

**Scottish Borders Council
Education and Lifelong Learning**

Quality Improvement Framework

**MELROSE
PRIMARY SCHOOL**



**School Improvement Report
Session 2014/15**

The School in Context

Melrose Primary School's vision statement 'To be the best we can be' guides and informs the work of the school. Melrose Primary School is a non-denominational school situated in the Scottish Borders serving the town of Melrose, surrounding villages and rural areas. It is part of a Learning Community of fifteen schools; eight are schools in the Earlston High School catchment area, almost all children from Melrose transfer to Earlston for secondary education.

The school consists of two main buildings. The head teacher's office, a deputy head teacher's office, the school office, the Early Learning and Childcare provision, gym hall/dining area, support for learning room, the library, one large general purpose room (AV room) and the P1 - 4 classrooms are located in the main building (the new school building). The P5 - 7 classrooms, a deputy head teacher's office, computer suite and a general purpose space, the 'Big Space', are located in the Annexe building.

The school roll in June 2015 was 323 P1-7 pupils and 60 in the nursery.
The projected roll for August 2015 is 342 from P1-7 and 60 in the nursery.
There were twelve classes in the school, organised as follows:

P1	P1	P2	P2	P3	P3/4	P4	P5	P5/6	P6	P6/7	P7
22	21	27	28	26	25	33	30	25	32	25	29

The teaching staff allocation for the year 2014/2015 was:

Basic Complement	Support for Learning [SfL]	Visiting Specialist(s)
15.50 FTE*	0.7 FTE	1.43 FTE

*Full time equivalent

Staffing

The head teacher was supported by a deputy head teacher (DHT), and two principal teachers (PT). There were 12 class teachers (CT), and one Early Learning and Childcare teacher. In August 2014 one newly qualified teacher (NQT) took up post, a curriculum specialist teacher visited school throughout the week to teach Physical Education (P.E.) and one teacher to cover the Reduction in Class Contact Time (RICCT) for class teachers. There were a number of staff changes through the year: one class teacher was off on long term sick leave, the class teaching was covered by supply teachers until January 2015 and from January a teacher on a short term contract. One teacher was on maternity leave from December 2015; her post was covered by a teacher on a short term contract. The secondment of the DHT, leading the development of the 1+2 modern languages initiative for Scottish Borders Council, was extended to full time. The management responsibilities of the DHT were covered by the PTs who had reduced teaching time and increased management time. One part time teacher, who returned to work in August 2014, resigned her post in December 2015 to work in another authority. Her teaching was covered by a temporary teacher. Additional staff were employed in school, both full and part time, as Additional Needs Assistants (ANA) and Administrative Assistants. One full time ANA was on long term sick leave from February 2015, some of her hours were covered by a supply ANA. There were four Nursery Nurses (NN); two worked full time and the other two worked part time. One of the part time NN covered the nursery teacher's non-contact time. One full time NN was on maternity leave from January 2015; her post was filled by a NN working on a temporary contract. There was a full time janitor for the school and a part time janitor/cleaner for the Annexe who was also the School Crossing Patrol. There were staff to cover playground supervision, one cook, two school kitchen assistants and two school cleaners.

There is an active Parent Council, which met regularly and supported the life and work of the school.

Additional funding was secured by the school from:

- The Parent Council to support educational visits, school events and the library
- Melrose in Bloom to improve the planters in the playground
- Historic Scotland to support educational visits
- Priorwood Court for community singing
- Melrose Rugby club for using the school playground for car parking
- Nestlé's book tokens
- Scholastic book fairs
- Active Schools to support transport to sporting events
- Comenius British Council funding for staff training in France and Spain
- Crawford Builders, Keyline Building Supplies and Ostle Tyres for resources for the new garden
- Arnold Clark for sports kit – netball and rugby

Summary of consultations with parents and children and young people about our strengths and areas for improvement.

- Staff: views on progress in the key Quality Indicators (QI), listening and talking, numeracy and maths, moderation and Personal Learning Planning.
- Pupils: views on their learning, the learning environments, achievements including extra-curricular and the behaviour procedures and policy.
- Parents: views on how the school is led and managed and the reporting process.

