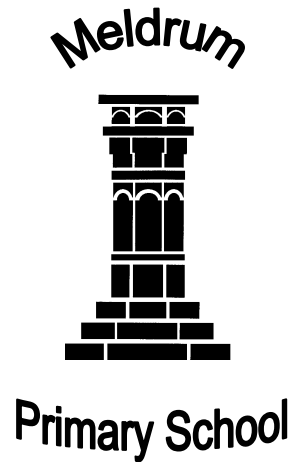


# Meldrum Primary School



# PROGRESS REPORT FOR SESSION 2019/20

(Standards & Quality Report)

**Meldrum Primary School**

**Westwood Park,**

**Deans, Livingston**

**EH54 8NW**

## ABOUT OUR SCHOOL

Meldrum Primary School is a non-denominational school situated in the Deans area of Livingston. The school sits within the Deans Community High Cluster. The school roll is currently 189 pupils organised into eight classes. Our staffing consists of the Head Teacher, two Principal teachers and seven class teachers. We also have an Expressive Arts teacher in school for two days and a member of staff teaching Physical Education. Pupils are well supported by five Pupil Support Workers working across all stages of the school. Clerical support is provided by one Administrative Assistant with part-time support from a Clerical Assistant. The school runs a successful breakfast club which is well attended by pupils at all stages. Currently 40-50 pupils attend daily. The school benefits from a mixed catchment area with a Free Meal Entitlement of 12.56%

Our attainment data at Primary 1, 4 and 7 shows that pupils are performing well across the areas of Reading, Writing, Listening and Talking and Numeracy and Mathematics. There are a number of pupils across the school who access small group and individual support, including Nurture, additional PSW support and Support for Learning, across all Quintiles.

Our Nursery is based within Deans Community High School, where we provide quality learning experiences in a nurturing and safe environment for 60 pupils with full 2-day provision. We also have provision for eligible two year old children. Our Nursery team is led by our EYO, with an additional seven Nursery Nurses. Strategic support to the HT and EYO is provided by our ELCASM. Our Nursery team are enthusiastic and work hard to improve their own learning and practices. A member of the Nursery staff participated in a year-long intensive study on Froebel Theory, sharing her learning with the Nursery team. All staff have a specific area of responsibility and work together to ensure this has a positive impact on all learners.

All members of our school community demonstrate strong collegiality and teamwork and this helps to maintain a positive climate for learning in school for all pupils. Meldrum Primary and Deans North Nursery strive to develop strong partnerships with parents, carers and the wider school community. We work together with the Parent Council to raise money for a variety of initiatives and to improve opportunities and experiences for all pupils. We have strong links with St Andrew's Parish Church, West Lothian College, local supermarkets and sports coaches, including the Cluster Active Schools Coordinator. We have pathways in place to develop leadership across all stages of our school including Reading Ambassadors, Buddies, Monitors, Prefects, School Squad, Junior Road Safety Officers and Eco Reps, helping our pupils to transfer learning and skills across a variety of motivating contexts.

## IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20 and what the impact has been. Our report recognises that we entered a period of school closures in March 2020, and therefore our report reflects the progress made until that time, but will also reference any significant steps taken during the period of school closures. Our future improvement priorities will be identified in our school's recovery improvement plan, which will respond to the national and local advice on the reopening of schools.

We have shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at [https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS\\_NIF\\_E-1.pdf](https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf).

