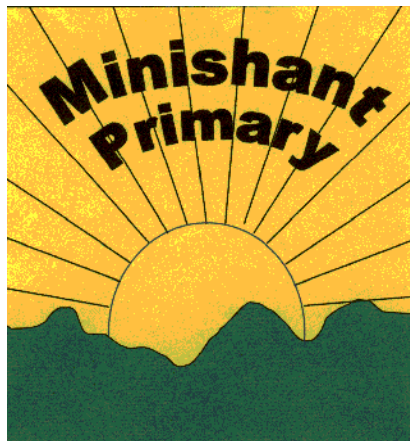




Standards and Quality Report Minishant Primary School 2018-2019



Introduction

The purpose of this report is to provide you with clear evidence of how well our school has performed in the academic year 2018-2019. The report provides a variety of information about how well our pupils are attaining, the many successes we have had, the wide variety of experiences children can expect at Minishant Primary School and how they will benefit from learning here.

Minishant is a village in South Ayrshire situated on the A77 road from Ayr to Stranraer. It is a rural school serving Minishant and its surrounding district. Children come to school by car, taxi or walk. At present (June 2019) the school roll is 32, with 31% placing requests into the school and 26% of children receiving free school meal entitlement.

We currently have two full time class teachers, a 0.5 Principal Teacher and a 0.5 Head Teacher (who is shared with Crosshill Primary School), 27.5 school assistant hours, one janitor/catering assistant/cleaner and one clerical assistant with 27.5 hours. Next session the school has an additional 27.5 school assistant hours commencing in August 2019. The school is very well supported by Lynn Crossan, Quality Improvement Officer for South Ayrshire.

This session we received a total of £5600 PEF funding. This was used to continue the running of our very successful free breakfast club for all pupils to attend. Our School Assistant received additional hours to implement the breakfast club 5 mornings a week over the school year. The Breakfast Club has helped to keep our attendance figures above the authority average of 95% and has reduced our late comings over the past three years. Our Community Kitchen continues to see a notable impact on the delivery of food technologies from P1-7 and the introduction of Community Cooking sessions have been very successful in improving family engagement as well as developing skills in food, technologies, health and safety and food hygiene.

The school has excellent links with our cluster primaries and the secondary school, Carrick Academy as well as other local schools.

The Parent Council is well informed and is very supportive working well, with, and for the school.

Vision

Our vision is to create a happy, safe and nurturing environment, where everyone learns together at the heart of the community. Children will be supported to be confident in who they are and to explore their individual talents.

“Live, laugh and learn together.”

Values

Staff, pupils and parents of Minishant worked collaboratively and have established five core values which represent who we are. Our values are:

- ❖ Ambition
- ❖ Friendship
- ❖ Honesty
- ❖ Individuality
- ❖ Respect

Aims

- ❖ We aim to create a positive school ethos that promotes inclusion and equality
- ❖ We aim to provide a stimulating and enjoyable curriculum for our pupils
- ❖ We aim to improve the standard of achievement and attainment within the school
- ❖ We aim to assist our pupil's personal and social development and to teach them the values and responsibilities of citizenship in a democratic society
- ❖ We aim to promote an effective partnership that links home, school and community
- ❖ We aim to develop an effective framework for learning

What key outcomes have we achieved?

School Priority 1: To raise attainment in literacy

NIF Priority: Improvement in attainment, particularly in literacy and numeracy.

Links to HGIOS 4 / HGIOELC 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2

Progress and Impact

Pupils are continuing to experience a literacy curriculum which has a solid foundation, based on a strong phonological awareness programme (Jolly Phonics) and the development of a structured synthetic phonics programme from P1 – P3. The core reading scheme within P1-P3 continues to motivate pupils and this has had a direct impact on the increase in levels of performance in reading at Early and First Levels. Pupils from P4-P7 engage in Blooms Taxonomy and most pupils are able to confidently apply higher order thinking and questioning skills across other areas of the curriculum. Attitudes to reading and reading habits are positive as all pupils have a 'reading buddy' and are able to participate in shared reading on a weekly basis. All pupils took part in the Scottish Book Trust shared reading project with a positive impact on enjoyment of reading. All pupils have regular access to the school library and are encouraged to read a variety of text developing their reading for enjoyment and in turn improving their reading skills. Targeted interventions such as ReadingWise have had a positive impact on reading skills. All children continue to make good progress.