EVALUATION OF PROGRESS

Question 1: HOW WELL DO CHILDREN LEARN AND ACHIEVE?

QI 1.1 Improvements in Performance

Overall we have evaluated ourselves as good

SIP Actions from Session 2014/15 including impact and evidence.

Systems for tracking and monitoring progress and targeting support to raise attainment are being used by staff to inform planning and next steps for learners.

Through development work in critical literacy, a Learning Community and school development, and the re-organisation of reading resources pupils experience and are taught skills progressively through a broad and increasing range of texts. Able readers investigate and analyse challenging and complex texts.

Continued staff development work through Teacher Learning Communities (TLC) developments has had a positive impact on teachers' use of formative assessment. Techniques are embedded in practice in all classes to ensure learners are motivated and actively involved in their own learning. Formative assessment practice and techniques are evidenced in Personal Learning Plans. Pupils are regularly engaged in dialogue about their learning.

The self-evaluation process and assessment information, ongoing class assessments and the analysis of Standardised Assessment data, have identified a need for improvement in teaching and learning in core numeracy skills. As a result teachers have, within their own planning, identified and prioritised the teaching of core numeracy skills. This will be an ongoing development in 2015-2016.

An audit of pupil views was undertaken by Primary 6 pupils. Pupils shared the results with teachers, pupils and the Parent Council. Pupils were involved in identifying next steps and actions which included improved provision of extra-curricular activities for younger pupils, greater range of outdoor equipment for older pupils in the new garden, further development of pupil skills to select appropriate evidence for inclusion in PLPs and greater pupil involvement in deciding when PLPs are shared with parents.

The audit of parent views identified that the improvements to the reporting process has had a positive impact. Parents know what their child has achieved and how well they are doing against National expectations in literacy and numeracy. There was positive feedback about how the reporting process helped them to engage actively and be involved in their child's learning. They identified improvements in how the school is led, and are happy with their child's care and education. Strategies and systems for asking and taking account of parental views need to be improved.

Opportunities for wider achievement within school were increased with the development of a wider range of planned opportunities for children to progress and achieve. Pupils had the opportunity to choose from a range of activities (e.g. first aid, German, yoga, fundraising, gardening, knitting, Irish dancing, environmental art, drama, publicity, Fair Trade etc.) often in partnership with parents and the wider community. Their personal achievements were celebrated at an Achievement Assembly and shared in their Personal Learning Plan (PLP).

Next Steps

- Further develop the systems for tracking and monitoring progress and targeting support to raise attainment.
- Use formative assessment evidence to inform next steps in learning with a focus on learning led planning approaches.
- Begin to develop increased pupil involvement in planning their learning.
- Evaluate and change practice in relation to the process of short term planning and the impact

this has on teaching and learning experiences to meet pupil needs (learning led planning).

- Further develop the teaching and learning of core numeracy skills.
- Improve strategies and systems for asking and taking account of parental views.
- Further develop the reporting process to include how children are progressing in listening and talking and clearer identification of where children are learning in relation to National Expectations in reading, writing and mathematics.
- Teachers to have an increased understanding of how to identify and plan for wider personal achievements.
- Further develop parental and pupil understanding of wider personal achievement.
- Earlston High School cluster development - Critical literacy
 - The use of Eildon East critical reading toolkit (2014) and supporting critical literacy resources to be embedded in practice in all classes.
 - Teachers to plan for opportunities for learners to develop and apply critical literacy skills across the curriculum.
 - Teachers to become confident in making judgements about the progress of learners in critical literacy based upon a valid and reliable range of evidence.

QI 2.1 Learner's Experiences

Overall we have evaluated ourselves as good

SIP Actions from Session 2014/15 including impact and evidence.

Through planned achievement sessions pupils have experienced success and confidently exhibited responsible attitudes. They demonstrated enjoyment and were motivated through participation in wider achievement opportunities and have positively contributed to the school ethos and the wider community. These sessions allowed pupils to develop demonstrable subject specific skills and generic skills for life. A system for sharing and tracking achievements was successfully implemented through the use of a House points system. House Captains led the development work which included sharing with pupils across all stages.

