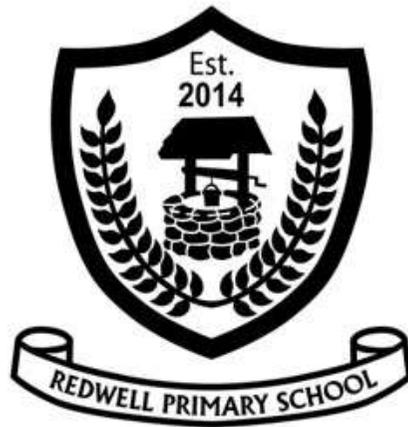


Redwell Primary School



Standards and Quality Report

Session 2016-2017

Standards and Quality Report 2016-2017

Our Standards and Quality Report sets out the priorities for improvement from session 2016 – 2017 and the progress we have made towards achieving these priorities. Our Standards and Quality Report reflects priorities within Clackmannanshire schools' involvement in the Scottish Attainment Challenge and the National Improvement Framework.

Our Context

The school has continued to establish its new structures, staff team and ethos throughout the last two years. The current roll is 424 pupils with an additional 56/56 nursery class, with a mixed provision of pre and pre pre children in both sessions.

The building has been specifically designed to support dynamic and innovative learning and teaching, with state-of-the-art learning technology, as well as flexibility of learning spaces to promote creativity and achievement. Shared learning spaces, both indoors and outdoors, promote cross stage and class learning. All classes have direct access to the outdoors.

The nursery is an integral part of the school's building to ensure smooth transitions and joined early level partnerships. The nursery has been specifically designed to enable children to access resources independently, and with confidence.

The school is situated on extensive grounds, utilising the natural environment which allow children to explore, play and learn together. Redwell benefits from a number of wonderful assets including:

- Technologies that include LCD interactive screens, tablets and netbooks
- Flexible learning spaces within each learning wing
- Extensive grounds that include an amphitheatre, a trim trail, a pond and a purpose built MUGA (Multi Use Games Area)
- A large gym hall that can be used as two gym areas, as well as a whole school assembly/concert with bleacher seating
- A separate dining hall

- High standards are expected of pupils and adults alike. Within the school community we aim to develop responsibility and independence, a feeling of pride and a sense of belonging.

We have identified the following Rights and Responsibilities that underpin our philosophy and practice, create a code of conduct and set values:

- We have the right to play and the responsibility to respect school property and equipment.
- We have the right to learn and the responsibility to come to school prepared and ready to learn.
- We have the right to be safe and happy and the responsibility to be kind and gentle to others.
- We have the right to be protected and accepted and the responsibility to co-operate and allow others to play.
- We have the right to be heard and express our opinions and the responsibility to listen and show respect

| | |
|--|---|
| <p>NIF Improvement Priority 1: To raise attainment in Numeracy</p> | <p>QI: 2.2: Curriculum 2.3: Learning, Teaching & Assessment 3.2: Raising Attainment & Achievement</p> |
|--|---|

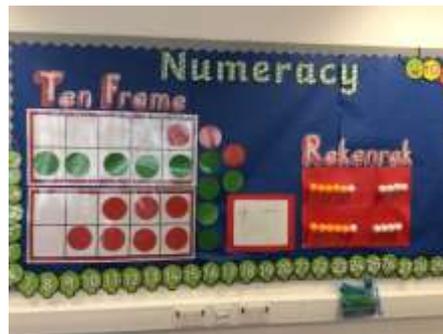
All children in P1 have achieved Early level Numeracy & Mathematics in line with national expectations with most of our P4 and P7 children achieving First and Second levels

To enable us to raise attainment within Numeracy we identified Mental Maths as a key area for development. In February 2016 our Numeracy Champion delivered a CLPL session to all staff aimed at introducing key resources and approaches to ensure consistency and progression in the teaching of mental maths skills across the school. We aimed to improve pupil's mental agility and build teacher confidence in teaching strategies, also to ensure that a progression of skills is established so that children can transition from stage to stage building on their experience of strategies within mental agility. This has been achieved through the following actions:

- All children receiving 15 to 20 minutes per day of quality mental agility teaching & learning experiences
- Teachers using the mental agility Lines of progression document to plan mental agility

- We have purchased some mental agility resources such as 'rekinreks', 'magimixers' dice and playing cards. Teachers and Learning Assistants are using these to support development of mental agility are increasingly confident in teaching mental agility strategies
- At our Open Evening in November Parents had the opportunity to learn about our new mental agility resources, have experience of using them and access the Sum Dog and Education City programmes
- All teaching staff attended CLPL input as part of the attainment challenge and this provided practical strategies for teachers to use
- Sumdog, online game was introduced to P3 upwards and is also being used for homework. Education City online resource is being used across the school, particularly in our P1 and 2 classes
- Nursery staff have introduced the concept of Ten Frames and Rekinreks through play to support early level numeracy development

An increased focus on mental agility has enabled most children to talk confidently about the strategies they are using. This was evidenced in Learning Conversations with our pupils who spoke confidently about using empty numberlines, ten frames and ICT to support their learning.



We have established use of the Clackmannanshire Numeracy Progression Framework to ensure pace and progression from early to second level. This session, all staff from nursery to P7 have been using our new planners which are based on the framework and the numeracy benchmarks are embedded within them. The phase assessments which accompany the framework have been used effectively to assess progress. Consistency in using the framework has led to smooth transition from stage to stage and improved pace in learning & teaching. We have also purchased the Scottish Heinemann Maths teaching files and some associated teaching resources to support staff in planning experiences within Numeracy & Maths.

P7 and P4 have benefitted from a numeracy input through focused intervention groups.

NIF Improvement Priority 2:
To raise attainment in Literacy

QI: 2.2: Curriculum
2.3: Learning, Teaching & Assessment
3.2: Raising Attainment & Achievement

Through the Attainment Challenge, we have introduced the Read Write Inc programme into our P1 classes this session. All staff have attended the full two days Read Write Inc training. Our 'Reading Leader' attended additional training and coaching and mentoring from a RWI tutor and this has supported the implementation. RWI resources and approaches have been incorporated in P3 and P4 groups as part of Support for Learning input. P1 Reading assessments have shown very good progress in line with the RWI expectations. Children have been identified for 'keep up' groups and are accessing daily support and reinforcement.

To promote and develop Literacy Rich environments within our school and encourage an interest in reading/ Literacy we have:

- Developed a pupil group to oversee Library developments and seek views of wider pupil forum to create library spaces
- Established comfortable and accessible Library areas within each wing which the children are accessing daily
- Audited and improved the variety of genres of books available in school including more non-fiction texts and graphic novels, this has been particularly appealing for our boys
- Established links with Alloa Library with several classes visiting this session
- Created an author list from which all children will experience from P1-7, all classes are being read to daily
- During our Literacy Focus week an outdoor reading area was introduced for children to use at their break and lunchtime
- DEAR (Drop Everything and Read) and ERIC (Everyone Reading In Class) were introduced during our Literacy Week
- Parent volunteers have helped to set up/ reference Library areas in wings and begin lending system
- Invited National Theatre groups into school to perform Plays to all stages, 'Theatre In Schools' project
- Extended the array of Reading materials available in our nursery and updated the content of story sacks for use at social group time
- Placed outdoor blackboards in our nursery garden for children to write
- Participated in several 'Author's Live' events and shared our learning on twitter
- Participated in the First Ministers Reading Challenge, recording the number of books we have read. The number has increased as the challenge has progressed



Within Literacy we have continued to develop our 1+2 framework across the school. Scots, Gaelic and French frameworks are being used for planning. Other Languages have been promoted throughout the year through:

- Scots focus weeks in November and January
- Scots and French signage around the school and Welcome signs created to represent the diversity of languages spoken by our staff and pupils/ families in our community
- Tapsalteerie, Scots for Tots workshop for nursery to P2
- Scots language Assembly delivered by Tapsalteerie Theatre Company
- New novels in Scots purchased and being used as class novels and within reading groups
- French resources audited and collated and being kept in a central resource area
- FLAME trained teachers have used their expertise to deliver French



| | |
|--|---|
| <p>Improvement Priority 3: To create a nurturing ethos within Redwell and ensure that the Health & Wellbeing needs/ education of all pupils is being met</p> | <p>QI: 1.1: Self- evaluation for self-improvement 2.2: Curriculum 3.2: Raising attainment & achievement</p> |
|--|---|

We have established 'The Redwell Way' as the overarching theme for our positive ethos. The children revisit the meaning of this termly. Positive reward systems are place and being used consistently to reinforce this:

- All classes are now using Class Dojo points and a total of 79 % of our parents have signed up to receive alerts, parents and children have responded with great enthusiasm (comments)
- We have established the 'Golden Ticket' system and children continue to be motivated to win their class' daily ticket.
- The Cool In School programme has been introduced as a Health & Wellbeing focus at the start of each term. Support Staff have participated in these lessons so that shared Language and strategies can be used consistently in class and in the playground

- Lego Lunches has been introduced in our dining hall. Children are motivated to earn a house group coloured lego brick and add it to their house group 'tower'. The dinner hall is increasingly tidy and the level of responsible behaviours has increased considerably
- Our Achievement Tree continues to be a success with Parents informing us regularly of wider achievements. This session we have celebrated a total of 452 achievements from nursery to P7, presenting these leaves at Assemblies.



A yearly calendar of Health & Wellbeing awareness raising and fundraising opportunities was established based on the needs of our school community. These included:

- Dyslexia awareness week where all children attended an Assembly led by our Support for Learning teacher and took part in class related activities. We have now begun to use a dyslexia friendly font in all text signage around the school building
- Autism awareness Assembly and fundraising for local autism charity 'Plus'
- All children from nursery to P7 took part in the British Heart Foundation Jump Rope for Heart event and enjoyed completing the McTuff obstacle race
- Children from P1-7 completed the Cancer Research Race for Life alongside our cluster schools at the West End park, many of our parents attended and joined in
- All children took part in a variety of activities to mark National Anti-Bullying Week. Worry boxes were established in each wing and children have used them to share any worries

- Teachers have incorporated our calendar of health related themes into planned teaching and learning experiences. Themes have included Healthy Packed Lunches, Flu Immunisation and Healthy Teeth. We have worked successfully with the Childsmile programme to ensure all children from nursery through to P3 brush their teeth in school every day



We have extended opportunities for parental involvement throughout the year. 'Sharing Learning Afternoons' for each stage have been a great success and very well attended with parents and carers coming to an Assembly then accessing the wing and classroom to take part in associated Learning activities led by their child. The feedback from our parents has been very positive:

'Lovely ethos and atmosphere, nice to see so much evidence of learning' P7 parent

'Interaction with my child and his school work was a great experience' P3 parent

'Great idea having interactive activities for parents and children to work on together' P4 parent

'My child was able to talk so happily and openly about her learning' P2 parent

'Particularly thoughtful to involve the siblings in the Assembly audience, helps to support the discussion at home in the evening'
P7 parent

Our Meet the Teacher night in September and Open Evening in November were well attended. Parents spoke positively of both these events:

'It was a good opportunity to discuss progress informally and we loved tasting the school dinners!' P4 parent

'An extremely useful, well organised evening. Informal and relaxed opportunity to discuss learning, resources and progress with teachers and SMT' P1 parent

In our nursery we have established a PEEP group and 4 parents have attended the first block of sessions along with their child. The parents and children have spoke positively of the play ideas, support and social benefits of taking part. This group has been advertised to new nursery parents with a higher uptake in place for starting again in August.

