East Lothian Council

Gullane Primary School
Standards and Quality Report

2019/20

Standards and Quality Report
Gullane Primary School
For 2019-2020

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 eight classes. The nursery currently has full-time provision for 30 children aged 3-4 years. This is subject to change by 2021 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 due to have an extension, which will provide a new nursery with future capacity for 48 children in each session, 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?

The current improvement priorities contained within the school's improvement plan reflect the school's vision and values of fairness, trust, honesty and respect (both physical and emotional) to offer everyone an inclusive, safe environment and provide learners with the opportunity to become confident individuals, successful learners, effective contributors and responsible citizens. The improvement priorities also reflect current local and national priorities reflected in the Education Service's own improvement plan and the National Improvement Framework.

The improvement priorities contained within the current improvement plan (Numeracy, Digital Learning and Health and Wellbeing) have a focus on improving outcomes for learners. The actions identified under each priority were developed in consultation with teaching staff after the evaluation of the priorities contained within the previous year's improvement plan.

Teaching staff have opportunities to take responsibility for supporting and implementing change across the school, with some staff leading priorities for improvement based upon their professional knowledge, role or remit. In a recent School Review, teaching staff explained that they felt supported by the head teacher through the established PRD process in school, with most teachers able to give examples of opportunities to be involved in the past and present development work of the school. Staff were able to explain examples of their professional learning in terms of the relevance of this to both whole school improvement and individual CLPL.

Some staff have engaged with accredited CLPL, provided by external providers or the local authority, to develop their leadership capacity in relation to their current role and remit.
This session, there have been CLPL opportunities for staff across the North Berwick Associated Schools Group and the smaller School Team Group of schools. Staff appreciated the opportunity to engage in this collaborative work, which helped to promote deeper professional understanding of standards through moderation of the teaching and learning cycle.

Teaching staff feel the pace of improvement change is appropriate and relevant to the school's current needs, and this is providing opportunity for developing innovation and creativity across the staff group. There is potential for this to develop further through professional collaboration across the STG, and this is welcomed by staff.

Parents believed that the leadership of the school was strong and relationships across the school community were equitable. Parents believed any decisions made by the Head Teacher were made with the best interests of the school as the focus.

Future Developments

- To continue to embed the analysis of self-evaluation evidence in future planned evaluation activities, ensuring that the judgements of improvement progress are based on the triangulation of evidence sources.

- To begin to develop the use of practitioner enquiry methodology to drive forward future changes and ensure that evaluations of these changes are data informed.

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

During a recent school review, parents complimented the school on the caring environment for learners and reported that their children were happy, secure and confident. Parents recognised that all teaching staff were highly committed to the learning and support of their child, and felt confident and welcome to approach teaching staff to discuss concerns or queries that they might have regarding their child's learning and progress.

In all lessons observed by the review team, the learning environment was calm and purposeful and clearly demonstrated the school value of respect. Learning intentions and success criteria were observed in almost all lessons and these were shared with pupils at the beginning of lessons and occasionally were reviewed at the end of a lesson.

Teacher planning evidenced a clear commitment from all staff to engage with East Lothian Curriculum Frameworks, thus providing a shared understanding of standards and expectations, particularly in relation to literacy and numeracy. Teachers have developed this understanding further, through collaborative working with other North Berwick schools, to improve their professional confidence in the use of assessment approaches to assess pupil achievement of a Curriculum for Excellence level.

Overall, the quality of sampled pupil work and performance in literacy focus groups was appropriate to the expected standards at P4 and P7. Samples of writing jotters showed evidence of pupil progress overtime, with evidence of teacher feedback providing pupils with an understanding of what they were doing well and what they should focus on

to improve as a writer. There is capacity for this approach to be used across all classes more consistently and to ensure that feedback relates to the identified success criteria for the lesson.

There is evidence supported by the school's internal tracking system, along with evidence from observations and pupil work sampling, that most pupils are making the expected progress in literacy and numeracy appropriate to their age and stage. There is also evidence that some pupils are working beyond these expected standards, and there is scope for teachers to consider how best to challenge these particular pupils further.

