

East Lothian Council



# Gullane Primary School

## Standards and Quality Report

2018/19

**Standards and Quality Report  
Gullane Primary School  
For 2018-2019**

**Context of the school**

Gullane Primary School lies at the edge of the village and serves an area that is mainly rural. The school is primarily open plan in design and consists of 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' area is a self-contained nursery class. The school has a multi-use hall, which provides space for P.E., music, drama, assembly and dining. This hall is also used for a range of after school activities throughout the session.

There are 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, play park and 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 210 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 by 2020 as East Lothian Council (ELC) moves forward with the implementation of Scottish Government's 1140 hours initiative.

The school team consists of a head teacher, a principal teacher, class teachers both full and part time across nine classes, a part time support for learning teacher, 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 business support assistant, a general auxiliary and playground supervisors.

The area the school catchment serves is a mixed socio economic population from SIMD 6 to SIMD 10. The children in this catchment are engaged in many extra-curricular activities and are well supported by their parents. There is a very supportive parent body and the PTA and Parent Carer Council work well with the school. The village sees the school as important to their community and support it well.

Gullane is expanding and, as a result of the housing development that is taking place, the school is just about to have an extension, which will provide a new 50/50 nursery, sports hall and three additional classrooms. As part of the plans, there will also be some internal refurbishment and extended office facilities.

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

All members of our staff team have very high expectations for learning, respectful attitudes towards each other and behaviour, and children show this too. This is evidenced through daily classroom interactions and the sharing of classroom practice. Regular professional discussions take place regarding pupil progress following a block of planned work and any assessments. Opportunities to share practice and to monitor the impact of improvements on learners are provided through shared classroom experiences, moderation sessions, staff meetings and CAT (Collegiate Activity Time) sessions. This feeds into the cycle of planning and evaluating learning and teaching.

Our vision for the school was reviewed a number of years ago and we engaged the parent body through the Parent Council, PTA and the Pupil Council to discuss and shape this vision. There is, however, a need to revisit this process to ensure that these truly reflect the changing context of the school.

Most staff have an understanding of the social, economic and cultural context of our community and of current educational policy. This supports the vision for our school. We analyse our SIMD (Scottish Index of Multiple Deprivation) data and have spent time looking at how our attainment correlates with this information. At this point in time, there does not seem to be a clear relationship between the two; however, we will continue to monitor this to ensure that there is equity for every child within our school.

Children are given the opportunity to demonstrate the vision, values and aims of the school via the four contexts for learning; however, as yet they may not be able to articulate what these are and this is something that requires to be addressed as part of a review.

In almost all observed lessons, staff and learners work together to provide relevant experiences which are linked to supporting life-long learning. Learners are involved in planning and reflecting upon their own learning and that of their peers. Through interdisciplinary learning (IDL), along with recently introduced World of Work Clubs (WoW), learners are provided with a high quality learning environment through which they can develop future life skills.

As part of an annual professional review process, all staff show a commitment to our shared values as well as those of East Lothian Council. Teaching staff use their professional standards as part of this process.

Staff engage with new developments 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.

Almost all staff have been actively involved in self-evaluation of the School Improvement Plan (SIP) and been part of developing the plan for session 2019/20. Almost all staff have been actively involved in reviewing school policies. Where staff have not been actively involved, due to work patterns, they have been asked for feedback which has then fed into the process.

The head teacher has limited the number of priorities for improvement and, through the Working Time Agreement, ensured that time is allocated to support their implementation. Priorities have been chosen to best address the needs of our learners.

Following the evaluation of our 2018/19 SIP, all staff have included an aspect for improvement as part of their own career long professional learning (CLPL). In the 2018 Employee Engagement survey, most staff responded that change is managed well.

In response to another question in the survey, almost all staff answered that they were encouraged to offer new ideas for improvement. Opportunities were provided this session for teaching staff to develop skills in the teaching of numeracy. These have included Collegiate Activity Times (CAT) led by experienced practitioners, reading materials, resources and visits to other schools. The Principal Teacher led a session informing parents of the approach to learning and teaching that we are adopting in numeracy. WoW clubs have allowed staff to share individual skills and talents, as well as developing new links e.g. involving parents in sharing their talents, links with Day Care Centre.

Recent developments within the curriculum have raised awareness of the need for all staff and learners to reflect upon their practice and engage with new and creative ways to learn e.g. a focus on developing number strategies, encompassing breadth, challenge and application through IDL etc.

When faced with new challenges staff take the opportunity to research approaches, strategies and/or resources to ensure that learners continue to make progress in all areas i.e. academic, physical and social/emotional wellbeing. This has included researching approaches to supporting behaviour, motor development and barriers to learning e.g. dyslexia.