As a result of staff training there is an increased use of GLOW to support learning and teaching. Computer software was purchased to support writing across the curriculum, use to be developed in session 2015-2016.

Teachers are aware of the Scottish Borders Council ICT progression pathways; the use of this resource needs to be consistently used across all classes.

As part of the development of the reporting process parents/carers have a greater understanding of their role in Personal Learning Planning. This will continue to be an ongoing development.

Through the continued engagement of teachers with the Teaching Learning Community (TLC) development work there is more effective use of learning intentions. Pupils know the purpose of and are able to use learning intentions. Success criteria are used effectively in a number of classes ensuring pupils understand what counts as quality work. Through the quality assurance process staff will be supported to consistently use success criteria effectively, including pupil involvement, in all classes. Increasingly feedback is used effectively to move learning forward. To ensure consistency across all classes, through the monitoring process, staff will be supported to improve the quality of feedback. Learners are increasingly owners of their own learning.

Within the Early Learning and Childcare (ELCC) setting active learning engaged and challenged children's thinking using real life and imaginary situations. This provision facilitated child-centred approaches enabling learners to build on previous experiences and develop skills and attributes through exploration and investigation while following their own interests. The provision was recognised as very good practice by an external agency.

The development of the old school house land as a garden and play area was ongoing throughout the year. The long term plan developed by pupils, outside specialist and staff was followed and implemented. This is an ongoing going development.

Next steps

- Further develop the use of GLOW to support and enhance learning.
- ICT
 - CPD opportunities to be offered to staff to familiarise with and support the use of 'Clicker' software to support pupil writing across the curriculum
 - Software to be explored to support learning in computer programming at Second Level.
- Quality assurance
 - Success criteria – ensure consistent and effective use
 - Feedback – ensure consistent use of quality feedback that is clearly related to the intended learning including in wider achievement.
- Improve the early level provision, including the transition between ELCC and P1, develop a more learner centred and developmentally appropriate practice P1.
- Within ELCC continue to implement the principles and practices within Building the Ambition.

Question 2: HOW WELL DOES THE SCHOOL SUPPORT CHILDREN TO DEVELOP AND LEARN?

QI 5.1 The Curriculum

Overall we have evaluated ourselves as good

SIP Actions from Session 2014/15 including impact and evidence.

Teachers have developed an understanding of strategies and approaches to support the development of critical reading. Pupils are utilising higher order thinking approaches and the quality of their responses to critical reading is improved, more analytical and evaluative. Through the implementation of a shared approach to critical reading, planning together, joint feedback and evaluation, teachers are beginning to implement effective moderation based on a shared understanding of levels. Reading resources have been reorganised to ensure pupils have access to a breadth and depth of genres/media. Parents' understanding and ability to support reading at home was addressed, as one area of focus, at a curriculum information evening.

Teachers have focussed on the development of listening and talking skills to ensure coherence and progression. Pupils are becoming more aware of the skills of listening and talking, their importance and how they impact on them as learners. This will be further developed in session 2015-2016.

The tracking and monitoring of writing has been further developed to ensure a clear consistent approach. Teachers are using the system confidently to assess and record progression. This information was used to support the professional judgements of teachers as part of a broad range of valid, varied and reliable evidence.

Teachers engaged in professional dialogue at the planning stage and throughout the development of the learning experiences in literacy, numeracy and social studies resulting in an improved and shared understanding of standards and expectations for both the learner and the learning. Teacher engagement with the suite of professional learning resources and professional discussions, have ensured that assessment and moderation is an integral part of day-to-day learning and teaching.

A numeracy and maths policy was developed to ensure consistency of approaches to teaching and learning.

Staff development work was undertaken to evaluate transition at all stages. Following the evaluation, improvements were implemented including an improved transition/pass on agenda which has a clear focus on skills development as well as pastoral information.

Achievement sessions were planned as an integral component of the curriculum. Where possible a range of stakeholders were involved in the delivery. Planned activities were innovative and took account of the principles for curriculum design.

