

### **Context of the school**

Pinkie St Peters Primary School was built in 1956 and consists of a part one and part 2 storey building with a dining room and a gym hall. A large extension commenced November 10th 2014 completed August 2016. This provided 12 new classrooms, a dance studio, larger dining room and gym hall. It has a separate sports pavilion attached which is also used by the wider Musselburgh community. Pinkie St Peter's nursery class, situated within the school building has a 50/50 capacity and a new nursery is to be constructed, with work due to commence in 2020.

The school lies at the heart of the Pinkie community which is a mix of private and rented housing. It has a roll of 398 in P1 to P7. We will have 17 mainstream classes next session with composite grouping at P3/4. There is a new full time head teacher who joined the school in October 2018, 2 full time Depute Head Teachers, and 2 full time Principal Teachers within Pinkie St Peters School and nursery. Across the School and nursery we are committed to working together as a team to deliver the values, purposes and principles of A Curriculum for Excellence and thereby helping children to develop the four capacities that it sets out. We have a supportive parent body and we seek to be an integral part of our community.

At Pinkie St Peter's we have worked with the whole community to establish a shared vision, set of values and aims. We recognise every child is an individual and want each to be successful, achieving their potential both in academic learning and life skills. We want each child to have the confidence to believe in themselves and take ownership, being responsible and proud members of the school and wider community.

All of this is encapsulated in:

#### **Our Vision Statement**

I think, I can, I will

Underpinning our vision, is our set of:

#### **Values and Aims**

<b>Nurtured</b>	To provide a safe, inclusive and nurturing environment.
<b>Resilience</b>	To develop an inner strength to cope with challenge, stress and adversity and to bounce back from difficult times.
<b>Achieving</b>	To aim high and achieve our full potential.
<b>Responsible</b>	To encourage all to use their initiative to take ownership and responsibility in our choices.
<b>Respect</b>	To take pride in ourselves, our school and our wider community.

### **How good is our leadership and approach to improvement?**

There is a shared vision and values across the staff, pupils and parent body. These were created in partnership and are the basis on which we work. Staff revisit the values at the August in service but also any development work is always linked to the vision, values and aims. Classes have a focus at the start of each year so that every child knows the school values and what they mean. Positive behaviours and restorative conversations are linked to the values.

All staff are very aware of the socio economic context of the local community and this knowledge has had a significant impact on how the needs of the children are being met and the attainment is improving.

The expectation within the school is that leadership is very much at all levels, staff taking responsibility for aspects of the improvement plan, leading learning within and outwith classes.

There is evidence of strong leadership of learning by staff at all levels and in a range of contexts. We build and maintain constructive relationships, within our setting and beyond, which foster collective responsibility and mutual support. Many staff undertake lead roles to motivate, support and inspire others. Our school has a collegiate learning culture. Staff work collaboratively with colleagues to take forward improvement priorities and learn with and from each other.

- Level and stage planning and moderation
- Staff led moderation at all levels
- Peer mentoring
- Staff led curriculum development
- Professional dialogue
- Staff led development planning

There is a robust quality assurance programme in place within nursery and the school consisting of planning, written work and shared classroom practice together with moderation across all stages. These are timetabled 4 times per year with feedback and discussion time built into the WTA. This programme is leading to a consistent understanding and approach to planning for learning and assessment across the school. This is done in a supportive but challenging way to ensure that the needs of the children are met.

From the planning reviews and discussions there is evidence of differentiation, however, shared classroom practice will focus on ensuring that this is appropriate for all learners.

The leadership of the school understand the staff strengths and take account their professional development needs. Senior leaders have started to create the conditions for creativity. Practitioner enquiry forms a regular feature of approaches to continuous improvement. This can be seen in the individual and collaborative projects which staff are undertaking, e.g. Play on Pedals, Making Thinking Visible, Pushing Play into P2 and our exciting development work with the South East Improvement Collaborative (SEIC). The Head Teacher and Deputies have been involved in Columba Leadership Academy with a SEIC focus.

The overarching aim for school improvement is to raise attainment and achievement. The School improvement plan is firmly linked to the NIF and we use level 5 illustrations from HGIOS to guide all actions throughout our Improvement Planning.

We have developed a whole school system for monitoring and tracking attainment and support, e.g. engagement, on/off track in Numeracy and Literacy, universal, additional and targeted support interventions. Teaching staff are responsible for tracking attainment and engagement every term and this feeds into the school database. Nurture room staff are responsible for tracking and monitoring progress using the Boxall Profiles for specific children. Staff have access to the attainment and support database, which is used to inform planning and times of transition. Professional dialogue is evident throughout the tracking process, with all teachers engaging in peer-moderation.

Staff have delivered and received training on holistic assessment and quality feedback. They have reviewed and embedded a consistent approach to providing quality feedback to all learners.

### **Future Developments**

- For all children and parents to be actively involved in improving our school and nursery through ongoing self-evaluation processes and improvement projects – HGIORS, Parental Engagement Strategy
- For develop the use of floorbooks within the Nursery, to allow children to take ownership for planning and leading their learning.

