

Context of the school

Stoneyhill Primary School was built in 1996 and consists of a semi open plan main building with an extension that houses a nursery, four closed classrooms and a gym hall. It lies at the heart of the Stoneyhill community which is a semi-urban, mainly private housing development. It has a roll of 260 in Nursery to P7. We have 8 mainstream classes this session with some composite groupings. There is a full time Head Teacher and a full time Depute Head, who has a 3day teaching commitment each week. Throughout this session, HT is also interim HT for Whitecraig. Additional support was provided to create additional management time for DHT to support Stoneyhill at this time

At Stoneyhill, 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 very supportive parent body and we seek to be an integral part of our community.

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- Successful learners
- Confident individuals
- Effective contributors
- Responsible citizens

Our vision values and aims have been revisited in session 2017/18 with all stakeholders and will remain at the centre of School Improvement Plan (SIP) as well as school ethos, assemblies and communication with all. We continue to use child friendly language with VVA and rules.

Alongside our vision, values and aims we reviewed our school rules linking primarily to our positive approach to behaviour and relationships. As an ASG, we attended Pivotal and restorative practice training and as such use BE READY, BE SAFE, BE RESPECTFUL.

Our aims:

- Demonstrate commitment to improvement
Show we can improve our learning!
- Promote achievement, attainment and creativity
To celebrate our successes!
- Provide positive and inspiring learning and teaching experiences
To inspire people to want to learn!
- Challenge and combat all barriers to equality and social justice
To have a growth mind-set and never give up!
- Work in partnership with parents/carers and the school community
To work together to make our school the best!
- Develop skills, knowledge, confidence and self-esteem in a caring and nurturing environment.
To keep improving our confidence, kindness and learning!

We integrate the vision, values and aims into our daily teaching and include one of these as our success criteria to help the children become more aware of them. The pupils have further opportunities to act upon our vision, values and aims through sharing their ideas and suggestions during pupil council meetings, house captain roles and class weekly circle times.

How good is our leadership and approach to improvement?

It is important to use a flexible and responsive approach for continuous improvement to manage change, to ensure it takes account of national & local priorities as well as school based contexts. This approach has never been so vital than this session, where we needed to respond and adapt quickly and on an ongoing basis, to meet the needs of our pupils in the final term with distance learning.

All staff are fully involved in the self-evaluation process and the decision making process about priorities. The staff are involved in how these priorities are taken forward and all staff contribute.

Collated information from consultations with parents, drop-in sessions and questionnaires form part of the next steps in the SIP. SIP priorities and change to practise, is strategically planned across the collegiate calendar linking to in-service days, CAT, SM etc. All changes are planned with staff in terms of our improvement agenda, impact on outcomes for pupils and finally taking account of workload. SLT ensure that any change is manageable and is effectively monitored and evaluated. The pace of change is important to ensure staff commitment and to ensure we not only provide the best possible learning and teaching, but ensure we have a consistency across the school in our high expectations for pupils and families.

Distributive leadership, characterise staff taking ownership of our improvement and CLPL agenda where we promote sharing good practise throughout the school year. This has been exemplified during the final term where staff were committed to the radical pace of change. All staff adapted to quickly upskill in digital learning, in order to provide meaningful teaching and learning distance learning opportunities. This time demonstrated staff collaborative approach to continuous improvement in challenging times. Staff were solution focused and used a range of platforms to support each other & to meet their pupils individual needs in a creative and supportive way.

Support staff were guided in CLPL in additional support needs and were provided with a range of materials in order to increase knowledge, understanding and skills. This provided support staff with an extensive opportunity to understand theoretical knowledge and practical strategies to support a range of pupils with varying needs and abilities, with the expectation that this will improve effectiveness, confidence and skill in working with and managing pupil learning and behavioural needs.

Whole school meetings are open and reflective. Staff have a voice and opinions are respected and listened to. Level meetings are an opportunity to share good practice and plan activities that impact children in a wider scope than just one classroom.

PRDs ensure staff are always working and improving key areas of practice they are interested in, as well as practise linked to our improvement agenda. All staff are encouraged to share skills & knowledge widely and lead development of projects or areas of interest with colleagues.

