**Context of the School**

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| School Improvement Report |
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| Gordon Primary School |

2018-2019

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| **STRIVING FOR EXCELLENCE, EQUITY AND WELLBEING**The school roll in August 2017 was 61 children arranged across three classes. The work of the school is supported by a part time PE teacher, part time Support for Learning Teacher, a part time School Administrator/School Assistant, two part time Additional Needs Assistant. We benefit from the input of an Active Schools Coordinator and work with many agencies to support our pupils. The non-teaching Headteacher and Depute (part time teaching responsibility) are also responsible for our Partner School, Earlston Primary. The Principal Teacher has one day leadership and management time across both schools.Gordon Primary Schools operates Early Learning and Childcare sessions for children aged three and four on Monday – Friday mornings, from 8.50 am until 12 noon. Our youngest children benefit from a stimulating learning environment and experiences indoors and outdoors. Our staff team (one Senior Nursery Nurse and two part time Nursery Nurses) provide high levels of care and nurture and work effectively together to help children thrive in their play and learning.Our three year strategic Vision, Striving for Excellence, Equity and Wellbeing, has shaped a number of improvement priorities this year and we have seen improvements in all three aspects.This session, we have had some changes of staffing in both Gordon Primary and our partner school, Earlston Primary, over the course of the year.The funding allocated to this school is used as part of a joint project across Earlston cluster schools to raise attainment in Numeracy for identified learners. |

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**Review of Progress 2018-19**

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| **Priority for Improvement: Drive Forward Excellence to raise attainment in Literacy** |
| **NIF Priority:**Improvement in attainment, particularly in literacy and numeracy**NIF Drivers:** Leadership; Teacher Professionalism; Assessment of Children’s progress | **HGIOS 4 Q.Is**1.2, 2.2, 2.3, 3.2 |
| **How successful have you been in improving your school this session :****We have successfully raised attainment in writing this year by:*** Implementing a progressive pathway in spelling across the school has resulted in increased levels of challenge and enjoyment. The clear rationale for teaching and learning builds effectively on prior learning and provides a coherent whole school approach.
* Implementing a new approach to the assessment and tracking of progress within a level for each individual child from P1 to P7.
* Delivering high quality professional learning, through practitioner enquiry approaches, which has led to increased modelling of the writing process universally across the school.
* Implementing effective interventions from the class teacher targeted at those not on track / on track with support in writing to secure better progress.
* Engaging in informal and formal moderation activities within the school, with our partner school and within the cluster to agree standards of attainment in reading and numeracy and writing.
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| **Measurable outcomes for learners and how do you know?**The range of data used to determine the outcome on attainment, includes: gathering a variety of assessment data to inform teacher judgement, Scottish National Standardised Data, professional discussion during attainment reviews, quality assurance of children’s learning and moderation of standards within the school, across schools and within cluster using CfE benchmarks and curriculum progressions.This information tells us that:1. WRITING: attainment has increased by 9% (from 80% in June 2018 to 89% in May 2019 of our children having achieved or are on track to achieve expected CfE levels). We have almost achieved our target of 90%.
2. READING: 89% of our children have achieved or are on track to achieve expected CfE levels by May 2019
3. LISTENING AND TALKING: 93% of our children have achieved or are on track to achieve expected CfE levels in listening and talking by May 2019
4. NUMERACY: 95% of our children have achieved or are on track to achieve expected CfE levels by May 2019
5. SPELLING: since implementation of our new approach eight weeks ago, 34% of our children are now at or above their chronological age in spelling (up from 18% in June 2018).
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| **Next Steps*** Continue to improve teaching and learning in writing (including spelling) and embed changes into practice, with a further focus on achieving consistency of approach. We intend for attainment in writing to be at least 90% in May 2020. We will achieve this through continued professional development opportunities and practitioner enquiry approaches with a focus on sharing and implement consistently good practice to improve the effectiveness of the learning experience in writing.
* Evaluate the existing practice in place in reading and listening and talking from the last two years and identify aspects that need to improve across the school to achieve greater consistency and progress in learning. Embed our emergent literacy approach in P1 and roll out to P2 to ensure prior learning is successfully built on, using a mentor approach to allow trained staff to support this. We will also engage with the SBC Literacy strategy.
* Work collaboratively with our cluster schools to engage with the SBC Numeracy strategy to up-skill staff in their pedagogical understanding of Numeracy and Mathematics to improve attainment and progress in learning.
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**Review of Progress 2018-19**

