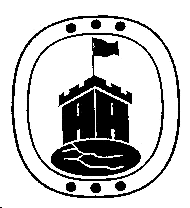
**MEARNS PRIMARY SCHOOL AND NURSERY CLASS**



**Standards and Quality Report**

**Session 2013/14**

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***The Standards and Quality Report – key purposes:***

* to report on our progress in implementing priorities listed in the school improvement plan
* to indicate the impact the school improvement plan has had on learners
* to indicate the progress made in meeting agreed targets in appropriate areas
* to provide an evaluative summary of the quality of work across a range of areas in the school, which is evidence based
* to highlight strengths and identify priorities for next year

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***The School***

Mearns Primary School is situated in the area of Newton Mearns in East Renfrewshire. There are many new residential developments close to the school. Mearns Primary is a non-denominational school attended by children from many different cultural backgrounds. This enriches the experience of pupils growing up in a multicultural world.

The school moved to its new premises in August 2001 and was one of the first primary schools in Scotland to be funded through the PFI initiative.

Mearns Primary works with the Eastwood High School and Mearns Castle High School Clusters. Cluster schools associated with Eastwood High are Crookfur, Neilston and Uplawmoor Primaries, and Madras Nursery School. Those associated with Mearns Castle High are Calderwood Lodge, Eaglesham and Kirkhill Primaries, and Hazeldene Nursery School.

The school roll for session 2013/14 was 801 in August, which included 120 nursery children

(60 / 60). Teaching staff allocation was 41.0 FTE, including an additional 2.0 for the nursery class and 1.5 Support for Learning teachers. In line with national policy, the school implements an inclusive policy and had an additional staffing of 16 Pupil Support Assistants (10.21 FTE) and 1.0 Bilingual Support Worker. Other support staff included an Office Manager, 6 Clerical Assistants (4.59 FTE) and a Pupil Supervisor. In the nursery, in addition to teachers, there is also a Senior Child Development Officer and 3 Child Development Officers.

***Our Vision Statement***

Our vision statement was revisited with staff, pupils and parents during Session 2011/12. It forms part of a School Charter linked to the United Nations (UNCRC) Articles, detailing rights of children and the responsibilities of pupils and staff. This work was also a result of a review of our school code of conduct and reward system.

* **M**otivated to be a sharing and caring community
* **E**veryone is equal and valued
* **A**chieving and challenged through excellent learning and teaching
* **R**especting rights and responsibilities
* **N**urturing a healthy active lifestyle
* **S**upporting each other in a safe, happy and successful school

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***Our Main Priorities for 2013/14***

* To develop an appropriate curriculum to ensure pupils achieve Experiences and Outcomes of CfE
* To continue to raise pupils’ attainment in Literacy and English
* To improve attainment in Mathematics, revisit strategies and methodology for teaching problem solving to support pupils to achieve success in this area
* To ensure all staff have appropriate CPD in relation to effective learning and teaching to take forward CfE areas prioritised
* To improve pupils’ holistic experiences in HWB across learning
* To expand well established partnerships with parents and other agencies across learning. Continue to involve parents in working groups and work with them and other partners to support learning
* To continue rigorous approach to self-evaluation with leaders at all levels making a difference
* To embed a shared vision with the whole school community with leaders at all levels making a difference and promoting continuous school improvement

***Progress on these priorities are in the sections which follow.***

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***Range of Evidence***

As part of our procedures for monitoring school effectiveness, the school uses *How Good Is Our* *School 3* (HGIOS 3) Quality Indicators, *Child at the Centre 2* and *Journey to Excellence* to audit all areas of our work.

* staff peer evaluation
* learners’ evaluations of their learning experiences
* monitoring of learning and teaching, attainment and achievement throughout the year
* benchmarking the quality of work with schools of similar characteristics and of identified good practice
* surveys carried out with staff, pupils and parents
* whole school/departmental evaluation through audit
* themed audits focusing on a particular aspect of the work of the school which cuts across specialisms and quality indicators, e.g. literacy, numeracy, equality and fairness, care and welfare, health and well-being,
* observation of practices with learners and staff, and by managers through, for example, learning visits and learning walks where the focus is on the experiences of the learners
* focus group discussions with learners, teaching and support staff, parents and users
* information from partners such as educational psychologist, school-based social workers, youth counsellors, campus police officers, school nurses

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**How good are we at recognising achievement and raising attainment?**

**HGIOS 1.1**

***Evaluation: Very Good***

**PROGRESS, IMPACT AND OUTCOMES**

Mearns pupils are progressing and achieving well in their broad general education using many opportunities for inter-disciplinary learning to allow them to transfer skills across the curriculum. They are making good progress through the CfE levels in all curriculum areas, including progressing and achieving well in literacy and numeracy and developing the skills for learning, life and work.

Pupil focus group discussions allow pupils to feedback about their learning and articulate their level of attainment and progress.

**ATTAINMENT**

Pupils’ progress and CfE levels of attainment are carefully tracked using the ERC tracking system, staff meetings and shared NCC time involving moderation exercises, and during professional dialogue meetings. Support for individual pupils is discussed ensuring challenge for the more able. Teachers contribute effectively during these meetings showing an increased confidence in the analysis and interpretation of data;they plan effectively to support pupils to develop and apply skills and achieve E&Os. Targets are also agreed at these times with reference to ERC Learning Gradient.