We continue to review our QA processes to ensure SLT are working with staff linking PRD to quality learning and teaching. This session, as initiated by staff, we introduced a new system where staff reflected on their own practise, requested specific feedback from SCP to promote professional dialogue and improve practise.

Self-evaluation: We used part of our collegiate time in lockdown to carry out further in-depth self-evaluation in LTA 2.3 but in each curricular area. We will use this to improve practise, our systems and polices in the new session.

Pupil self-evaluation: We have this session set a monthly question for pupils to discuss at circle time. Each class were able to personalise how they responded and we shared the responses across the school in a display in our main corridor.

Achievements: DHT has been pivotal in creating with other SLT from ASG schools, our cluster achievement award. This recognises pupil skills and achievements out with school. This online platform linked to Google classroom has been central in lockdown where she has communicated with pupils, staff and families, recognising the skills and achievements at home, through hobbies and self-directed learning.

Future Developments

- Continue to explore how to involve parents more effectively with SE and SIP priorities
- To work with STG & ASG to discuss effective assessment, standardised assessment
- To engage with ELC tracking
- Cluster achievement - to engage wider community groups and businesses

How good is the quality of the care and provision we offer? (2.1 3.1 3.2 2.4 1.5)

Our school has a positive, nurturing and encouraging ethos at our school and all staff are committed to promoting engagement and participation. All staff build effective positive relationships with pupils and families, based around GIRFEC & SHANARRI principles, providing relentless routines, boundaries and expectations in order for our pupils to feel safe, secure and happy. The strength of relationships, allow staff to support pupils emotionally, socially and academically whilst taking account of any family context in order to meet the needs of each and every child.

Effective and ongoing communication and use of pastoral notes ensure we are responsive to pupil needs.

Assemblies, circle time and our approaches to emotional well-being, are central in ensuring pupils understand and see all staff model and live our VVA. HWB planning ensures we also encompass resilience, growth mind-set and responsible citizenship. A few staff regularly use CLPL to adapt their classroom environment to meet the emotional well-being of their pupils, such as zones of regulation.

We look at many strategies, including co-operative learning, for improving mental health, friendships and relationships, resolving conflict etc. Our aim is that our children have a toolkit of resources to use to help them to self-regulate, to become independent and solution focused with relationships, friendship and learning.

Through staff meetings we ensure all staff have up-to date CP knowledge and understanding, which is relevant and staff have confidence in our processes. We ensure pupil have a trusted adult and we are creative and responsive in order to support all pupils, providing safe spaces to be listened to.

All staff are proactive in building positive relationships with all families and in supporting pupils with ASN, in order to be adaptive in meeting needs. Restorative practice has helped the children to take ownership for their mistakes, problem solve to find the solution and create next steps forward with the adult as a facilitator. Staff have all had appropriate training on this and had the opportunity to try out techniques and strategies.

Pupil self-evaluation: We have this session set a monthly question for pupils to discuss at circle time. This ensures pupils feel their views are listened to and contributions are valued and acted upon.

PEF

- Relax kids: This session we began to engage with relax kids to support pupil mental health. We are keen to develop mindfulness techniques to help pupil's well-being and self-regulation. This is yet to be completed due to lockdown. Staff session and attendance should support sustainability
- Additional staffing : ASN & CA to support individuals as well as support for learning and to provide consolidation & equity of learning for pupils in the early years

We have had continued to have a focus on the cost of the school day. For example, each class is equipped with basic supplies e.g. pencils, rubbers etc. therefore it is not expected that children should bring writing materials/stationary to school.

We work with our Parent Council to raise additional funds to support equity of opportunity for all children. Parent council fund £5 per session towards educational excursions for all pupils from nursery to P7, funding the panto for all pupils, as well as supporting Christmas food & parties, as well as subsidize for Broomlee.