Staff are committed to professional learning and understand their roles and responsibilities. The staff team match their CLPL to national, local and school priorities. This has included attending twilight courses on Basic Moves, Outdoor Learning, Science etc.

### Future Developments

- To review vision, values and aims to ensure that they are ambitious and focus on improvements in outcomes for all. We then need to support learners to understand these. This will be done in consultation with learners, parents and staff.

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

In Gullane Primary School, pupils are supported and nurtured in order to develop their aspirations for their future as learners and as positive contributors to society. We expect every pupil to put learning first, work hard and be respectful to themselves and others in order to achieve the highest academic standards. We offer a safe and enjoyable learning environment where respectful relationships are fostered and excellence is promoted. We are committed to children's rights and responsibilities and building and maintaining positive relationships. This is central to our Respectful Relationships Policy.

A recent SEE survey of P6 pupils showed that most children felt that their achievements in school were recognised. This compares with the majority who stated that their achievements out of school were recognised. This survey only captures the P6 experiences; however, this does not reflect the evidence seen across the school as witnessed in class/assembly discussions, sharing of achievements etc. This includes taking part in national cross-country, junior marathons, fundraising, music, dancing and sporting events etc. These are celebrated, both publicly and privately, in order to raise awareness of growth mind-set and the life-long benefits of being resilient.

Learners are a central part of the planning cycle, particularly in IDL, from generating contexts for learning to indicating the most appropriate form of assessment. We are aware that this now requires to be replicated in other areas of the curriculum. A new reporting system will allow children, in conjunction with parents/carers, to set targets in literacy, numeracy and IDL. Through WoW clubs, children have been responsible for working with a mixed age group and the older children have supported those younger than themselves. As part of these clubs, opportunities have been provided for our learners to establish links with the local Day Care Centre and through this they have led activities and taken individual responsibility e.g. making cakes for a 90<sup>th</sup> birthday. Each class has taken the opportunity to share their learning with parents/carers through events such as: Science, Technology, Engineering and Mathematics (STEM); Social Subjects – Fair Trade, Grandparent's Museum, a 1960's event; Literacy – Mad Hatter's Tea Party. These events have been planned and managed by the learners. The learners enjoyed showcasing their knowledge and receiving feedback from those who attended. P7 took part in a Virgin Money Grow £5 project where children worked in groups to plan, cost, resource and run an enterprise event to raise money for their end of session experience.

A recent SEE survey of P6 pupils showed that almost all children in P6 said that their teachers tell them how they can improve their learning. All reported that they know what they are good at and what they need to work on (or develop). Almost all jotter monitoring shows that children receive written feedback, whether that be from their peers or their teacher.

Children from P3 to P7 are involved in providing written peer assessment; however, verbal feedback takes place across the school from nursery to P7. We involve children in planning and assessing their learning through one to one discussions, written feedback and peer and self-assessment.

All teachers are applying the principles behind ELC's numeracy frameworks. There has also been a focus on the work of Carol Dweck as part of a SIP priority on health and wellbeing.

The majority of teaching staff report that their workload is manageable and evaluation of 2018/19 SIP priority would indicate a positive response to the planning format. This clearly identifies what is to be learned and assessed. All teachers have the opportunity to plan collegiately.

In Gullane Primary, our aim is to meet the individual needs of our pupils. Assessment is an integral part of the learning and teaching process. All observed lessons have included learning intentions and these have provided the basis for feedback and next steps. Make, write, say and do approaches are used, dependent upon the requirements of the task or individual learning styles e.g. drama performances, creating a piece of writing using speech to text, presentations etc.

Moderation is used from P1 to P7 to establish a common understanding of expectations at each level, in Literacy and Numeracy, and this is used to support assessment judgements. Results from standardised assessments help to reinforce teacher judgments and identify gaps in learning, along with next steps. Collegiate planning helps to formulate agreed criteria for assessment. Teachers also make use of ELC's Frameworks and National Benchmarks to create next steps.

Current reporting practice is based around twice yearly meetings with parents/carers followed by a very detailed end of session report. A recent parental questionnaire shows that the majority of parents feel that the school keeps them well informed about their child/ren's progress. However, through discussion with the Parent Carer Council (PCC), parents would prefer more frequent face-to-face updates on their child/ren's learning and a briefer end of session report. This is reflective of national advice, as well as practice within our Associated School Group, and, as a result, a trial format has been agreed and shared with the PCC.

ELC's curriculum frameworks form the basis for tracking children's progress through levels. Discussions between class teachers, Support for Learning teacher (SfL) and Management Team (MT) around termly tracking information, as well as planning, are used to monitor learning and teaching to ensure improved outcomes for all.