Winter assessments are carried out at every stage in January and Spelling assessments in August and January. New Spelling assessments (SWST) will be introduced in August 2014.

* ***Standardised Tests***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **P3** | | **P5** | | **P7** | | **Overall** |
| **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** |
| **Reading** | 99% | 101% | 100% | 106% | 110% | 100% | 99% |
| **Maths** | 103% | 98% | 102% | 105% | 107% | 100% | 100% |

Standardised Test results show a positive improvement in performance in all P5 and P7 classes for Reading and Maths. Multi-lingual background children are performing well.

* ***Baseline***

|  |  |  |
| --- | --- | --- |
|  | **Literacy** | **Numeracy** |
| **Boys** | 100% | 98% |
| **Girls** | 96% | 102% |

P1 Baseline assessment results in September 2013 show that whilst we are maintaining results in Literacy, there is still a four point gap between the girls and boys evident. Girls are above the authority average at 102 and the boys slightly below at 98. Numeracy results indicate that all pupils are performing well if slightly below East Renfrewshire Council average at 98.

* ***Developmental Milestones***

East Renfrewshire introduced the Developmental Milestones assessment for the first time this session. All P1 pupils were assessed in September 2013 with 45% achieving success. We continue to work towards the national target of 70%.

* ***CfE Levels***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **P1** | **P4** | **P7** | **Overall** |
| **Reading** | 81% | 75% | 80% | 78% |
| **Writing** | 82% | 75% | 74% | 77% |
| **Maths** | 89% | 75% | 77% | 80% |

Tracking Database results show that there needs to be a focus on attainment levels in P4 next session.

* ***Lowest 20% Support***

Funding from ERC allowed us to focus additional support on the lowest performing 20% of pupils.

|  |
| --- |
| In P7 the literacy scores of the 20% **increased** on average 3.44  In P5 the literacy scores of the 20% i**ncreased** on average 1.82  In P3 the literacy scores of the 20% **decreased** on average 1.14 |
|  |
| In P7 the numeracy scores of the 20% **increased** on average 0.46  In P5 the numeracy scores of the 20% **increased** on average 2.47  In P3 the numeracy scores of the 20% **increased** on average 4.79 |

The anomaly in P3 literacy will be further analysed using available data to clarify where support and intervention is required. Although we can not attribute improvement made totally to this support we are pleased with the number of value added results achieved.

* ***Correlation of Professional Judgements with CfE Levels and Standardised Test Results***

Teachers are becoming increasingly confident in making judgements about CfE Levels and progress within these levels. This has been made possible through consistent moderation exercises and purposeful professional dialogue.

**RECOGNISING AND CELEBRATING LEARNING, SUCCESSES AND ACHIEVEMENTS**

* ***Pupils***

We celebrate pupil learning, success and achievement across the four capacities of CfE in a variety of ways that allow pupils involvement in their own learning. They are encouraged to include successes and achievements from both within and outwith the school, and to share them with parents, visitors and the wider community.

* achievement PowerPoint shared at assemblies
* whole school and stage assemblies
* school Samba band
* school choir at Prince’s Square
* school Show
* school Talent Show
* school Award Ceremony
* Nursery Daffodil Tea for grandparents
* P1-3 Nativity
* P2 Museum
* P2 Zumba DVD
* P4 Rights Respecting DVD (showcased at Equality Forum)
* P5 Burns Supper
* P6 ‘Make £5 Grow’ (Virgin Money initiative)
* P7 Leavers’ Service
* Christmas and Easter Services (held in local churches)
* pupil work sent home regularly for parents to view and comment on
* class HWB folders
* high quality displays of pupils’ work
* competitions
* variety of out of school activities, including residential experiences
* Bollywood Dancers presenting at Eastwood High School
* class blogs/ e-portfolios
* school newsletter
* school website/ Twitter account
* features in local press

Pupils are successful, confident, exercise responsibility and contribute to the life of the school and wider community.

* Prefects
* Monitors
* Pupil Council
* Eco Committee
* Peer Mediators
* Playzone Leaders
* Lunch Hall Monitors
* Choir (community performances)
* ***Staff***

We also celebrate achievements of staff through weekly ‘Round-Up’ sessions, school newsletters and the school website e.g

* additional qualifications
* 'Primary Science Teacher of the Year 2013' – Paul Tyler (Primary Science Teachers Trust)
* 8 new babies for staff this year
* 2 staff weddings
* Noteworthy staff birthdays!

**SCHOOL, CLUSTER AND INTRA-SCHOOL EVENTS**

* ***School***

A wide range of school clubs are available to ensure pupils have the opportunity to achieve in a range of activities. Some of these clubs were led and managed by school staff and ERC staff.

Maintaining a focus on ‘Inclusion, Achievement and Ambition’ for all, we track participation in clubs in order to ensure that we meet the needs of all our pupils, in particular our most vulnerable pupils.

