

Standards and Quality Report **Macmerry Primary School- 2018/19**



Macmerry Primary School
#macmerrypupilsucceed
#bestyoucanbe
#choosekindness



Context of the school

Macmerry Primary School serves the ex-mining village of Macmerry and surrounding area. The social context of the school changed slightly with the building of nearly 50 council houses 5 to 6 years ago bringing a number of new families to the village.

Approximately 16% of children in the Fa'side Ward (Tranent, Macmerry and Wallyford) live in poverty. The proportion of children that live in poverty in the Fa'side Ward is higher than the overall proportion for East Lothian (13.7%) although it is lower than Scotland as a whole (18.6%). After housing costs, 25.1% of children in the TWM ward were identified as living in poverty, compared with 20.3% for East Lothian. 34% of adults in the Macmerry area have no formal qualifications (as compared to 25% in East Lothian)

Our attendance rates average 95%.

The school roll at June 2019 was 123 with a nursery capacity of 30. Thirteen of our children are entitled to Free School Meals. The class structure this session was: P1/2, P2/3, P3/4, P5/P6 and P6/P7 and the classes are supported by 3 ASN's and 1 part-time Classroom Assistant. As from the end of June there will be a new Head Teacher in place, they will be supported by a Principal Teacher who will be non-class committed. The school has faced some staffing challenges: the PT acted up as HT from October until June when the Head Teacher undertook a secondment and no PT was appointed to backfill. The team is small but supportive and flexible team and there is an ethos of common purpose, namely providing the best service we can for the school community. The school is well supported by parents, families and the local community and have an active Parent Council and PTA.

All staff know the children and their families well and are aware of their family settings; the support they may get and the barriers to learning they may face. There is an ethos of nurture throughout the school community and a determination to give all children the best and most supportive school experience they could have. Our admin team and janitors go the extra mile to support our children and their families.

Working in partnership with Community Partners, it is a priority to create a more welcoming environment for our school and community and we have been working closely with parent partners and community partners to improve the school grounds.

How good is our leadership and approach to improvement?

1.3 Leadership of change

HGIOS 4 is integral to all we do at Macmerry. We regularly audit ourselves against features of highly effective practice and seek evidence from all areas of the school and wider community. All staff understand the need to be inward, outward and forward thinking in their evaluation and improvement activities.

We continue to seek opinions from pupils, parents and partners using Parents' evening questionnaires end of session reports and from feedback at Parent Council meetings. During the session we introduced new monitoring and evaluating processes to support with our continuous improvement as self-evaluation is seen as an integral part of school life.

We collect, analyse and consider data from a number of sources. We use Accelerated Reader, Mathletics, SWST and other assessment tools to regularly measure and record progress in specific areas and will have

used the new standardised assessments (SNSAs) as part of collecting and gathering evidence to form a holistic assessment of each pupil. This information is collated in tracking folders and accessed by teachers, support staff and HT during tracking meetings and monitoring to check progress. All self-evaluation exercises will become part of the learning and teaching calendar at Macmerry. Teachers' judgement and knowledge of the children as learners is key and underpins all the assessment/tracking data. We have worked on making planning, assessment and tracking documents as compatible and purposeful as possible in a bid to make the process manageable without losing effectiveness. We use the East Lothian frameworks consistently throughout the school and this has supported this process. In the absence of a PT, a class teacher took on groups for pupils who had gaps in their learning and has implemented targeted and early intervention work to close these gaps. These groups included early number skills, reading, writing and art and music therapy.

Our whole school values were created in collaboration with children, parents and partners and adapted to make them relevant and meaningful to the children. They are aligned with children's rights and the wellbeing indicators. The values are embedded within the curriculum through the co-creation of success criteria in the majority of lessons. Our values are evident in almost all communication with parents/carers.

Staff worked collegiately on the creation of the School Improvement plan. In the last two sessions, the senior leadership team identified and shared the direction for future improvement to improve outcomes for our learners. Staff volunteered to lead improvements (eg digital profiles) and all have leadership remits. They attended CLPL in the identified priorities. Parental involvement in improvement planning is in the early stages. Approximately 50% of P4-P7 parents attended our introduction evening to the digital profiles in November and gave positive written feedback.

The teaching staff have made significant changes to their practice over the last 2 sessions and are committed to continuous improvement. Introduction of new policies and approaches to the teaching, learning and assessment of literacy and numeracy and increased staff competency in using Google Drive/Classroom to enhance learning. Shared classroom experience following the implementation of new approaches and some peer observations/dialogue. We introduced a Calendar of Improvement Activities to increase consistency and expectations.

