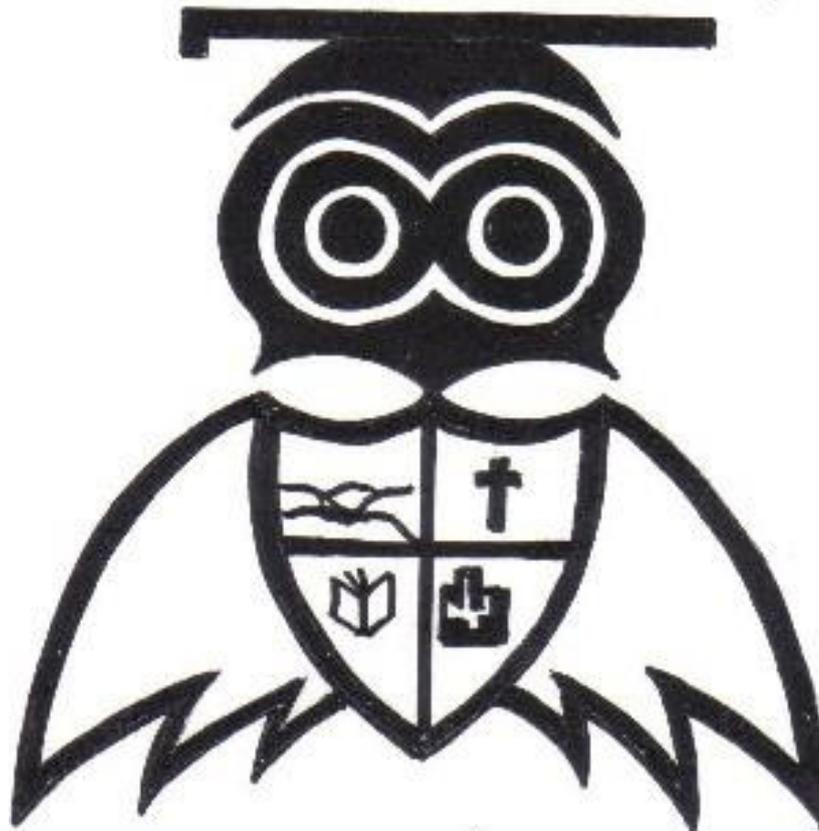


Stenton Primary School



Standards and Quality Report

2021-2022

Joanne Legge- Headteacher

'Growing together in a vibrant and inclusive learning community'

Values & Ethos

Providing our pupils with high quality and holistic learning experiences is something we strive for, reflect on and evaluate continuously.

The children are at the centre of everything we do, promoting high aspirations and achievement through quality teaching and learning. We value and celebrate collaboration and the leadership of learning through empowerment, and uphold values that impact positively on our school communities. We aim to fulfil this vision by:

1. Raising standards of attainment and recognition of achievement by providing a varied, challenging and stimulating curriculum with an emphasis on the needs of the whole child.
2. Promoting high expectations, resilience and continuous development of all school community members within an environment that is sensitive to a range of learning styles.
3. Providing a happy, secure and nurturing environment for all, where equality, honesty, fairness and respect are valued and practised.
4. Developing and sustaining an active partnership between schools, children, parents and our communities.
5. Supporting children in developing confidence, positive attitudes, a healthy lifestyle and lifelong learning skills that will enable them to be effective contributors and active, responsible citizens.

Context of the school

Stenton PS is a small, rural school set within a vibrant village community, which enjoys an above average socio-economic demographic. We are a partnership school with Innerwick PS, with the Head Teacher working across both schools.

The current staffing arrangement comprises, Joint Head Teacher, full-time Principal Teacher, part-time teacher, full-time School Administrator, two part-time Classroom Assistants and a part-time Additional Support Needs Auxiliary.

