



Ormiston Primary School



Standards and Quality Report 2015-16

Ormiston Primary School is a village school in East Lothian. We have 8 classes from P1 to P7 across several composite groupings and capacity for 60 children in the nursery. There is a full time head teacher and depute head teacher with 0.6 class contact time. We have a very supportive parent body and we are an integral part of our community.

We hold the UNICEF Rights of the Child as the core of our whole school ethos and seek to integrate our responsibilities in this area throughout the school and wider community.

How well do young people learn and achieve?

The school has a strong focus for improving attainment and achievement for all learners. Learners are encouraged and supported to reflect on their learning and to identify next steps for improvement. Robust assessment trackers and regular attainment meetings support teachers to develop assessment capable learners who are at the core of their own learning. High standards are consistent and maintained through regular moderation activities, the results of which are shared, through Learning Stories with, pupils, parents and staff.

Clear trackers across literacy and numeracy ensure progression and challenge is maintained while giving benchmarks for success from Early to Third level. This also enables continuity in learning across all transition points. These trackers and learning stories are the corner stone upon which we share learning between families, children and school. Children in our school tell us with confidence the areas of learning they are working on and their next steps for progress.

Teacher judgement, evidence of learning and standardised assessments give everyone a clear picture of success and allow for effective planning for teaching to take place to move the children forward.

In session 2015-16 we are aiming for 85% of all children to have achieved the expected level for their age/stage in language and maths however a few children are already exceeding these.

At the end of this session all families and young people will be given concise information indicating the levels achieved across all curricular areas. This is based upon consistent standards of expectations which have been moderated across our school in line with national guidance.

Future Developments

- For 85% of all children to have achieved the expected level for their age/stage in language and maths
- To embed Cooperative Learning and Making Thinking Visible strategies across the school.



- To further support families to support the learning and development of their children out of school

How well does the school support young people to develop and learn?

In Ormiston Primary staff build strong supportive relationships with learners and families. This underpins our ethos and provides a nurturing, safe, positive and fun environment where children are confident to take risks safe in the knowledge that they will be supported whatever the outcome.

Staff are skilled in assessing learners needs in an active and varied way. Learners are given clear Learning Intentions and Success Criteria to assist them to assess their progress and use this to discuss their learning with their peers and adults within the school and at home. We aim to make children the centre of all planning and provide opportunities for them to make decisions about their own learning and to share their successes.



For individuals who need more specialised additional support we liaise successfully with a variety of other professionals and outside agencies to develop well planned timely interventions to enable positive outcomes. Learners are regularly consulted to ensure their voice is heard within staged assessment meetings and beyond.

All pupils at Ormiston Primary have the opportunity to be a part of a wider school group at some time over their school career. Pupil voice is strong and highly valued, children regularly organise charity events and lunchtime clubs that they have complete ownership over. These are recognised and celebrated in school and in the wider community.

Individual talents in the area of ICT are nourished in the classroom and through our Digital Ninja group. This group regularly meet to further their own learning in this area and plan ways to support other children and adults within our school and the wider education community. They do this through creating on-line tutorials, Twitter updates, lunchtime clubs and attending and presenting at national conferences.

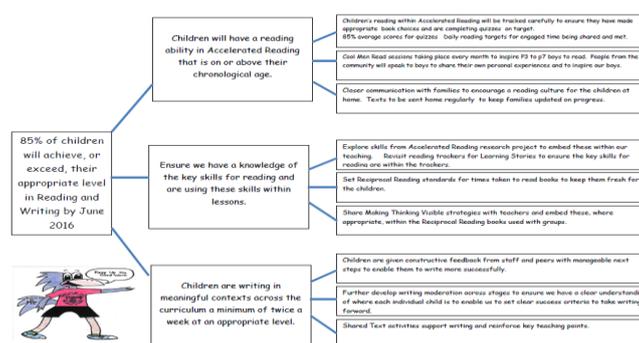


Future Developments

- To further develop a 'Have-a-go' attitude to learning new things with an awareness that mistakes are a vital part of the learning process.
- To provide more opportunities for learners to develop skills for the world of work.
- To enhance the opportunities for child to child and adult to child feedback on learning and development in a meaningful and effective way.

How well does the school improve the quality of its work?

We know our school very well. This picture is built up using robust information from classrooms, pupil voice, parental feedback and more formal standardised data. We are committed to analysing relevant data about the progress of our learners and using this to evidence achievement and support plans for further progression. We have engaged with RAFA (Raising Attainment for ALL) to create effective Driver Diagrams to focus interventions in literacy and numeracy. Progress in this area is carefully evaluated to assess impact. Engaging with families in this process is a driver for success and progress is shared in newsletters, on twitter and is displayed in our whole school learning story.



We are a very reflective school. Rigorous evaluation helps us to constantly focus on what we are doing well and what we seek to improve. We involve children, school staff, families and members of the community in our information gathering using the SHANARRI wheel. This information is teased out by our pupil group to help us move forward.

Future Developments

- To further engage with How Good is our School 4 and use this as a platform for our self evaluation.

How do you ensure quality and inclusion and promote diversity across the school?

There is an ethos of respect and high expectations for behaviour by children in our school. Restorative Practices have helped them develop the skills to sort out situations for themselves and those that cannot do this are supported through Peer Mediation.



The United Nations Rights of the Child are integral to the children's experiences and they are very aware of issues of inequality and injustice. Children, staff and families are encouraged to respect each other and we promote an environment where everyone works together for the same purpose. This is supported by our house point system for rewards. A very clear outline of what is and is not acceptable is in place for all children and excellent choices are rewarded each term with our very popular Golden Time Treat. This consistent approach has resulted in very few incidents of loss of Golden Time each term and children who do lose time are supported to reflect upon their choices and to make changes for the future. This has been maintained over several years and excellent behaviour, cooperation and respect for others is now the norm in our school.

If you would like any further information about our school please do not hesitate to get in touch with us:

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