Children continue to make good progress using the My Spelling Programme, and additional support provided by school assistants within P1-3 and P4-7 has seen a significant improvement in pupils' writing capabilities. Staff and pupils are fully aware of the high levels of expectation that have been set and plan cross curricular writing opportunities for pupils to demonstrate that they are able to transfer their writing skills in both familiar and unfamiliar contexts, across the curriculum. Targeted pupils have been well supported through regular delivery of interventions such as '5 Minute Box'. This is having a positive impact on improving attainment in literacy.

A member of teaching staff, who has been trained in 'Making Thinking Visible', has continued to provide CLPL for staff throughout the session. Thinking routines have been implemented across both classes and is evident in teachers' practice.

Teaching staff across the school have developed holistic assessments for cluster and authority moderation events. This has ensured a shared understanding and increased awareness of what achievement at a level looks like amongst staff.

Our Dyslexia Friendly School (DFS) Committee was re-established this session. Pupils and staff have worked together to create DFS classrooms ensuring appropriate strategies and resources are available for all pupils supporting them effectively in literacy.

Parents have been updated in the developments we have been making in literacy through participating in our new 'Access Hour' involving practical activities for parents to engage with.

Next Steps

Next session, we will be able to increase the number of hours and children to participate in regular 'Readingwise' decoding and comprehension sessions as we will have additional school assistant hours. Our trained school assistants will work with individual pupils to improve their reading skills, thus raising attainment in reading.

Class teachers will continue to provide opportunities for pupils to engage in daily reading activities and we will promote reading for enjoyment through whole school events such as the Scottish Book Trust and participation in the First Minister's Reading Challenge.

We will continue to track and monitor progress in spelling and identify target groups to participate in '5 Minute Box' and 'Catch Up Literacy'.

We will continue to embed our approaches to 'Making Thinking Visible' across the curriculum ensuring a consistent approach to the teaching and learning of literacy and teacher expectations.

We will continue to develop more consistent approaches to using the outdoors to deliver quality literacy lessons and improve attainment.

School Priority 2: To raise attainment in numeracy

NIF Priority: Improvement in attainment, particularly in literacy and numeracy.

Links to HGIOS 4 / HGIOELC 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2

Progress and Impact

All of our pupils continue to engage in a dedicated 6 hours of quality numeracy and maths lessons per week. 'Number Talks', the structured daily approach to mental maths, continues to have a positive impact on mental agility and pupils are more aware of what they need to do to become more proficient. There has been an improvement in pupils' ability to find the strategy that suits them best when making numerical calculations. Children's confidence has grown as they understand that making mistakes can help them to learn. Children are also supported by our school assistant who is trained in the use of various interventions including '5min box'.

Boost groups funded through our Pupil Equity Fund were delivered by a class teacher using the 'Numicon Big ideas' resource. These have been successful in improving attainment in some aspects of numeracy for targeted children.

Teachers continue to make excellent use of the authority frameworks and pathways of learning to support pupils. They have begun to implement the SAC Numeracy strategy and have engaged in moderation events to develop appropriate holistic assessments in numeracy and mathematics and build confidence in professional judgement.

Weekly outdoor sessions were introduced this session allowing teachers to use the outdoor environment in the teaching and learning of numeracy. Children have had the opportunity to use their numeracy skills in a real-life context.

Parents have been updated in the developments we have been making in numeracy through participating in our new 'Access Hour' involving practical activities for parents to engage with.

Next Steps

We will continue to develop holistic assessment materials which take account of the benchmarks to help support staff in monitoring and moderating pupils' progress and achievements in numeracy and mathematics at school, cluster and authority level.

We will continue to develop more consistent approaches to using the outdoors to deliver quality maths and numeracy lessons and continue to develop pupils' confidence and success when tackling word problems.

Staff will have the opportunity to engage in CLPL to drive the planning and delivery of numeracy and mathematics by innovation and creativity, engaging pupils effectively and meaningfully to allow them to make good progress.