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) and How Good is Our Early learning and Childcare? (HGIOELC?) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2019/20 was - 85% of learners in Primary 1, Primary 4 and Primary 7 will achieve or will exceed expected levels in Literacy and Numeracy.</p> <p>All learners will receive high quality writing experiences across all areas of the curriculum.</p> <p>NIF Driver(s): School Improvement Teacher professionalism Assessment of Children's progress Performance information</p>	<p><b>We have made very good progress.</b></p> <p>Across the whole school we have had an increased focus on Writing across the curriculum. From Primary 3 to Primary 7 pupils engage in daily writing experiences across a wide range of topics and activities. All staff engaged in Writing CLPL focused on the core writing targets and moderation cycle. All staff now provide increased writing experiences for our pupils across the four contexts of learning.</p> <p>All staff collaborated to develop a Literacy Position Paper to set out high standards for writing across all levels. The moderation work carried out has given all staff a very good understanding of the quality of pupil work within their class, across levels and across the whole school. Individual staff have engaged in enquiry in writing across the curriculum, including a focus on writing in Physical Education. Mighty Writer was used in a small group setting to support targeted learners in Primary 5, promoting independent learning using visual resources.</p> <p>The Numeracy working group introduced a whole school Numeracy and Maths week in November providing opportunities for pupils to use their skills in a variety of real life learning opportunities. All pupils participated in forest walks where the focus was on measure. Parents were invited into school to talk to learners about the role of Numeracy and Maths in their careers.</p> <p>Staff in Primary 4 and 7 have used the Scottish National Standardised Assessment data and rigorous discussions from 'Equity and Excellence' meetings to set appropriate targets for all pupils, identifying areas of support and challenge for pupils. Identified pupils are supported through a range of individual and small group Literacy and Numeracy interventions according to their needs. Key Maths and Numeracy resources; SEAL, Number Talks and Sumdog are well established across all stages and are used support individuals, groups and whole class learning.</p> <p>Led by one of our Principal Teachers all staff engaged in CLPL opportunities with Hidden Giants to re-explore what learning looks like at Meldrum Primary School. Staff were encouraged to share examples of pupil-led learning in their classes. Following this all classes carried out activities to establish their own pupils' view of learning and examples of these formed a display which was shared with parents. Primary 3 and 4 worked with Hidden Giants on a collaborative project focusing on 'Boundaries.'</p> <p>In Primary 1, 4 and 7 &gt;85% of learners are attaining expected levels in all areas of Literacy. Feedback from pupil focus groups indicates that the majority of pupils have a good understanding of the skills required for writing and why writing is an important skill in itself. Pupils were able to give examples of writing across the different areas of the curriculum and were able to talk about their strengths and how they knew that they achieving in their writing.</p> <p>Staff report that learners have increased opportunities for writing for a variety of purposes. Learners can follow the correct form for different genres of writing and are able to self and peer assess using the targets. Learners experience activities targeted to developing key skills in listening and talking and in Reading and Spelling and this is reflected in overall attainment.</p> <p>In Primary 1,4 and 7 &gt;85% of learners are attaining expected levels in almost</p>

	<p>all areas of Numeracy and Maths. The focus week was a highlight for staff and for learners, providing increased opportunities to link learning with the world of work and giving real life experiences to use numeracy skills in school and as part of outdoor learning. Learners were highly motivated and displayed high levels of engagement in their learning.</p> <p>Next steps:</p> <ul style="list-style-type: none"> <li>- To continue to develop moderation practices in Writing across all four contexts, to include 2<sup>nd</sup> to 3<sup>rd</sup> level moderation through Cluster working.</li> <li>- To identify a reading age for each learner and to improve comprehension skills through reciprocal reading.</li> <li>- To review current practices in Numeracy and Mathematics to secure high quality learning experiences across all stages.</li> </ul>
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2019/20 was - through targeted interventions 75% of our learners in Quintiles 1 and 2 are On Track across all curricular areas.</p> <p>Increased and sustained attendance for identified learners to above 85%.</p> <p>NIF Driver(s): School leadership Parental engagement</p>	<p><b>We have made good progress.</b></p> <p>This session we have partnered with Your Space Counselling Service. This was initially on a one-day basis and then increased to two days in January 2020. Our counsellor quickly became part of the staff on these days and worked with identified children and families as well as facilitating a drop in service during break and lunch times. The counsellor attended parents evening in order to establish a relationship with learners and parents and to answer questions about the service. Over the session 12 children benefitted from 1:1 sessions. Over 40 children engaged with the drop in service during the past term discussing issues such as bereavement, peer relationships and parental illness. Primary 7 pupils were also supported online during their transition to High School.</p> <p>Pupil Support Workers continue to support individuals and small groups using specific Literacy interventions; 5 minute box, Clicker, Phonological Awareness Training and Reading Wise. The Support for Learning teacher has worked closely with support staff to plan and to evaluate ongoing progress. This session we continued to work with Premier Football Academy who have worked with specific groups of learners improving football and social skills on a weekly basis.</p> <p>The introduction of Homework Learning Grids this session across all stages has increased the range of tasks to include Health and Wellbeing specifically. Learners and families now have greater flexibility in completing tasks and families are encouraged to complete tasks together. Feedback from parents has confirmed this as a positive change in home learning. This approach supported pupils and parents, and our staff in their planning during the period of home learning in the final term.</p> <p>In Quintiles 1 and 2 &gt;85% of learners have an attendance of 85% or higher. We have engaged with pupils and families through attendance procedures, including supportive meetings to increase the attendance of specific children in school. The Senior Leadership Team has worked with individual families to provide specific support for children attending school, interventions are based on individual pupil interests and needs. During term 4 all class teachers and SMT contacted all parents, this was effective in increasing pupil engagement with learning activities and also in developing greater understanding between staff and parents about meeting the needs of all learners.</p> <p>Feedback from learners, their families and from staff has indicated the positive impact that the counselling support has had on individual's wellbeing. In some cases attendance and engagement of pupils has improved and the</p>

