**Mid Calder Primary School**



**PROGRESS REPORT FOR SESSION 2018/19**

**(Standards & Quality Report)**

**Mid Calder Primary School and Nursery**

**Mid Calder  
Livingston  
West Lothian  
EH53 0RR  
United Kingdom**

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**ABOUT OUR SCHOOL**

**Mid Calder Primary School serves the community of Mid Calder and the surrounding area. A significant number of pupils come from out with the catchment area.**

**The present Head Teacher took up her appointment in latter of part of June 2018. The DHT took up a secondment as acting DHT from November 2017 and fnishes in June 2019.**

**Although there have been changes within our senior leadership team we have ensured continuity so that the pace of change has been carefully managed which was commended in our HMIe inspection March 2019**

**Mid Calder Nursery was currently opened in August 2017. This significant extension to the school, has offered excellent opportunities for real life contexts for learning in Early Level which was been endorsed by HMIe in March 2019**

**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 2018/19, what the impact has been and what our next steps will be to continue to address these priorities in Session 2019/20.**

**We have also 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 indicated the links to quality indicators (QIs) in How Good is our School? 4 (HGIOS? 4) which is a key aspect of the Scottish approach to self-evaluation and school improvement.**

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| **PRIORITY** | **HOW DID WE DO?** |
| To raise attainment, especially in literacy and numeracy  Our desired outcome for Session 2018/19 was to  **All pupils experience high quality learning and teaching in all classrooms.**  **Learners and staff involved in rich dialogue which include next steps and aspirations.**  **Learners leading their own learning and the learning of others.**  **Improvement in Literacy for all:**  **Improved knowledge and understanding of literacy progressions leading to further opportunities for moderation at school and cluster level.**  **Improved staff confidence in the learning, teaching and assessment in progress of spelling.**  **Raised attainment in spelling through implementation of revised progression in spelling across all stages of the school.**  **Improvement in Numeracy for all:**  **Attainment for learners will be further improved through embedding concrete, visual abstract in pedagogy in the teaching of number as whole school methodology.**  NIF Driver(s):  School/ELC Improvement  School/ELC Leadership  Teacher/Pract Professionalism  Parental Engagement  Assess. of Children’s Progress  Performance Information  HGIOS?4 QIs:  1.2 1.2  1.3 1.3  2.3 2.3  2.7 2.7  3.1 3.1  3.2 3.2 | We have made good progress.  What did we do?  **All staff attended CPL Cluster Meetings throughout the year. Shared practice was developed across cluster stages in use of holistic Numeracy assessments. In addition, we shared good practice across the Cluster in the writing process fed back to staff on ideas/recommendations to be developed through the year with a common agreed cluster approach to the writing process.**  **Further collaboration will be embedded in 2019/20 including a joint planned PM writing Cluster CAT Sept`19**  **Regular Attainment and Achievement meetings resulted in teachers being more confident in reporting where children are in their learning.**  **School moderation took place across the year to enable staff and pupils to engage in purposeful dialogue about attainment and achievement of a level.**  **Lesson observations including peer observations took place to quality assure teaching and learning through school in Autumn and Spring Terms.HMIe observations in March`19**  **Staff using progression pathways and benchmarks.**  **Teachers very aware of pupils’ progress and needs**  **Consistency of assessments taking place across the school e.g. Jolly phonics /SEAL assessments**  **Use of benchmarks to create assessments.**  **Focus on the `writing process’ established within the school**  **Good links to moderation of work**  **Staff use benchmarks and E’s & O’s for planning**  **Staff plan collegiately and share successful planning with staff across the school**  **SFL are very good at sharing assessment data (SNSA analysis), forward planning and evaluations with relevant staff**  **Staff have been willing to take on additional SNSA training and reporting and tracking training this year.**  **ELC**  **Natural resources are well established in the Nursery to enhance learning experiences**  **Highly effective embedded outdoor learning/loose parts experiences areas within the nursery setting**  **Continued engagement for home learning opportunities to extend learning opportunities at home**  Evidence indicates the impact is:  **Learners involved in ‘peer teaching’**  **Learners continue to select their own IDLs and contribute actively to their planned learning experiences**  **Learners involved in Key questions on IDL plan.**  **Learners are able to utilise ICT effectively to enhance learning within many lessons.**  **Learners increasingly self evaluate LO and SC and peer assess**  Our next steps will be to:   * **To further embed effective marking and feedback to facilitate greater progress rates (focus on able learners)** * **Build upon previous Tapestry CPL feedback/initiatives into the school through regular updates in staff meeting/CAT sessions** * **Staff training in data analysis including planned Cluster trends analysis - CEM, SIMD, Insight, wellbeing indicators, behaviour, attendance.**   **To develop a greater focus on I-achieve/similar methods to celebrate wider achievement. Possible introduction [Junior Award Scheme for Schools: JASS](https://www.jasschools.org.uk/)**   * **Establish a systematic way of tracking progression in writing related to the benchmarks and specific to genre/pupil choice related to PM writing programme** * **Purchase of further updated assessment resources e.g. Jolly phonics /comprehension resources P1-P7 if required** |