Staff have designated time for professional dialogue, collegiate learning and self-evaluation.

All teaching staff used the GTCS self-evaluation wheel in August 18 to identify gaps in their professional development. Planning and tracking discussions, engagement with HGIOS 4, collegiate activity sessions and staff meetings provide opportunities to support and plan.

Pupils have begun to be involved in improvement planning. In introduction to HGIOURS with a small number of older children. Various leadership opportunities include writing own class assemblies, pupil council, JRSO, House Captains, choice of skills for Thursday Skills Clubs etc.

Transition to restructured staffing profile in ELCC and successful implementation of 1140 hours in our Early Years setting in February 2019. Very effective consultation and review approach in working with partners and parents. Feedback from parents in terms of impact on children has been positive. Dialogue indicates they enjoy the longer days and lunches at nursery and increased opportunities to experience early literacy and numeracy skills through play based learning as a result of the configuration of hours.

Senior Early Years Practitioner (SEYP) and the EL Support Teacher continually evaluate the practice in the nursery against HGIOELC as part of the on-going development process.

The nursery staff team are embracing more leadership opportunities and leading areas of the curriculum in the nursery. SEYP is embracing her new role and is pulling the recently recruited team together. Individual

staff are beginning to undertake leadership opportunities in literacy, numeracy, HWB and parental engagement. Protected weekly meeting times allow for professional dialogue.

Future Developments:

- **Develop more robust approaches to self-evaluation, measuring the impact of new initiatives on outcomes for children and sharing good practice across the school – through:**
 - Rigorous programme of SE agreed and shared with all staff
 - Baseline data analysed and used to inform developments
 - Improvement plan formulated with and agreed by all staff
- **Staff require further support and direction to ensure that they have a clear understanding of appropriate strategies to employ for effective T&L.**
- **Establish and develop guidance which results in high quality teaching and learning approaches all classes.**
- **Develop effective moderation procedures to ensure robustness of teacher judgement.**

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

2.3- Learning, Teaching and Assessment

Almost all staff are committed to developing positive, nurturing relationships with learners to promote a positive ethos and readiness to learn. The majority of learners feel safe and supported in the school. A number of sessions were undertaken to support relationships within the school, including, HT CAT session on building positive relationships, Ed. Psych. staff training on attachment theory and ASN Education Support Officer whole staff training on ASN, sensory behaviours and using positive support plans. All pupils complete safe, happy and achieving surveys and there are opportunities for emotional check-ins / check-ups. All staff introduced a daily meeting and greeting system to increase the visible consistencies in our nurturing approach to learners.

The majority of learners are motivated and engaged in their learning and can work collaboratively with their peers. All staff deliver learning in motivating contexts using trips out and visitors in to enhance this. Planning feedback sheets form the basis of a termly dialogue about the teaching, learning and assessment. All class teachers are trained in using the co-operative learning pedagogy and children work in co-operative and collaborative pairs and small groups across curricular areas.

Children are involved in dialogue that allows them to set targets and agree next steps. Pupils have become more involved in their learning and setting targets with our new digital profiles (P4-P7). A consistent marking scheme in writing ensures high quality feedback and understanding of their next steps. Accelerated Reader gives children instant feedback on their learning and engagement with the diagnostic reports allow teachers to plan interventions. Children are invited to attend parental consultation meetings twice a year (around 50% uptake) to give them a voice on their learning and discuss next steps.

Children have a range of opportunities to access learning experiences out with the classroom setting in engaging contexts. Our local area and beyond is used to enhance learning across the curriculum. Examples of this in 2018/19 include whole school trips to the beach and the local Church at Christmas, Bikeability, the John Muir project, visits to local community groups, class trips, sporting competitions etc. Classes work as buddy classes in various curricular areas and children work in vertical house groups for skills clubs to support peer learning.

Children identified as requiring targeted intervention have had their needs met through a variety of interventions over the course of the year. A range of interventions are planned for and delivered in small

groups/ individually. The jotter work of the P6/7 writing intervention group evidences progress with the use of paragraphs, greater confidence in punctuation and writing within a theme. The early level maths recovery group have all achieved the level.