There is wealth of data available to staff including: SIMD; attendance; FME (Free Meal Entitlement); PEF (Pupil Equity Fund); SWST (Single Word Spelling Test); SNSA (Scottish National Standardised Assessment); CfE levels (Curriculum for Excellence), Exceptional Needs etc. Teachers are developing skills in using this data for improvement; however, more practice is required, particularly in interpreting SNSA results.

### **Future Developments**

- To involve children in the development of next steps in learning.
- To extend moderation to areas of the curriculum other than Literacy and Numeracy.
- To support teaching staff in the analysis of data by providing time and support.

### **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?**

Our school community has a shared understanding of wellbeing and in the dignity of worth of every individual. One of the aims of our recently revised Respectful Relationships Policy (formerly known as our Behaviour Policy) is to provide for the whole child within a safe and stimulating environment which welcomes diversity, promoting equity and inclusion always valuing each child as an individual.

A recent P6 SEE survey shows that almost all children are aware of the Wellbeing Indicators and have learned about the United Nations Convention on the Right of the Child.

As a result of our approach to ensuring the wellbeing of children almost all P6 children reported that, along with knowing that people care for them, they feel safe and secure in school. In a recent parental survey, almost all parents agreed with this, with six percent being neutral.

As a result of the respectful relationships modelled across the school community, we receive a high level of positive feedback about the ethos from the many visitors. This includes visiting specialists, supply staff, health professionals and parents. Feedback from staff, parents and visitors is that children are well behaved and respectful of all.

We know, and can demonstrate, that our children feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Within our planning frameworks, all teaching staff take specific account of the wellbeing indicators within the health and wellbeing curriculum; however, they underpin all aspects of school life. This is particularly evident within our WoW Clubs e.g. Outdoor Learning, Baking/Cooking, Community etc.

Relationships across the school community are very positive a supportive and, as a result, almost all children would feel comfortable in being able to talk to a member of school staff about any subject. As part of transition, primary seven pupils had the opportunity to work alongside a mental health worker to help them to identify and address any concerns they may have had about moving on to high school. In the P6 survey, almost all children reported that they learn about healthy lifestyles including thinking about feeling and relationships. They also know who to go to if they are not happy about how someone is treating them. A group of pupils have benefitted from Sound Stories, a Youth Music Initiative, which allows children to explore music and emotion through creative and fun activities.

All staff take account of Getting it Right for Every Child (GIRFEC) and work to ensure that all learners are included, engaged and involved in all aspects of the life of the school. Examples of this would include: differentiation within learning activities including expectation/resources/support; strategies to support children to take part in activities e.g. adjusting activities in PE; appropriate roles for all in class presentations/assemblies; provision of PE kit/change of clothing/stationery; advice regarding sources of funding etc.

Children are encouraged to take an active part in discussions and decisions which may affect their live including Child's Planning meetings, where ELC's format is used as a record.

All staff undertake training in statutory requirements and codes of practice e.g. Child Protection, General Data Protection (GDPR), Freedom of Information and Equalities. Staff are also aware of ELC's Respect for All policy.

Through the delivery of the curriculum, we provide well-planned and progressive opportunities to explore diversity and multi-faith issues, and challenge racism and religious intolerance.

Children in Gullane Primary come from a wide range of backgrounds and cultures. We use this to enhance the experiences of all e.g. taking part in national celebrations including Bulgarian spring customs, Polish Christmas etc.

We are fortunate to be surrounded by a large amount of green space and this is used for a range of purposes including P.E., Outdoor Learning club, orienteering, Nature Group, etc. The playground provides children with quiet spaces, social spaces and areas for developing gross motor skills.

Learners make good progress from their prior levels of attainment in Literacy and Numeracy. We have raised attainment in Literacy and Numeracy for all learners. Almost all children are attaining the appropriate levels in Listening and Talking, Reading and Numeracy, with a few children exceeding these. In Writing , most children are attaining the appropriate levels and a few are exceeding these.

Numeracy was a priority in our 2018/2019 School Improvement Plan (SIP) and features again in our next plan. The focus is on supporting children to develop a range of strategies by which they can solve a variety of problems. Although at the early stages of this, we are already beginning to see improvements as children are more able to explain how they achieve answers, as well as tackle more difficult problems. We would like to move forward developments in writing; however, this will need to be part of a future SIP. Pupil Equity Fund (PEF) has been used to

support children in literacy and numeracy and evidence shows that their attainment has improved and their confidence increased.

Good progress, at all stages, is demonstrated through tracking of attainment over time in Literacy and Numeracy. A review of end of session reports indicates progress in other curriculum areas.

Regular tracking meetings have helped us to see where children are making progress and are used to discuss next steps. This focuses closely upon whether children are meeting the expected benchmarks, how we continue to support those who are excelling and those other children who need targeted support. This links into the robust attainment data we collate from a variety of sources. Our tracking is very effective at points of transition and data is shared and contributed to by all members of teaching staff. We triangulate our evidence to ensure we are looking at a clear and consistent picture. Information is 'owned' by us all and we have a collective responsibility towards every child in our school. In-house moderation activities are in place for literacy and maths. We continue to develop moderation in line with the curriculum frameworks from ELC.

