**Standards and Quality Report for Pencaitland Primary School**

**Evaluation of session 2017-18**

**Next Steps for session 2018-19**

The report is based around the Quality Indicators from "How good is our School 4" document published by the Scottish Government. Schools use these indicators and statements below to measure their progress and highlight areas of strength and factors that need to be improved.

Below is a very honest evaluation which is a collaboration of views from staff, parents and children which have been gathered throughout the year in numerous ways and brought together in a summary of statements.

*Quality Indicator*

*Leadership of Change*

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

| MAKE AN *Impact* | OK... so what now? |
|---|---|
| <ul><li>The school have built capacity in their Senior leadership team, who have a clear vision and strategic plan to move the school forward</li><li>Pupil voice is more evident in school and acted upon</li><li>The changes have been more robust and therefore have had more of an impact on learning</li><li>As a result of having to reflect more on our practice, we are delivering a higher standard of teaching</li><li>Teaching staff are embarking on professional enquiry and research so impact the learning in the class</li></ul> | <ul><li>Pupil voice- children becoming leaders of their own learning</li><li>More robust and rigorous approach to self-evaluation in place. Making more time for it, more often!</li><li>Constantly asking "so what"?</li><li>Working parties with staff, parents and children to evaluate our school</li><li>HGIOS 4 challenge questions in use</li><li>(HGIOELC in nursery)</li><li>HGIOS for children in use throughout the year</li><li>Courses/training/links with other schools to look outwards</li></ul> |

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

| MAKE AN *Impact* | OK... so what now? |
|---|---|
| <ul><li>Smarter use of data- this is being used more along with teacher judgement to build a bigger picture of a learner and their next steps</li><li>Increased time to plan quality lessons</li><li>More confidence to identify next steps in learning (particularly Reflective Reading)</li><li>Improvement in attainment</li><li>Improved quality of assessment / tracking and monitoring information</li><li>More challenging conversations so staff are reflecting on their own practice</li><li>Quality of teaching is getting better, which in turns means better outcomes for children</li><li>School community has a shared vision, values and aims which will become the foundations of our school and the learning that takes place</li></ul> | <ul><li>New planning format using the idea of themed learning</li><li>More achievable and measurable targets used in all class rooms</li><li>Deeper understanding of differentiating and not just on outcome</li><li>Focus on higher order thinking skills questions and how the right question can develop the learner</li><li>All CAT sessions centred around the General Teaching Council of Scotland standards</li><li>Building the curriculum 3 – going "back to basics"- revisiting the 7 principles, entitlements etc.</li><li>Creating clear expectations for timetables, lessons and learning environment and role of the teacher. This will be created by all staff and referred to throughout the year.</li></ul> |

| | 2016 | | | 2017 | | | 2018 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Reading | Writing | Numeracy | Reading | Writing | Numeracy | Reading | Writing | Numeracy |
| P1 | 62.5% | 58.3% | 50% | 83.3% | 79.2% | 87.5% | 96.8% | 93.6% | 96.8% |
| P4 | 75% | 78.1% | 71.9% | 79.2% | 79.2% | 75% | 91.4% | 69.6% | 65.3% |
| P7 | 65.4% | 69.2% | 61.5% | 86.7% | 86.7% | 80% | 88.3% | 88.3% | 88.3% |

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

| MAKE AN Impact | OK... so what now? |
|---|---|
| <ul><li>Our new curriculum rationale, still in draft form, will reflect equity, equality and wellbeing</li><li>Values include wellbeing and equality</li><li>Beginning to embark on the Rights respecting schools programme across the school</li><li>All CT taking more responsibility to meet the needs of all learners in their class using CIRCLE document and flow chart to accompany it</li><li>Staff recognise that we need to allow children to explore more challenging conversations in this area, while maintaining a balanced and non-judgemental role as the teacher.</li><li>This session highlighted to SLT that there is a need to confront and deal with the bigger issues in society and not shy away from allowing the children to explore sensitive matters in a safe environment.</li><li>Standardised system of wellbeing form for staff to use if they have a concern using pastoral notes.</li></ul> | <ul><li>Further training for all staff on CIRCLE* document</li><li>Embed the CIRCLE document in school</li><li>Staff explore questioning and differentiation for all lessons</li><li>Embed the school vison, value and aims</li><li>More practical steps to address the hidden poverty in the area</li><li>Achieve awards in rights respecting schools</li><li>Explore the increasing need to mental health support for young people in school and strategies we can use to help children</li></ul><br><br>*CIRCLE- Child Inclusion Research into Learning Education |

*Raising attainment and achievement*

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

| MAKE AN *Impact* | OK... so what now? |
|---|---|
| <ul><li>We have raised attainment in literacy and numeracy over the course of the session</li><li>Children are more aware of, and can talk about their own reading skills and next steps, and there is more emphasis on skills rather than just fluency</li><li>Fuller understanding of progress of classes and individuals based on learning discussions, quadrants and exploring AR data more often</li><li>Early Years teachers are more aware of the value and importance of the process of discussion and talk before committing ideas to paper</li><li>HT has worked with ELC attainment advisor on how to track, monitor and report on closing the attainment gap</li><li>Professional judgement of teacher to report on levels is more robust and conversation display more confidence in judgements</li></ul> | <ul><li>SWST/SWRT**- now bi annually instead of once a year</li><li>Quadrants for writing, reading and spelling- used in termly tracking meeting with SLT and colleagues</li><li>More robust tracking and monitoring calendar for next session</li><li>SLT developing knowledge and understanding to recognise barriers to learning, monitoring impact and reporting on how attainment gap is closing</li><li>Staff development in the pedagogy of speaking and numeracy- areas identified as areas of development from data gathered from this session</li></ul><br><ul><li>SWST- Single word spelling test</li><li>SWRT-single word reading test</li></ul> |

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Impact on learners' successes and achievements

| MAKE AN *Impact* | OK... so what now? |
|---|---|
| <ul><li>Our CAT sessions were planned effectively so part time staff could attend and keep up –to –date with developments.</li><li>Time was given to reflect and evaluate after a period when a new resources, strategies or development was introduced to staff</li><li>SLT- this has strengthened even more as have had to lead though the review and take staff along on the journey of improvement</li><li>Staff beginning to question their practice and the significance of their teaching in each lesson</li><li>Most staff taking on new responsibilities due to the self-evaluation question and reviewing the GTCS standards in which they must be working in</li></ul> | <ul><li>Tracking and monitoring calendar – tighter, understood by all, staff involved in creating it</li><li>Better understanding of why we are doing things and always asking "so what?"</li><li>Self-evaluation becomes a daily occurrence at different levels in children and staff</li><li>Using HGIOS challenge questions regularly in staff meetings- more evidence gathering for each of the HGIOS QI's</li><li>Using the child versions of HGIOS with classes thought out the year to evaluate and identify next steps for the school</li></ul> |