**MEARNS PRIMARY SCHOOL AND NURSERY CLASS**



**Standards and Quality Report**

**Session 2014/15**

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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 premise 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, Hazeldene Nursery School, Isobel Mair Family Centre and Crookfur Nursery Class.

The school roll for session 2014/15 was 832 in August, which included 120 nursery children (60 / 60). Teaching staff allocation was 41.9 FTE, including an additional 1.0 for the nursery class and 1.5 Support for Learning teachers. In line with national policy, the school implements an inclusive policy and has an additional staffing of 9.8 FTE Pupil Support Assistants and 1.0 Bilingual Support Worker. Other support staff included an Office Manager, 5.63 FTE Clerical Assistants and a Pupil Supervisor. In the nursery, in addition to the teacher, there is also a Senior Child Development Officer and 4 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
* **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 2014/15***

* To continue to raise pupils’ attainment in Literacy and English
* To continue to raise pupils’ attainment in Numeracy and Mathematics
* To ensure all staff have appropriate CPD in relation to effective learning and teaching to take forward CfE areas prioritised
* To ensure consistency across school with learning experiences previously developed in Health and Wellbeing
* To continue to expand range of partners and work closely with them to meet pupils' needs.
* To continue rigorous approach to self-evaluation with leaders at all levels making a difference
* To continue to maintain practice of effective leadership at all levels (identified as a strength in HMIe report).

***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, Care Inspectorate, *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
* 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, 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 highly 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. Our new Spelling assessments (SWST) were introduced in August 2014.

* ***Standardised Tests***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **P3** | **P5** | **P7** | **Overall** |
| **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** |
| **Reading** | 93 | 95 | 90 | 95 | 93 | 96 | 94 |
| **Maths** | 95 | 92 | 95 | 97 | 93 | 96 | 95 |

Standardised Test results show that pupils have maintained the standard of previous years. Children from a multilingual background are performing well.

* ***Baseline –***

|  |  |  |
| --- | --- | --- |
|  | **Literacy** | **Numeracy** |
| **Boys** | 93 | 96 |
| **Girls** | 102 | 98 |

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.

* ***East Renfrewshire Developmental Milestones***

continued with the Developmental Milestones assessment this session. All P1 pupils were assessed in September 2014 with 84% achieving success. The national target is 90%.

* ***CfE Levels***

|  |  |  |  |
| --- | --- | --- | --- |
|  | **P1** | **P4** | **P7** |
| **Reading** | 96 | 102 | 119 |
| **Writing** | 95 | 98 | 118 |
| **Maths** | 94 | 105 | 110 |

Analysis of the Tracking Database results show that there needs to be a focus on attainment levels in Primary 1 in all areas and Primary 4 in Writing next session.

* ***Lowest 20% Support –***

Funding from ERC allowed us to focus additional support on the lowest performing 20% of pupils in Maths and Language. Technology, in the form of Maths and Language software, DS consoles and Kindles, was used where appropriate to enhance the learning experiences of the children.

The mathematical concepts taught to these groups were tested to see if improvement was evident.

In P1 numeracy scores **increased** on average by 24%

In P2 numeracy scores **increased** on average by 31%

In P3 numeracy scores **increased** on average by 13%

In P4 numeracy scores **increased** on average by 26%

In P5 numeracy scores **increased** on average by 11%

In P6 numeracy scores **increased** on average by 15%

In P7 numeracy scores **increased** on average by 11%

It was more difficult to quantify Language improvements as much of the focus in this area was directed at increasing confidence, motivation and enjoyment. For many of the children who generally achieve the lowest scores in reading assessments, it is difficult to make any tangible progress until these things have been properly addressed. Most teachers felt that children did benefit from the extra privacy and freedom from distraction offered by the small reading support groups and that technology helped to engage and support the children:

* ***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 out with 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
* Festival Choir Competition
* School Show
* School Talent Show
* School Award Ceremony
* Nursery Daffodil Tea for grandparents
* P1-3 Nativity
* Nursery Nativity
* P2 Museum
* P4 Rights Respecting DVD (showcased at Equality Forum)
* P5 Burns Supper
* 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
* Nursery Achievement Board
* Nursery Graduation

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

* Prefects
* Monitors
* Pupil Council
* Eco Committee
* Junior Road Safety Officers
* RRSA Steering Group
* Fair Trade Committee
* Peer Mediators
* Reading Buddies
* Playzone Leaders
* Lunch Hall/ Bin Hall Monitors
* Choir (community performances)

**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 ‘everyone attaining, everyone achieving through excellent experiences’, we track participation in clubs in order to ensure that we meet the needs of all our pupils, in particular our most vulnerable pupils.

|  |
| --- |
| School, Cluster and Intra-School Events |
| P1 | P2 | P3 | P4 | P5 | P6 | P7 |
| Sports Days (all stages) |
| * Homework for selected pupils
* Fine Motor Skills
* Story Squad
 | * Commonwealth Games
* Rugby
* Homework for selected pupils
 | * Karate
* Chess
* Bridge
* Computer
* Explorers
* Singing
* Commonwealth Games
* Rugby
 | * Football
* Kindle Club
* Street Dance
* Choir
* Karate
* Chess
* Cricket
* Bridge
* Computer Explorers
 | * Bikeability
* Fitness
* Choir
* Mandarin
* Football
* Kindle Club
* Street Dance
* Karate
* Chess
* Cricket
* Bridge
* Computer Explorers
 | * Bollywood Dancing
* Ethos
* Drama
* Scripture Union
* Badminton
* Bikeability
* Fitness
* Choir
* Chess
* Cricket
* Bridge
 | * Carnegie Book Award Reading Club
* Problem Solving for selected pupils
* Samba Band
* Netball
* Bollywood Dancing
* Ethos
* Drama
* Scripture Union
* Fitness
* Choir
* Football
* Chess
* Cricket
* Bridge
 |

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 (34) and suggested activities for next session. The Sports Committee has completed a survey of suggested sports clubs for next session and pupils also made suggestions on the Pupil Council Blog. Several groups of P6/7 pupils led clubs with lower school classes including an art and singing club and we continue to encourage leadership opportunities for pupils in this area.

* ***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 Nursery-P1 and P7-S1 stages.

* MCHS School Show (P7)
* P6 Technology Event K’Nex (EHS)
* P7 Induction Programme
* Football
* Netball
* Badminton
* Chess
* Carnegie Book Award
* Ryder Cup Golf Roadshow
* Sumdog East Renfrewshire Competition – overall ERC winners in Primary 6
* East Renfrewshire Dance Championships
* BBC Ten Pieces Event (P6)
* Renfrewshire Schools Swimming Championships
* Safety in the Park (P7)
* Mearns Baptist Church visits
* East Renfrewshire Euro Quiz
* Cross Country Competition
* RRS Steering Group mentored by Busby Primary School

**OTHER DATA**

* ***Attendance***

Percentage Attendance

|  |
| --- |
| **Gender** |
| **Stage** | **Boys** | **Girls** | **Total** |
| P1 | 96.09 | 96.60 | 96.34 |
| P2 | 97.78 | 97.08 | 97.44 |
| P3 | 97.32 | 96.86 | 97.06 |
| P4 | 97.44 | 96.73 | 97.09 |
| P5 | 96.67 | 97.18 | 96.91 |
| P6 | 97.19 | 97.43 | 97.31 |
| P7 | 97.22 | 94.98 | 96.20 |
| **Total** | **97.08** | **96.70** | **96.90** |

We continue to monitor attendance and punctuality at Joint support team meetings, contacting parents/ carers by letter and implementing follow-up procedures as required.

* ***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 reduce any racial incidents or incidents of bullying behaviour. This session 1 racist and 1 bullying incident was recorded.

