

**Standards and Quality Report May 2019**

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| **School: Newbigging Primary School** | **Head Teacher: Tony Jordan** |
| **May 2019** | |

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| **Context of the school:** Newbigging Primary School is placed in a rural setting in the Carnoustie High School cluster within Angus Council. As of May 2019, Newbigging comprised of 19 pupils, split into two classes; P2-5 and P6/7. There are 6 members of staff, including an HT and PT who share responsibility of Monikie Primary School. We are supported by Tayside Contract staff, visiting teachers in Kodaly, music, art and physical education and from other agencies including Additional Support Needs Service, Educational Psychology and Speech and Language Services to support individual’s needs. We have many parent helpers who assist with a variety of activities including Golden Time, trips, Eco development and the school library. Newbigging has an active parent council and excellent links with the local community. Newbigging has excellent facilities for outdoor learning with a playing field, adventure play area and garden areas.  **What our children want**  **Our values are based around the Getting It Right for Every Child approach (GIRFEC)** and focus on the SHANARRI indicators which are embedded within the daily life of the school. The children have also recently developed their own Learner Qualities which form the basis of our school vision.  These qualities aim to develop our children’s skillset in learning:  Co-operation  Curiosity  Creativity  Positive  Resilience  Reflective  **Our aim is to build resilience in lifelong learning**  **(BRILL)**  Risk-taker  **Where are we right now?**  **A school aim** is to: **Build Resilience in Lifelong Learning (BRILL)** This is the cornerstone to raising attainment and developing resilience across learning for all. Our school community will work collaboratively to ensure resilience is at the centre of all our learning. We will develop strategies to challenge their thinking and support them in situations of adversity.  **We aim** for all our children to be supported and challenged in their learning. Our motto is to: **“Go On And Learn” (GOAL**) which encourages our pupils to take responsibility in their own learning. **We aim to develop children in the four capacities** as; responsible citizens, confident individuals, effective contributors and successful learners. Pupils, parents and staff will be supported and involved in self-evaluation, dialogue and target setting to ensure the planned learning meets the needs of individuals. Teachers will strive to improve their pedagogy through professional development opportunities, moderation tasks and collaborative activities with colleagues to ensure consistency and progression cross all learning.  **Our Children’s Entitlements**  **Aim:** Our children are entitled to a coherent curriculum. This must offer a broad general education that demonstrates well planned learning, develops skills for learning, life and the workplace and offers equity for all to achieve within school and beyond.  To ensure our children’s entitlements are consistent across our learning community we have developed Visible Learning strategies to improve our learners’ resilience and an agreed language of learning.  **Visible Learning**  Growth Mindset  Quality Feedback  Target Setting  Developing Resilience  **Skills for Learning, life and work**  Literacy/Numeracy  HWB/ STEM Working with others  Problem solving  Leadership/managing  Thinking critically and creatively |

**Review of progress with improvement plan for session 2018-19**

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| **School Improvement Priority 1**  **85% of pupils are achieving or on track to achieving their level in writing by June 2019.** | |
| **NIF Priority:**  Improvement in attainment  Closing the attainment gap  Improvement in health & wellbeing  Improvement in employability & destinations | **How Good is our School 4 Challenge Questions:**  2.2 Do we have a shared understanding of what progression looks like?  2.3 How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?  2.3 How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?  3.2 How well is our focus on literacy leading to raising attainment across the curriculum? |
| **Progress & Impact**   |  |  | | --- | --- | | **Sources of Evidence** |  | | **Data** | * attainment data at Early level in writing was 100% of learners achieved or on track to achieve in June 2018, we had no Early Level learners this session * attainment data at First level in writing was 83% of learners achieved or on track to achieve * attainment data at Second level in writing has has risen to 85% of learners achieved or on track to achieve * cold/hot tasks in writing have provided detailed assessment evidence * SNSA data at P4 and P7 has validated teacher’s judgement of their learners * Moderation of work across the cluster schools has supported staff judgement of a level | | **Observation** | * Class walkthroughs offered valuable insights into how different teaching and learning approaches have improved the writing experiences for our learners * Opportunities to meet with pupil focus groups allowed the SLT to gain insight into our learners’ views of progress * Opportunities for the SLT to meet with the parent council to share school improvement priorities offered valuable feedback of their views of the current progress in writing across the school. * Planned cluster CLPL activities continues to improve teacher’s pedagogy in writing | | **People’s views** | * Staff shared that consistent feedback has encouraged children to talk confidently about their next steps. * Staff identified that quality feedback opportunities are beginning to link with agreed learner qualities and develop increased language of learning. * Staff noted that groups of children have been identified and given appropriate support and challenge to fill gaps in learning to develop a depth of understanding * Our learners shared that they enjoyed using the cold/hot tasks as it helped them to identify their next steps. * Our learners identified the opportunity to share their plans before completing a piece of extended writing useful as it offered them structure. * The parental feedback from learner led conferences agreed that ensuring gaps in learning are prioritised and actioned as a positive development. * Parents agreed that offering the Parent Council the opportunity to feedback on school improvement priorities as a worthwhile task. | | |
| **Next Steps for 2019/20**   * Pupils will become more confident in using WAGOLL and creating success criteria. * Teachers will be confident that the marking of writing and feedback given to learners will be consistent across both schools through an agreed * Ensure higher order thinking skills become a focus in all classes to support and extend learning. * Ensure the children give and receive consistent feedback from their peers that allows them to identify their next steps. * To further develop teachers understanding in using Visible Learning strategies to improve teaching and learning. * Continue to develop the cluster CLPL sessions including leadership opportunities. * Ensure parents are continuously informed about the learner’s development. * Ensure all children’s’ needs are being met appropriately through planning, tracking and monitoring their progress. Equity rather than equality. * Writing POP sheets to be implemented across the school * Handwriting resource to be purchased and implemented across 1st/2nd levels | |

