

# Meldrum Primary School



## **PROGRESS REPORT FOR SESSION 2017/18**

**(Standards & Quality Report)**

**Meldrum Primary School,  
Westwood Park, Deans, Livingston**

**Head Teacher: Jennifer Russell**



## **IMPROVEMENT PRIORITIES**

**Our improvement priorities are always based on the National priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2017/18, what the impact has been and what our next steps will be to continue to address these priorities in Session 2018/19.**

**We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at [https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS\\_NIF\\_E-1.pdf](https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf).**

**We have also indicated the links to quality indicators (QIs) in How Good is our School?4 (HGIOS?4) which is a key aspect of the Scottish approach to self-evaluation and school improvement.**

| PRIORITY  | HOW DID WE DO?   |
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| <p><b>Raising attainment for all</b></p> <ul style="list-style-type: none"> <li>- To increase staff confidence through improved pedagogy in applying aspects of research into practice and embedding these into everyday practice in order to raise attainment and narrow the attainment gap through Tapestry partnerships.</li> <li>- To continue to raise attainment for all through robust analysis of data and improved tracking procedures with a focus on whole school and targeted interventions.</li> </ul> <p>Our desired outcome for Session 2017/18 was to provide increased opportunities for professional dialogue for staff across the Deans Cluster to further develop and embed formative assessment strategies.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li>- School improvement</li> <li>- School leadership</li> <li>- Teacher professionalism</li> <li>- Parental engagement</li> <li>- Assessment of children's progress</li> <li>- Performance information</li> </ul> <p>HGIOS?4 QIs:</p> <ul style="list-style-type: none"> <li>- 1.2</li> <li>- 1.4</li> <li>- 2.3</li> <li>- 2.6</li> <li>- 2.7</li> <li>- 3.2</li> </ul> | <p>We have made <b>good</b> progress in this area.</p> <p>All teaching staff have participated in Tapestry: Teacher Learning Communities this session in mixed groupings with colleagues from across the Deans Cluster. The focus this session has been on learning intentions, success criteria, feedback and improved quality of questioning in order to improve the overall quality of learning and teaching taking place within the classroom. Working as a Cluster has enabled staff to share good practice across a wider range of schools.</p> <p>This session staff at Primary 1, 4 and 7 have used the Scottish National Standardised Assessment data to set appropriate targets and areas of support and challenge for pupils at these stages. Identified pupils are supported through a range of individual and small group Literacy and Numeracy activities according to their needs. Across all stages of the school class teachers and the leadership team engage in professional dialogue on a termly basis to discuss the progress of all pupils; evaluating progress and setting new targets.</p> <p>Evidence indicates the impact is:</p> <p>Feedback shows that the Tapestry Teacher Learning Communities have improved class teachers understanding of the formative assessment strategies discussed and that staff have been actively involved in trying out methods to increase pupil participation and to improve the quality of their feedback. Through our attainment meetings it is clear that all pupils are benefitting from the increased insight of staff into pupil progress and next steps in learning. Class teachers and Pupil Support Workers are able to talk clearly about initiatives that are working well to support learners and areas on which we can improve. This has resulted in pupil learning being more closely matched to their needs and abilities. Pupil Support Workers are working with identified pupils with a focus on areas of Literacy, Numeracy and Health and Wellbeing. Additional support staff have been employed using our Pupil Equity Fund (PEF) allocation. At this early stage, feedback from staff indicates that the daily support for pupils is making a difference in terms of their increased levels of confidence and gains in attainment across the targeted areas of learning.</p> <p>Our next steps:</p> <ul style="list-style-type: none"> <li>• To continue to participate in Cluster Teacher Learning Communities (August 2018– January 2019)</li> <li>• To improve and embed formative assessment practices and to ensure greater consistency of approach across all stages through the use of Learning Rounds in school.</li> <li>• To track and monitor pupils wider achievements in order to build on the skills and experiences that children bring to school.</li> </ul> |