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| To close the attainment gap between the most and least disadvantaged children  Our desired outcome for Session 2018/19 was to    **Improved attainment in literacy at P1, P4 and P7 stages as a result of focused supports and interventions.**  **Favourable comparison to cluster and national attainment.**  **Improved attainment in numeracy at P1, P4 and P7 stages as a result of focused supports and interventions.**  **Robust planning, assessment and tracking to ensure clearer identification of gaps in learning being identified, addressed and supported.**  NIF Driver(s):  School/ELC Improvement  School/ELC Leadership  Teacher/Pract Professionalism  Parental Engagement  Assess. of Children’s Progress  Performance Information  HGIOS?4 QIs:  1.2 1.2  1.3 1.3  2.3 2.3  2.7 2.7  3.1 3.1  3.2 3.2 | We have made good progress.  What did we do?  **Implementation of SNSA analysis to inform next steps for P7 P4 and P1 pupils (P4 & P2 for 2019/20 start)**  **CEM data used from last year for groupings**  **P1 literacy profiles also used for groupings in P2**  **SWST/SWRT carried out**  **P1 to P7 Tracking and monitoring spreadsheets maintained throughout the year and will be built upon in 2019/20**  **PEF funding contributed to maintaining an additional PSW to support targeted support in the upper areas**  **Targeted teaching support was developed with a specific focus on writing attainment within Term 1**  **Diagnostic gaps have been regularly identified through SFL guidance and PSW input to class teachers and this was been detailed from P1 to P7. Timetables for PSW support have been generated and adapted throughout session 2018/19**  Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:  **Learners have received a targeted programme of support, particularly in Numeracy and Literacy throughout the year**  **Learners are accessing a broader range of numeracy and Literacy within lessons and through intervention sessions**  **Learners have had the opportunity to use tactile resources e.g. Numicon/Outdoor learning opportunities to develop conceptual understanding**  **There has been an impact on closing the gap between learners especially in terms of pupil self-confidence, H & HWB (endorsed HMIe March`19)**  **ELC**  **Outdoor learning opportunities to develop conceptual understanding**  **have been clearly established**  Our next steps will be to:   * **To use PEF/CPL trainingwidely with PSWs to strategically target leaners within classes (Include new PSWs & NNs introduced Aug`19)** * **To continue to analyse council data and SNSA banding previous P4 and P1 pupils (Aug`19) specifically to measure impact of PEF intervention support** * **Continue our successful programme of specific pupil support for named pupils which focuses on whole school nurture as well as Literacy and Numeracy** * **Roll out a plan for INSET for PSWs to use and employ existing purchased resources to facilitate positive intervention sessions** * **Further embed “Emotion Works” approach in P1 to P7 and in ELC to create a foundation for raised attainment** |