Parents in the focus group welcomed the use of their child's learning log and would like further information to ascertain whether or not their child was on-track. Parents also welcomed the increased frequency of reporting throughout the year through the Learning Conversations initiative between parents, pupils and teachers.

Future Developments

- To further develop the level of pupils' engagement in their learning through consistently revisiting success criteria during lessons to support feedback, questioning, and self and peer evaluation.
- To provide further opportunities for children to cooperate together more in their learning, as well as to lead their learning in terms of creativity, problem solving, and independence.
- To provide greater differentiation for learners in a class, in order to support personalisation and choice, and reflect the differing learning styles of pupils.

| 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?

The school review team recognised that the ethos at Gullane primary school reflects well the chosen priority of 'respect' (expressed in the school's vision, values and aims and the school's single 'rule'). There is a caring ethos across the school and relationships between adults and pupils and between pupils are very positive. School staff get to know the pupils very well and respond quickly to any changes they notice which may indicate a wellbeing concern.

Almost all children report feeling safe in school and most children feel they are treated fairly and with respect. Pupils report very positively about relationships throughout the school and the support available to all pupils, whatever the nature of the concern. Pupils are confident that any concerns expressed will be listened to and that peers and/or adults would be able to help. Incidents of bullying are infrequent but when they do occur they are dealt with using Restorative Approaches.

The school is promoting the development of resilience for all children through the delivery of the Building Resilience programme. This involves work both in class and at home with parents/carers.

Pupils value the opportunities they have to work co-operatively during world of work (WoW) clubs and through the P1-P7 and P6-Nursery buddy systems. Partnerships with the local community enables provision of a wide range of activities on offer during WoW clubs.

The Head teacher reported that all staff complete the required LearnPro modules. In addition the SfL teacher and HT have attended LA training on Included, Engaged and Involved Policy.

The attendance rate at Gullane is ninety-six percent and there have been no exclusions this session. Family holidays are the main cause of non-attendance at school. If children arrive late at school this is noted and is followed-up without delay by engaging positively with the family. A small number of pupils have English as an Additional language.

Child's Planning meetings involve the relevant partners and provide a detailed note of assessed needs and interventions. Action points follow from the discussions held and are reviewed at the following meeting. It is positive that this session has seen the beginning of all pupils being actively involved in their learning conversations and setting their own targets. Pupils who have a Child's Plan are invited to take part in meetings to review these.

The Support for Learning teacher offers consultation to class teachers to develop strategies to support inclusion. There is some evidence of curriculum differentiation in class teacher planning.

Attainment in literacy and numeracy
There is a structure for attainment and tracking meetings, applied across the school at planned points of the year, providing consistency in approach and use of assessment data.

The system used to track pupil attainment and rate of progress effectively uses a variety of contextual data and information to build a holistic picture of each learner. This information is considered well, when used alongside ongoing assessment evidence from the classroom, to identify and plan interventions and support for pupils with additional literacy or numeracy needs. This informs discussions between the Head Teacher, Class Teacher and Support for Learning Teacher to review the balance between appropriate levels of universal class teacher support and the need for additional support from the Support for Learning Teacher or classroom assistants.

The Head Teacher tracks pupils' rate of progress over time to analyse the impact of planned interventions and better inform professional dialogue around expected standards of pupil attainment. This dialogue continues to support the development of teacher confidence in terms of professional judgement of pupil attainment levels. This dialogue is underpinned by the use of East Lothian Curriculum Frameworks and the National Benchmarks to support professional knowledge and understanding of expected standards in relation to pupil attainment.

This level of professional knowledge and understanding has also been supported through the moderation work carried out in partnership with other local schools. The school has begun to extend their moderation work with professionals from across their School Team Group. Staff are beginning to use digital technology to facilitate this, in particular the use of professional learning areas created using Google Classroom to collaborate with teaching partners in other schools.