Future Developments

- Relax kids 12 week to be completed
- To ensure equity in terms of support for all pupils when there are higher tariff kids in class and can dominate

How good are we at ensuring the best possible outcomes for all our learners? (2.2/ 2.3 / 2.4/2.6 / 3.2/ 3.1/ 2.7)

Pastoral care is paramount and as such pastoral notes are recorded on SEEMIS and informal information is noted centrally. All staff support individuals and take account of family circumstances. Barriers or additional support is both responsive and planned for and reviewed as needed. Barriers can identify what targeted support is needed and who is the best person to address this. Time is spent with pupils and parents agreeing the type, frequency and detail of support needed.

We continue to review our approaches to transitions and plan for individuals and groups as needed, especially around changes of class compositions, as well key stages such as N-P1, P7-S1. For secondary transitions, we work closely as an ASG to continue to improve not just pastoral transitions but increasingly around curricular transitions. Individual parents and pupils are contacted prior to any changes to support emotional and academic needs to prepare for the transitions.

Almost all staff effectively use child planning framework wot review support for individual pupils and all staff effectively engage with other agencies in order to support ASN pupils. For the few children we have who exhibit distressed and challenging behaviour, we have worked with our link ASN education officer with parents to support relationships, independently review our support for all pupils within certain year groups.

Learner engagement & Quality of teaching

Learner motivation, engagement and sustained concentration is central to all staff and is evidenced in SCP, but primarily in pupil work, attainment & experiences. These are pivotal in planning & LTA, taking into account previous learning, pupil interests and abilities.

Most all staff effectively use the planning cycle in conjunction with ELC frameworks to plan and implement teaching and learning that meet the need of their pupils. SLT continue to ensure our whole school approach to LTA fundamentally is based around secure knowledge in literacy, numeracy & HWB.

Planning is collaborative and all staff work within their level and across 2 schools to ensure progression as well as support and challenge. Almost all staff plan effectively for differentiation and use formative assessment effectively in order to provide meaningful feedback and to respond to individual needs and identify next steps. Almost all staff use digital technology effectively in their lessons. This increased significantly during lockdown where we faced numerous challenges linked to pupil, family & staff skill base, as well as equity to access. Almost all staff were proactive in being creative in engaging pupils through Google Meet, in planning tasks that were building on existing skills and knowledge, but also provided opportunities to apply these skills as well as family learning, constructed around life skills and family pressures. In the best examples, staff arrange small group & 1-1 GM to support L&T and meet ASN, emotional and confidence needs.

Almost all staff differentiate their pedagogical approach in group teaching in literacy & numeracy which is evidenced in SCP, and our QA approach for triangulating evidence. SCP this session included a focus on pupil engagement using the Leuven scale. Our continuing focus on Learning Teaching & assessment (LTA) as part of our SIP & quality assurance (QA) procedures has supported us in reviewing and building our assessment framework.

Moderation of planning, LTA and reviewing the range of evidence gathered has supported staff confidence in AOL and what progression looks like within and across a level. Moderation activities this session focused on looking outwards and building staff capacity and confident, as activities were planned and moderated jointly with Whitecraig staff. Their dialogue and knowledge of their children is central in creating a clear and accurate picture of pupils abilities and achievements

In almost all shared classroom practise and focus groups, Assessment is for learning (AiFL) strategies and questioning are used consistently and effectively to engage learners well. Children offer their own ideas and opinions and build upon their prior learning. In almost all, high expectations are explicit and responsibilities for learning are made clear. Almost all staff use higher order thinking skills (HOTS) in order to deepen pupils learning.

Differentiation through planning, teaching, learning, resources, expectation and support.

All staff and SLT engage in many shared professional learning activities throughout the year. Most of these are through CAT sessions, and they always aim to have a direct and positive impact on learning and teaching and pupils.

Effective use of assessment & Analysis and evaluation of intelligence and data

Data results and analysis are shared with individual class teacher, as well as with the wider staff group. This information forms part of quality assurance procedures. Analysis of the information is broken down and the school attainment picture is shared with teaching staff. Professional discussion is promoted around data information and changes we need to make to address trends or dips etc.

We continue to develop our own assessment information and baselines and use the information to inform teaching and learning or changes to daily practise., We use a buddy reading system to support achievement & attainment where pupils are matched according to personality, background information related to homework, Health & Well Being (HWB) etc. to match pupils of differing abilities in order to promote literacy skills as well as building resilience and confidence for all.