We responded to some parental concerns about children's use of social media out of school by organising an Internet Safety workshop through the NSPCC. Around 40 parents attended this event:

'The workshop was really useful, our son has just started to use the internet and we wanted to know how to keep him safe'

P2 parent

'We found it useful to find out about trends in social media. Our son enjoyed the pupil workshop and learning the 'Pantosaurus' song!' P1 parent

We have recruited two new parent volunteers who are working in classes and around the school on a weekly basis. This takes our volunteer numbers up to 6 in total who are supporting classes across the school every week.

Communication and opportunities to share the work of our school with parents and a wider audience has been evident within:

- Our Twitter followers increasing from 79 in August 2016 to a total of 450 in June 2017
- Class Glow Blogs being viewed by increasing number of people and being updated regularly to share learning at each stage. Parents have begun to interact with the blogs by leaving comments and questions

We continue to meet the needs of all children in school by establishing a structured softstart session in each wing every morning. This is coordinated successfully by our Learning Assistants and the children involved are benefitting greatly, being more 'ready for learning' when they access class. We have established and resourced a sensory room which is now timetabled throughout the day for sensory play, relaxation, movement breaks and 1:1 therapy by Speech & language and Inclusion. All children take part in a daily mile outdoors as part of their timetable.

We have extended the choice of lunchtime and after school clubs available for our pupils this year. This has included clubs for Craft, Italian, Rugby, Running, Indoor Bowls and Chess. Our P7 Rotary Quiz Team were runners up in the Primary Schools annual quiz

Within Physical Education we continue to deliver a high quality 2 hours of PE for all children every week. Our children have opportunities to attend festivals, events and competitions throughout the year. Success stories include:

- Gaining our Gold Award from the CPSSA for attending all available events this session
- Runners up in the annual County Sports
- Being awarded our Sports Scotland Gold Award through gathering evidence of commitment to Sport and Exercise
- Winning Primary School Team of the Year for Athletics at the Clackmannanshire Sports Council Awards
- Representation and success at Scottish Schools Championships for Orienteering and Kayaking



We have established an action plan to raise awareness of Developing Young Workforce priorities. All staff have attended two collegiate

| | |
|---|--|
| Improvement Priority 4: To develop skills for Life, Learning and the world of work | QI: 2.2: Curriculum 2.3: Learning, Teaching & assessment 3.2: Raising attainment & achievement |
|---|--|

sessions to become familiar with the principles behind DYW. A skills focus has been incorporated into weekly planning and the DYW principles are embedded within our Social Studies and Sciences curriculum pathways.

Pupil Voice groups have been established this year and children took part in a recruitment process supported by staff from Alloa Academy. They completed applications for various roles, shared their skills and were interviewed. The various groups had many successes this year:

- P6 Young Leaders delivered a successful MacMillan Coffee Morning raising more than £700 for the charity
- Young Leaders have supported our younger children in the playground and played a front of house role at school events including helping at stalls during the May Fayre
- Junior Road Safety Officers have worked with the Community Road Safety Officer to design and place park safe banners at our drop off zones. They have co-ordinated the WOW (Walk to School) campaign and we are delighted to have been the 3rd highest scoring school in Scotland in October 2016 for the number of pupils walking/ cycling or scootering to school. Our P5 and P7 children all completed their Bikeability training this session
- Our Digital Ninjas in P5 have supported other classes in using the I pads for movie making. They have started to support classes in updating Glow Blogs
- We have established a Sustainability/ Young gardeners group to develop aspects of planting and growing in our school grounds. The nursery children have been responsible for keeping our indoor plants healthy
- Librarians have been appointed in each wing to keep the Library spaces tidy and updated regularly



A directory of parents who expressed an interest in sharing their skills and jobs with pupils has been created. A total of 22 parents have volunteered and teachers can now seek to invite parents into school when their job relates to a learning context. We have had nurses, fire brigade, optician and seamstress in school this session to deliver talks and workshops at various stages.