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

In line with statutory requirements, we have Nursery personal plans in place for each child, which are reviewed at least every 6 months with families to ensure needs are met and targets are set. We comply and actively engage with statutory requirements and codes of practice. Staff are regularly updated with local and national legislation which affect the rights, wellbeing and inclusion of all learners.

Professional dialogue, tracking and interpreting data lead to interventions highly specific to the child's needs creating higher impact on achievement. We have implemented the named person and use the child's planning framework. We have developed robust systems which ensure that regular child's planning meetings are held at least twice a year for all children on the system. Effective communication via child planning meetings has led to more targeted support to remove barriers to learning. We work closely with SALT, OT, hearing impairment, vision impairment, Educational Psychologists, CAMHS, Community Child Health, the School Nurse and Social Work. We have provided children with Play Therapy sessions when needed. We work closely with Homestart to support families and to prepare children for school through the Big Hopes Big Futures project.

Weekly briefing meetings for staff highlight specific wellbeing concerns and actions required as a responsibility of all. Information coming from and going to outside agencies through the head teacher in the first instance to ensure information is acted upon swiftly and appropriately. We use pastoral notes to share information. We are highly flexible and continually adapt our resources to meet the changing needs of the growing child.

Systems are in place for the regular review of IEPs for all children who require one. Those children who have been identified as having exceptional needs have personalised support in place to ensure they meet their IEP and child's planning targets.

We are raising the attainment of all our learners and in particular our most disadvantaged children. We have extended and further developed our range of universal supports to include phonological awareness, phonological awareness through music, numeracy, phonics, fine motor skills, outdoor literacy / numeracy, Lego therapy, gross motor skills, an explorers social group and speech & language support. We measure the impact of these supports in a variety of ways and adapt to meet the needs of specific children. We have an outstanding, structured programme of support for learning in Numeracy, Literacy and Health and Wellbeing. Universal supports are mapped out to address different needs. Our soft play facility within school provides children with a place to de-escalate in a safe environment. This is used by many children and is timetabled to meet different needs, specifically for those who need a chunked day and particularly for those with exceptional needs. The impact of these interventions are monitored and tracked.

We aim to support and care for the whole community- pupils, staff and families. We can show that by providing the emotional support a child needs they are able to engage with their learning within the class environment better. We have extended our nurture provision this year, which now operates over two rooms. One of these rooms is used as a classroom for our nurture group. This nurture group consists of up to 7 children who work alongside two members of staff in the mornings and now

afternoons. The other nurture room is a very flexible resource which provides support in many ways for children with very different social and emotional needs. It provides time before and after school, during break and lunch times as well as throughout the school day. It also provides a time for parents to drop in and develop relationships. There are timetabled sessions for specific children to work on areas of social / emotional development, friendship groups and social groups. Tea and Toast sessions are held every Thursday for parents to drop in and chat about their child or for support from one another. Homestart attend these sessions and provide support to families. This is open to our nursery families as well as school. The nurture room is open from 8am for children who require a soft start to school and offers breakfast to anyone who requires it. This has had a positive impact on the attendance levels of many vulnerable children. The nurture room also runs different after school clubs, depending on the needs of children. These include a homework club to support families with children who are unable to engage with homework.

We have highly effective systems in place to promote equity of success for all children. Our values are underpinned by the Health and Wellbeing indicators and are an integral feature of school life. Children talk in terms of our values in positive recognitions and restorative conversations. There is strong evidence of positive relationships across the school community which are founded on a climate of mutual respect and shared values.

All staff and partners are proactive in promoting positive relationships. There has been a reduction in exclusions over time, with only one exclusion this academic year.

All staff have a clear knowledge and understanding of the socio-economic context of the school community. This year, we have extended our Summer lunch club by providing 2 hour sessions every day of the Easter and Summer holidays to all vulnerable children. The number of families accessing this service has increased.

This year we have improved the Pinkie 15 within school and given pupils a voice in how this has been developed. Tracking this daily for all children has led to improvement in fitness levels. We had aimed to extend this to include Nursery children, but having assessed the current Nursery provision, it was clear that children in the Nursery are very physically active on a daily basis.

### **Future Developments**

- To continue the positive relationship with senior practitioner (SW) who worked in the school to extend family working and early intervention supports.
- To broaden the curriculum creatively for all learners- music, dance and drama
- To develop a sensory facility within school to meet varying sensory needs.
- To further embed the Circle document to support all pupils
- To embed Rights respecting schools in line with vision, values and aims
- To extend Nursery personal plans into Primary 1.

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

We track pupils at regular intervals throughout the year. This data is collated within a whole school spreadsheet. We use data and the Benchmarks to support teacher judgements in Numeracy and Maths, and Reading and Writing. Teachers work collaboratively through moderation, stage and level meetings to align judgements and ensure progress. The quadrant exercise helps staff to ensure we know not only who is on track to achieve a level but also who is working above or below predicted ability to help inform planning. Personal achievements are tracked and celebrated through use of Personal Learning Plans, Positive Referrals and Assemblies.