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| To improve children and young people’s health & wellbeing  Our desired outcome for Session 2018/19 was to  **Further embed growth mind-set**  **to support inclusion of all learners**  **Wellbeing and development of all pupils is supported through a whole school nurturing approach**  NIF Driver(s):  School/ELC Improvement  School/ELC Leadership  Teacher/Pract Professionalism  Parental Engagement  Assess. of Children’s Progress  Performance Information  HGIOS?4 QIs:  2.1 *2.1*  2.4 *2.4*  2.7 *2.7*  3.1 *3.1*  3.2 *3.2* | We have made very good progress.  What did we do?  **Staff increasingly use principles of growth mind-sets across the school.**  **Whole school nurture approach building on school initiatives introduced this session, including Emotion Works, call out cards and breakout Cosy spaces within classes and class bases.**  **Continued to raise awareness with parents including input from the Educational Psychologist and “Wellbeing” open afternoon**  **Development of outdoor learning opportunities from P1 to P7.(especially P4& P5)**  **Children are aware of the values in the infants and these are linked into our Special mentions, Living the Values award, behaviour logs etc )**  **Children are taught through Sex Ed programme to establish understanding and values**  **Children are able to use Child-Line/ CEOP reporting appropriately. School had NSPCC sessions and parent on-line safety parent workshops this year.**  **We have created an Inclusive school environment where children’s needs are met and issues between children are dealt with quickly.**  **We understand, value and celebrate diversity and challenge discrimination e.g Extraordinary Individuals IDL**  **Staff and some pupils continue to be aware of rights of the child and display connected rights within class/whole school displays**  **ELC**  **Home visits and stay and play sessions continue to build good initial relationships families/carers.**  **Open nursery, parents welcome at all times (Stay&Play sessions etc.)**  **Communication with other agencies to support wellbeing (Early Inclusion service/ Psychologist/ School Nurse)**  **Wellbeing indicators embedded into every day practice.**  **Responsive and changeable wellbeing display, highlighting children’s achievements**  **Staff are vigilant when caring for the children in our setting.**  **Following the correct procedures if we feel children or families need further support**  **Inclusion of all children in events such as: nativity, parties. Wild Connections walks, campfires etc.**  Evidence indicates the impact is:  **Learners create class charters and Reflection logs**  **Learners continue to receive Living our Values certificates**  **Learners are expressing their feelings clearly and developing self-awareness (Emotion works cogs ELC to P7)**  **Learners are very much involved in the life of the school**  **Learners are treated fairly and wherever possible have the same experiences**  Our next steps will be to:   * **Whole school focus on embedded language of wellbeing (Emotion Works cogs etc) and wellbeing indicators.** * **Further use of a whole school resource for HWB.** * **Continue self reporting of Wellbeing indicators throughout whole school** * **Refresh and update audit of pupil need across whole school and nursery whole school pupil** * **To continue to utilise PEF funding for Nurture sessions and Cosy areas in Nursery and classrooms throughout whole school.** |
| To improve employability skills, and sustained, positive school-leaver destinations for all young people  Our desired outcome for Session 2018/19 was to  **All children’s achievements are being recognised and tracked**  **Learners have an improved understanding of the skills required for learning and the life of work**  NIF Driver(s):  School/ELC Improvement  School/ELC Leadership  Teacher/Pract Professionalism  Parental Engagement  Assess. of Children’s Progress  Performance Information  HGIOS?4 QIs:  2.3 2.3  2.6 2.6  2.7 2.7  3.1 3.1  3.2 3.2  3.3 3.3 | We have made good progress.  What did we do?  **Parents sharing experiences with certain classes including outdoor learning sessions and P5 Forth Rivers initiative**  **Partnerships with local college, high schools, parents and carers, local businesses and shops, Art galleries and museums.**  **Roles of responsibility given to upper stage children each year.**  **Parents/members of the community have been invited into school to share expertise and skills with children.**  **Good links with other professionals, parents and places of work.**  **Skills for learning, life and work are included in planning our topics.**  **ELC**  **Parents helping in both the nursery and the garden**  **Big Family Read**  **Parents visit nursery as specialists (hairdresser, paramedics, therapy dogs)**  **Online Learners Journeys and use of Sway and Twitter to communicate learning widely fully established**  **Visits to Cunnigar House, local café and walks to the village and wild connections area**  Evidence indicates the impact is:  **Learners have benefited from learning they may not otherwise have experienced.**  **Learners are broadening their understanding of work through topic learning**  **Learners have been actively engaged in fund raising throughout the year**  **Learners have a greater understanding of “Fair Trade’**  **Learners keen to organise/initiate future fundraising**  **Learners share learning with parents**  **Learners new skills from other parents**  Our next steps will be to:   * **Make more use of the local community, utilise parents/volunteers and contribute more to the life of the school** * **Sustained involvement in the Money Sense/Moneywise organisations for lessons, initiatives throughout the School Year** * **Creation of an annual “Enterprise Week” in the School calendar** * **Investigate the possibility of setting up a school credit bank with local sponsorship** |