Calendar of improvement activities contains planned summative assessments throughout the year and assessment approaches are matched to the needs of learners. Assessment data, both formative and summative, is used to inform planning. Professional judgement, formative assessment and the data from summative assessments is used to identify and plan to reduce barriers to learning at termly tracking meetings with each individual teacher. Learning Intentions and Success criteria are shared in most lessons and children peer and self-evaluate against the learning intentions.

Staff are at the early stages of developing holistic assessments. IDL assessments are variably used across the school. Cluster numeracy training has improved the use of holistic assessment in numeracy.

Planning for learning is completed over different timescales and clearly identifies the learning. Yearly, termly and weekly/daily plans are completed. Coverage of outcomes is tracked in planning folders and ensures a smooth handover of information at the end of academic sessions.

Termly tracking meetings with senior leadership team are held to ensure children are on track in LIT/NUM/HWB and barriers are identified. Tracking meetings using a dynamic format to ensure a direct line of sight on every child in Lit/Num/HWB.

Future Developments

- Fully implement new behaviour approaches to ensure consistency
- Develop children's ability to set targets and increase responsibility and take ownership of their learning.
- Further the use of digital technologies to enhance learning experiences and motivate children.
- Fully develop approaches to assessment to ensure alignment to CfE standards and expectations.

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

3.2- Raising attainment and achievement

Raising attainment in literacy and numeracy has been a key element of the School Improvement Plan for the last two sessions, developing consistency and progression in learning. Big Writing was introduced in 2017/18 to provide a progression framework and consistent approach to teaching the skills. SLT modelled writing lessons for class teachers. Writing jotters were monitored and consistent formats introduced. This session, almost all children are experiencing increased active learning and use of concrete materials in numeracy following 4x numeracy cluster CATS in partnership with feeder secondary school, 2 HT led development sessions and investment in quality resources.

Given the focus on teaching, learning and assessment in numeracy in 2018/19, we would expect to see an increase in numeracy attainment over the next sessions. Use of the national BGE benchmarking tool comparator tool indicates we are in line or slightly above comparator score in all areas.

Learning review meetings and professional dialogue support the monitoring of progress and effective interventions, where necessary, for every child at every attainment level. Attainment data is tracked by class teachers and used to support professional judgement. Timetabled termly review meetings for professional dialogue provide opportunity to discuss individual pupil progress.

Almost all children are included, involved and engaged and we have a positive approach to preventing and managing school exclusion. Attendance is monitored at termly HWB tracking meetings and is slightly above the national average.

Our learners are confident and contribute to the life of the school and the wider community through a wide range of opportunities. Almost all our children are confident individuals and learners. This session they have the opportunity to attend free after school clubs in coding (beginners and moving on coders), Lego club, dance, netball and arts & crafts. Last session we offered science club, knitting club, homework club and dance. Children have opportunities to take the initiative and lead learning e.g. running the Macmillan Coffee Morning and their own Christmas Fayre.

Tracking and monitoring in the nursery is showing that almost all children are making good progress in literacy, numeracy and HWB. Evidence in the trackers, learning stories and planning / frameworks.

Future Developments

- Further improve the use and reliability of data.
- Monitor the predicted attainment figures with staff to ensure a shared understanding of achievement of a level.
- Develop clear strategies to evaluate the impact of interventions and to ensure they are contributing to closing the attainment gap.

What is our capacity for continuous improvement?

1.1 Self-evaluation for self-improvement

We have an increasing capacity for improvement evidenced by the following:

- A staff team united in a common purpose to give children the best educational experience they can; staff active in attending a wide range of training and CLPL opportunities . The parent body are supportive and positive about the work of the school; we have a number of volunteers who help at events and in class; the Parent Council input through joint planning sessions.
- We are collating data regularly and using it to inform intervention on an individual, class and whole school basis.
- Staff undertake self-evaluation regularly: CAT sessions, in-service days and use this to inform/change practice and decide on future improvement plans.
- As well as working as a staff in our school, we work with other schools in the cluster and sometimes across the authority.
- Our School Improvement Plan is collaborative, cohesive, led by school staff and based on our evaluation of our needs from Education Scotland Inspection. We have a plan for CAT sessions to meet the priorities in the SIP.
- Enhanced management team consisting of non-teaching Head and Principal teacher.

Q.I. 1.1 Self-evaluation for self-improvement - satisfactory

Q.I. 1.3 Leadership of change – weak (From Inspection June 19)

Q.I. 2.3 Learning teaching and assessment - satisfactory (From Inspection June 19)

Q.I. 3.2 Raising attainment and achievement - satisfactory (From Inspection June 19)