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| <p><b>Improvement in Literacy for all</b></p> <ul style="list-style-type: none"> <li>- To improve attainment in early literacy and increased participation and motivation levels across the school including development of home-school links and family learning opportunities.</li> </ul> <p>Our desired outcome for Session 2017/18 was to improve attainment in early literacy and to increase levels of motivation across the school.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li>- School improvement</li> <li>- School leadership</li> <li>- Teacher professionalism</li> <li>- Parental engagement</li> <li>- Assessment of children's progress</li> <li>- Performance information</li> </ul> <p>HGIOS?4 QIs:</p> <ul style="list-style-type: none"> <li>- 2.2</li> <li>- 2.3</li> <li>- 2.5</li> <li>- 3.2</li> </ul> | <p>We have made <b>good</b> progress in this area.</p> <p>This session we have had an additional teacher supporting in all infant classes to improve attainment in early Literacy. Additional Pupil Support Workers, allocated through PEF, have also worked with individuals and small groups to ensure a secure grounding in the learning of initial sounds and providing additional reading practice. All staff have participated in training from the Literacy Services focusing on the development of reading and on reading comprehension. We have purchased new Literacy resources with our PEF allocation to support individual pupils and small groups and these are used on a daily basis. We have also used our PEF allocation to improve the classroom library spaces. Pupils in each class were given the responsibility for choosing additional books for their library. Story sacks were purchased for pupils in Primary 1 and were taken home on a weekly basis in order that pupils and parents could spend time working through the stories and games. Pupils in Primary 2 and 3 participated in the Big Bedtime Read initiative. All pupils were encouraged to read at home and were rewarded for doing so. Across the school all children participated in the First Minister's Reading Challenge. Pupils were encouraged to read for pleasure and to take part in some of the reading challenges across the year.</p> <p>Evidence indicates the impact is:</p> <p>Early indications show increased motivation from most pupils to read using the story sacks and Big Bedtime Read. Feedback from parents shows that they have welcomed both initiatives and are supporting their children to read more at home. Children are particularly motivated by the Big Bedtime Read reward system throughout the year. All pupils in Primary 1,2 and 3 have participated in one of these interventions. Through attainment meetings staff have seen a positive impact on identified pupils using the 5 Minute Boxes. The success of this work lies in the daily support and the relationships that Pupil Support Workers have established with individual pupils and small groups.</p> <p>Through classroom observations it is evident that staff have used strategies and resources gained through the Literacy Services training to enhance their practice within Reading. Through the '5 a day' pupil self-evaluation, pupils report that they use the library reading areas within their classrooms on a daily basis. Teacher judgement evidence indicates that overall 88% of pupils are consistently working within national expectations in Reading at the appropriate Curriculum for Excellence levels. 85% of our identified pupils are also currently working within national expectations at the expected levels. This demonstrates that we our interventions are having a positive impact on attainment and we will continue to ensure these are embedded across the school.</p> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• To continue to embed the story sacks, Big Bedtime Read in the infant classes and First Minister's Reading Challenge across all stages of the school to improve the reading culture across the school.</li> <li>• To work with staff to improve Reading pedagogy and progression across all stages.</li> <li>• To improve family learning strategies through the medium of Reading at all stages.</li> </ul> |
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| <p><b>Improvement in Numeracy for all</b></p> <ul style="list-style-type: none"> <li>- Attainment for learners will be further improved through embedding concrete, pictorial, abstract pedagogy and the teaching of number as a cluster methodology.</li> </ul> <p>Our desired outcome for Session 2017/18 was to improve teaching methodology across all stages in order to increase pupil understanding and depth of learning in Numeracy and Maths.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li>- School improvement</li> <li>- School leadership</li> <li>- Teacher professionalism</li> <li>- Parental engagement</li> <li>- Assessment of children's progress</li> <li>- Performance information</li> </ul> <p>HGIOS?4 QIs:</p> <ul style="list-style-type: none"> <li>- 1.2</li> <li>- 2.2</li> <li>- 2.3</li> <li>- 3.2</li> </ul> | <p>We have made <b>good</b> progress in this area.</p> <p>All staff have participated in the Concrete, Pictorial, Abstract (CPA) training with Cluster colleagues in order to improve pupils conceptual understanding in Numeracy. New Numeracy resources have been purchased to support learning at all levels in class and for individual and small group Maths Recovery support. These resources are being well used in class and with small groups and individual pupils to ensure they have a strong grounding in basic numeracy skills. All class teachers are using Number Talks across the school to further develop mathematical vocabulary and enable pupils to talk through the strategies that they are using to solve a problem.</p> <p>All staff have worked alongside Cluster colleagues in stage groupings to develop and moderate holistic questions in order to assess breadth and application of learning in Numeracy and Maths. All class teachers have used the holistic questions with pupils in class to ascertain their understanding across multiple areas of Numeracy and Maths and to gauge their next steps in learning. This session our staff and parents have received training from Sumdog, an online learning resource, focused on increasing pupil engagement and motivation in Numeracy.</p> <p>Evidence indicates the impact is:</p> <p>Most learners across all stages of the school have improved their ability to talk about the strategies that they are using in Numeracy through the consistent use of Number Talks in all Numeracy lessons. Individual pupils have benefitted from daily support from Pupil Support Workers in Numeracy using the 5 minute boxes and this is having a positive impact on their understanding of basic number skills and on their overall attainment. All pupils in school have accessed Sumdog in school, at home or both and over 80% of pupils have improved their scores with additional practice. Parental feedback showed the value of the training that they had received and the increased confidence in supporting their children at home.</p> <p>Teacher judgement evidence indicates that 86% of all pupils are consistently working within the national benchmarks at the appropriate Curriculum for Excellence levels in Maths and Numeracy. This demonstrates the positive impact that the interventions that we have put in place over this session including; CPA, Number Talks and Maths Recovery are improving our attainment in these areas.</p> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• To continue to embed Concrete, Pictorial, Abstract methodology and Number Talks strategies across all stages of the school.</li> <li>• To develop greater progression between Early, First and Second levels within school.</li> <li>• To work with colleagues from Deans CHS to develop greater progression between Second and Third levels.</li> </ul> |
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| <p><b>Improvement in all children and young people's wellbeing</b></p> <ul style="list-style-type: none"> <li>- To increase understanding of emotional learning and literacy across the whole school, including parental participation in the learning process.</li> </ul> <p>Our desired outcome for Session 2017/18 was to increase pupil understanding of emotions and increase their emotional literacy through the Literacy and Expressive Arts curriculum.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li>- School improvement</li> <li>- School leadership</li> <li>- Teacher professionalism</li> <li>- Parental engagement</li> <li>- Assessment of children's progress</li> <li>- Performance information</li> </ul> <p>HGIOS?4 QIs:</p> <ul style="list-style-type: none"> <li>- 1.2</li> <li>- 2.2</li> <li>- 2.3</li> <li>- 3.2</li> </ul> | <p>We have made <b>very good</b> progress in this area.</p> <p>All staff have been trained in Emotion Works and used the theory and resources to increase pupil understanding of emotions and emotional literacy. Pupils have used the Emotion Works cogs to further their understanding through fictional novels, artwork and real life application. An Emotion Works Showcase event was held in February 2018 to share the learning with parents</p> <p>All Pupil Support Workers have been trained in STEP, a physical literacy programme designed to improved pupils' balance, coordination and eye tracking. This twice daily exercise programme has been implemented for individual pupils in Primary 4 and 5.</p> <p>Evidence indicates the impact is:</p> <p>Almost all pupils are able to use the language of Emotion Works to discuss their feelings, behaviours and triggers in addition to making the links through novel studies and studies of famous pieces of artwork. This has extended pupil vocabulary in describing a range of feelings and emotions and this is evidenced in reading, writing and listening and talking activities. Most pupils are able to relate the learning through Emotion Works to their own lives and to use the strategies to deal with situations in the classroom and in the playground.</p> <p>Upper school pupils were able to share their learning with parents and the wider school community through our Emotion Works Showcase event. This gave pupils the opportunity to share the variety of contexts through which they have learned about their emotions. Pupils' increased understanding and insight into the emotions of different characters is evident through their reading discussion of group and whole class novels.</p> <p>Individual pupils are working through the STEP programme with identified Pupil Support Workers. The electronic tracking system indicates that all pupils are making progress in the key areas of balance, coordination and eye tracking. Feedback from class teachers indicates that this is also have a positive effect on pupils' performance in PE.</p> <p>Our next steps:</p> <ul style="list-style-type: none"> <li>• To increase opportunities for family learning at all stages.</li> <li>• To continue to develop and embed Emotion Works throughout the Nursery and school.</li> <li>• For individual pupils to continue to participate in the STEP programme (2018/2019)</li> </ul> |
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## Our Achievements this year have included:

- Staff have reviewed and developed new Pupil Profiles for all pupils from Primary 1 – Primary 7. These have been very well received and pupils are now talking about their targets and wellbeing indicators on a regular basis.
- Participation in the WLC Validated Self-Evaluation process (November 2017).
- We held a very successful Emotion Works Showcase event in February where pupils shared their learning with parents and members of the school community.
- Successful Care Inspectorate visit to Deans North Nursery (June 2018).
- Primary 7 winner in the Young Writer of the Year Competition (June 2018).
- Art competition winners in the Fringe Festival Competition and Farm to Fork Competition (June 2018)
- School football team won the local schools league this session 2017/18.
- Increased number of lunchtime and after school clubs including Chess, Crafts, Netball, Nu Moves Dance and Premier Football Academy.
- Our Eco Group have worked very hard this year on their targets and we have gained another Eco Flag (June 2018).

## Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

How good is our school? The quality indicators show that:

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| How good is our leadership and approach to improvement?                      | Leadership of Change 1.3                       | Good |
| How good is the quality of the care and education we offer?                  | Learning, teaching and assessment 2.3          | Good |
| How good are we at ensuring the best possible outcomes for all our learners? | Ensuring wellbeing, equality and inclusion 3.1 | Good |
|  | Raising attainment and achievement 3.2         | Good |

How good is our Early Learning and Childcare? The quality indicators show that:

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| How good is our leadership and approach to improvement?                      | Leadership of change 1.3                       | Good |
| How good is the quality of the care and education we offer?                  | Learning, teaching and assessment 2.3          | Good |
| How good are we at ensuring the best possible outcomes for all our learners? | Ensuring wellbeing, equality and inclusion 3.1 | Good |
|  | Securing children's progress 3.2               | Good |

\*(Indicators used in How good is our school? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare 2016)