The school continues to be a focal point at the heart of the Stenton community. Partnerships with many local community organisations provide opportunities for our pupils to develop their skills in a variety of meaningful contexts, although these have been more limited this session due to COVID restrictions. Staff, pupils and parents alike value these relationships highly.

Our staff work very closely to ensure that we offer the very best opportunities for all our pupils. Our school roll has comprised of 3 P1s, 1 P2, 4 P3s, 5 P4s, 1 P5 and 8 P6s, (22 in total), operating as a single multi-composite class.

'Growing together in a vibrant and inclusive learning community'

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6. Raising standards of attainment and recognition of achievement by providing a varied, challenging and stimulating curriculum with an emphasis on the needs of the whole child.
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10. Supporting children in developing confidence, positive attitudes, a healthy lifestyle and lifelong learning skills that will enable them to be effective contributors and active, responsible citizens.

How good is our leadership and our approach to improvement?

1.1 Self-evaluation for self-improvement

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

How are we doing?

Collaborative Approaches to Self-Evaluation

- Our staff understand that self-evaluation is an integral aspect of our approach to continuous improvement. Opportunities for professional reflection form part of all our collegiate activity sessions. Self-evaluation against the HGIOS indicators is becoming more regular and ongoing. Going forward, integrating thematic self-evaluation more regularly into our CATs would ensure that staff have more ownership around HGIOS and EL Sails as well as developing their own self-evaluation against the GTCS Standards.
- Parents have been invited to become involved in our self-evaluation in a variety of ways in order to maximize their voice. Although some parents are very engaged in this process and provide very useful feedback and ideas, there is a large number who do not get involved. More creative and varied approaches to encourage wider participation of parents in evaluation should be developed over next session.
- The Head Teacher shares information regularly around the school's strengths and development needs at Parent Council meetings, curricular evenings and through Newsletters.
- The Head Teacher has begun working strategically with staff, parents and children towards ensuring that Pupil Voice is embedded within all aspects of school life. Initial consultations with pupils, staff and parents have provided important data to inform this work. This session there has been limited involvement of pupils in self-evaluation, but this will be a guiding focus within our school improvement work next session and beyond.

Analysis and Evaluation of intelligence and data

- We engage well with a range of quantitative data to support our understanding of the attainment and achievement of our learners. Staff have up-to-date knowledge about the local community and detailed knowledge about our

How do we know?

Collaborative Approaches to Self Evaluation

- Pupil focus groups – exploring pupil voice perceptions
- Parent feedback opportunities: Curricular evening, Jubilee event, Coffee and chat event, Google Form, Parent Council discussions. The feedback gained from these will support improvement actions next session, and will be shared with parents via 'You said.. We did' communication in August 2022.
- Collegiate activities: professional discussion around our reading, spelling and writing programme, connection with Dounby Community School to support Pupil Voice Work,

Analysis and Evaluation of intelligence and data

- SIMD, ACEL and ongoing summative assessment data (Star Reader, Read,Write Inc, Numeracy Diagnostic assessments)
- Small group sampling: numeracy groups
- Moderated tracked pieces of writing

children and their families. This ensures we work well to remove barriers to learning. Regular meetings with the HT ensure that this data is interrogated and used to support next steps for our learners and the planning of both support and challenge. The range of data used should now be expanded to include more robust data about the quality of our learning and teaching also involving pupil voice.

- Our engagement in moderation activities to support a shared understanding of progress in writing has enabled staff to become more confident in planning learning and teaching and on reporting to parents. The HT has begun to use small group sampling to support the moderation of learning and teaching in numeracy. Our moderation activities will be more impactful moving forward, post Covid, as we resume working with our ASG schools.
- Staff have taken part in a range of CLPL with an emphasis on self-reflection and professional dialogue to support improvement and impact. All staff have taken forward changes in their practice as a result of our engagement with Stephen Graham's approach 'Explicitly Teaching Writing'.

Impact on learners' successes and achievements

- Further development around how we evaluate the impact of improvement should now be undertaken. This should become more accessible to our children and parents so that we are able to 'close the feedback loop'.

