



Ormiston Primary School

Standards and Quality Report



Context of the School

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 good is our leadership and approach to improvement?

In our school staff and children feel confident to initiate well-informed change and are committed to collective responsibility. Significant initiatives are planned using Driver Diagrams to keep a clear focus on the desired impact within the change process. These are shared with staff, children and families to ensure a strategic focus within developments.

Robust evaluation is always the starting, middle and end point for any change, pupils, parents and staff are involved in this process. In this session we have started to work together more deeply to co-create the direction of travel for the school.

Pupil Voice in Ormiston Primary is strong and highly valued. Children have the opportunity to be a part of a wider school groups several times over their school career. These groups encourage children to be leaders of learning in a variety of different contexts. A good example of this is where individual talents in the area of ICT are nurtured 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. This session they also planned and ran a series of successful lunch time clubs for the whole school throughout digital learning week.

Future Developments

- To deepen the involvement of families in co-creating our school development plans.
- Give children enhanced responsibility as leaders of learning.
- Leadership of Learning development opportunities for staff next session.

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

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.



We encourage a nurturing ethos and this is reflected back by the number of children who identify and support charities upon their own initiative. These are recognised and celebrated in school and in the wider community.

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.

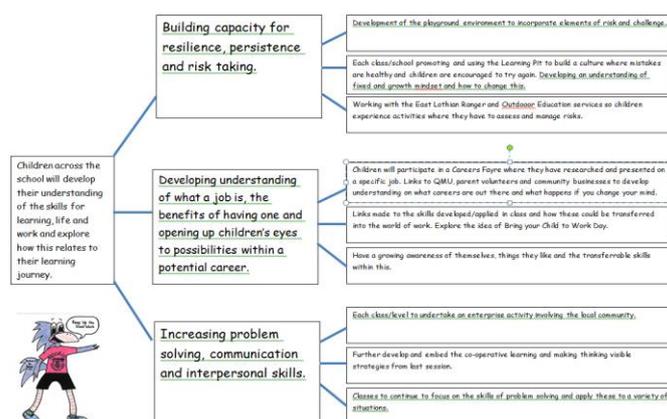
To support opportunities for equality of access our head teacher hosts a daily drop-in session from 8:30 in the school library to enable learners to have quiet places to read and to access our

technology. This also allows pupils to access support when required.

We keep a focus upon "The Cost of the School Day" and point families towards financial support where it is available.

Future Developments

- To develop our outdoor environment to promote an increase in risk taking opportunities.
- To introduce the use of Pastoral Notes within SEEMIS information system to further improve sharing of information with other professionals.



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

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.

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.

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 realise effective outcomes for each learner.

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

Our assessments which are based upon consistent standards of expectations

which have been moderated across our school in line with national guidance, show in reading we have achieved 87.7%, in writing we have achieved 80% across the school and in maths we have achieved 75%.

Children in our school are challenged to meet their full potential, to enable them to achieve positive outcomes. We are confident that this is having a positive impact as children tell us that they feel safe and are supported to do their best in all areas of the curriculum.

Future Developments

- Introduce meetings to target support for families where children are not quite meeting expected the levels of progress.
- For 85% of all children to continue to have achieved the expected level for their age/stage in reading and for 85% of all children to achieve in writing, maths and numeracy.
- To continue 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

What is our capacity for continuous improvement?

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. This information helps us to formulate our next steps. 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. This term we have fully engaged with families to formulate our development plan for Developing the Young Workforce.



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. Pupils are supported to evaluate their growing skill set against the attributes and capabilities within the Four Capacities.

Future Developments

- To further engage with How Good is our School 4 and use this as a platform for our self-evaluation.
- To further engage families with in-depth school evaluation and to co-create plans for development.
- To support children to identify and evaluate their skills and attributes within the four capacities.

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

On Twitter
 @ormistonprimary
 @ormininjas
 By email:ormiston.ps@ormiston.elcschool.org.uk
 By phone 01875 610382

Quality Indicator	Rating	Planned Changes For Next Session
1.1 Self-evaluation for self-improvement	Very Good	-Deepening the involvement of parents and pupils in the evaluation/planning for improvement process.
1.3 Leadership of Change	Very Good	-Review of Vision, Values and Aims co-created with parents and pupils. -More of a focus on the four capacities
2.3 Learning, teaching and assessment	Very Good	-Deepening feedback opportunities. -High quality creative teaching approaches.
3.2 Raising attainment and achievement	Good	-Collate information already available across the whole curriculum. -85% of children will have achieved their age/stage appropriate level in literacy and numeracy.