school – counsellor partnership has been instrumental in establishing the right kind of support for learners. Pupils who accessed the drop in service at break and lunch times showed positive improvements in their confidence and wellbeing; through discussion of issues with school staff and peers.

Individual learners have shown improvement in attainment as a result of the ongoing support in school. There is a good balance of supported time in class and out-with the classroom to ensure individual needs are met. Continued use of high quality resources has ensured that learners are engaged and motivated to improve their learning and there has been a sustained focus on improving independence in learning.

Next steps:

- To continue to partner with Your Space Counselling Service to support learners and families.
- To assess, track and support individuals in specific areas of Literacy and Numeracy to secure learning potential.

<p>3.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p>Our measurable outcome for session 2019/20 was - almost all learners are able to self-evaluate their wellbeing using all wellbeing indicators and agree positive actions.</p> <p>All learners will receive high quality Physical Education across all stages.</p> <p>NIF Driver(s):  School improvement  Teacher professionalism  Parental engagement</p>	<p><b>We have made good progress.</b></p> <p>Across the session each class held a BIG Breakfast event, inviting parents and families to join classes for a focused session on different aspects of Health and Wellbeing. Each class chose a different focus including; firework safety, road safety, Eat well plate, My World of Work, Emotion Works. Parents participated in the activities alongside their children in order to increase understanding of our Health and Wellbeing curriculum and to strengthen partnerships with parents.</p> <p>We continue to support our children and families using Emotion Works across all stages. There is a focus at the beginning of each term using an appropriate novel study to engage pupils, exploring the emotions of characters and relating these to their own lives. Primary 4 also used 'Lucy's Blue Day' as a central resource to explore their emotions throughout the session. Parents have a good understanding of the emotions and the cogs and we have provided Emotion Works packs for parents to use at home with individual learners. We continue to use the language and structure of Emotion Works in restorative discussions with pupils as part of our positive relationships policy supporting pupils in making better choices.</p> <p>All staff and pupil groups were involved in the Health and Wellbeing Thematic Review which focused on 'Ensuring Wellbeing, Equality and Inclusion'. Identified strengths included a positive and nurturing ethos, shared vision and values and staff commitment to improving outcomes for all learners. Next steps include co-creation of a progressive Health and Wellbeing curriculum tailored to meet the needs of individual learners. All staff have participated in CLPL opportunities through our partnership with Hidden Giants with a focus on learning in Meldrum Primary school. Staff were able to explore their own learning styles and to reflect on the teaching and learning in the classroom and the current impact on learners.</p> <p>All staff share responsibility for learners' entitlement to 2 hours Physical Education. Staff collaborate well to share professional learning and practical activities. Pupils in the upper school have been leading learning in PE, using skills and abilities gained from after school clubs and clubs out-with school. All staff took part in Gymnastics CLPL which was identified as a particular area of development within school. Classes within school benefited from time with a Yoga instructor introducing the techniques to improve physical and mental wellbeing.</p> <p>A variety of sporting after school clubs took place in order to continue to promote healthy lifestyles among our pupils. A new partnership was formed with our Tai Kwon Do coach in addition to existing partnerships with Nu Moves and Premier Football Academy.</p> <p>Learners across all stages have increased opportunities to access support and share their emotions resulting in focused actions in order to improve outcomes for themselves. Learners have experienced activities which they can use to support themselves and develop their physical and mental health. The majority of learners are now able to describe their view of learning in school and to provide feedback on improvements.</p> <p>Next steps:</p> <ul style="list-style-type: none"> <li>- To assess, track and support all learners using the GIRFEC indicators.</li> <li>- To develop a progressive Health and Wellbeing curriculum to reflect the individual needs of learners.</li> </ul>