* P1 Homework for selected pupils (Bilingual Support – after school)
* P1 Fine Motor Skills (CT – after school)
* P1 story Squad (CT – after school)
* P2 Homework for selected pupils (Bilingual Support – after school)
* P2/3 Rugby (Whitecraigs RC – after school)
* P2 & P3 Commonwealth Games (ERC – lunchtime)
* P3 Singing (CT – lunchtime)
* P3 Spelling for selected pupils (CT – lunchtime)
* P3, 4 & 5 Computer Explorers (after school)
* P3-7 Bridge (Mr Wylie – after school)
* P3-7 Chess (Mr Wylie – after school)
* P3-5 Karate (after school)
* P4 Choir (CT – lunchtime)
* P4-7 Cricket (ERC – lunchtime)
* P4/5 Street Dance (ERC – after school)
* P4/5 Kindle Club for selected pupils(CT – after school)
* P4/5 & P7 Football (ERC - lunchtime)
* P5 Mandarin (Miss Qin – after school)
* P5 Cycle Club (PT – after school)
* P5 Mario Kart for selected pupils (CT – after school)
* P5-7 Choir (CT – after school)
* P5/6 & P6/7 Fitness (ERC – after school)
* P5/6 Bikeability
* P6 Badminton (CT – after school)
* P6/7 Scripture Union (CT – lunchtime)
* P6/7 Knitting Mania (CT – lunchtime)
* P6/7 Drama (CT – after school)
* P6/7 Ethos (CT – after school)
* P6 & P7 Bollywood Dancing (Bilingual Support – after school)
* P7 Netball (CTs – lunchtime)
* P7 Samba Band (PT & CT – after school)
* P7 Problem Solving for selected pupils (CT – after school)
* Sports Days (P1, P2-3, P4-5 and P6-7)

Pupil and staff evaluations of these clubs confirmed that most thought the experience was very good and that they had learned new skills and benefited from working as part of a team. In a pupil survey, children rated extra curricular activities as being very good or excellent. Children spoke of developing a number of skills as a result of attendance at extra curricular clubs and felt that in particular; they developed skills in working with a partner and as a member of a team.

Pupils were grateful to staff for the large and varied number of activities available to them and suggested activities for next session. A group of P7 pupils lead a P4 choir and we continue to encourage leadership opportunities for pupils

* ***Cluster/ Intra-School Events***

Pupils have also had opportunities to be involved in Cluster and Intra-School events this session with some focusing on the transition at N-P1 and P7-S1 stages.

* MCHS School Show (P7)
* Nursery Cluster Commonwealth Games (Pre-School)
* Commonwealth Roadshows (whole school)
* P6 Technology Event (EHS)
* P7 Induction Programme
* Football
* Netball
* Badminton
* Chess
* Technology (Knex)
* Carnegie Book

**OTHER DATA**

* ***Attendance***

We continue to monitor attendance and punctuality, contacting parents/ carers and implementing follow-up procedures as required. This has not included the support of the Attendance Officer this session.

* ***Racist and Bullying Incidents***

We pride ourselves in being a multi-cultural school and value the diverse backgrounds represented by our pupils. We continue with our work in school to eliminate any racial incidents or incidents of bullying behaviour. This session we submitted a nil return for both.

**SCHOOL ACHIEVEMENTS - 2013/14**

We have had continued success this session in providing opportunities for Mearns pupils to represent our school, both individually and as groups, enjoying a diverse and wide range of successes and achievements.

* Diana Award – Peer Mediation
* £ 6700 raised for different charities
* Bronze Accreditation for Family Learning Approaches (Nursery)
* Burns Singing (National 3rd Prize)
* P3/4 Malawi Bags
* Advent Programme - a different charity was supported over each week of Advent as follows; Newton Mearns Parish Church for Social Work - toys for children, Food donations - Lodging House Mission and Chocolate - Glasgow City Mission

**AREAS FOR IMPROVEMENT**

* Continue to raise pupils' attainment in Literacy and English by embedding developments of last session's working group in talking and listening.
* Share good practice in approaches to teaching of reading skills and address recommendations of ERC Literacy Strategy Review.
* Monitor and track pupils' progress and achievements in the broad general education. (school and clusters).
* Continue to raise attainment in Numeracy and Mathematics and address recommendations of ERC Review.
* Continue focus on skills with increasd articulation of skills by pupils.
* Ensure all staff are clear about skills to be taught for life and work and also ensure progression of skills in Enterprise activities and Masterclass sessions.
* Maintain focus and good practice across school relating to Respecting Rights and Global Citizenship. (Both highlighted in HMIe report).

**How well do we meet the needs of our stakeholders?**

**HGIOS 2.1, 2.2, 3.1, 4.1, 4.2, 5.1**

***Evaluation: Very good***

**PROGRESS, IMPACT AND OUTCOMES**

**PUPILS**

Mearns pupils are motivated and eager participants in their learning. Almost all have progressed well and made very good progress from their prior levels of attainment and wider achievement. Learners feel safe, nurtured, healthy, achieving, included, respected and responsible.

* ***Development Work***

We have undertaken further development of CfE to provided opportunities for pupils to apply both their literacy and numeracy skills in relevant context to provide further challenge and to deepen understanding.

