



## **Standards and Quality Report – June 2019 Humbie and Saltoun Primary Schools**

### **Context of the school**

Humbie and Saltoun Primary Schools are non-denominational, co-educational school for the villages of Humbie and Saltoun. All the schools in our Associated School Group enjoy a close, collaborative and supportive relationship.

#### **Humbie Primary School**

Humbie Primary School currently has a roll of 24 pupils from nursery to P5. Most children in primary attend as a result of placing requests. There is one composite class (P1-P5) and a nursery class. From August 2019, the nursery class will be inactive due to only one child being registered for the service. The school stands in the beautiful East Lothian countryside. The playground is spacious, with children often utilising the wider community for outdoor learning, physical education and daily mile. The school benefits from an active Parent Council who are very supportive of the school and work collaboratively to ensure it is an integral part of the community. The school feeds into Ross High School, Tranent. However, families often choose to pursue private education or Knox Academy in Haddington through a placing request.

#### **Saltoun Primary School**

Saltoun Primary School currently has a roll of 46 pupils from nursery to P7. There are two composite class (P1-P3 and P4-7) and a nursery class. The school stands in the beautiful East Lothian countryside. The playground is spacious and purposeful. Lots of energy has been channelled into developing the outdoor play space, with a particular focus on loose parts play. The school uses the local playing field for physical education. Forest Schools has been core to the curriculum this year with pupils engaging in outdoor learning in local woods. The school benefits from an active Parent Council who are very supportive of the school and work collaboratively to ensure it is an integral part of the community. The school feeds into Ross High School, Tranent, with some families choose to attend Knox Academy in Haddington through a placing request.

The former Head Teacher was in post from August 2017 to February 2019. In February 2019, an Interim Head Teacher was appointed. Initially, this was to be for a period of 2 months. However, following two unsuccessful recruitment campaigns, the Interim Head Teacher will remain in post until June 2020. The Interim Head Teacher is also the Head Teacher of Elphinstone Primary School near Tranent. Over 2019/20, a non-teaching Acting Depute Head Teacher will be appointed to support the

Head Teacher to lead across the three schools. The SLT is strengthened by a Principal Teacher in each of the schools and a Senior Early Years Practitioner in Saltoun PS.

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

### **1.3 Leadership of Change**

This year has presented opportunities and challenges across both schools. Periods of HT absence during the first half of the academic year resulted in changing priorities for staff. The arrival of the Interim HT brought a further period of change. Additionally at Humbie, there was a significant change in teaching in support staff from the start of 2018/19.

Both schools pride themselves on being nurturing, friendly and warm, who place families at the centre of practice. In Humbie and Saltoun, time was spent revisiting the school and community values, values that were unique to each setting. This process needs to be further refined and completed as part of the development of the individual schools vision, values and aims. In both schools, all staff work together closely as a team for the benefit of all children and families. The schools are highly regarded by the school community and staff contribute willingly to school and community life. Teachers are keen, and would welcome the opportunity, to take responsibility for leading aspects of curriculum development. Support, clerical and janitorial staff all play a fundamental role in the schools. The appointment of a Senior Facilities Assistant in May 2019 has been very welcomed.

Children have plentiful opportunities to make decisions about, and influence aspects of their school experience. They take pride in their responsibilities and are developing the concept of Rights Respecting Schools, with both schools achieving Bronze Level.

The Principal Teacher at Humbie has undertaken Next Steps into Leadership with the Principal Teacher at Saltoun becoming a fully qualified Forest Schools leader.

Over 2018/19, the Interim Head Teacher has led the 1140 ELCC Quality Group. This group has developed guidance documents to support quality Environment, Tracking and Reporting, Play and Transition experiences for children in Early Learning and Childcare settings. These will be rolled out over all ELCC settings in East Lothian from August 2019.

#### **Key Moments**

- Humbie Children's Art Exhibition in Humbie Hub.
- P4/5 children from Humbie presenting their work and thoughts on climate change at the UK Primary Science Education Conference in Edinburgh in June 2019.
- Saltoun's Gold award for Eco Schools.
- Development of storyline and presentation of end of year show in Saltoun.
- With the support of the graphic design skills of a Classroom Assistant at Humbie, the children designed a new school logo encompassing the current ethos of the school and community – Love, Community and Growth

#### **Future Developments**

- Continue to develop our curriculum rationale, vision, values and aims.
- Continue to support leadership opportunities at all levels.
- Develop a cohesive Senior Leadership Team with clear remits and responsibilities.