**SCHOOL ACHIEVEMENTS - 2014/15**

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
* Silver Accreditation for Family Friendly Approaches (Nursery)
* Breastfeeding Accreditation award (Nursery)
* Burns Singing Regional silver and bronze
* Advent Programme – Glasgow City Mission was supported by Mearns pupils and organised by the Pupil Council.
* Glasgow Music Festival (3rd Place)
* MacMillan Cancer Support Tea parties were organised in both the local community and classrooms.
* Eco Week - Local Press attended to recognise the efforts of the pupils during Mearns Primary Eco Week, Local Press also commended the school on recycling efforts
* Fairtrade – Money was raised for Rainbow Turtle by selling Fairtrade products
* Shortlisted for the TESS awards - Early Years Setting Award and the English Team of the Year
* Scottish Cross Country Championships
* National Smile Award 2nd place from Greater Glasgow & Clyde Region
* Primary 4 created a display promoting dental care

**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 to focus on skills with increasd articulation and application 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. This will be related to Developing the Young Workforce.
* Maintain focus and good practice across school relating to Respecting Rights and Global Citizenship.

**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 provide 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 allow 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 the 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
	+ **Glow –** pupil section on Glow enables parents and pupils to access minutes from meetings, pupil council information and other links at home.

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 all 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. Classes completed masterclasses on Moving Images. There are planning frameworks and resources available on the website.
	+ **Visualisers** Every class now has a visualiser which is used effectively as a tool for formative assessment. The pupils revel in seeing their work on the board an 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. Pupils now also order their lunches through a programme on the Interactive Whiteboard.
	+ **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 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 -** available in school for tackling numeracy and literacy through game based learning. Pupils can take turns playing games, then solving problems and undertaking writing tasks based on the games e.g. 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. Most classroom laptops now have clicker 5 and/or 6 which has newly been installed.
	+ **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 all classes to allow parents to share their child’s learning.
	+ **Laptops** - used to support learning with a variety of ASN maths and language software
	+ **Podcasting** – equipment and software is used by staff to support their teaching and learning, particularly in Moving Image Education.
	+ **iPads** – have been bought into the school and will be utilised next session for pupil support, photos, videos, presenting and music projects.

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 a high 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. Pupils are regularly given the opportunity to develop leadership skills, for example as Play Zone leaders, peer mediators, Junior Road Safety officers, class monitors, reading buddies, library helpers and in a variety of Eco roles, such as lunch hall monitors and litter pickers. In addition to this, we have our Rights Respecting School Steering Group and our Fairtrade Committee.

The Pupil Council is a forum where pupils have a voice. Representatives consult with their classes and bring issues to the council for discussion. This year, all pupils took part in a survey to gather views on the effectiveness of the Pupil Council and the extent to which they were kept informed of its decisions and activities. This year has seen the creation of a very active Pupil Council blog where pupils can make comments or log suggestions and worries/concerns, as well as keep up to date with Pupil Council activities. Comments are responded to by both staff and pupils, and provide an ongoing means of ensuring that pupils feel an authentic sense of agency in their school. Two pupils represented the school at the East Renfrewshire Pupil Council meeting, where they presented the blog to other schools.

The Pupil Council made decisions throughout the session including which charities to support and the fundraising events that would be held. These included supporting Glasgow City Mission during Advent by collecting donations of toiletries and socks, and co-ordinating class events for the MacMillan coffee morning.

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.

* ***Transition/ Induction Programmes***

Valuable induction experiences at Nursery/ P1 and P7/ S1 are provided. We have Home Visits for Ante Pre-School children to support transition from home to nursery. At transition to Primary 1, all of our Primary 1 teachers spend time in the nursery, to get to know pre-school pupils. There is one parent & pupil sessions, when pre-school pupils get to visit classrooms and the playground. Pupils from feeder nurseries are invited to particpate in a Masterclass Experience, whereby children take part in short activities on rotation with other pupils who will be in their Primary 1 class. There is one additional sessions for pre-schoolers from other nurseries to spend time in Mearns Nursery Class. There is extended transition for pre-school pupils with Additional Support Needs. The Head Teacher and Depute Head Teacher meet with parents. An information leaflet is issued and P7 pupils have made a DVD welcoming children to Mearns Primary.

