

Standards and Quality Report

Seaview Primary	Head Teacher: Scott Haxton
June 2018	

Seaview Primary School is situated in the burgh of Monifieth in Angus. We serve the Eastern area of Monifieth. Our current school building was opened on 22 June 2010. The classrooms are set in open-plan areas with P1-3, P4-5 and P6-7 each having discrete areas, set around a shared activity area. We also have a dedicated Nursery class which caters for 50 morning children and 40 afternoon children. Currently we have 347 pupils in P1-7 organised into 14 classes.

Our Curriculum Rationale

The rationale for our curriculum is informed by our shared values:

- Excellence
- Happiness
- Fairness
- Teamwork

Our rationale is framed around the following questions:

'What is it we want for our children?'

In Seaview, we want our children to be treated fairly, to be happy and enjoy learning. We want our pupils to feel valued, confident and included in all aspects of learning and where everyone will achieve success through effort, commitment and resilience.

'What are we going to do to achieve it?'

To achieve this, we will provide our pupils with relevant, meaningful and rich learning opportunities. We will celebrate their achievements and successes, engage with parents and the wider school community and continually enhance our knowledge and skills through career-long learning.

Review of progress with improvement plan for session 2017-18

School Improvement Priority 1

By June 2020, at least 85% of children across each SIMD decile have successfully achieved their appropriate CfE level in literacy and numeracy.

NIF Priority:

Improvement in attainment	<input checked="" type="checkbox"/>
Closing the attainment gap	<input checked="" type="checkbox"/>
Improvement in health & wellbeing	<input checked="" type="checkbox"/>
Improvement in employability & destinations	<input checked="" type="checkbox"/>

How Good is our School 4 Challenge Question/s:

How well are children involved in planning and identifying opportunities for personalisation and choice? (HGIOS4 2.2)

How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition? (HGIOS4 3.2)

Progress & Impact

Learning Visits

- In most lessons children were actively engaged in thinking and learning.
- Some examples of effective differentiation were evident, in particular by outcome and support.
- In classes where routines such as not hands up, talking tokens, learning partners etc. are well established, lessons are at an appropriate level of pace and challenge.
- Children are confident about talking about their learning and they can identify next steps.
- A variety of resources were used across the lessons observed. The resources/material used were effective in supporting the learning.
- Personalisation and choice is achieved through the use of open ended tasks and digital technology to support pupil dialogue.
- Lessons were coherent and it was easy to determine which part of the lesson was being observed.

Data

- Overall attainment in literacy (87%) is above the Scottish Government's stretch aim.
- Attainment in numeracy (85%) is in line with the Scottish's Government's stretch aim.
- Most children's attainment is line with Scottish Government's expectations for age and stage.
- Attendance levels are high (average of 96% during 2017-2018 session) and as part of whole school quality assurance lateness is monitored.
- SNSA data has been used to support teacher professional judgements as part of whole-school moderation.
- To monitor progress and for the early identification of our most vulnerable pupils (including SIMD 1-3 pupils) all teachers participate in termly attainment discussions informing the flexible deployment of support staff, ASN team and partners in appropriate interventions for learners.
- At these attainment discussions all data (including attainment and attendance statistics, class based assessments and pre/post assessments) is used to support the professional discussion.
- Our whole school tracking tool has helped us to track the on-going progress of all pupils, identify the gap between the performance of year groups and individual pupils including children facing additional challenges and measure the impact of interventions designed to raise and narrow gaps in attainment.
- Support staff receive regular training to up-skill them to support pupils and meet their needs effectively, e.g. Toe by Toe, Clicker 7 and Precision Teaching.

Whole School Moderation programme as part of Quality Assurance

- To support teacher professional judgement and ensure consistency in standards and expectations all teaching staff have participated in a whole school moderation programme (based on QAMSO principles) and ensuring assessment evidence feeds directly into planning of learning.

Next Steps for 2018/19

To enhance School Moderation Programme by:

- engage fully with the National Benchmarks
- supporting teaching staff in the creation of 2 holistic tasks

Further develop school monitoring and tracking tool to ensure that it reflects the local authority guidance (positive interventions through effective data analysis)

Agree whole school Attainment Strategy reflecting the success of positive interventions and their further development/up scaling

School Improvement Priority 2

By June 2018, 100% of all teaching staff will have completed Visible Learning training.