What are we going to do next?

- Integrating thematic self-evaluation more regularly into our CATs would ensure that staff have more ownership around HGIOS and EL Sails as well as developing their own self-evaluation against the GTCS Standards.
- More creative and varied approaches to encourage wider participation of parents in evaluation should be developed over next session: develop capacity of pupils to be involved in this
- This session there has been limited involvement of pupils in self-evaluation, but this will be a guiding focus within our school improvement work next session and beyond.
- The range of data used should now be expanded to include more robust data about the quality of our learning and teaching also involving pupil voice.
- Our moderation activities will be more impactful moving forward, post Covid, as we resume working with our ASG schools.
- Further development around how we evaluate the impact of improvement should now be undertaken, this should be shared in an accessible manner with parents and children so that we can close the 'feedback loop'.

From the evaluation of our evidence we feel that the quality of Leadership of Change is *(Excellent / Very Good / Good / Satisfactory / Weak / Unsatisfactory)*

1.3 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*

How are we doing?

Developing a shared vision, values and aims relevant to the school and it's community

- The school has a clear vision, aims and values which have been developed and agreed by all pupils, staff and parents. School staff continue to work with all pupils to revisit and develop deeper understanding of our core values and make them more relevant to support and guide children in school and throughout their life and to inform our improvement priorities.
- Further opportunities to reflect on these with the staff, pupils, parents and the wider community would now be very beneficial to ensure we have continued ownership.
- All staff have a very good knowledge of pupils and their backgrounds and use this knowledge to nurture positive relationships with stakeholders. Staff have a collective commitment to ensuring we achieve the highest possible standards and success for our learners.

Strategic planning for continuous improvement

- The Head teacher has effectively guided staff through collegiate improvement activities this session. Staff have felt empowered to take forward improvements in the teaching of writing as a result of professional development activities. This has been well managed in terms of pace, allowing for the staffing challenges that this schools session has brought as a result of COVID.
- The head teacher works closely with the principal teachers of both schools, regular SLT meetings ensure that there is collective responsibility for strategic change.
- The Head Teacher is becoming increasingly adept in guiding and managing strategic change.
- Staff have engaged positively as partnership schools this session, sharing good practice and collaborating in professional discussions through the formats of Action Learning Sets, moderation activities and the collegiate planning of writing.
- The school is continuing to develop its approaches to self-evaluation to support professional dialogue and gather appropriate evidence to inform

How do we know?

Developing a shared vision, values and aims relevant to the school and it's community

- Core Values are evident in our daily dialogue with pupils and featured in a Core Values morning and in assembly each week, children share examples of how they have demonstrated core values and staff illustrate them through stories and real life examples in class and at assembly. The language of our core values is evident in every aspect of school life.
- All staff demonstrate professionalism and commitment in their daily work

Strategic planning for continuous improvement

- The Head Teacher has undertaken 'Into Headship' this session and this has informed and enhanced her practice around strategic leadership and the processes of strategic change.
- SLT Meeting Minutes and actions
- Senior Staff lead professional development within school eg: CIRCLE work and Stephen Graham's writing work.

Implementing improvement and change

- CAT sessions involve staff from both schools and allow them to work collegiately towards improvement priorities. This session staff have engaged in professional development activities around writing, reading, spelling, pupil voice and meeting learners' needs.

improvement. Evidence includes attainment data, class observations, feedback from pupil focus groups and feedback from parents and pupils. The school will build on self-evaluation practice to increase rigour around strengths and areas for improvement. This will further support the school to think critically about evidence to inform decision making, next steps and to measure impact.

Implementing improvement and change

- Leadership roles have been developed in order to take forward strategic change and school improvement plans are aligned to ensure staff can work collegiately to take forward improvement priorities.
- Staff engage regularly in critical and creative thinking and this is starting to inform our vision for continuous improvement. We must now ensure that we have effective strategies in place to evaluate the impact of changes on outcomes from learners and the work of our school.