School Priority 3: To ensure wellbeing, equality and inclusion for all learners	
NIF Priority: Improvement in children and young people's health and wellbeing	Links to HGIOS 4 / HGIOELC 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3
<p>Progress and Impact</p> <p>Staff CLPL in the delivery of food hygiene and preparation has had a positive impact on staff confidence in the delivery of food technologies. Food technology lessons in our Community Kitchen continue and our new community cooking lessons have increased pupil and adult confidence, knowledge and skills in food technologies. Staff continue to make effective use of the kitchen to deliver electives and after school clubs with a food technology focus. Most pupils continue to demonstrate that they can transfer these skills to make their own healthy breakfasts at our free breakfast club. All pupils participated in a healthy food workshop delivered by Warburtons. This was a very positive experience and all pupils made and ate sandwiches with various healthy fillings, some of which they had never tried before.</p> <p>This session we updated our Positive Behaviour Policy consulting with pupils and parents. Each class promotes the policy through the use of our new class 'Minishant Mojo' system. All pupils are aware of the behaviour policy and receive Head Teacher awards at monthly assemblies for following school rules and positive behaviour.</p> <p>Our Rights Respecting School Committee led the school community through a RRSA assessment and were successful in achieving our Silver award. This was a great opportunity for pupils to share their views and opinions in all aspects of school life and to demonstrate their knowledge and understanding of children's rights.</p> <p>Weekly outdoor sessions were introduced this session allowing children to learn in an outdoor setting. Teaching children outdoors encourages curiosity and stimulates all the senses allowing our pupils to explore the natural world while making curricular areas, such as reading, mathematics, science and social studies, more relevant. Our outdoor sessions have had a positive impact on getting our pupils excited about learning. These sessions will be further developed next session.</p> <p>Our committee groups continue to lead successful assemblies where they had the opportunity to share their progress and next steps with the whole school. Our pupils continue to be fully involved in the self-evaluation process through termly 'What's Hot and What's Not' sessions at Together Time.</p>	

Following a successful cluster bid to fund transport for sporting events our pupils have continued this session to be more involved in competitive school sports throughout the year.

Next Steps

All teaching staff will undertake training in Mental Health next session, and we hope to develop our cluster network to ensure effective support for pupils.

Our pupils will continue to access the kitchen for food technology lessons and will grow and harvest their own fruit and vegetables to promote sustainability.

Using PEF funding, we will continue to offer a free breakfast club to our pupils where they will continue to make healthy choices. Active Schools will continue to input 2 sessions per week at our breakfast club to ensure our pupils are benefitting from an active start before 9am.

We will revise our school aims and ensure all stakeholders are fully involved in this process.

School Priority 4: Improve Employability skills for all children

NIF Priority: Improvement in employability skills and sustained positive school leaver destinations for all young people

Links to HGIOS 4 / HGIOELC 2.2, 2.6, 2.7, 3.1, 3.2, 3.3

Progress and Impact

We had a successful STEM week this session with representatives, including family members, from various working backgrounds giving talks, presentations and demonstrations to the pupils. Children were able to make real life links with their learning and were inspired to think about their potential in various career paths. Other visitors throughout the year including from Guide Dogs Scotland and Home Cook School spoke about their work and the path to achieving it. Children from P5-P7 were given the opportunity to take part in cooking sessions organised by Home Cook School involving creating different meals using local and seasonal produce. Again, this gave children a wider knowledge of the ways in which they can work towards being successful in a career that suits them.

Children have had the opportunity to use digital technologies across some curricular areas to support their lessons. However, next session pupils and staff will have opportunities to be upskilled in the use of digital technologies to allow this to be embedded across the curriculum and for us to work towards achieving Digital Schools Award.

Next Steps

All teachers to use the '3-8 Career Standards' within planning.

Opportunities for staff to engage in digital technologies CLPL to support the effective use of digital technologies across the curriculum.

Classes to continue to have access to parents and visitors from the World of Work and STEM careers.

