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**Standards and Quality Report**

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| **School Strathmore Primary** | **Head Teacher Jennifer Garnes** |
| **Publication Date 31 May 2017** | |

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| **Context of the school:**  ***Growing, Learning and Achieving together.***  Our Shared Values:  In our school community we all work together to ensure that everyone is:  **Safe Healthy Active Nurtured Achieving Responsible Respected Included**  Our Shared Aims:   * **To make sure everyone is included and given equal opportunities to learn and achieve.** * **To be well behaved and show good manners.** * **To make learning fun and exciting but also challenging.** * **To be supportive and encouraging, work co-operatively as a team and on our own.** * **To feel happy and confident when learning, taking risks and making mistakes.**   **Strathmore’s four contexts for learning**  ***Ethos and Life of the school as a community***  We are a school that celebrates diversity and welcomes all pupils and their families into our school. Visitors to our school always comment and praise us for our inclusive, caring and approachable manner. In Strathmore, we strive to build positive relationships with everyone within our community. We have very positive and strong links with our parents/carers, East and Old Church and other professionals who are able to further support us in providing our pupils with the best outcomes in their learning, health and wellbeing and personal growth. Partnerships with parents are important to us and we build these through the ‘Strathie café’, led by our Parent Council, regular parent helpers at Golden Time, in our library and within our working groups along with opportunities throughout the session where parents are invited into the school to celebrate and share learning. Our school has a very successful and positive Good to be Green behaviour system, which was created in consultation with our staff, pupils and parents/carers. Links to Restorative Approaches have been made to further enhance the GTBG system. GTBG continues to be enhanced through regular review and evaluation by our Health and Wellbeing Group where pupils are able to express their views and support further improvements within our school. Our pupils are supported in their learning in a variety of ways, from Nursery to P7, to ensure that they progress and achieve success, e.g Cosy Corners in our Nursery, our Nurture Room for early years to enhance social skills in small groups, use of nurturing principles within our classrooms, Circle and Bubble Time and various approaches to support pupils in their learning. Our school supports and encourages a variety of extra-curricular links led by school staff, our Active School Co-ordinator and activities within the community.  ***Curricular Areas and Subjects***  All teaching staff plan and deliver learning within all of the subjects; Literacy, Mathematics and Numeracy, Health & Wellbeing, Expressive Arts, Sciences, Social Studies, Technologies and Religious and Moral Education. In Strathmore, we place high importance on Literacy, Mathematics & Numeracy and Health & Wellbeing. This links with the expectations that our staff, pupils and parent/carers shared while creating our Curriculum Rationale. The staff are supported in their planning through progression pathways (Literacy & Mathematics & Numeracy) which have been devised to support the breadth and progression of learning for pupils across each of the Curriculum for Excellence (CFE) levels. These progression pathways link to the Angus Standards which are used to assess and identify pupils who are secure in the learning at the end of each CFE level (P1 – Early; P4- First; P7 Second). In Strathmore we developed our progression pathways to further ensure high and consistent expectations on pupil learning. Each pathway determines what a child should achieve in their learning at the end of each stage in the primary school. In session 2016/17, the staff will work on developing the progression pathway for Health & Wellbeing. Improvements have been made in the resources available for staff to ensure effective learning and teaching across Literacy and Numeracy. We have a new reading scheme in place (Oxford Reading Tree) with additional schemes available to ensure breadth and depth of skills along with novels in First and Second level. Spelling and phonic resources have been supplemented with links made to Jolly Phonics and Jolly Grammar across the school. Teaching staff have access to Active Heinemann as the main teaching resource for Numeracy along with other approaches and teaching tools to support all pupils in this curricular area.  ***Interdisciplinary Learning***  Interdisciplinary learning is when teaching and learning make connections across the curriculum, exploring clear and relevant links. This approach supports the transferring of learning and skills into other areas or new situations. It provides opportunities for learners to deepen their learning through exploring issues, solving problems or completing a final task or project. In Strathmore interdisciplinary learning is mainly planned for within the topic that the children are learning about. For example, the children may be completing a science experiment about forces on how far an object made up of different materials can travel down a ramp. In this task they will be using their mathematical skills to estimate the distance, measure the actual distance travelled in centimetres and then will use their literacy knowledge to writing a report on the results of the experiment and what they learned. Throughout this interdisciplinary learning the children will be covering experiences and outcomes in Science, Technology, Mathematic & Numeracy and Literacy. In Strathmore we seek to promote natural links between subjects and provide interesting and innovative contexts for learning. These often link to the world of work or to local or national events that are of particular significance to the pupils.  ***Opportunities for Personal Achievements***  All staff encourage pupils to share and talk about their achievements in school and out-with. These successes are shared at Assemblies and each department and some classes have displays were this information is presented. In school, we present weekly ‘Stars of the Week’ for children who have strived to achieve the focus of the week, which is most often linked to a social skill. The Nursery have a graduation celebration in the Summer term and the school has a Prize Giving which celebrates and gives recognition to a variety of pupil achievements, this is attended by parent/carers and those from within the community who support our school on a regular basis. Our pupils are encouraged to participate in cluster events (sporting, Rotary quiz, taster sessions and national competitions such as Rock Challenge, Badminton, Lego Tech, all of which support and encourage our pupils to opt into extra-curricular activities within the community of Forfar. When planning for the learning the staff complete KWL charts to build on previous learning and skills, this also allows consideration of personalisation and choice, where some pupils are given the opportunity to identify areas for personal research linked to their topic work. Pupils are being further encouraged to present and showcase their learning to peers and adults within the school community through school assemblies, school concerts, Rock Challenge, Heavenly Bites, drama workshops and our Scot’s poetry competition. Personal achievements are now starting to be recorded within each child’s Learning Log which is shared with home throughout each school session. |