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 are we enabling learners to become independent learners and develop the four capacities? (HGIOS4 2.3)

How well do our questioning strategies enhance the learners' experience and enable higher-order thinking skills? (HGIOS4 2.3)

Progress & Impact

Feedback from Quality Improvement Visit:

- all practitioners have engaged in professional learning, reading and research to effectively implement learning and teaching improvements.
- all staff and pupils have engaged with our development of Seaview Learner Qualities
- all practitioners have made use of Visible Learning impact coaching and instructional feedback models as part of peer observations and learning visits
- all most all staff have used learning pit and solo taxonomy models to support progression

People's views:

Next Steps

Visible Learning Action Plan

QI 2.3 Quality of teaching theme:

- consistency in the use of learning intentions, success criteria and effective feedback to progress learning (links to whole school moderation programme)
- skilled questioning to promote deeper understanding, develop higher order thinking skills and engagement to promote curiosity, independence and confidence.
- individualised approach based on instructional feedback model from Visible Learning

Seaview Learner Qualities and HGIOSeaview

- children can identify how and when they are using the Seaview Learner Qualities.
- teachers reinforce Seaview Learner Qualities through instruction, feedback,

classroom displays, classroom talk and lesson planning.
-development of HGOISeaview to support pupil voice and visible learner strand

School Improvement Priority 3

By June 2020, at least 85% of children within each SIMD decile are progressing in health and well-being as evidence against SHANNARI indicators.

NIF Priority:

Improvement in attainment	<input type="checkbox"/>
Closing the attainment gap	<input type="checkbox"/>
Improvement in health & wellbeing	<input type="checkbox"/>
Improvement in employability & destinations	<input type="checkbox"/>

How Good is our School 4 Challenge Question/s:

How do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included? (HGIOS4 3.1)

How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty? (HGIOS4 3.1)

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What is our capacity for improvement?

How good is our leadership and approach to leadership?

Leadership and responsibility for improvement lies at all levels on the school. From children leading projects to staff all levels assuming leadership roles.

Our PRD is based upon development needs in terms of personal, local authority and national priorities and advice within TP21 and Career Long Professional Learning. Dedicated INSET time and WTA arrangements are given over to evaluating improvements in learning and teaching.

Our staff are highly skilled and enjoy opportunities to collaborate and evaluate new ideas and initiatives. Systems exist within school to share and embed effective practice. Staff regularly review class work either individually, with stage partners or in cross stage groups to make improvements. Additionally, this session all teaching staff carried out personal research linked directly to Visible Learning priorities and PRD targets.

Our culture of self-evaluation is focussed on using professional dialogue to improve outcomes

for our learners and we are using the Visible Learning Impact model and Cluster Impact coaches to support this.

Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration is given to how best to take forward priorities (e.g. use of a range of improvement methodologies). We deliver a series of in-house CLPL sessions, based on good practice at school and cluster level and attend CLPL at local authority and national level where appropriate to meet identified improvement targets.

How good is the quality of education and care we offer?

Networking opportunities exist which allow staff teams to reflect upon and improve the quality of experiences for learners. These include collaborative planning, attainment and moderation discussions, collegiate curriculum workshops and peer visits.

The termly triangulation of data from planning feedback sessions, learning visits and attainment discussions helps staff to reflect on the impact of planned learning and consider appropriate next steps.

Diverse approaches to learning and teaching are evident across the school. There is a balance of methodologies: individual tasks, cooperative and competitive learning, active learning, outdoor learning and the skilful use of technologies to enhance learning. Our staff make good use of AifL principles to motivate and engage pupils and almost all use AifL approaches to support the implementation of Visible Learning.

We ensure the needs of all learners are addressed through termly attainment discussions where children's needs are the main priority in organising the deployment of support staff.

We have developed monitoring and tracking systems based on National Benchmarks to support moderation discussions at staff/stage meetings and feedback discussions with line managers. The rich information and data generated from such actions helps us to respond to, and meet the needs of learners in a timeously manner.

We use a range of standardised test data to support teacher's professional judgements about the progress of individuals and groups of pupils. We use this information to analyse whole school trends over time.

How good are we at ensuring the best possible outcomes for all our learners?

Relationships across our school community are positive and supportive:
For example, 92% of children surveyed as part of our Visible Learning evidence gathering felt that their teacher knows them and makes them feel welcome.

Almost all children are confident and come to school ready to learn. And through the development of HGIOSeaview, are active participants in discussions and decisions about school improvement.

All staff engage in regular professional learning to ensure they are fully up to date with local and national legislation affecting the rights, wellbeing and inclusion of all children.

We deploy support staff flexibly to support specific learners in class who may be at risk of 'missing out'. Those who are suggested for additional support are brought to the attention of the SMT by class teachers through the attainment discussions using the SHANARRI indicators, Boxall Profiles as benchmarks to identify issues.

ASN team is creative and flexible. They respond to arising need in a proactive way. Class links and referral processes allow need to be identified and intervention to be provided. SMT support the work of this team

Our children's achievements in school, at home or in the community are shared and celebrated readily at assembly with a 'Seaview Shout Out', recorded on wall displays, in

jotters and in home/school books which are shared with parents. Further communication with parents is delivered through: Home/School Diaries, Twitter, Newsletters, Class Dojo, Parental drop-ins and Parent/Teacher Interviews/meetings.

We have developed effective partnerships with local business and creative industries to support our STEM week, Digital Learning week and Primary Engineer Award.

All children have the opportunity to develop and apply more sophisticated computational thinking skills through the use of software and apps such as Scratch.

Our children make informed choices about the way digital technology can and should be used to support and enhance their learning.