Transition meetings from stage to stage and extended transitions for identified pupils are effective. Very

We have arranged pastoral meetings for P7 pupils by Mearns Castle High School and Eastwood High School. The pupils receive a talk from S6 pupils and Principal Teachers and the P7 staff have the opportunity to discuss each pupil with the DHT from the associated high school.

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. Information sessions were held for parents at both secondary schools.

* ***Pupil Support***

There is a strong, well-coordinated support network for pupils. Support by SMT and PSAs has again been focused, linking to the needs identified in discussions during professional dialogue meetings. PSAs also support play outside during breaks. There are lunchtime clubs to support pupils who can find the playground challenging.

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.

Bilingual resources have been updated to supplement already existing rhyme bags for use in the Early Years, as well as Bilingual Kits for use throughout the school to support many areas of learning across the curriculum. A number of dual language story books have been purchased and incorporated within the whole school library. Furthermore, with the introduction of the Scottish Government’s policy, Language Learning in Scotland: A 1+2 approach, children from P5 to P7 are now being given the opportunity to learn a second modern language (Spanish). There is also the opportunity to particpate in a Mandarin Club.

Our Learning Centre (Tree House) 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 the health and wellbeing indicators that are at the heart of Getting it Right for Every Child. 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 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, particularly through the use of Education City, and the use of Kindles for reluctant readers as well as embedding the use of ICT for supporting identified pupils.

**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 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 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 CLPL 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 CLPL on an informal basis. The work of our Science Champion 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. Almost all 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 Current Affairs Event, P5 Burns Supper, Choir events, P6 Coffee and Carols) and Sports Day. We are also extremely fortunate that our parents/ carers and families support initiatives such as litter picking, Eco Garden, Bikeability, Curriculum Evenings, shadow sessions and parental drop-in sessions.

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:

* + Citizen Space was utilised to evaluate Curricular updates/ development and all feedback has informed planning and has been integrated into the school improvement plan.
	+ In Nursery Woodland Walkers has been extended to ensure pre-school pupils get more visits to the woods.
	+ The nursery parental walking group has moved to the start of the week and another block with a trained Walk More leader has been arranged.
* ***Parental Involvement Strategy***

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 and has been awarded their Silver Accreditation.

Parents/ carers of learners involved in our Learning Centre (Tree House) 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 approximately £10 000 in funds throughout the session by organising and supporting various events. These funds events have allowed the school to purchase additional resources for pupils.

£150 to support Learning Centre breakfast club

Supported the school at the nativities and arranged tea & coffee

Ladies Nights

Discos each term
Winter / Summer Car Boot Sale

Uniform evening

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

Paid for school trips to Vikingar

Visualisers for each classroom

iPads

Playground kits

Sensory spelling kits

Easter eggs

Pace theatre

Sports day medals and stickers

Homework diaries for all pupils

* ***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, Fairtrade, bilingual support, sexual health, music, French and Fairtrade.