**Review of progress with improvement plan for session 2016-17**

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| **School Improvement Priority 1: To improve attainment in Numeracy through high quality learning and teaching, including collaborative practice/moderation and effective use of data analysis** | |
| **NIF Priority:**  **√**  Improvement in attainment    Closing the attainment gap    **√**  Improvement in health & wellbeing    **√**  Improvement in employability & destinations | **How Good is our School 4 Challenge Question/s:**  **√**   * **To what extent do we make effective use of available support materials and information to inform the development of our curriculum?** * **To what extent does our curriculum promote equity and raise attainment for all pupils?** * **Do we have a shared understanding of what progression and raised attainment looks like?** |
| **Progress & Impact:**   * **A range of high quality resources are used to support learning and teaching in numeracy** * **All staff have been trained in Numicon** * **Collaboration with cluster to trial shared moderation techniques and investigate ways to improve these** * **Planning is thorough, based on the Es and Os and builds upon prior learning** * **Staff are making the transition from progression pathways to the National Benchmarks** * **Staff are beginning to use quantitative and qualitative data, including standardised assessment results and teacher devised assessments, to monitor progress and inform targeted interventions** * **Input from Carol Lyon has resulted in staff trialling maths progress checks** * **Attainment at individual, class and school level is closely monitored and supportive, constructive feedback is given to aid improvements** | |
| **Next Steps:**   * **All staff will revisit growth mindset techniques through Visible Learning training** * **Responsive planning and flexible grouping approaches will be developed through Visible Learning to ensure learning is inclusive and all learners have a positive attitude towards numeracy** * **Inform parents/carers of approaches proven to promote positive attitudes towards numeracy and consider ways in which they can be increasingly involved in their child’s numeracy development. An appointment will be made through PEF funding to facilitate this** * **Maths recovery training will be delivered by the raising attainment teaching/ASN staff** * **Developing the Young Workforce will be a vehicle to establish real and meaningful links to skills for learning, life and work** * **Collaborative partnerships will be sought with cluster schools who are participating in Visible Learning training** * **PEF will be targeted towards training teachers to effectively deliver mental maths inputs and techniques in a progressive manner across the whole school** * **Develop more consistent use of the Es and Os for progressive planning, making explicit reference to the National Benchmarks** * **Pupil tracking folders have been developed to ensure a thorough, consistent, whole school approach** | |

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| **School Improvement Priority 2: To improve attainment in Literacy through high quality learning and teaching, including collaborative practice/moderation and effective use of data analysis** | |
| **NIF Priority:**  **√**  Improvement in attainment  Closing the attainment gap  **√**  Improvement in health & wellbeing  **√**  Improvement in employability & destinations | **How Good is our School 4 Challenge Question/s:**  **√**   * **How well do we communicate the purpose of learning and give effective explanations for all learners?** * **How confident are we that all learners experience activities which are varied, differentiated, and active and promote effective support and challenge.** * **How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?** |
| **Progress & Impact:**   * **The learning is visible to parents and carers via learning logs, twitter accounts, the new school website, the extension of folio Friday in the nursery to cover the whole weekend and open afternoons.** * **Moderation with stage partners has begun to be developed and staff have received input on moderation techniques on a recent INSET day.** * **National Benchmarks and Scottish Criterion Scale are increasingly used to assess and moderate literacy** * **Literacy Progression Pathways are being used to support planning to increase expectations and ensure progression in learning.** * **Flexible literacy groupings are being trialled across stages to encourage appropriate differentiation, pace and challenge** * **PDM recording has been restructured to better reflect professional standards and HGIOS 4 challenge questions** * **Use of WAGOLL model as a focus for learning visits by SLT to inform small tests of change** | |
| **Next Steps:**   * **Learning dispositions to be introduced in consultation with Junior Leadership Team, parents and staff** * **Staff to be trained in coaching conversations , which will enable effective professional dialogues to follow on from peer visits/evaluations** * **Moderation activities within CFE levels at departmental meetings and whole school level to share and increase pupil and teacher expectations** * **Collaborative partnerships will be sought with cluster schools who are participating in Visible Learning training** * **Extend the use of WAGOLL to enhance learning and teaching, in line with Visible Learning training** * **Develop the use of high quality feedback to pupils and staff, in line with Visible Learning training** * **Audit literacy resources, identify gaps and fund through PEF allocation** * **All practitioners to be upskilled in the interpretation of standardised data to enhance their understanding of and confidence in discussing results across the whole school** * **Timetable designated moderation between stage partners and across levels** * **Pupil tracking folders have been developed to ensure a thorough, consistent, whole school approach** | |