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| **Priority for Improvement: Driving Forward Equity (school) / Achieving Excellence and Equity (cluster)** |
| **NIF Priority:** Improvement in attainment, particularly in literacy and numeracy and closing the poverty related attainment gap**NIF Drivers:** School Improvement | **HGIOS 4 Q.Is**1.3/3.1/3.2 |
| **How successful have you been in improving your school this session:**We have effective strategies in place which are improving attainment for children facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.**Targeted Interventions: 1. Cluster Numeracy Intervention****Identification of gap**Identified 104 learners to focus on Numeracy**Baseline measures**Group 1 learners completed a GL Assessment in Maths. This provided a baseline measure for all learners, each school and the cluster. This also highlighted areas of development for individual learners which informed the content of the intervention.**Consultation and planning with stakeholders**Consultation and planning involved HTs within Learning Board, Programme Coordinator and PEF Strategic Lead. Decisions were made from self-evaluation of year one, triangulating evidence to generate year 2 project steps. The Model for Improvement framework was used to plan the project and develop a suitable range of measures.**Interventions delivered****CAP 1**3 x 15minute (weekly) 1:1 support focussing on individualised numeracy targets and delivered by an ANA1 x 30minute (weekly) 1:1 support with summative assessment and focussed feedback and delivered by an ANA**Successes*** Representing Scottish Borders Council at The Scottish Learning Festival Exhibitor Area: sharing cluster project - September.
* Attended National CYPIC Quality Improvement Awards: Quality Improvement National Winners, Achieving Results at Scale – November.
* Presented at School Leaders Scotland Conference – November.
* Setup cluster Learning Rounds for numeracy intervention – November & March.
* Presented at SEIC Conference - Creating Magic through Collaboration – March.
* Filmed by Education Scotland for the National Improvement Hub – May.
* Project has been shared with two Local Authority secondary settings and a primary setting from Edinburgh City Council.
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| **Measurable outcomes for learners and how do you know?****Cluster Numeracy Intervention results:****Target: *By May 2019, we aim for 85% of CAP 1 learners to increase by 1 stanine in their standardised testing scores in maths and numeracy.***2018/2019 cluster data63% of cluster learners made at least a 1 stanine increase against 18/19 baseline assessment73% of learners increased their standardised score against 18/19 baseline assessment63% of learners increased their number, money and measure score against 18/19 baseline assessment2017/2018 – 2018/2019 cluster data 91% of cluster learners have maintained or increased their stanine since starting the intervention84% of cluster learners have increased their standardised ages scores since starting the interventionGordon children May 2019: 63% of ***cluster*** group made a stanine gain of 1 or more.Based on last year’s results, ***Gordon’s*** ***school aim was 66%***This year, ***5*6*% of CAP1 pupils in Gordon*** made a stanine gain of 1 or more.

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| **Gordon** | Nov 2017 | May 2018 | Sep 2018 | May 2019 |
| Average Standardised Age Score | 86 | 92 | 95 | 98 |
| Average Stanine | 3 | 4 | 4 | 5 |

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| **Next Steps*** Continue to implement the intervention

Learning from 2018-19A Test of Change took place in Lauder Primary School where the number of sessions was reduced from 10, over 2 weeks to 8 sessions over the 2 weeks. This involved assessing every 2 weeks instead of 1 and reducing by 1x 15 minute session alternate weeks. This was tracked throughout the year and learners within Lauder Primary continued to make good progress. This will then be replicated throughout the cluster in 2019-20.What is the intended outcome for 2019-20?Trial a Literacy intervention in 1 setting Oct-Feb. Embark in the planning stage in August 2019.How will this be achieved?Communication with cluster staff at Nov INSET, TBC.  |

**Review of Progress 2018-19**

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| **Priority for Improvement: Driving Forward Equity (school)**  |
| **NIF Priority:** Improvement in attainment, particularly in literacy and numeracy and closing the attainment gap between the most and least disadvantaged children **NIF Drivers:** School Improvement;  | **HGIOS 4 Q.Is**3.1/3.2 |
| **How successful have you been in improving your school this session:*** We have removed barriers to participation by increasing the number and variety of before/during/after school clubs on offer, as well as reducing or removing cost, within school.
* We have established an ethos of achievement and participation across the school through the implementation of achievement walls and continued pupil action groups.
* Almost all staff have participated in 1 in 5 Poverty Awareness Training and a few staff formed a working group to take action to reduce the cost of the school day resulting in a poverty proofing strategy being in place.
* We have scaled up a targeted intervention from one of our cluster schools to address the wellbeing needs of children.
* We have completed a John Muir Award project for identified learners.
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| **Measurable outcomes for learners and how do you know?**1. We have tracking and monitoring evidence to show that all our children have participated this year in a before/during/after school club within school or out-with school to enrich the development of their skills, interests and talents.
2. We have implemented strategies to reduce the cost of the school day e.g. uniform swap shop.
3. Almost all of our targeted intervention group, are benefitting from a positive 1-1 coaching relationship or from participation in the John Muir Award to build self-esteem and a sense of achievement.
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| **Next Steps**Inclusion and Equality* Continue to embed all the above into what we do at Gordon primary
* Evaluate how successfully we celebrate diversity and plan and implement improvements, if required.
* Evaluate our ethos and culture of inclusion and participation for all children, all parents and staff to identify improvements, if required.
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**Review of Progress 2018-19**