Planning tracking, monitoring

We continue to use curricular frameworks, benchmarks, ongoing assessment evidence and data to form part of tracking information & meetings. The majority of staff plans demonstrate features of the four capacities for learning and are identified for all curricular areas are identified during forward planning, and we ensure we cover them all.

The curriculum is clearly set out and East Lothian Frameworks and Benchmarks have allowed us to break down E's and O's and to ensure we are meeting the children's needs. The 'on track' statements allow us to see what is specifically aimed at each stage. This ensures consistency across the school and allows for an effective handover.

The majority of children are involved in the planning process of IDEA where they get the chance to share their prior knowledge, create key questions they would like to explore and discuss ways in which they would like to learn about this information.

Almost all staff take account of pupil learning needs and learning styles to provide the best opportunities for learning and achievement. This can be seen in planning of rotational learning, class and group teaching, practical opportunities, use of outdoors etc. Almost all staff ensure digital technology is embedded into literacy and numeracy rotations to ensure pupil engagement as well as providing differentiated tasks.

Quality assurance procedures with SCP, jotter monitoring and pupil experiences form a complete picture alongside planning and assessment information. Our handover information ensures pace and challenge, as well as clear information relating to literacy & numeracy with specific information to the new Class Teacher (CT) to maximise teaching and learning the beginning of term. It provides succinct information both academically and emotionally, taking account of confidential and personal information relating to the well-being of pupils. Child Planning Meeting (CPM) meetings and action plans are identified alongside any PBP for children with Additional support needs (ASN), Forward plans, assessments and tracking information are all passed on.

Quality assurance timetable is planned at the start of sessions which formalises shared classroom practise, pupil experiences as well as monitoring jotters. All staff reflected on our practise and how effective it was and

this year all staff completed a form prior to SCP in order to individualise the professional dialogue and support for improving LTA. Tracking and planning meetings are set with staff to promote professional dialogue around teaching, learning, assessment and to review personalised support.

Attainment over time

We use the data from ELC with filters relating to gender, FSM, Scottish Indicator Multiple Deprivation (SIMD), ASN etc. as well benchmarks and curricular frameworks as part of our professional dialogue to track pupil progress and plan interventions or additional support.

We have measured the impact in particular to reading by using baseline SWRT and developing our approaches to decoding/encoding through reading as well as classes from P2 - P7 using Nessy. 3-4 per week Nessy supports primary reading & spelling. The individualised assessment allows an individualised approach to target setting, daily practise. The benchmarks have supported professional dialogue around achievement of a level and staff confidence in reporting to parents on pupil attainment.

Prior to March 20, our CFE levels and professional dialogue in tracking meetings show that most children are on track for literacy and numeracy, with certain year stages reporting almost all pupils on track. We are aware of the factors that are impacting at certain year stages and work together to support attainment with resources we have available and where possible work to reach harder to reach parents, in terms of partnership working

Future Developments

- To work with Associated School Groups to look at tracking and use of data.
- TO engage in ELC tracking
- To continue ASG and work with Whitecraig for moderation and SIS

What is our capacity for continuous improvement?

Carefully planned in-depth self-evaluation was undertaken during lock down. This encouraged individual opinion as well as accountability. This allowed us to look in detail each curricular area and all QI's.

Opportunities are sought and staff engage in new initiatives that will have a clear impact on learning and teaching. Opportunities for staff leadership within school, cluster and authority are shared regular and supported, although sometimes opportunities arise after Professional review & development (PRD) & SIP are set which can have a lower uptake from staff due to workload and not around professionalism or enthusiasm.

Staff have various roles and responsibilities beyond their classroom where they support others in LTA. This session has promoted peer based SCP and effective dialogue.

Future Developments

- Planning around, how best to use challenge questions to engage parents
- Continue to use HGIOS 4 for pupils to continue to build on self-evaluation

Level

Q.I. 1.1 Self-evaluation for self-improvement	5
Q.I. 1.3 Leadership of change	5
Q.I. 2.3 Learning teaching and assessment	4/5
Q.I. 3.2 Raising attainment and achievement	4/5