### **Phonological intervention results**

50 children (29 in SIMD1-3) took part in a Phonological Awareness through Music intervention, delivered by musicians. This has been highly successful for the second year of implementation. Children, particularly those in SIMD 1-3 continued to make progress in Phonological Awareness, as shown by assessment using the Highlands Literacy screener and all except 2 children went on to make progress in Read, Write, Inc. These 2 children still have significant gaps in phonological awareness, together with speech and language difficulties and need to continue intensive phonological awareness and SALT work before they can make progress in Phonics. See Phonological Awareness through Music report for further data relating to impact. Children were highly engaged in class Music sessions. Good uptake of children attending jamming club at playtime and lunchtime, including some children who are unable to cope in the playground. Beginning to build phonological awareness skills in Nursery – now needs to be embedded. Excellent uptake of children to the Expressive Arts After School Club with almost half the school attending, 60% of whom are in SIMD1-3 (see intervention 5 below)

Individuals have made good progress with SALT targets, including introducing the use of an iPad for communication, Signalong and a PECS system for targeted children. Highly skilled classroom assistant (who was a qualified Speech & Language therapist) enabled this work to be highly effective. Phonological Awareness Interventions for groups did not take place with classroom assistant due to prioritising needs of an individual, however these were run by musicians.

**Read Write Inc for all children, together with Fresh Start intervention.** This has had a positive impact on attainment. In March 2019, 70% of all children were on track in Reading, compared to March 2018 when 66% were on track in Reading. Out of our children in SIMD 1-3, we raised the percentage of On Track children by 2.70% between March 2018 and March 2019. Out of our children in SIMD 6,7 and 9 we raised the percentage of On Track children by 0.90% between March 2018 and March 2019. In Year 1 on implementing Read, Write, Inc, Fresh Start and 1:1 Read, Write, Inc Tutoring, together with continuing Nessy, we have gone some way to closing the attainment gap in Reading, as well as improving attainment for all. See table below.

	<u>On Track in Reading P1-P7</u>	
	<b>SIMD 1-3</b>	<b>SIMD 6, 7, 9</b>
<b>Mar-18</b>	65.90%	74.50%
<b>Mar-19</b>	68.60%	75.40%
<b>% Gain</b>	<b>2.70%</b>	<b>0.90%</b>

In Fresh Start, 30 children in P6 and P7 were identified at the beginning of the session as reading below their chronological age. 17 of these children were in SIMD 1-3. These 30 children received the Fresh Start intervention in small groups 3 times a week. A Single Word Reading Test was carried out before and after the Fresh Start intervention. 20 children made gains of over 12 months in a 12 month period, with many making gains of over 5 years. 4 children were not tested due to leaving the school / being absent. 6 children made less than 12 months progress, but all children made progress. Out of these 6 children, 1 had prolonged periods of absence due to medical conditions and 1 had significant social/emotional difficulties. These 6 children will be targeted for 1:1 support in Literacy next session. Although many of the children who took part in Fresh Start are still Off Track in Reading, this data shows that they are narrowing the gap and becoming closer to being On Track.

### Achievement of a level

<b>% P1 Achieving Early Level or Above</b>			
Reading	Writing	Listening & Talking	Numeracy
76.7%	68.5%	79.5%	74.0%

<b>% P4 Achieving First Level or Above</b>			
Reading	Writing	Listening & Talking	Numeracy
81.1%	79.2%	92.5%	83.0%

<b>% P7 Achieving Second Level or Above</b>			
Reading	Writing	Listening & Talking	Numeracy
70.7%	73.2%	85.4%	78.0%

### **What is our capacity for continuous improvement?**

To ensure better learning for all children, we have developed an ethos of reflection – whether individually or collectively. We engage in continuous professional dialogue both formally and informally. Staff engage in the professional learning process through individual and collaborative work, in stages and as a whole school/ nursery. This leads to the ability to reflect and implement national developments such as The National Improvement Framework, one plus two languages, as well as local developments such as SEAL (Stages of Early Arithmetical Learning).

We continually look at evidence, including data, to ensure that what we are doing is working. Staff have a shared understanding of how data is used to plan for improvement. We are flexible in our approach to allow for and drive positive change forward based on measuring the impact for learners.

As a community we have developed a flexibility to adapt to the changing needs of the children within our changing society. We have had to make many physical adaptations to our environment over the last 3 years due to building work. This contributed to our growth mind set ethos.

Staff at all levels lead learning, whether in whole class situations, small groups or to peers. They embrace new pedagogical approaches to enhance learning and teaching. We have been creative in ways which enable inclusive staff development to happen.

### **Level**

<b>Q.I. 1.1 Self-evaluation for self-improvement</b>	<b>good</b>
<b>Q.I. 1.3 Leadership of change</b>	<b>good</b>
<b>Q.I. 2.3 Learning teaching and assessment</b>	<b>good</b>
<b>Q.I. 3.2 Raising attainment and achievement</b>	<b>good</b>