Our WoW Clubs place a focus on the development of life-skills with the aim of helping children to think about learning pathways and future career aspirations. Primary Five children took part in Jobs Kingdom Live, a council wide initiative to raise awareness of possible future career paths. A number of parents have come into school to share information about the jobs that they do and the skills and qualities that are required for these. We have had science and technology workshops along with sessions on raising financial awareness.

Through the use of formative assessment children have a say in the quality of their learning experiences and how to improve them. Children are encouraged to self-evaluate where they are now and to set targets for improvement. Next session we plan to expand this to include parents/carers as part of a learning conversation.

We have very good attendance, with the average in any week throughout the session being 97%. We have had no exclusions.

Across the school, there is evidence that children take part in a number of activities within the community e.g. swimming, hockey, athletics, football, rugby, piano, dance, violin, fundraising etc. We celebrate the achievements that are shared with the school through recognition at assemblies, newsletters, class celebrations etc.

## **Future Developments**

- To take part in cross-school moderation.
- To include literacy as a priority in 2020/21 SIP.

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

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

Self-evaluation is integral to how we work within our community and is an ongoing feature of school life. Staff engage well with self-evaluation and we use a range of tools to gather evidence and feedback on the work of the school. Pupils, through the Pupil Council (PC) which is currently chaired by a primary three pupil, have a voice in suggesting and leading improvements. Through the use of questionnaires, invitations, informal meetings etc. parents are asked to suggest improvements and make comments upon those that have been agreed e.g. school policies, SIP, etc. The Parent Carer Council (PCC) plays a key role in this and they have agreed to take responsibility for a priority in our 2019/20 SIP. All staff, pupils and parents have had the opportunity to feed into the plans for the expansion of the school.

We share the results of questionnaires with staff, parents, and pupils, as appropriate. The SIP is shared with parents via our website along with our Standards and Quality Report (S&Q). To ensure a shared understanding for all

stakeholders, the SIP will be shared with pupils at the start of the next session through an assembly and the work of the PC.

Through our quality assurance procedures, set out in our Quality Assurance Policy, we aim to answer three big questions set in How Good Is Our School? (HGIOS 4): How are we doing? ; How do we know? ; What are we going to do now? The programme includes: pupil focus groups, observations, sampling, data analysis including attendance and tracking meetings. Staff, pupils and families are part of this process.

We have a strong team of committed teachers who through professional engagement with each other continually review how well they and the school are performing. Formal and informal discussions can be seen and heard regularly in school. The staff team share their strengths and expertise and are very supportive of one another. We benefit from student placements across childcare and education and we keep up to date with current/recent educational research and developments. Every member of teaching staff has also visited another school this session and used these learning visits to reflect on their own practice and share experiences. In line with our growth mindset culture, staff are encouraged to take risks. We aim to be solution focused. WoW Clubs would be an example of this, where staff have stepped out of the comfort of their own classroom and pupils to work in a different way with children from P1 – P7, within a very limited time and often in a subject with which they are not completely familiar. Despite the potential pitfalls, children, staff and parents have all commented very positively on these experiences, which have helped to develop confidence in both adults and children alike.

This session, children have taken the lead in numeracy by identifying the best strategies to employ to solve numerical problems and then being able to share this learning with their peers and teacher, alike. Parents are actively involved in a range of improvement work including leading and/or taking part in Bikeability sessions, improving parental engagement, supporting literacy and numeracy etc. All staff take lead roles in delivering improvements in their class and a few take a whole school responsibility e.g. moderation, Digital Leader, etc.

As part of our self-evaluation process, almost all school policies have been reviewed, revised, shared and discussed with staff and parents. These are available on our website. The SIP and S&Q will also be available for all to view on our website.

Professional learning activities, for all staff, as outlined in our SIP, are clearly linked to self-evaluation. These include CAT sessions, in-service day activities or twilight courses e.g. Live'n'Learn Workshops on Growth Mindset. This take account of up-to-date practice from Scotland and beyond e.g. work on developing numeracy from the United States.

### **Future Developments**

- To work alongside the Parent Carer Council to develop a plan through which we can reach a wider number of families and encourage more active engagement in the life of the school.

#### *Level*

Q.I. 1.1 Self-evaluation for self-improvement	5
Q.I. 1.3 Leadership of change	5
Q.I. 3.1 Ensuring wellbeing, equality and inclusion	5
Q.I. 2.3 Learning teaching and assessment	4
Q.I. 3.2 Raising attainment and achievement	4