Evaluation Summary

Quality Indicator	School Self Evaluation
1.3 Leadership of change	<p>Developing a Shared Vision, Values and Aims The school vision was revised last session in consultation with pupils, staff and parents. It clearly sets out our high aspirations for all pupils and reflects the ethos of our community while driving the work of our school. Our school values were also revised and updated. Pupils, staff and parents were heavily involved and fully consulted to reach an agreement on what values best represented our aspirations for the school and for our young people. Our aims will be revised this session allowing for the opportunity to set our future aspirations.</p> <p>Strategic Planning for Continuous Improvement Through robust analysis of standardised assessments, evaluation of achievement of a level and professional dialogue, we carefully plan for strategic improvement. The school employs a wide variety of data, in order to make evaluations about how good the school is; what we do well and what we need to do to make future improvements. The analysis of this data has a direct impact on the decision to be made in identifying priorities for the next session's School Improvement Plan. All staff have leadership opportunities in our school with their efforts being recognised in and beyond our school community. Opportunities in staff CLPL are driven by innovation and creativity to ensure the best outcomes for children. Pupils are fully involved in shaping our improvements and pupil participation is high.</p> <p>Implementing Improvement and Change Staff have individual curricular development responsibilities and clearly identified areas of leadership within our School Improvement Plan. Implementing improvement and change is a collective responsibility with opportunities for staff to develop their lead areas and share with others to ensure consistency of approach across the school. We work closely as a staff team to evaluate our progress in making improvements to our school on a regular basis throughout the school year. Through regular monitoring we measure the impact of the School Improvement Plan making changes and further developments where necessary to ensure a positive on outcomes for children. Parents and pupils are also fully involved in evaluating the improvements we make through various activities ensuring appropriate pace of change.</p> <p>Evaluative Grading: 5</p>
2.3 Learning, teaching and assessment	<p>Learning and Engagement Almost all children at Minishant Primary School are highly motivated and engaged in their learning. All pupils set termly targets for Literacy, Numeracy and Health and Wellbeing and are supported by teachers to evaluate these. Pupils take part in a weekly reflection time where they can share key aspects of their learning with peers and staff alike. We are currently evaluating our e-profiles, where pupils can evidence their learning and evaluate their targets and next steps in learning. The experiences provided in our classes are relevant,</p>