**Our Achievements this year have included:**

* **A sustained successful focus on Digital Learning throughout the year commented favourably in our HMIe report**
* **Digital Learning Week- children shared their learning together successfully. “Sway” writing across the whole school**
* **Purchase and use of a wide range of practical resources in Numeracy including ISAC 9 and Outdoor learning resources**
* **A developing understanding of moderated assessment procedures including holistic Numeracy tasks and Developing common approaches to the writing process**
* **Continued Successful participation in community partnerships e.g. Lush from Livingston, Rotary Club, Therapet, Mid Calder Gala, SSPCA, NYCOS etc**
* **Good participation and partnerships with STEM ambassadors**
* **An integrated approach to DYW including a Successful Careers Fair for P6 & P7 pupils**
* **Highly successful Book Week with visiting authors Nov`19**
* **On-going fund raising initiated and led by children for outside charities and in-house initiatives SSPCA, MacMillan etc**
* **Imroved H &HWB through development of Emotion Works programme**
* **Improved playground through repaired fencing and Playground markings and equipment**
* **Sharing good practice of HWB at West Lothian HWB Champions CPL**
* **Sharing good practice in our ELC to wider audience- Finnish advisors, Edinburgh City and Scottish Borders**

**Capacity for Continuous Improvement**

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

**‘As a result of wellbeing being at the heart of the school’s ethos, the nurturing environment from Nursery to Primary 7 enables children at Mid Calder to be well placed to learn. This is a true credit.’** **Gayle Gorman** **HM Chief Inspector of Education April 2019**

**The following grades have been validated by HMI e in April 2019**

How good is our school? The quality indicators show that:

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| How good is our leadership and approach to improvement? | Leadership of Change 1.3 | Very Good |
| How good is the quality of the care and education we offer? | Learning, teaching and assessment 2.3 | Good |
| How good are we at ensuring the best possible outcomes for all our learners? | Ensuring wellbeing, equality and inclusion 3.1 | Very Good |
| Raising attainment and achievement 3.2 | Good |

How good is our Early Learning and Childcare? the quality indicators show that:

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| --- | --- | --- |
| How good is our leadership and approach to improvement? | Leadership of change 1.3 | Very Good |
| How good is the quality of the care and education we offer? | Learning, teaching and assessment 2.3 | Very Good |
| How good are we at ensuring the best possible outcomes for all our learners? | Ensuring wellbeing, equality and inclusion 3.1 | Very Good |
| Securing children’s progress 3.2 | Very Good |

\*(Indicators used in How good is our school? 4th Edition, Education Scotland 2015 and

How good is Our Early Learning and Childcare 2016)

**The school has positively encouraged increased school attendance during the session in 2018/19.**

**No school exclusions were made during session 2018/19**

**The school continues to engage positively with our parents and carers with almost all parents attending consultation evenings in October and March.(99.06%)**

**The school similarly had over 75% attendance at BOATS sessions in Book Week Scotland Nov `18 and our showcasing of Whole School H & HWB June `19**