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| **School Improvement Priority 2**  **100% of pupils can develop leadership, partnerships and understanding in three or more areas of Learning for Sustainability by June 2019.** | |
| **NIF Priority:**  Improvement in attainment  Closing the attainment gap  Improvement in health & wellbeing  Improvement in employability & destinations | **How Good is our School 4 Challenge Questions:**  2,3 How well do we use our community and spaces to deliver high-quality outdoor learning?  2.7 How well do we seek out and respond positively to potential partnerships which will lead to better outcomes for the children and young people we work with?  3.1 How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future? |
| **Progress & Impact**   |  |  | | --- | --- | | **Sources of Evidence** |  | | **Data** | * 100% of nursery learners have spent 80% of their time in the outdoor nursery based at Monikie Primary School * 100% of our Second level learners have experienced developing the young workforce activities * 100% of our leaners can identify and talk about our agreed learner qualities * 100% of our learners have experienced quality STEM learning this session | | **Observation** | * Most learners are using their own understanding of their next steps to identify when they have achieved their target. * Some learners can link learner qualities to their individual targets. * All staff ensure there is a consistent approach to the sharing of learning through class dojo. * Learner qualities have become engrained in the ethos of the school for all learners and staff. * We have developed further links with external agencies such as Monikie Park Ranger Service. * Planning has demonstrated that there has been more meaningful outdoor learning taking place across both schools for all learners. * Both schools have successfully taken taking part in primary engineering and animating science projects in P6/7. | | **People’s views** | * Our learners have shared that they enjoyed creating the learner quality characters and developing an understanding of how they link with day to day learning. * Our learners’ feedback of STEM activities has been positive including the development of a STEM character. * Staff shared that the organised DYW opportunities have developed their learners’ knowledge and understanding of life after school and experiences of real life skills that can be developed. * The parental feedback from learner led conferences agreed that ensuring gaps in learning are prioritised and actioned as a positive development. * Parents agreed that offering the Parent Council the opportunity to feedback on school improvement priorities as a worthwhile task. | | |
| **Next Steps for 2019/20**   * To ensure online tools to be used to promote shanarri values and learner qualities to gather data and plan improvement * To plan further opportunities for staff clpl on outdoor learning. * To create opportunities for learners to taking ownership of online tools to share comments and pictures of their own work. * To look for further opportunities to work with our community partners to enhance our learners’ experiences. * To have a greater focus on mental wellbeing and to include mindfulness training across both school communities. * To create more opportunities for our learners to discuss their own learning and target set including wellbeing targets * To ensure the school community understand the purpose behind our learner qualities. * To link STEM learning with positive destinations for all our learners. * To improve the digital capacity of our learning community to enhance the teaching and learning for all. | |

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| **What is our capacity for improvement?**  **How good is our leadership and approach to leadership?**  The creation of our Junior Leadership team has given our learners the opportunity to be involved in developing our learner dispositions. It has also given them the opportunity to work with peers across the cluster and feedback to our school community any new ideas, pedagogy and quality assurance data. The continuation of our Eco Leaders has also given a group of our learners the opportunity to lead and develop an area of wellbeing across the school community in partnership with all our stakeholders.  As we are a small school, it is important to share improvement roles and ensure that staff have the opportunity to enhance their leadership skills. We have a literacy leader, numeracy leader, STEM leader, Impact coach, Wellbeing Leader and Languages leader within our staff. These staff members have been empowered to lead learning across the school in their areas, organise CLPL, work with cluster colleagues, develop and purchase resources and improve pedagogy for all.  **How good is the quality of education and care we offer?**  Our school works hard to ensure our learners’ experience a coherent curriculum. We offer a broad general education that demonstrates well planned learning, develops skills for learning, life and the workplace and offers equity for all to achieve within school and beyond.  Our Learnersregularly share their learning with parents/carers through learner led conferences and the use of an interactive digital platform.There is a celebration of wider achievements and personal targets through our Learning Anywhere Learning Anytime (LA LA) maps and displays. Our Individual Education Plans developed and shared regularly to ensure learner’s needs are met and our analysis of rich data to support raising attainment for all.  **How good are we at ensuring the best possible outcomes for all our learners?**    There is a strong, positive ethos within our school. Our learners, parents, staff and cluster colleagues have been involved in developing the SHANARRI values across the Carnoustie community. All stakeholders have also been involved in the process of identifying and creating our learner quality characters which have helped develop a consistent language of learning across our school communities. |