* ***Learning and Teaching Approaches***

Most classes encourage purposeful learning through excellent learning and teaching approaches. Learning activities reflect the needs and interests of pupils and allowing them to be appropriately challenged and to make connections with real life experiences and contexts.

We have maintained consistency in quality formative comments and in effective self and peer assessment, linking back to success criteria for each lesson. This process supports pupils in being independent learners and helps them to know what they need to do to improve.

* ***Assessment Approaches***

Pupils have become more skilled in improving their own work through the embedded use of formative assessment strategies and sharing of good practice.

* ***Use of Technology***

Mearns continues to make great strides towards creating exciting and progressive experiences in line with Curriculum for Excellence (CfE). ICT continues to feature heavily throughout this process making the curriculum relevant for a modern society. These projects and innovative teaching approaches have increased motivation, raised attainment, made sustainable links between home and school, and have driven staff and pupils to raise expectations, and break down barriers to learning.

* + **School Website –** adapted after comprehensive feedback to ensure it meets the needs of all of our stakeholders
  + **Twitter –** used to keep parents up to date with important events and to share successes and achievements with the school and wider community
  + **Cashless Canteen Service** – pupil use pin codes to access their accounts
  + **Email & Texts -** used to inform parents with important messages and for sending the school newsletter home each term as part of our Eco drive

In Nursery ICT is used to its full potential on a regular basis. Technology such as digital cameras, IWB, tills, talking tins, Flipcams and Beebots feature extensively in the Nursery to explore numeracy and literacy experiences and outcomes across the curriculum in an active way. They are all used to put exciting and meaningful experiences into context, as well as developing skills for learning, life and work.

Technology is used very well in most classes to enhance pupils’ learning experiences and to support learning and teaching.

* + **Glow -** utilised in most classes as a means of showcasing pupil work and communicating with parents. Some classes have also participated in national meets with authors.
  + **Moving Image Education -** has provided many age-appropriate short films that have been used as texts for literacy. P2 undertook a series of lessons based on the short film *The Lucky Dip.* They covered many areas of the curriculum and transferred many skills they had been learning in their reading lessons. P7 were recently involved in a Moving Image lesson that incorporated talking and listening, and digital literacy. The talking & listening aspect was supported by ICT (i.e. using Garageband on the Macs to record and edit some pupil discussion) There was also a focus on the use of sound and camera during the analysis of the animation which provided a good link between literacy and the use/ application of technology. (e.g. in the context of animation)
  + **Visualisers -** used effectively as a tool for formative assessment. The pupils revel in seeing their work on the board and the enjoy opportunities given for peer assessment
  + **Interactive Whiteboard (IWB**) - integral to teaching in Mearns, this resource allows teachers to deliver interactive lessons in all areas of the curriculum
  + **Activote/ ActivExpression -** used in connection with the IWB, these tool allow teachers to poll the children in the class. Each pupil has a handset and can vote on the questions the teachers set. The results are instantly displayed on the IWB to be dissected and discussed.
  + **Youtube –** used by teachers to find teaching aids for everything from multiplication tables to news reports, weather, and even Zumba
  + **Kindles-** Mearns has two class sets of Kindles that are being used to aid reading lessons. The benefits have been the increased motivation towards reading, and the way in which pupils can alter text size and appearance to suit their own preference
  + **Education City -** Education City has been a great success in the school. Internet access in all classrooms means it has been used by all pupils as part of their maths and language programme. Children highlighted as having difficulty within maths and language have had targeted support with a ‘My City’ account. Parents have also purchased access to this from home where staff can monitor usage, set homework tasks and create revision pathways from assessment data. In a recent survey the majority of children said that they enjoyed using Education City at home as an alternative to traditional homework activities.
  + **Nessy -** Nessy is a program that is used to help pupils with their understanding of phonics. There are a range of games that excite the pupils, and the program tracks the progress of the pupils making it a valuable tool for teachers
  + **Wii -** The school operated a Mario Kart club this session tackling numeracy and literacy through game based learning. The selected pupils took turns in playing games, then solving problems and undertaking writing tasks based on Mario Kart
  + **Nintendo DS –** consoles that have been used in connection with Professor Kageyama's Math Training to help improve the motivation and confidence of pupils. The game allows pupils to practise their multiplication tables, division, addition and subtraction skills in an engaging manner. It also allows the pupils to link up and compete against each other to really put their skills to the test
  + **Clicker** - a computer program that aids pupils with their writing. The program also reads each sentence to the pupil as they progress, allowing them to listen and check for any errors. The final piece of work can then be printed off and assessed by peers or the teacher.
  + **Scanners -** used to upload examples of work from a range of pupils on the school website and in Class Blogs and E-Portfolios
  + **Digital Cameras -** used by teachers and pupils to document learning in all areas of the curriculum. The photos taken form part of displays, blogs and e-portfolios
  + **Video Cameras -** used to allow the pupils to support peer and self assessment on a daily basis across many curricular areas
  + **E-portfolios –** used by P4-7 pupils to keep track of their achievements and progress.
  + **Class Blogs -** used by most P1-3 classes to allow parents to share their child’s learning.
  + **Laptops** - used to support learning with a variety of ASN maths and language software

The technology has allowed pupils to learn in an active and enterprising way. The impact has been evident in terms of the opportunities provided allowing most of our pupils to achieve their highest potential through personal support and challenge. Confidence levels are high, and the technology continues to be used to ensure that learning and teaching is maintained at an excellent standard as recognised by HMIE. In a recent pupil survey, children said that they enjoyed updating their E-Portfolios with their achievements.