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

### **2.3 Learning, Teaching and Assessment**

The ethos and culture of the schools leads to teamwork between practitioners, parents and external providers ensuring that the key priority remains the well-being of each child and their family. All children enjoy attending school and are willing participants in their learning. They are often motivated by the tasks and activities on offer to them and extend their learning at home. Children appreciate the opportunities they are given to make choices in their learning as shown through committees, forums and responsive learning opportunities in and out with school. The importance of play as a core part of learning, for children of all ages, is fully recognised and embraced by the staff team across both schools. Outdoor learning is key, with both schools joining together for Forest School opportunities regularly.

Children have regular opportunities to use digital technology. Interactive whiteboards are used as a teaching tool to enhance learning and teaching. Laptops are used well by children for varied learning activities. In Humbie, each child has access to a Chromebook or tablet.

Planning formats have been revised over 2018/19 to plan and track effectively for multi-composite classes. Tracking data over time, in a concise system, is now a priority. The quality of teaching across both the schools is good. This has been shown through lesson study observations in trios. This needs to now be documents more fully and be evidenced based. Most learning tasks across the curriculum are carefully differentiated within the multi-stage composite classes to ensure all children are challenged and supported in their learning. Using support staff purposefully and effectively has been core to this as well as different learning strategies and a positive approach to digital learning. In all classes, teachers provide verbal feedback to children to develop and support their learning. Teachers have enthusiastically adopted curriculum framework guidance from East Lothian Council, to help them to plan and assess children's learning across the curriculum.

Since May 2019, the Interim HT has introduced the concept of developing shared and agreed expectations for learning and teaching across schools to ensure a consistency of expectation and standards for all our children (Basic Provision). This will help to ensure that all children experience activities that are varied and provide appropriate levels of support and challenge. It also helps to ensure that support staff, under the direction of the teacher, are working productively with children to improve outcomes. This process will continue to be developed and implemented over 2019/20.

Staff have met to moderate standards across the curriculum and, this year, have develop a system to provide personalised written feedback to children, parents and carers about their progress.

### **Future Developments**

- Development of Digital Literacy across both schools.
- Staff will continue to share best practice in learning and teaching and critically evaluate practice against our Basic Provision.
- Staff will continue to engage with ELC Frameworks/SG Benchmarks to ensure that they are clear about which overarching skills they want children to practice and master as they move through the school.

- Extend our approaches to moderation, to include sharing with colleagues in other schools what works well in planned learning and teaching.

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

### **3.2 Raising Attainment and Achievement**

Across the school, most children are achieving appropriate levels of attainment in literacy and numeracy and mathematics. Almost all children who have identified barriers to their learning are making good progress towards their individual learning targets. This is supported by a Support for Learning Teacher who works half a day in each school. Targets are becoming increasingly specific with children becoming more familiar and involved in the development of their next steps.

Overall, attainment in literacy and English is good. Most children are making good progress in listening and talking, reading and writing. Most children are achieving appropriate Curriculum for Excellence levels. Staff use national benchmarks, together with data from a range of standardised and diagnostic assessments, to inform their professional judgement of achievement of a level. Increased communication and conversations across the schools, with SLT input, will be prioritised.

Children at Humbie and Saltoun are confident, exercise responsibility and contribute very effectively to the life of their school. They are developing important skills as learners and can work both independently and co-operatively.

Staff are very committed to promoting equity for all learners. Staff know their children and their families well. Relationships across the school are very positive. Professional development has remained a high priority with all staff; teaching and non-teaching. Over 2019/20, all staff will be engaged collectively in professional learning and reading to implement priorities in the Improvement Plan. Staff will work collegiately across all 3 schools in the next academic year to recognise and share skills and talents.

### **Future Developments**

- Develop 1-1 support systems with the HT and DHT for identified pupils to narrow the attainment gap and realise developed ability.
- Strengthen our approaches to tracking and measuring the effectiveness of interventions to ensure best possible progress for children and evidence improvement across nursery to P7.
- Revise approaches to moderation across the schools, and beyond, including extending moderation activities to other areas of the curriculum.
- Continued opportunities for pupil leadership.

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

### **1.1 Self Evaluation for Self-Improvement**

All staff use their collective knowledge of children and families in our schools, alongside the range of available data they have, to help pinpoint priorities for future improvement. Staff will now be supported to again make good use of How Good is Our School? (4<sup>th</sup> edition) to reflect on their work. Collectively, we will identify what is working well and areas for development. This will be supported by our Quality Improvement Officer. Wee HGIOS is starting to be developed within Humble and progress will be shared with all staff. Our future developments in 1.1 is to develop a more systematic and joined-up approach to using self-evaluation across Humble, Saltoun and Elphinstone with our school teams as a whole. We recognise the importance support staff play in teaching and learning. This will help staff to make more precise judgements about the standards of learning and teaching, and to evaluate the impact and value of initiatives and interventions.

#### **Level**

<b>Q.I. 1.1 Self-evaluation for self-improvement</b>	<b>Satisfactory</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>