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 2015 - 2016

**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 broaden experiences for our pupils.

* + 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
	+ Mosque visits
	+ Visits from local church leaders to discuss faiths
	+ Choir visits to sing at elderly community groups, church groups and The Avenue
	+ Links with Calderwood Lodge to learn about Bar Mitzvah
	+ Links with St Cadoc’s to learns about Confirmation
	+ Advent donations to local causes (Glasgow City Mission)
	+ Local community leaders involvement with annual Respect Day
	+ Links with Active School Coordinators
	+ Links with local businesses (ASDA, and also many other local shops)
	+ Fundraising for local charities (Glasgow City Mission, Rainbow Turtle)
	+ Fundraising for international charity (MacMillan)
	+ Fundraising for Yorkhill Hospital in memory of former pupil
	+ Entry in the Greenbank Gardens Wheelbarrow Competition
	+ Pupil Council involvement in consultation with East Renfrewshire Council to improve Mearns Park
	+ Primary 4 asking local businesses to sponsor pages in our newspaper
	+ Nursery involvement with WALKMORE leaders to support parental fitness and mental health
	+ Nursery Breastfeeding Awareness Training, working towards Breastfeeding Friendly accreditation
	+ Parents talking to classes about their jobs
	+ Parental involvement in inductions, assemblies and Meet The Teacher evenings

*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.

* + Global Citizenship – Fair Trade
	+ Connecting Classrooms visits planned for session 2015-16
	+ Fundraising for international charity (MacMillan)
	+ Fundraising for Nepal Earthquake charity
	+ Choir Christmas concerts in Princes Square (raising money for Quarriers)
	+ Involvement with Education Scotland (Science)
	+ Involvement with SSERC (Science Champions)
	+ Working towards Silver Accreditation for Family Learning Approaches (Nursery)
	+ Smile Too Accreditation (Nursery)
	+ Accreditation for Green Eco Flag
	+ Eco Agenda (litter picking and lunch hall waste management)
	+ Junior Saltire Award Competition
	+ Fundraising for Comic Relief (Nursery)

**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 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, Peer Learning 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.

* **EHS Science** – Consistently deliver Science education, in line with CfE, at all stages across Cluster
* **MCHS Science** – Science Champions completed Cluster schools needs analysis, raised levels of confidence and expertise, enhanced individual class teacher professional practice and facilitated collegiate cluster working
* **EHS Language and Literacy** – moderation activities undertaken and assessment grids for listening and talking created
* **MCHS Language and Literacy** – cluster resource audit undertaken, sharing of good practice, moderation of Reading assessment materials and creation of Reading assessment tools
* **EHS Modern Languages** – Implemented 1st stage of East Renfrewshire’s 1 + 2 strategy, reviewed transition arrangements and formalised opportunities for collaborative working and moderation of standards
* **MCHS Modern Languages** – Implemented the policy for 1 + 2 approach and devised appropriate CPD programme
* **EHS Maths and Numeracy** – developed a programme of CPD sessions to enhance skills in teaching certain aspects of BGE curriculum, refreshed and updated Common language of Maths across schools and implemented the cluster monitoring of pace and tracking P1 – P7
* **MCHS Maths and Numeracy** – developed a shared Cluster strategy on the teaching and assessment of Numeracy Problem Solving and created a parental leaflet
* **EHS HWB** – Increased the frequency and quality of opportunities for all children to be more active, increased the quality and range of opportunities offered before and after school and during lunchtimes and developed effective pathways between school and sports clubs to support transition
* **MCHS HWB** – Supported the development of PE through CPD opportunities and set up a programme of Learning Visits to share best practice in the teaching and assessment of Physical Education
* **EHS Assessment, Moderation and Profiling** – Facilitated further opportunities for school, cluster and authority moderation activities and ensured consistency in assessing, moderating and reporting on pupil performance.
* **EHS Early Years** – Developed a programme of CPD sessions to enhance the skills of early level teachers and increase their confidence in teaching early reading, developed and improved transition procedures through early level.

**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, Enterprise 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. A list of these opportunities can be found in the *Recognising and Celebrating Learning, Successes and Achievements* section.

**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 CLPL, 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

**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, CLPL 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***

* *Progress in achieving equity in attainment and achievement for all*
* *Progress in attainment and achievement for all*
* *Progression in learning and evaluating achievement 3-18*
* *Improve the impact of partnerships*
* *Develop enquiring and coherent approaches to build and sustain practice*

***Priorities for school session 2015/16 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