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| **Priority for Improvement: Improvements in Children’s Health and Wellbeing** |
| **NIF Priority:** Improvements in Children’s Health and Wellbeing**NIF Drivers:** Parental Engagement**;** School Improvement | **HGIOS 4 Q.Is** |
| **How successful have you been in improving your school this session :*** We have implemented year one of the “Building Resilience” Programme which is underpinned by the wellbeing indicators and UNCRC articles.
* A few families have engaged in our first “Raising Children with Confidence” programme of family learning this year.
* We have introduced gardening club to involve children in improving aspects of their school environment.
* Almost all staff have completed a review to streamline our behaviour policy with the intention of achieving greater consistency in positive behaviour management strategies.
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| **Measurable outcomes for learners and how do you know?**1. We know from direct observation and staff feedback that almost all children in P1 to P7 are now experiencing a coherent and progressive learning pathway through social, mental and emotional wellbeing. The messages being delivered in discreet lessons and whole school assemblies is now transferring to conversations between adults and children to better support their wellbeing.
2. We know from feedback from parents participating in the Raising Children with Confidence programme that this has had a positive effect.
3. Most of our children tell us that they feel safe, healthy, active, nurtured, achieving, respected, responsible and included.
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| **Next Steps*** Embed curricular pathways in other aspects of Health and Wellbeing to a coherent pathway through health and wellbeing
* Include more families in the Raising Children with Confidence programme and other family learning opportunities to support children’s wellbeing in partnership with parents
* Work with the cluster to develop and embed all wellbeing indicators into our practice
* Provide staff training and implement our renewed behaviour policy to ensure almost all children show consideration for others and demonstrate positive behaviour and relationships
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**Review of Progress 2018-19**

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| **Priority for Improvement: Securing Children’s Progress Across Early Level Literacy** |
| **NIF Priority:** Improvements in attainment, particularly literacy**NIF Drivers:** Teacher (practitioner) professionalism, assessment of children’s progress | **HGIOS 4 Q.Is**2.3/2.2/3.2 |
| **How successful have you been in improving your school this session :*** We have begun to implement a progress in learning tracking system for ELC 3 and 4s in emergent literacy developmental continuums.
* Most early level staff have engaged in the multi-agency emergent literacy professional development opportunities and aspects of this training have been taken forward into practice to ensure there is a more developmentally appropriate curriculum in place for all learners at early level. This includes using the assessment tools to plan for literacy provision that more effectively builds on prior learning.
* Children at early level are motivated and engaged in a range of rich, challenging play experiences.
* We have made effective use of resources to more effectively support transition for our new P1 children
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| **Measurable outcomes for learners and how do you know?**1. All children in P1 have achieved early level in reading, writing, listening and talking.
2. Almost all ELC 4 children have made secure progress in developing concepts of print.
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| **Next Steps*** Further develop and implement the ELC 3 and ELC 4 tracking system to ensure all children are making very good progress in learning and development
* Embed emergent literacy principles at Early level and roll out to P2 to ensure all children make very good progress from prior levels of attainment
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**Key Improvement Priorities for 2018-19**

**Evaluate the following Q.Is against the six point scale in HGIOS 4**

Excellent this aspect of the school’s work is outstanding, high quality and sector-leading

Very Good major strengths, very few areas for improvement

Good important strengths, yet there remains some aspects which require improvement

Satisfactory the strengths within this just outweigh the weaknesses, basic provision for learners

Weak important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners’ experiences in substantial ways

Unsatisfactory major weaknesses within which require immediate remedial action

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| **Quality indicator** | **School self-evaluation** | **Nursery self-evaluation** |
| **1.3** Leadership of change | Good | Good |
| **2.3** Learning, teaching and assessment | Good | Good |
| **3.1** Ensuring wellbeing, equity and inclusion | Good | Good |
| **3.2** Raising attainment and achievement/ Securing children’s progress | Good | Good |
| **Additional Q.I.s** |
| **1.1** Self-evaluation for self-improvement | Good | Good |
| **1.5** Management of resources to promote equity | Good | Good  |

Our capacity for continuous improvement is:

Good

List the key priorities which will feature in your school improvement plan for

2019-20

* Driving Forward Excellence to further raise attainment
* Consistent approach to effective teaching and learning
* Cluster focus on pedagogy of teaching and learning in numeracy
* School focus on pedagogy in literacy
* Embedding emergent literacy principles at early level and into p2
* Management of resources and environment for learning
* Driving Forward Equity and Inclusion
* Continue CAP1 and CAP2 intervention strategies and trail CAP 3
* Evaluate how successfully we celebrate diversity and plan and implement improvements, if required.
* Evaluate our ethos and culture of inclusion and participation for all children, all parents and staff to identify improvements, if required.
* Driving forward Improvements in Children’s Health and Wellbeing
* We now need to embed curricular pathways in Health and Wellbeing
* We now need to include more families in the Raising Children with Confidence programme and other family learning opportunities to support wellbeing
* We now need to embed all wellbeing indicators into our practice
* We now need to provide staff training and work and implement our renewed behaviour policy ensure almost all children show consideration for others and demonstrate positive behaviour and relationships