The SBC modern languages planning framework was implemented throughout the school to support the teaching of additional languages from Early Learning and Childcare provision onwards. Teachers are familiar with and beginning to use a wider range of resources, including ICT, to support and enhance teaching and learning. A teacher was trained to support the delivery and implementation of a third language (Spanish). Spanish has been introduced to the Primary 6 year group; this will continue to be developed next session (2015-2015). A number of teachers have engaged in continuing professional learning (CPL) relating

to the teaching of additional languages. Throughout the year six teachers have attended week long language courses in both France and Spain. French is embedded in day-to-day teaching across all classes.

A teacher worked as part of the learning community working group to develop a Science progression pathway.

Next steps

- Further develop the moderation process across the curriculum, based on a range of valid and reliable assessment evidence focussing on the significant aspects of learning. Ensure teachers continue to identify valid and reliable evidence at the planning stage and use this to make informed decisions about progress, attainment and next steps in learning (significant aspects focus).
- Further develop teacher understanding of the progression of skills in listening and talking. Identify opportunities for the transfer and application of skills across learning.
- Review the Melrose Primary School curriculum plan to:
 - Ensure 'bundling' of Es and Os are appropriate
 - Ensure progressive teaching of skills
 - Identify key skills to be assessed
- Plan the implementation Big Maths programme to develop numeracy skills.
- Evaluate impact of improvements to the transition process.
- Evaluate and further develop the plan for wider achievement sessions
- Modern languages 1+2
 - embed the use of the SBC planning framework
 - further develop the use of the resources including ICT
- Science – embed the use of the progression pathways.
- Health and wellbeing – Better Eating, Better Learning audit and plan next steps.
- Develop a learning and teaching policy and guidance document.
- Within PE develop understanding and begin to plan coherent and progressive teaching of skills.

QI 5.3 Meeting Learning Needs

Overall we have evaluated ourselves as good

SIP Actions from Session 2014/15 including impact and evidence.

Termly attainment meetings took place to identify pupils requiring additional support and challenge. Assessment evidence and evaluations are used to inform forward planning.

Assessment data and information was analysed and used to plan where focused intervention was targeted to close the gap for those underachieving and to meet the needs of all. Regular consultations between class teachers, senior management and the Support for Learning teacher facilitated professional discussion in which next steps and actions were planned. This model of practice will be further developed in session 2015-2016.

The Support for Learning teacher took increased responsibility for supporting teachers and support staff with planning and resources impacting positively on meeting pupil needs. Pupils with identified needs were supported within class, through planned interventions and IEPs/CSPs.

An information evening to develop parents understanding of the reporting process, including Personal Learning Planning received positive feedback from those who attended. An additional part of the evening included workshops about the teaching of reading skills, writing and mathematics.

The format of written reports was developed and improved to better reflect the principals of Curriculum for Excellence. The reporting process was evaluated and improved to take account of National Expectations and the views of parents. Through collaborative working, including moderation, teachers gained an increased understanding of the purpose and essential elements of reporting. With this increased understanding and through the process of moderation they identified areas to improve within reporting. This included reporting on progress within a level for reading, writing and mathematics using the terminology developing, consolidating and secure. Feedback from teachers about the timings within the reporting process was positive. Parental feedback, from audit, was positive with the majority of parents who responded stating that they have an understanding of their child's learning and progress, they know how well their child is achieving against National Expectations in literacy and numeracy, they know their child's strengths and areas for development and they are actively engaged and involved in their child's learning.

Teachers worked effectively, with their stage partners, to plan and meet learners' needs. Appropriate

resources were used to develop teachers understanding of the teaching of skills progressively across classes and year groups. Teachers moderated Personal Learning Plans to identify whether the evidence reflected this – good practice was shared and next steps identified for teachers and pupils. Personal Learning Plans are used consistently in classes to record pupil progress and achievement. Teacher moderation of the content, including the range and of evidence used and subsequent recommendations for improvement ensured greater consistency across all classes.

GIRFEC level 2 and Respectful relationship e-learning training was undertaken by staff.

