have agreed that this is in keeping with the ethos we foster within the school.

Self-evaluation is embedded to which all staff, children and parents are encouraged to contribute. We regularly address our development plan priorities and keep track of what we have been successful with and what still needs work. We pin point and agree our areas of strength and the areas which concern us. These are addressed throughout the year via CAT, CLPL and in-service work. This work is done as a whole team and we invite parents from the PCC to join us to reflect upon and develop the school community further.

There have been many new developments within East Lothian this session and this has resulted in our timeframes being challenged to meet as a staff to discuss and take forward our priorities as set out in June 2016. We have required more time than we have to ensure we are on track with all of our priorities as well as the local authority's requirements. The staff team have undertaken a range of training over and above their identified CLPL which will benefit the whole school community and they are to be commended for their commitment in this area considering the existing pressures on their time.

By listening to the views from all these sources, the school ensures that we continue to develop and improve. We have a strong team of committed teachers who through professional engagement with each other continually review how well the school and them-selves are performing. Regular formal and informal discussions can be seen and heard regularly in school and have been commented on by visitors to the school; there is a good level of positive professional conversation. The staff team share their strengths/expertise and are very supportive towards one another. We benefit from student placements across childcare and education and we keep up to date with current/recent educational research and developments.

Future Developments

- Develop our pupil/parent feedback in evaluation to give a broader picture of the work of the school.
- More frequent and focused sessions on the data we hold and how we use it to improve learner outcomes.
- Undertake and engage with training in the new curriculum frameworks, 1+2 Modern Languages training, new national assessments.

Level

Q.I. 1.1 Self-evaluation for self-improvement	5
Q.I. 1.3 Leadership of change	4
Q.I. 2.3 Learning teaching and assessment	4
Q.I. 3.2 Raising attainment and achievement	5