The Head Teacher recognises that there is scope for further professional development for teachers to ensure that curricular opportunities for more able pupils are related to their learning needs, rather than their particular class or stage. This will ensure that the level of challenge is appropriate for those pupils who are ready to progress to the next curricular level.

Through the analysis of school level attainment data, based upon teacher judgement and relating to the achievement of the appropriate Curriculum for Excellence levels in June 2019, the following was noted:
- In June 2019 attainment across the school in literacy was consistent with most pupils achieving the expected level in reading and writing, and almost all pupils achieving the expected level in listening and talking.
  - In Primary 1, most pupils achieved Early level in reading and writing, with all pupils achieving Early level in listening and talking.
  - In Primary 4, most pupils achieved First level in reading and writing, with almost all pupils achieving First level in listening and talking.
  - In Primary 7, almost all pupils achieved Second level in reading and writing. All pupils achieved Second level in listening and talking.
- In June 2019, numeracy attainment across the school was consistent with most pupils achieving the expected level.
  - In Primary 1, most pupils achieved Early level in numeracy.
  - In Primary 4, most pupils achieved First level in numeracy.
  - In Primary 7, almost all pupils achieved Second level in numeracy.

Evidence from the school's tracking of pupil progress and attainment system, using results from standardised assessments administered at key points of the school year, support teacher judgement of pupil achievement of CfE levels.

Overall quality of learners' achievement

The school is currently developing their approaches further to be able to capture and monitor learners' wider achievement. There are some examples where the values of the school underpin the recognition and celebration of pupil achievement, for example weekly assemblies which refer to the values of the school.

Pupils have a variety of opportunities to contribute to the life and work of the school in terms of responsibility, citizenship, service and leadership. World of Work groups are an example of this.

Parents are involved in recognising and reporting achievements to the school, and these are shared with the community via the school's newsletters. During the review, parents attended a class assembly to share in their children's learning and this was followed by a workshop, where pupils had the opportunity to share their learning on the class project with parents and to demonstrate newly acquired skills and understanding. Overall, parents felt very happy with their child's achievement and the quality and level of support their child received in their learning.

Children are provided with opportunities to take their learning out and about in the locality and wider area. These opportunities include residential excursions, class topic related visits, local authority events and enterprise based activities. Children are able to talk about how these opportunities have impacted upon their confidence, responsibility and leadership within class and the school.

Equity for all learners

Across the school, the attainment levels of the most disadvantaged children have improved during the last four years, with the following points noted in June 2019:

- Reading: All pupils within this profile achieved the expected Curriculum for Excellence level.
- Writing: Most pupils within this profile achieved the expected Curriculum for Excellence level.
- Listening and Talking: All pupils within this profile achieved the expected Curriculum for Excellence level.
- Numeracy: Most pupils within this profile achieved the expected Curriculum for Excellence level.

Future Developments

- To develop the use of the new SEEMIS Tracking and Monitoring module in order to support greater awareness of children's progress and possible barriers to this.

- To support teaching staff in the analysis of data by providing time and support.

- To consider how levels of participation and quality of wider achievement might be tracked, as part of our wider systems, to ensure that this information adds further detail to inform judgements on progress, achievement and attainment.

1.1   Self-evaluation for improvement

What is our capacity for continuous improvement?

There is evidence of effective leadership from the head teacher at all levels within the school and this is recognised by staff, pupils and parents. The work and life of the school is underpinned by a school vision based upon shared values and aims, understood by pupils, parents and staff.

Teaching staff and support staff feel ownership over the planned priorities for improvement. The Head Teacher understands the need to monitor the pace of change to ensure opportunities for embedding improvement actions lead to sustainable change over time.

There is opportunity to devolve the leadership of change further, thereby increasing capacity across the school community to plan, deliver and evaluate priorities and actions contained within future improvement plans.

Future Developments

- To begin to ensure that improvement evidence provides scope to measure the impact of improvement actions upon outcomes for learners in an increasingly rigorous manner.

- 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