	<p>appropriately challenging and well matched to the pupils' needs and interests. Playbased learning has been introduced in Class 1 (P1-P4) having a positive impact on children's engagement in their learning. This will be embedded further next session. Having achieved our Silver Rights Respecting School award this session we continue on our journey to become a Gold level Rights Respecting School. All pupils have opportunities to learn about their rights and view their views and opinions regarding learning and teaching. All pupils are part of a committee group and have regular opportunities at assemblies, Together Time and weekly committee meetings to share their views, ideas and have their opinions heard. There is a nurturing relationship between all staff and children leading to a very positive impact on teaching and learning.</p> <p>Quality of Teaching</p> <p>All staff in the school have high expectations of our pupils' learning and achievement and we continue to work closely with parents to ensure these expectations are shared. All teachers are creative and innovative in their approaches to teaching and learning and take account of the needs and interests of our pupils. Higher Order Questioning is embedded across the school through effective use of Bloom's Taxonomy and we continue to embed Making Thinking Visible strategies allowing children to develop their thinking skills. Learning across the curriculum is enriched and supported by our effective use of digital technologies. All learners are provided with quality feedback on their strengths and next steps and this is reflected in e-profiles, written work and pupil led self-evaluation exercises including 'What's hot and what's not?' With the introduction of weekly outdoor sessions, staff are planning more opportunities for outdoor learning and next session we will continue to develop this across the curriculum to ensure increasing opportunities are planned and implemented effectively.</p> <p>Effective use of Assessment</p> <p>We use a variety of assessment approaches to allow our learners to demonstrate their knowledge and understanding and skills across the curriculum. Almost all pupils use peer and self-assessment effectively to plan next steps in learning. We make effective use of authority frameworks to track pupils' learning journeys and ensure progression in a multi-composite setting. All teaching staff are fully engaged in the moderation process. The Principal Teacher is an Assessment and Moderation Facilitator and ensures all staff are kept up to date with local and national developments. All teaching staff take part in regular moderation exercises across the cluster and wider authority and most are engaging with the benchmarks to support them in planning effective holistic assessments. This session staff participated in planned moderation exercises with our shared headship school allowing opportunities to plan holistic assessments in numeracy and mathematics. Teachers are becoming more confident and skilled in making accurate professional judgements when assessing pupils. They make clear links between planning and the children's assessment and progress which will support staff in implementing the 4 stages of achievement.</p> <p>Planning, Tracking and Monitoring</p> <p>All teaching staff engage in high quality professional dialogue during termly attainment meetings with the Head Teacher and assessment is used to plan for</p>
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	<p>individuals to meet their needs through effective support or challenge following analysis of standardised assessment and attainment data. Almost all teaching staff are confident in discussing and using the whole school attainment tracker to improve learner outcomes. Pupils are involved in planning including what they want to learn to support children's interest and motivation. They are also involved in co-constructing success criteria across the curricular areas and staff continue to increase capacity and opportunities for doing this on a daily basis. Pupils are consulted on what they would like to learn through interdisciplinary themes and their views are sought by all teaching staff. Pupil voice is apparent in all strategic planners. Specific vulnerable groups are tracked separately, and teachers analyse the impact of planned interventions in consultation with the Head Teacher. Our short and strategic planning tools ensure appropriate breadth, depth and challenge for all learners. We continue work collegiately to improve systems to track and monitor children's progress with staff's confidence growing in using tracking data effectively to improve outcomes for our pupils.</p> <p>Evaluative Grading: 5</p>
3.1 Ensuring wellbeing, equity and inclusion	<p>Wellbeing</p> <p>Staff in school have a shared understanding of wellbeing and in the dignity and worth of every individual. Our nurturing culture and ethos permeate throughout the school. We know and can demonstrate through the use of wellbeing webs and pupil surveys that most of our pupils feel Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. Our pupils benefit from the high-quality education which we provide for them. All staff have created an environment where our young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about and respected. Children's rights are promoted actively and are evident across all aspects of the school.</p> <p>This session we updated our Positive Behaviour Policy consulting with pupils and parents. Each class promotes the policy through the use of our new class 'Minishant Mojo' system. All pupils are aware of the behaviour policy and receive Head Teacher awards at monthly assemblies for following school rules. The majority of children behave very well responding positively to the Positive Behaviour Policy.</p> <p>All teaching staff will undertake training in Mental Health next session, and we hope to develop our cluster network to ensure effective support for pupils.</p> <p>Fulfilment of statutory duties</p> <p>All staff receive appropriate training when required including an annual update on GIRFEC and Child Protection.</p> <p>All pupils in Minishant Primary receive 2 hours of PE each week. Through regular attendance at CLPL events, staff update their skills and knowledge to ensure quality in their delivery.</p> <p>This session, the school has achieved the Rights Respecting Schools silver award. Staff and pupils across the school have an increased awareness of UNICEF and the Articles which explain children's rights. The RRS committee choose a 'right of the month' which each class explores.</p> <p>Teaching staff have completed self-evaluation in line with the professional standards. From this, they have taken part in PRD and priorities have been identified in line with the School Improvement Plan and also to address</p>

	<p>personal priorities. Staff have taken part in a wide variety of career long professional learning (CLPL) opportunities and through leading key areas of improvement all teaching staff have facilitated learning opportunities for others.</p> <p>Inclusion and equality</p> <p>All staff are fully aware of the updated guidelines in Staged Intervention. They consult with pupils and set appropriate targets together. Staff continue to improve the involvement of pupils and parents in setting SMART targets for children. Although we do not have access to the Cluster Pupil support teacher, our school assistant provides excellent support to pupils with Staged Intervention Paperwork and targeted interventions in literacy and numeracy. Clear remits for support staff have a positive impact on improved outcomes for children.</p> <p>All staff plan engaging outdoor learning opportunities. This was further developed during our ‘STEM Week’. This session we introduced weekly outdoor sessions which provided more opportunities for outdoor learning through making better use of our outdoor space. These opportunities will be further developed next session.</p> <p>In Minishant Primary School all teachers and support staff are fully committed to improving the health and wellbeing of our pupils. They know all our families extremely well and provide excellent support to our pupils and their families at all times.</p> <p>Evaluative Grading: 5</p>																				
3.2 Raising attainment and achievement	<p>Attainment in literacy and numeracy</p> <p>At Early Level, pupils continue to make good progress in Literacy with the majority of pupils achieving expected CfE levels by the end of Primary 1. In numeracy, again pupils continue to make very good progress. All pupils are achieving their expected CfE levels.</p> <p>At First Level, the majority of children are achieving expected CfE levels in Literacy by the end of Primary 4. In numeracy, again pupils continue to make good progress. Most pupils are achieving their expected CfE levels.</p> <p>At Second Level, most pupils are achieving their expected CfE levels in literacy and numeracy by the end of Primary 7.</p> <p>Scottish National Standardised Assessments (SNSA) -% achieving levels expected or higher than expected for their age:</p> <table><tr><th colspan="4">2018/19</th></tr><tr><th></th><th>Reading</th><th>Writing</th><th>Mathematics</th></tr><tr><td>P1</td><td colspan="2">Literacy - 83.3%</td><td>83.3%</td></tr><tr><td>P4</td><td>85.7%</td><td>71.4%</td><td>71.4%</td></tr><tr><td>P7</td><td>75%</td><td>75%</td><td>75%</td></tr></table>	2018/19					Reading	Writing	Mathematics	P1	Literacy - 83.3%		83.3%	P4	85.7%	71.4%	71.4%	P7	75%	75%	75%
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P7	75%	75%	75%																		