Developing Young Workforce Ambassadors have been appointed and they delivered a whole school Assembly at the start of the year to share our School Improvement Plan. They helped to organise a focus week in April which engaged businesses in the local community and parents. This highly successful week included:

- 42 planned experiences for children from nursery to P7 across the week. This included personalisation & choice for pupils in P4-7 who signed up for workshops that appealed to them
- Workshops and Talks included NHS staff, Environmental charities, First Aid, Clothes making, Dance and drama
- Local business links were formed through workshops from The Cake Bank, The Gate charity, Jutexpo bag company and Forefront Stage School
- The DYW Ambassadors worked with a film maker to create a film of the week's activities
- Several of our P7 children took on apprenticeships by shadowing school staff to experience their jobs

“When I was helping Mr. Hopkins I helped to set up the equipment. I encouraged people to get involved when they didn't want to”

‘I demonstrated the activities to the younger children. It was a lot more stressful than I thought it would be as you had to be very organised to be a teacher’

- All classes accessed the JED (Jobs Education Database) online to research different jobs
- A DYW Glow blog was used effectively to document the week to share with a wider audience alongside Twitter

Parents and children expressed very positive feedback about DYW activities:

‘The world of work blog was fantastic, it was great to see all the visitors who came into school. My daughter enjoyed the cake decorating workshop’ P7 parent

‘Great to see the children thinking about what jobs they could have in the future and the types of things they can do in and around Alloa too’ P4 parent

“All of the different people from Sports Development told us about their backgrounds and why they chose to work for Sports Development. One of the main points that they all agreed on was that the most important thing you need to be successful in sport is a positive mindset. This involves working extremely hard and hard work is more important than talent.” P6 children



Improvement Priority 2:
To develop Global Citizenship and Sustainability in the work of our school and it's wider community

QI: 1.1: Self- evaluation for self-improvement
2.2: Curriculum
3.2: Raising attainment & achievement

All staff took part in a collegiate session which introduced the Sustainable Development Goals. Each stage from P1-7 was then assigned a Global Goal to incorporate into their curriculum plan. Children shared their learning within that specific Global Goal at a whole school Assembly. Global Goals are now embedded within Redwell's curriculum plan with relevant links to Science and Social Studies contexts and our local environment.

Our Pupil Sustainability Group has had a successful year including:

- Planting vegetables in the school's raised beds area
- Helped the local countryside rangers to plant fruit trees in the school grounds
- Achieved our first Green Flag as part of our Eco Schools commitment
- Promoted recycling around the school and supported the weekly recycle of paper and cardboard
- Taken part in Litter picking to keep our playground tidy



In nursery we have developed our outside area which is now being used more regularly and in more creative ways to develop early level learning and quality play experiences. In nursery, we have:

- Sourced loose parts materials to create a building site/ imaginative/ risky play
- Expanded our outdoor mud kitchen and introduced new equipment
- Planted fruit, vegetables and used the 'crop' for nursery snack
- Established an outdoor day every week where all learning occurs in the nursery outdoor area and the wider school grounds
- Involved parent volunteers in improving our outdoors, painting our sandpit, laying decking and planting
- Introduced fire building into outdoor experiences



Two of our teachers visited Rwanda during July 2016. They worked in schools and within the local community. Our Green Wing classes (P3, 4 and 6) took part in a Global Citizenship project about Africa, this allowed them to make Global Citizenship links to the Rwanda experience, the artefacts and photographs brought back and compare life in Africa to Life in Scotland. A visitor from Ghana also worked with classes to raise awareness of life in Africa.

We were delighted to gain a visit from the Global Citizenship Bus in September 2016 and classes visited to find out more about the wider world and our place within it.

