

Standards and Quality Report Gullane Primary School For 2017-2018

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 9 classes, a support for learning teacher part time, two classroom assistants, a business support administrator, three part time additional support needs auxiliaries, a senior early years' practitioner, nursery nurse team of one full time, a job share and one part time, a clerical assistant, a general auxiliary and playground supervisors.

Over the next 2 years there will be major developments and expansion in Gullane which means the same for our school. The design team have proposed various options and the plans are being discussed and formulated. The new head teacher will be able to read through the plans that have now been created And take this forward with the team from ELC.

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. Feedback from staff, parents and visitors is that children are well behaved and generally well turned out and it is felt this is important for the culture and pupils sense of belonging.

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, reported feeling valued in their place of work. There were minimal negatives around workload and pressure and these have been discussed and aired and hopefully staff feel supported.

The P6 and S3 Pupil Survey conducted by East Lothian Council shows 100% of Gullane P6 cohort feel safe and secure in school. 80% of P6 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 not interesting. A higher percentage of pupils do not access the school website to support their learning. The pupils reported that they do use Google Classroom and various acceptable and appropriate websites rather than the school website. The pupils felt that some of the statements were outdated because they use different terminology now. We discussed various points with our pupil cohort and we worked out how key areas may be remedied or improved.

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. All 8 curricular areas are now completed and feedback has been given to the local authority.
- 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.
- 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. We have agreed to meet at termly intervals in order to discuss assessment and how we manage this and take appropriate actions.
- Having undertaken appropriate authority training we will implement the SNSAs next session with more confidence and we will use the results from this session to feed into our planning for pupils/classes.

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 began a cycle of work to engage the pupils and parents in our values and how this translates to the work we do in school. We felt the text of these values required to be meaningful for all of our community. The feedback was that the parent and pupil body were happy with what we have. At present, there seems no need to alter or change.

We record and celebrate learners' achievements in and out of school in a variety of ways; assemblies, stickers, 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.

Following the success of last session's showcase we held another one 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. Many children felt it gave them something to work towards and practise for.

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 via the Pupil Council and offer suggestions about ways to improve school life. We would like to find ways to engage parents more in how they can support their children in becoming more confident about their abilities and skills.

The hardware for technology remains limited. Following PTA fundraising we have been able to purchase a class set of chromebooks and charging trolley and this has been a huge bonus for the P4-7 classes and their ability to access hardware to support the work in their classes. We have planned to focus on this element next session.

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. The family support worker works with early years' parents and we hope this will continue to 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. At the beginning of session parents are invited to a 'Meet the Teacher' where staff give an overview of their class planning and how parents may support. The feedback from the parent body is positive and they feel these short sessions are a valuable way to engage and inform parents. 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. All telephone/email communications come through the main office as this acts as a 'gatekeeper' and security measure for staff. Parental feedback tells us that written reports are comprehensive and informative and should remain in place.

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. Parents report that the open door approach is essential to maintain good communication and foster good relationships.

The Parent Carer Council acts as a forum through which general issues pertaining to a class or the school may be raised. The head teacher is always present at these meetings and acts as a conduit between parents and staff to ensure issues are addressed. 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. Parents/Carers like the text service and we are careful about usage so that families do not 'switch off' and are kept informed when it is important- and not as constant reminders.

We have increased the number of email contacts we have in our parent cohort. We will endeavour to use this more when we have papers that need to be sent home - P7 Transition Paperwork is a prime example.

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 extra-curricular 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. The pupils and parents do feel that Gullane does not have as many clubs running in the village as they would like. Many are in North Berwick. Active Schools have taken steps to improve opportunities.

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 review resources and have input into possible purchases. They are aware of budget management.

Staff use a variety of agreed methods to track and monitor progress as well as using planned, appropriate assessments both formative and summative.

We moderate children's learning across all stages matching with benchmarks/outcomes to the relevant stages and have developed a format to record and feedback to staff. One element of our plan for next session is to become more skilled in analysing data. This will build confidence in professional judgement.

We have adapted the manner in which we moderate the progress made by our pupil cohort. This has been developed by the principal teacher. We have discussed and included this in our school improvement plan for next session. Nominated staff will visit other schools and observe practice and feedback- this is with particular note for numeracy.

The staff have a very good understanding of the curriculum structure. We continue to work with the East Lothian curriculum frameworks and have reviewed all the areas and feedback as requested by HQ.

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.

There is limited funding for a Support for Learning Teacher but we use what we have as well as we can to benefit the pupils and staff. We have used the time we have to target early years' and training support staff in various tools in

order for them to support pupils in class. 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 to evaluate and know when to adapt the plan. The processes for recording and planning for children with additional needs has changed in ELC. This has been undertaken as appropriate.

We use agreed assessments to determine writing, spelling and maths/number challenges in pupils and consult our educational psychologist for advice and guidance as appropriate. The outcomes of these standardised assessments are analysed to identify progress in pupil learning and any further gaps in learning. The new SNSA should provide us with continuing support in this area.

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. This is under review in head office and new procedures and guidelines will be published at some point next session.

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

- Undertake the identified training for supporting pupils. – Retrieving/Loading information onto SEEMIS. Individual identified needs in staff.
- 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.
- It is still the case that we aim to 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 and skill 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. The evaluation and plan are written and submitted to HQ.
- Continue to evaluate our P7 to S1 transition programme and information to ensure the key information is accessible and useful for secondary teams.
- Review how we use our website and look to reducing administration for the office team
- Continue and develop work around increasing confidence and resilience.
- Work on how we gain feedback from our parent body and engagement with those families who do not engage.

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. We have found it enlightening to hear how children think and what they think. It isn't always what you expect!

The Parent Council and PTA give feedback on various aspects of school life and this feeds into our evaluations.

HT has very good understanding of the 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 Parent Council to join us to reflect upon and develop the school community further.

There have been many new developments within East Lothian this session again 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 2017. 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