	<p>Attainment over time</p> <p>Our CfE levels over the past 4 years have remained consistent, with the majority of pupils achieving expected levels. Consideration has to be taken in regard to numbers of pupils within a cohort. As a staff, we track individual pupil results over time rather than groups to enable more accurate assessment. Staff are engaging with the benchmarks to support planning, assessment and moderation. Holistic assessments in maths have been successful in supporting other assessment data to track children effectively.</p> <p>Following the implementation of our free breakfast club in session 2017-18, we have seen a notable improvement in our attendance rates and also a reduction in the number of late comings for our tracked cohort of pupils. Attendance over the past year has been consistent for our tracked cohort of pupils remaining above the authority average of 95% compared to 92.3% in session 2016-17. We would like to continue this success as well as reduce the number of late comings at a sustainable rate. We are hopeful that next session we can continue to raise attendance figures to 96% and sustain an attendance rate above 95% for our most vulnerable pupils.</p> <p>Average attendance at Breakfast Club remains at 74%. Every pupil has accessed the breakfast club since it started. Class teachers have noted a significant improvement in the level of focus and motivation of pupils when they start lessons at 9am.</p> <p>Overall quality of learner's achievements</p> <p>Pupils have opportunities to celebrate personal achievements each month at assembly and this is recorded and tracked monthly using our 'Clever Cookies' system. Pupils also take responsibility for recording these achievements in their e-profiles. We will be evaluating our e-profiles next session.</p> <p>The celebration of wider achievements at Minishant Primary has led to increased confidence in pupils, pupils taking greater responsibility for their own personal development and pupils demonstrating an increased respect for the talents and achievements of others. This was clearly evident at our Talent Show this session. Almost all P7 pupils participated in the Award of Ambition this session and celebrated success at our school awards ceremony.</p> <p>All of our pupils are fully involved in the self-evaluation process and take part in termly 'What's Hot and What's Not' sessions where they have a say in the quality of their learning experiences and how to improve.</p> <p>During our 'STEM Week' all pupils had opportunities to engage with local businesses to develop their career awareness and discuss their future aspirations. Our pupils achieved great success through participating in the Scottish Leaders Award with 18% making the shortlist.</p> <p>Equity for all learners</p> <p>Staff use SIMD, FME, LAAC and attendance data to identify our most vulnerable groups at the start of the session. During termly tracking and attainment meetings with the Head Teacher, class teachers identify appropriate interventions and review these. This session, interventions such as '5 Minute Box' and 'ReadingWise' have proven to improve outcomes for identified pupils. Our Breakfast Club has also had a significant impact on raising attendance for our tracked cohort of pupils.</p> <p>Evaluative Grading: 5</p>
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What are the key priorities for improvement in 2019/20?

- 1. Raising attainment in Literacy**
- 2. Raising attainment in Numeracy**
- 3. Wellbeing, Equality & Inclusion for all**
- 4. Improve employability skills for all children**

What is the capacity for improvement?

As a school we are well placed to continue improving the learning experiences for our children. Staff are confident in skills development and identifying next steps in the improvement process. They share ideas and practice willingly and are very supportive of developments in the curriculum in, and out with, the classroom. Our frameworks are becoming more cohesive and progressive to ensure a quality learning experience for all. All staff have a shared vision of where the school should be, and everyone will continue to work hard at achieving this.