* ***Pupil Voice and Leadership Opportunities***

Learner voice is very strong in Mearns Primary. Pupils’ views are asked for on a regular basis, both in class making choices, in discussions about targets and also in school activities. Pupil groups are regularly given the opportunity to develop leadership skills

The Pupil Council is a forum where pupils have a voice. Representatives consult with their classes and bring issues to the council for discussion. The Pupil Council made decisions throughout the session including which charities to support and the fundraising events that would be held. The council also decided to have Commonwealth Games as the theme for Sports Day after consultation with their class members. Two council representatives also attended meetings with the Director where they fed back about the main events happening in the school.

Pupil Dialogue groups are used termly to seek pupil views on their learning experiences and are used to inform future planning and ensure they feel valued members of the school community. Online surveys have been used successfully this session to gather pupil views in areas such as ERC catering service, the school curriculum and extra-curricular activities.

* ***Transition/ Induction Programmes***

Valuable induction at N/ P1 and P7/ S1 are provided. Transition meetings from stage to stage and extended transitions for identified pupils are effective. Very good arrangements are in place to support all pupil transitions at all stages, especially N-P1 and P7-S1. Smooth transition and timely meetings for pupils at key points of transition are provided.

We introduced Home Visits for Ante Pre-School children to support transition from home to nursery. The initial feedback is positive.

E-portfolios on Glow will continue to be updated and will be transferred to the relevant secondary school to help form a basis for the initial pastoral meeting and to support pupils to continue reflecting and looking forward in their learning.

Eastwood High School and Mearns Castle High School both organised P7 Sports Days. Extended transitions for identified ASN pupils at each high school were also facilitated

* ***Pupil Support***

There is a strong, well coordinated support network for pupils. Support by FMT and PSAs has again been focused, linking to the needs identified in discussions during professional dialogue meetings. PSAs also support play outside during breaks.

Our Support for Learning Teachers and Bilingual Support Worker continue to provide very good support to pupils and provide advice and support to teachers and parents/ carers on how best to support pupils with their learning.

Our Learning Centre with its extended nurturing approach has a positive impact on individual pupils and their families. We have an established a supportive STINT process involving review meetings for identified pupils with ASN that are focused on STINT strategies. We have continued to enhance our pupils’ HWB experiences in many different ways with continued focus on keeping our pupils active and motivated. A range of technologies, strategies and groups are utilised to support the learning, social, emotional and behavioural needs of individual pupils.

JST working with Educational Psychologist, Social Worker, School Nurse, Sensory Support, Family Learning and targeted involvement of Campus Police Officers facilitates joint working to benefit pupils and their learning.

Funding provided by the Director of Education allowed for additional temporary teachers in school from August to March which allowed us to have two teachers providing extra support to those pupils whose attainment was in the lowest 20% for Language and Mathematics. Focus was given to support with basic Maths skills and the use of Kindles for reluctant readers.

**STAFF**

* ***Involvement and Commitment to Life and Work of the School***

The professional involvement and commitment of staff to ensure that pupils receive high quality education is in many ways excellent.

All teachers are members of, and sometimes lead, working groups to take forward the work of the school. Some teachers also represent Mearns in both Eastwood and Mearns Castle Clusters as members of Standing Committees and Improvement Teams.

Staff recognise their professional and professional responsibility for the personal and social development and health education of all children. Many teachers attend school events and lead lunchtime and after school clubs to support this. All staff ensure high quality relationships between them and all pupils and teachers know their pupils very well.

* ***Career-long Professional Learning***

Staff readily engage in personal and professional development to improve pupils’ attainment and achievement. Some members of staff have already gained extra qualifications in different areas and some staff are at present involved in professional study.

Annually, all staff take part in CPD which can be determined by school priorities, authority developments or by teachers’ and support staff’s professional requirements. Through the sharing of staff expertise and a willingness to contribute to our culture of improvement, staff are able to ensure standards are maintained by attending quality CPD on an informal basis. The work of the Moderation Facilitators is an example of how this type of development has impacted positively on pupils’ learning experiences.

All teachers had experience of the local authority moderation event to develop knowledge and understanding in the process of moderation and to develop staff confidence in making sound judgements about pupil performance. Peer learning visits have also ensured continuity and progression across the school/ stages. This has impacted on teaching and learning in school by focusing on the experiences and outcomes of CfE levels and raised staff expectations of pupils.

* ***Views***

Staff have a clear and shared understanding of what is involved in providing high-quality education and are motivated, and meaningfully involved in improving the quality of the school and its impact on pupils through different opportunities, including the evaluation of the School Improvement Plan. They are encouraged to share their views in a supportive climate where feedback is used to inform priorities for the forthcoming session.