What are we going to do next?

- Further opportunities to reflect on these with staff, pupils, parents and the wider community would now be very beneficial to ensure we have continued ownership of our aspirational vision. In particular, look for further opportunities to engage pupil voice through this work. Ensure that our vision, values and aims are continuously informing and underpinning our improvement work.
- The school will build on self-evaluation practice to increase rigour around strengths and areas for improvement. This will further support the whole school community to think critically about evidence to inform decision making, next steps and to measure impact.
- We must now ensure that we develop more effective strategies in place to collate and evaluate the impact of changes on outcomes from learners and the work of our school.
- Continued professional development to enhance our pedagogy around the teaching of writing.
- Staff will engage in 'Research Schools' through SEIC. Our focus will be on embedding pupil voice throughout our curriculum. This opportunity will enable us to work collaboratively and ensure that we are using appropriate approaches to effectively facilitate change as well as encouraging creativity and innovation within our curriculum.

From the evaluation of our evidence we feel that the quality of Leadership of Change is *(Excellent / Very Good / Good / Satisfactory / Weak / Unsatisfactory)*

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

2.3 Learning, Teaching and Assessment

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

How are we doing?

Learning and Engagement

- All staff demonstrate positive and nurturing interactions with our learners. All staff are committed to developing positive, supportive relationships with learners which promotes resilience and their readiness for learning.
- Children in the school are becoming more able to maintain positive relationships with all learners through greater understanding and empathy towards differing learners' needs.
- A high proportion of children are eager and active participants in their learning. Classroom observations and dialogue demonstrate that all learners have the opportunity to work both in collaborative partnerships and independently.
- Learners' experiences, particularly in project work could be better matched to learner needs and interests to increase engagement. Learner Voice is evident on wall displays that inform IDL planning, this should now be more closely linked to pedagogy as well as curriculum content.
- Learners are given some opportunities to lead their learning, but this could be further enhanced. Learners would also benefit from more opportunities to take increasing responsibility as they become more independent in their learning.
- Learner's achievements in and out of school are recognised and celebrated in class and in assembly, but would benefit from more explicit reference to how these develop skills for life, learning and work.
- Learners are given planned opportunities to engage with digital technology to support their learning.

Quality of Teaching

- Well planned teaching ensures that pupils are accessing varied, differentiated and active learning experiences. Teachers are adept at communicating the purpose of the learning. Staff use observation and questioning to inform their planning of next steps.
- Class teachers deliver well differentiated learning which provides, for the most part, pace and challenge for all learners.

How do we know?

Learning and Engagement

- Pupil focus group discussions with HT around pupil voice/ learning
- Whole school Neurodiversity topic

Quality of Teaching

- Classroom observation 'walkthroughs'
- Teachers' plans
- Jamboards, jotters and google docs used to evaluate, reflect and identify next steps for individual lesson learning.

Effective Use of Assessment

- Standardised tests, summative assessments, peer and self-assessment, and observation

Planning, tracking and monitoring

- Tracking information/ quadrants/ attainment meeting documentation

- During lessons, plenaries provide feedback to children and enable them to recap their learning. Questioning and retrieval practise are regularly used to recall learning and to check for understanding.

Effective Use of Assessment

- The size of our school promotes regular formal and informal dialogue around learning, and our staff know our learners very well.
- Assessment information is gathered from a range of sources and ongoing, daily formative assessment underpins teacher judgement and informs next steps in planning. Standardised tests, summative assessments, peer and self-assessment, and observations are integral to the planning of learning and teaching.
- A wider variety of assessment approaches, planned with learner voice, would allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the school.
- Assessment information and moderation activity is providing increasingly robust evidence to support reporting on the progress of children. This is leading to clearer shared understanding of standards. More opportunities for moderation activities which involve other schools would now be very beneficial.
- Feedback on learning is evidenced within assessment folders and jotters, with some positive examples of peer and self-assessment. This feedback is becoming increasingly focused and relevant in order to develop future learning. Meaningful oral feedback which enables the children to have a better understanding of where they are and how to improve takes place.
- A great start to using 'Jamboards' as a learning reflection tool has been made this session/ We should continue to develop this in order to further enhance discussions around pupil progress and next steps in learning. In addition, we should further develop how this can be used to involve parents in their child's learning.