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| **School Improvement Priority 3: Learning and Teaching approaches support pupils within identified key areas impacting upon their Health and Wellbeing** | |
| **NIF Priority:**  **√**  Improvement in attainment  **√**  Closing the attainment gap  **√**  Improvement in health & wellbeing  **√**  Improvement in employability & destinations | **How Good is our School 4 Challenge Question/s:**   * **How well do our approaches to profiling develop pupil awareness of themselves as learners and support them to recognise the skills required for learning, life and work?** * **How well are we enabling learners to become independent learners and develop the four capacities?** * **How well do we motivate and engage all learners in all aspects of school life?** |
| **Progress & Impact:**   * **Vision, Values and Aims have been developed through whole school and departmental assemblies, the Junior Leadership Team and parental focus groups. Wall displays throughout the school ensure these shared Vision, Values and Aims are highly visible to all within the school community** * **A whole school House system has been established and is being used effectively** * **P5-7 are using RSHP resource from Angus Council to support progressive planning and delivery** * **Some staff are effectively using CEOP training to promote safety on the internet** * **Think U Know is used across all levels appropriately** * **Nurture principals are implemented within individual classrooms and across the school** * **Cosy Corners established from nursery to P7** * **Nurture provision operating four afternoons a week, with flexible social groupings every morning** * **The role of peer mediators has been evaluated and training completed with P6 pupils** * **Boxall profiles are used appropriately across all stages to assess nurture needs and measure value added** | |
| **Next Steps:**   * **Review Vision, Values and Aims with all stakeholders to measure impact** * **Review the visual impact of the House System** * **Review the reward for termly and annual House winners** * **Roll out RSHP resource in early and first level** * **All staff to effectively use CEOP training to promote safety on the internet** * **Replacement PE champion to lead improvements in PE with the support of Sylvia Cranston. PE resources to be audited and replenished with PEF** * **Peer mediators role to be evaluated and training implemented for February 2018** * **PEF to fund Showcase The Street joint working sessions – questionnaires to be issued to baseline, then assess interest and impact** | |

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| **What is our capacity for improvement?**  **Since August 2016, the entire SLT are new in post. Currently, the two PT positions are being filled on an acting basis. Since the beginning of the session, there have also been a number of substantial long term absences among teaching staff. These factors have had a major impact on our capacity to meet the overly ambitious School Improvement Plan.**  **Vision, Values and Aims have been updated and are being put into practice. Liaison with authority partners was very effective in achieving this. Senior leaders at the school are approachable and operate an open door policy for all stakeholders.**  **We welcome student teachers and NQTs and ensure they are well supported to increase their confidence and develop sound pedagogies. We take pride in extending our welcoming ethos within the school to all professionals.**  **Child protection policies, guidelines and systems are closely adhered to provide a systematic overview of the diverse range of needs within our school. Children are confident they can approach supportive staff and that their views will be taken seriously and acted upon.**  **Unexplained or regular long term absences is addressed through meetings with the head teacher, social work and other partner agencies.**  **All child protection records are stored safely and securely, ensuring all sensitive information is only accessed through the SLT.**  **The achievements of learners in and out of school are appropriately recorded, recognised and celebrated. Developing the young workforce is the vehicle we are using to inspire ambition in our learners about the world of work after full time education. Learners play an active role within the school and regularly take on leadership roles.**  **We recognise that in order to ensure the best possible outcomes for all our learners we need to provide high quality training opportunities to ensure a whole school ethos. The Visible Learning approach, part of a three year journey, will facilitate this.** |