**PARENTS/ CARERS AND FAMILIES**

* ***Engagement in life and work of school***

At all times we work to ensure an effective partnership with parents/ carers as we know that this increases opportunities for more successful outcome for learners. The majority of our parents support their children in their learning.

We take account of children’s wider experiences as well as using the skills and experiences which parents may have to enhance the curriculum in and out of school.

Our parents/ carers play an important part in their children’s learning and development. They participate well by attending relevant meetings such as Parents’ Meetings (November and March) for reporting and Meet the Teacher Evening (August) for learning about the work and expectations for homework for the coming session and to facilitate good working relationships They also attend school events, including assemblies, class enterprise activities (P2 Museum, P4 DVD Launch, P5 Burns Supper and P7 Victorian Evening) and Sports Day. We are also extremely fortunate that our parents/ carers and families support initiatives such as litter picking, Eco Garden and Bikeability.

Many parents/carers/ families contribute as actively as possible to key aspects of their children’s education and development. We have had many support with our Career Fortnight by sharing career experiences and many that have taken part in initiatives like Bikeability, Eco Garden maintenance, class visits and services, all of which would not be possible without their support.

* ***Questionnaires***

We are very good at recognising the role of the parent/ carer as co-educator by actively seeking the views of parents on their child’s progress in learning, taking these into account and valuing the learning that takes place in the home.

In Mearns, we support and encourage parent/ carer involvement in discussions about education and their contribution to our school improvement. As a result parents/ carers are often asked to complete evaluations. It is important to us that their views are heard and acted upon accordingly. Examples of how feedback has impacted our school are as follows:

* + With regard to changes to the Nursery hours next session, the parents of the nursery , feeder primary school and the wider school community were consulted. Over 50%of parents selecting a new start time.
  + Nursery Induction: Positive feedback overwhelmingly indicated the parents wanted to continue shadowed sessions
  + Assemblies feedback indicated a more effective use of the sound system was required to benefit both the participants and the audience. A system overhaul to include lighting was supported by the Parent Teachers’ Association
  + Survey Monkey was utilised to evaluate Curricular updates/ development and all feedback has informed planning
* ***Parental Involvement Strategy***

The Education Department will develop a ‘Family Friendly’ accreditation scheme that further develops family centred approaches in pre-five establishments

STINT paperwork is shared termly with parents/ carers in order to continue our strong partnerships in supporting the needs of our pupils.

The Family Learning service provide flexible and tailored support that focuses on the individual learning needs of families and early intervention strategies. Our Nursery has further developed its own family learning and home visiting approaches by providing home visits to ante pre-school pupils to aid transition next session.

Parents/ carers of learners involved in our Learning Centre (TLC) are regularly encouraged to join TLC staff for coffee and to participate in informal discussions about their child’s progress and achievements.

* ***Parent Council/ PTA***

Both parent groups engage with us with confidence and we continue to support parent councils in effectively engaging the wider parent forum.

Our active PTA have raised funds throughout the session and provided many extra resources to enhance pupils’ learning experiences such as…..

Silly Billy P1

Nursery Parents & children Fun Morning event

£300 to wet play games

£150 to support Learning Centre breakfast club

Purchased kindles, kindle covers, visualisers for the school

Organised Christmas card

Bought a full set of walkie talkies for the school

Supported the school at the nativities and ran tea & coffee

Ladies Nights

Discos each term  
Winter / Summer Fayre

Science Rocks event

Uniform evening

Family ceilidh

Gifted Santa presents for the nursery and P1 and paid money towards Christmas party prizes and supplied party snacks throughout the school

Provided a piece of shortbread for every child on St Andrew’s day

Supported school leavers / nursery graduation-gifted ties

Bought a pirate ship for the nursery

Paid £3000 towards books

Gave £350 towards Healthy Choices fortnight

Paid for school trips to Vikingar

* ***Communication/ Reporting***

Parents are provided with the necessary information, support and encouragement to promote a consistency of approach to learning in school and at home.

Our aim is to provide parents/ carers with clear reports and prompt and helpful responses to their views and enquiries about their child’s attainment, development and progress. We ensure that they have adequate opportunities to contribute to their children’s learning and progress. We also ensure parents/ carers understand the purpose of the different forms of assessment used in Mearns and that terminology is well explained.

Our Bilingual Support Worker is effectively deployed in the school, supporting staff and parents in meeting the needs of bilingual learners.

The School Handbook includes information about the opportunities provided for parents to become involved in their child’s learning and the life of the school. It is also available in the school web site that is used regularly for communication purposes, including Twitter.

As an Eco School, Mearns has also made strides in the use of text messaging and email as forms of communication with parents/ carers.

* ***Workshops/ Curriculum Events***

Nursery parents were invited in to attend a parent/ child activity session to allow them to shadow their child with a view to helping them support learning at home.

Homework Clubs at P1 and P2 stages were attended by parents and children to continue to support their children at home.

We provided a number of curricular information stations for parents this session during both Parents’ Evenings, including advice on the process of offering additional support to children through the ‘Getting It Right For Every Child’ (GIRFEC) approach, Promoting Positive Behaviour, Education City, Fairtrade, Kindles, library resources and bilingual support.