Planning, tracking and monitoring

- East Lothian Curriculum Frameworks underpin the planning and evaluation process, and staff engage very well with the frameworks to ensure planned learning and teaching is progressive and meets the needs of all learners.
- Attainment meetings are planned termly and identify progress and attainment of pupils in order to inform appropriate support. The use of Quadrants has recently been introduced. Through this tool, teaching staff are becoming more confident in identifying and planning for support and challenge for our learners.

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What are we going to do next?

- Develop our Pupil Voice through a Pupil-led IDL Curriculum: this will promote leadership of learning and improve engagement, independence and responsibility as well as allowing us to develop the metacognition skills within our learners.
- Develop our DYW approaches to enhance learner understanding of how their achievements link to skills for life and work.
- Enhance leadership opportunities, collaborate with Innerwick Primary as part of this
- Develop our use of digital technology to ensure that all staff are confident in use of Education City and LanguageNut
- Develop a wider variety of assessment approaches, planned with learner voice, would allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the school.
- We should continue to develop the use of Jamboards to further enhance discussions around pupil progress and next steps in learning. In addition, we should further develop how this can be used to involve parents in their child's learning.

From the evaluation of our evidence we feel that the quality of Learning, Teaching and Assessment is *(Excellent / Very Good / Good / Satisfactory / Weak / Unsatisfactory)*

How good are we at improving outcomes for all our learners?

3.2 Raising Attainment and Achievement

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

How are we doing?

Attainment in Literacy and Numeracy/Attainment over time

- Attainment is discussed in depth at attainment and achievement meetings leading to targeted support. We make effective use of the Progress and Achievement module in SEEMIS and this illustrates that almost all children in this school are making good progress in literacy and numeracy.
- Our most disadvantaged learners are making progress in literacy, numeracy and health & well-being. Planned learning support through PEF complements class learning well and has made a positive impact on learners in numeracy and reading this session.
- There is a strong ethos across the school to reflect on practice and work collaboratively to build our capacity to meet the needs of all our learners. Staff reflect continually on their practice and have become more solution-focussed when collaborating. Staff demonstrate a growing confidence and understanding around how to create and maintain an inclusive learning environment.
- The GIRFEC Child and Young Person Planning Framework is followed and is helping us to plan and review support for individuals. This will become more impactful by developing our practice around gathering teacher, parent and learner voice prior to the planning meetings.
- Assessment is both formative and summative, with tools such as SNSAs, Education City, SWST, AR, Read Write Inc and numeracy diagnostic assessments providing core data . A wider variety of assessment approaches, planned with learner voice, would allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the school. Our learners would benefit from more consistent and regular discussions reviewing their learning and next steps, although this is embedded well in some areas of the curriculum such as Accelerated Reader and Writing.
- Support staff work closely with class teachers to extend understanding of attainment. Support staff attend Child Planning Meetings. It will continue to be important to focus on ensuring support staff are given opportunities for the

How do we know?

Attainment in Literacy and Numeracy/Attainment over time

- Progress and Achievement Module data
- Summative assessment data (SNSA, RWI, Star Reader, Numeracy diagnostic data, Education City data, tracked writing pieces)
- Attainment meeting data: quadrants, planned interventions
- Small group sampling: numeracy
- PEF intervention data: STAR Reader test, Numeracy diagnostic assessment, pupil feedback on progress

Overall quality of learners' achievement

- Pupil focus group discussion with HT

Equity for all learners

- Child Planning Meeting audit and next steps
- CIRCLE documentation
- Action Learning Sets
- EP Training for support staff

development of their skills as well as ensuring opportunities for feedback and collaboration around planning can take place.