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| **Pupil Equity Funding**  **Description of Expenditure**  **Impact** We had no main writing resource to support the teaching and learning in writing. We have identified the Big Writing resource as an option and we asked teachers’ views on this. Our literacy leader planned visits to other schools that use this and shared their opinions of this resource to see if it is worth purchasing. We agreed to hold off buying this resource and instead focus upon trialling the writing kitchen resource with P6/7 at Monikie.  Writing does not stand alone; improving reading, phonics and spelling is also vital to writing improvement. We further enhanced our reading book portfolio with readers to support P4/5 learners and books that are suitable for children with dyslexia in P4-7 across both schools.  We also identified the need for digital learning opportunities with apps such as clicker to support reading, spelling and writing. The purchase of Chrome books, laptop and a charging unit offered hardware to support the use of many interactive learning opportunities to consolidate literacy skills and develop understanding.  We continued to further develop staff pedagogy with year 2 of Visible Learning training. This is delivered by Osiris through inputs at in-service days, and half day training sessions of twilights for staff and SLT members throughout the session. This training also gives staff the opportunity to work with colleagues across Angus and develop skills, knowledge and understanding that improved the teaching and learning for all.  In relation to priority 2, we purchased a mindfulness resource that offered staff training to improve their own mindfulness and their learners’.   |  |  | | --- | --- | | **Sources of Evidence** |  | | **Data** | Below is the data collected from Newbigging Primary School. The first percentage was the original data point collected in June 2018, the second the comparative collected in March 2019 after the implantation of resources and interventions supported by the PEF monies and school improvement plan. It must be stressed that these are different year groups in both sessions.  **Newbigging Primary**   |  |  |  | | --- | --- | --- | |  | **Writing - June 2018** | **Writing - March 2019** | | **Early Level** | **100%** | **n/a** | | **First Level** | **100%** | **83%** | | **Second Level** | **50%** | **85%** |   **90% > 75-89% 60-74% 59%<**  Our target had been to ensure over 85% of pupils were on track to achieve in writing across both schools at all levels by June 2019. From this data we can see improvement in writing across all levels.  In relation to Priority 2, we had agreed as a staff that the wellbeing of our learners was paramount to improvement. We identified that through ensuring 100% of our learners had the opportunity to experience and develop in three or more areas within learning for sustainability we could show an improvement in this area. Below is data that demonstrated some of the opportunities our learners’ experienced this session.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Outdoor Learning | Creativity | DYW | Enterprise | LQ | STEM | | Early Level | n/a |  |  |  |  |  | | First Level |  | 100% |  |  | 100% | 100% | | Second Level | 100% | 100% |  | 100% | 100% | 100% | | | **Observation** | It was identified by teaching staff and Senior Leaders that our attainment in writing needed to improve across all levels. We agreed to replicate the model we developed last session for numeracy improvement and create a literacy improvement group across the cluster. This created an opportunity for a member of staff from our school becoming a literacy champion and working with colleagues from our cluster primaries to plan, deliver, support and evaluate CLPL twilights and In-service days for staff within the Carnoustie cluster. This model included nursery staff to ensure the development of writing begins as early as possible and is consistent across our schools.  In relation to priority 2, staff worked hard to develop links with outside agencies to develop learning for sustainability across all levels. These links offered individuals who are experts in their fields the opportunity to up skill staff and work with our learners to improve their learning and develop skills to improve their chances of positive destinations in future years. | | **People’s views** | Our Junior Leadership Team, who represent our learners, shared positive feedback about resources bought and the impact these had on their learning.  Staff shared the positive impact planned CLPL, in service training, links with the wider community and resources had on planned improvements.  Parents shared positive feedback on the different approaches being implemented with the learners, the sharing of information and improved resources.  Our wider community, including outside agencies feedback highlighted the positively of learning opportunities and accessibility to work within our school community. | |

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| **Quality Indicator** | **Evaluation (six-point scale)** |
| 1.3 Leadership of Change | **Good** |
| 2.3 Learning, teaching and assessment | **Good** |
| 3.1Ensuring wellbeing, equity and inclusion | **Good** |
| 3.2 Raising attainment and achievement | **Good** |
| 2.2 Curriculum | **Good** |
| 2.7 Partnerships | **Good** |