A parental survey indicated that parents and carers gained further information from these sessions. Parents commented on the developments for this session and suggested activities for the next one which were incorporated into the School Improvement Plan 2014-2015.

**LOCAL AND WIDER COMMUNITY**

* ***Local Community***

We have continued to raise our profile in the community this session by working collaboratively with community organisations and partner agencies to support children and families. These have allowed us to assess learners’ needs, broaden experiences and reduce barriers to learning.

* + Christmas and Easter services held at all local churches
  + Continued use as a community resource (weekly clubs – keep fit, rugby, football, hockey and basketball, ERC council meetings, PTA meetings and events, Mearns Community Group meetings, Mearns Horticultural Society and the ERC Education Music Service annual concert)
  + MACs (before and after school)
  + Synagogue visits
  + Advent donations to local causes
  + Local community leaders involvement with annual Respect Day
  + Nursery Hatchery
  + Links with Active School Coordinators
  + Links with local businesses (ASDA)
  + Fundraising for local charities (ER Good Causes and Rainbow Turtle)
  + Fundraising for international charity (Scotia Aid)
  + Fundraising for Yorkhill Hospital in memory of former pupil
  + Entry in the Greenbank Gardens Wheelbarrow Competition
  + Response to ‘Clutha’ disaster

*Feedback from parents indicated that Mearns Primary school has enhanced its involvement in the community.*

* ***Wider Community***

Mearns continues to be involved with a range of innovative programmes that has led to improvements in education and services for our learners.

* + Connecting Classrooms (links with India)
  + Global Citizenship – Fair Trade (P3 participation in Global Storyline project)
  + Fundraising for international charity (Scotia Aid)
  + Involvement with Education Scotland (Science & RME)
  + Involvement with SERC (Science Champions)
  + Bronze Accreditation for Family Learning Approaches (Nursery)
  + Accreditation for Green Eco Flag
  + Accreditation for the Rights Respecting Schools Award
  + Eco Agenda (litter picking and lunch hall waste management)
  + Whole school litter campaign in association with Wrigleys (Clean Up Scotland, Switch Off Fortnight and One Planet Picnic)
  + Junior Saltire Award Competition

**AREAS FOR IMPROVEMENT**

* Implement changes in teaching of spelling and update policy (last session's working group).
* Further work on the rationale and design of the curriculum to take account of the totality of experiences, raise standards of attainment and achievement, improve planning for progression through the BGE across identified curricular areas.
* Embed use of E-portfolios, pupils' profiles and learning blogs. (Cluster development groups).
* Embed progress in Science (led by Science Champions) , Mathematics (Maths Champion) and use of Technologies (Cluster development group/ICT co-ordinator).
* Improve consistency of learning and teaching approaches (EHS Cluster).
* Focus on the needs of the the lowest performing 20% in English Language and Mathematics. Provide support and measure and track effectiveness.
* Ensure consistency across school with learning experiences previously developed in Health and Wellbeing .
* Continue to expand range of partners and work closely with them to meet pupils' needs.
* Maintain focus on inclusion and equality for all members of the school community.
* Ensure learners' voice remains strong.

**How good is our leadership?**

**HGIOS 5.9, 9.1, 9.2, 9.3, 9.4**

***Evaluation: Very good***

**PROGRESS, IMPACT AND OUTCOMES**

**IMPROVEMENT PLANNING AND SELF-EVALUATION**

Mearns is strongly committed to equality and shares a common vision through reflection, debate and ongoing consultation. The vision is firmly based on outcomes for learners resulting in a strong sense of common purpose throughout the school community.

Class visits, modelling of good practice, giving feedback and stimulating self-evaluation all demonstrate our commitment to learning. Our improvement priorities are focused on learning and teaching and we share these with the wider staff team and learners to ensure they are clear and committed to their part in achieving them. In doing so, we encourage both pupil and staff confidence in taking lead roles within and beyond the classroom.

**SCHOOL/ CLUSTER DEVELOPMENT WORK**

Both the Senior Management Team and Full Management Team have regular meetings to discuss attainment, pastoral issues, and audit and evaluate action plans. Staff are kept up-to-date with current issues and practices arising through staff meetings and weekly Assembly Focus groups.

By involving staff in the evaluation of the SIP and their role within it, we have met most actions and targets. Those targets that have not been met and that still remain a priority have been carried forward to next session’s plan.

Working in partnership with colleagues from both Clusters and in school working groups we implemented CfE E&Os for prioritised areas of Science, RME, English Language and Literacy (Talking and Listening), French, Maths and Numeracy, HWB (GIRFEC), Technologies, Profiling (shared expectations at each stage) and Early Years. We were able to share good practice and take part in moderation exercises to reach a shared understanding of progression, pace and appropriate assessment at different CfE levels.