Overall quality of learners' achievement

- Learners have had more limited opportunities to contribute to the life of the wider community in recent times due to COVID restrictions.
- Learners would benefit from more explicit opportunities to develop 4 capacities and to understand the skills that involvement in a wider range of citizenship activities will provide.

Equity for all learners

- Some of our learners with additional support needs, show slower progress in literacy and numeracy when measured against national expectations. However, the support in place for these learners, which has been informed by effective partnerships with our Educational Psychology, Occupational Therapy and Speech and Language agencies is allowing staff to develop more expertise. Targeted approaches to learning are therefore tailored more closely to individual needs, and we are now starting to observe meaningful progress for these learners.
- Staff have engaged well with the CIRCLE range of resources and this has informed their classroom practice.

What are we going to do next?

- Consistent opportunities for support staff to be involved in planning and evaluations for their learners to ensure that we are developing individualised and meaningful progression pathways for our learners.
- Support staff to engage in further professional development supported by EP (interoceptive awareness).
- Develop our practice around Child Planning Meetings as follows: ensure we are including parental and learner voice, enhanced preparation prior to CPM to ensure focus is very much on planning and evaluation rather than information gathering.
- All staff to engage in further professional development around use of CIRCLE document.
- Embedding metacognitive Pupil Voice work: developing more consistency for learners to review their learning and to set targets and to identify their next steps
- More focus on community/ global citizenship opportunities for our learners, and more explicit links made to the development of the 4 capacities.

From the evaluation of our evidence we feel that the quality of Raising Attainment and Achievement is *(Excellent / Very Good / Good / Satisfactory / Weak / Unsatisfactory)*

What is our capacity for continuous improvement?

	<p>What is our capacity for continuous improvement?</p> <p>Our Head Teacher has undertaken 'Into Headship' during this academic session and this has hugely informed her professional development and understanding of how to effect impactful strategic change. This will continue to support and empower her as she establishes herself further in her role. Central to this understanding, is that in order to enact any change, all stakeholders should be continuously consulted in order to build a shared understanding and vision. In addition, how we evaluate the impact of any changes must be clearly defined.</p> <p>Both partnership schools are undergoing significant changes in staff just now, including new PTs in both schools. The Head Teacher is aware of the huge importance of ensuring that all new staff are supported in their professional development so that consistency is maintained around our core programmes of learning. This will be a focus early in the new session. Staff members have already been identified to lead this professional development.</p> <p>We have worked hard to develop meaningful ways to work collaboratively across both schools, and staff have expressed how impactful this has been. Going forward, our engagement with the SEIC Research Schools programme with its focus on practitioner enquiry will further enhance this collaboration.</p> <p>Pupil voice will be the golden thread that goes throughout our development work next session and beyond. Meaningful pupil engagement in all aspects of learning and school life will underpin our drive for continuous improvement.</p> <p>More creative approaches to involving parents in their child's learning and in the development of the school will be sought, and post COVID should be much more accessible.</p> <p>The HT is focussed on developing a strong collective responsibility towards inclusive practice which leads to the best possible outcomes for all our learners. Staff have come a long way this session in their understanding and expertise, and despite some quite challenging circumstances, have developed a resilience and understanding that will support us and our learners well going forward.</p>
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Overall Grading for Quality Indicators

Quality Indicator	1.1 Self-evaluation for self-improvement	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Raising attainment and achievement
HGIOS 4 Grading: 1 Unsatisfactory 2 Weak 3 Satisfactory 4 Good 5 Very Good 6 Excellent	3	3	4	4

- Self-evaluation grading for 1.2, 2.3 and 3.2 will be submitted to Scottish Government for the annual NIF QI return by the central team.