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	<ul style="list-style-type: none"> <li>- To continue to use Emotion Works to support all learners and to share learning opportunities with families.</li> </ul>
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2019/20 was - almost all pupils are able to talk about their individual skills and abilities that can be used in future learning and future careers.</p> <p>NIF Driver(s):  School improvement  Teacher professionalism  Parental engagement</p>	<p><b>We have made good progress.</b></p> <p>As part of the Deans Cluster the staff participated in four CLPL opportunities to engage with the three meta-skills underpinning Skills 4.0. All staff participated in professional reading and discussion on the key themes, increasing their knowledge and understanding of the skills and ways in which these could be taught within the classroom. Throughout the year pupils engaged in a variety of activities across all curriculum areas to further their understanding of the skills and of their learning within each skill. Staff and pupils organised a Curriculum Evening to share their learning and key messages with parents and families. Pupils were able to talk about the skills and why these were important in their learning and to make links to their future lives. Primary 6 and 7 pupils have engaged with My World of Work and have used this to prepare for their transition to High School.</p> <p>Almost all pupils are now able to talk about the skills under the three headings; Self-management, Social intelligence and Innovation. In all classes there has been an increased focus across all curriculum areas of the importance of these skills. All pupils have benefitted from time to reflect on their own skills and the learning journey within these. Staff are more confident relating these skills across the curriculum and are now providing increased opportunities for pupils to discuss their individual performance. Pupils reflect on their learning on an ongoing basis in their Learner's Journals and can see their progress and development needs.</p> <p>Next steps:</p> <ul style="list-style-type: none"> <li>- To continue to embed learning of skills in and through all areas of the curriculum.</li> </ul>

Attendance data: Overall attendance is very good. Monthly meetings are held to provide guidance and support to children and families where attendance has started to decline.

Exclusion data: During the session 2019/2020 there were three incidents of exclusion at Meldrum Primary School.

During this session we have increased both the frequency of opportunities for parents to come into school to share in their children's learning and also the facility to feedback on these opportunities. Parents Consultations are also very well utilised as an opportunities to gain feedback from parents on whole school developments.



## Our Wider Achievements this year have included:

- All classes have held very successful BIG Breakfast events, sharing learning with parents on a variety of subjects within the Health and Wellbeing Curriculum.
- Whole school creation of new House System; Willow, Beech, Oak, Rowan.
- Developing the Young Workforce curriculum evening held to share learning with families.
- Primary 6 and 7 participated in the Deans Community High School Christmas concert.
- Primary 7 held a fantastic Burns' Supper for staff and parents which was planned and organised by the pupils.
- Primary 7 pupils worked to support the local Foodbank.
- Meldrum School Squad organised whole school events to support charities; Children in Need and Sports Relief.
- Staff have completed accredited courses in Leadership, Pedagogy and Froebel Theory.

How good is our school? The quality indicators\* evidence that:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Very good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

How good is our Early Learning and Childcare? The quality indicators\* evidence that:

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

+Delete if not relevant

\*(Indicators used in How good is our school? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)