* MCHS Science – planning overview completed, Early Level Science bags created and Glow Resource Group updated
* EHS Language and Literacy – moderation activities undertaken and assessment tools for listening and talking created
* EHS Modern Languages –moderation activities undertaken identifying useful resources, including technology and Foreign Language Assistant (FLA)
* EHS Maths and Numeracy – audit of homework practice across schools carried out resulting in the creation of shared guidelines
* EHS HWB – audit of existing practice and GIRFEC materials shared
* EHS Technologies – developed, organised and held P7 cluster K’nex Challenge
* EHS RME – strategies for assessment and moderation agreed upon and LAR trialled within all establishments
* EHS Profiling – high quality learner statements shared and guidance booklet developed for staff
* EHS Early Years – nurturing approaches audited in preparation for Family Friendly accreditations across the cluster, profiling and opportunities for outdoor learning in line with Developmental Milestones identified for further action

**LEADERSHIP CAPACITY**

* ***Staff***

As part of our collegiate agreement, all staff are involved in project or distributed leadership allowing for effective contributions, including extra-curricular clubs and targeted support or responsibility for school events or projects.

Some class teachers also manage curricular areas such as French and Technology (Technical Craft) across the school. One member of staff also manages our Learning Centre strongly supported by a PSA, addressing needs of individual pupils and supporting individual families.

We have also had some members of staff representing the school locally and nationally. (Science, Moderation Facilitators and Maths Champions) These events raise the profile of the school and also increase the confidence of staff and pupils involved, in addition to encouraging colleagues to aim for similar goals.

We make excellent use of pupils’ views and of the collective knowledge, experience and interests of staff allowing us to make an impact individually, within teams and across the school. As a result, some staff have provided training with a variety of staff, and all teachers have had the opportunity to share best practice as part of peer learning visits and assembly focus groups.

Many staff have continued to take on leadership roles within the school or clusters. These have been as members of school and cluster working/ improvement groups taking forward school and/ or cluster plans.

* ***Pupils***

Pupils are encouraged to adopt leadership roles to provide them with further opportunities to be successful learners, confident individuals, effective contributors and responsible citizens.

* monitoring learning through Pupil Dialogue groups with FMT during Learning Visits
* P1 Buddies
* Eco Committee
* Pupil Council
* Peer Mediators
* Playzone Leaders
* Class Enterprise activities/ events
* Fundraising
* Meeting with visitors (Virgin Money)
* Leading parental information stalls during Parent Meetings
* P7 Respect Day
* STEM Ambassadors
* Knex Competition support
* Carnegie Book Award

**CONTINUOUS IMPROVEMENT**

We maintain high expectation levels of quality by continually challenging the quality of provision for learners and seeking ways to improve. These demanding but realistic challenges are supported through CPD opportunities and the encouragement of innovative practices. We ensure the talent and skills of staff are utilised by nurturing and developing their confidence and expertise.

Through effective timetabling and management of collegiate time, In-Service days and CPD, staff have been provided with many opportunities to work collaboratively with stage partners to develop knowledge and skills in relation to taking forward the school improvement plan.

**AREAS FOR IMPROVEMENT**

* Continue to work across school and both clusters on moderation, progression and assessment, especially for the broad general education, leading to shared understanding of CfE Levels.
* Continue rigorous approach to self-evaluation.
* Increase opportunities for pupils and staff to contribute to Learning Visits informing the learning and teaching process.
* Maintain practice of effective leadership at all levels (identified as a strength in recent HMIe report)

**What is our capacity for improvement?**

Mearns Primary School continues to clearly demonstrate the capacity to improve. We will continue to aim for excellence by maintaining a culture of creativity and innovation whilst providing leadership opportunities at all levels.

All staff in Mearns Primary engage in reflection, CPD and effective self-evaluation, all with the purpose of improving learning experiences and achievement for all. Staff share a vision and work collegiately to manage change in an open and supportive climate. They are very knowledgeable about the principles and practices associated with CfE and use data and intelligence very well.

We are all fully committed to working together to continue Mearns’ journey to excellence.

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**What are we going to do next?**

***Main Priorities for Next Session***

* Continue to raise pupils' attainment in Literacy and English

***HGIOS3 1.1, 2.1, 2.2, 5.1, 5.2, 5.3, 5.4, 5.7***

* Develop appropriate curriculum to ensure pupils achieve Experiences and Outcomes of CfE
* Improve attainment in Mathematics

Revisit strategies and methodology for teaching problem solving to support pupils to achieve success in this area

***HGIOS3 1.1, 2.1, 2.2, 5.1, 5.2, 5.3, 5.4, 5.7, 5.9***

* Ensure all staff have appropriate CPD in relation to effective learning and teaching to take forward CfE areas prioritised
* Improve pupils' holistic experiences in HWB across learning

***HGIOS3 5.7, 9.1, 9.3***

* Support our parents and encourage their involvement in discussions about education and their contribution to our school improvement

***HGIOS3 2.2, 5.3, 5.7***

* Continue rigorous approach to self evaluation with leaders at all levels making a difference

***HGIOS3 1.1, 5.5, 5.9, 8.4***

* Embedding a shared vision with the whole school community with leaders at all levels making a difference and promoting continuous school improvement.

***Priorities for school session 2014/15 are stated in the school improvement plan, copies of which can be obtained from the school office. The school improvement plan is also available on the school website.***

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Head Teacher Date