Next steps

- Further develop strategies and procedures for focused and targeted support for children, to close the gap, for those under achieving and to meet the needs of all.
 - All data, including standardised assessments data, formative assessment data and class teacher knowledge and professional judgement, to be used to plan where intervention will be targeted. Focused, achievable and measurable outcomes to be used.
 - Class teachers to further develop understanding of Individualise Educational Planning (IEPs), through professional reading (CfE Briefing paper 13).
- Plan opportunities to further develop parental understanding of teaching and learning and curriculum developments – information evening with workshops.
- For parents of Primary 1 pupils plan:
 - an opportunity to develop their understanding of the teaching of reading, the reporting process and Personal Learning Planning
 - opportunities to observe the teaching environment in action – ‘fly on the wall visits’
- Evaluate the ways we report to parents to ensure our processes reflect the purposes of reporting to parents as defined in Building the Curriculum 5.
- Writing:
 - Evaluate the criteria in terms of progress within a level: developing, consolidating, secure
 - Continue to develop the moderation of writing, at management level, incorporating moderation within a level across classes
 - Further develop the writing pro-forma for SMT moderation
- Personal Learning Plans (PLPs)
 - Further develop pupil skills to enable them to select appropriate evidence of progress in learning relating to targets set within Personal Learning Plans
 - Increase flexibility of approach in relation to timescales for pupils sharing PLPs with parents
 - Within ELCC PLPs ensure recognition of health, welfare and safety in line with the Care Inspectorate recommendations
- GIRFEC – continue to embed understanding of well-being indicators within teaching and learning (all staff, pupils and parents).

Question 3: HOW WELL DOES THE SCHOOL IMPROVE THE QUALITY OF ITS WORK?

QI 5.9 Self Evaluation

Overall we have evaluated ourselves as good

SIP Actions from Session 2014/15 including impact and evidence

Staff evaluated their own work as reflective practitioners and made improvements. The school's planned cycle of consultation and monitoring supported this process. Self-evaluation was embedded within the school improvement planning process which included a shared knowledge and understanding the school's rolling, three year strategic plan. School development work within collegiate activity sessions and in-service training was well planned. Developments had a clear focus and realistic expectations. Teachers engaged more with the significant aspects of learning within Curriculum for Excellence as a focus for assessment and moderation work. Staff were fully involved in the process taking ownership of the direction of improvements, enabling informed self-evaluation. Evidence from self-evaluation is listened to and taken account of.

Teachers engaged more with the Standards for Registration as a focus for self-evaluation. The newly qualified teacher (NQT) was well supported through stage team working and mentoring.

Effective and honest self-evaluation was evident through a shared understanding of planning for improvement. Staff focused on the impact of developments, based on a range of evidence, and on the identification and implementation of next steps.

Evidence was discussed and analysed in order to evaluate the impact of curriculum changes and improvements on current practice. Benchmarking information (PIPS, INCAS, spelling age assessments) were used to inform and support teachers' professional judgements about pupil progress and attainment.

Teachers are more confident in understanding standards through assessment and moderation development work. Regular planned professional discussion has had a positive impact enabling time for quality self-evaluation.

Professional review and development and professional update is embedded within practice, staff have a clear knowledge and understanding of the process. Clear links are made to school improvement planning as part continuing professional development. Leadership opportunities were encouraged and promoted. All staff were actively encouraged to take forward additional responsibilities and were supported in leading aspects of development work. Time was allocated for class teachers to undertake this work.

Next Steps

- Involve a greater range of stakeholders in self-evaluation
- Continue to encourage and support teachers to observe and share good practice as part of their continuing professional development (building on TLC practice).
- Embed a deeper understanding of the links between the Standards for Registration, continuing professional development, school improvement, planning and self-evaluation.
- Review the school vision, values and aims to ensure they are appropriate to be used as a basis for reviewing our work.

Any other continuing improvements which have not be commented upon in the previous sections.

- A team of Primary 6 pupils represented Scottish Borders Council at the final of the Euro Quiz at the Scottish Parliament; they were given support and training to develop the necessary skills to compete at National level against pupils from other Scottish authorities.
- All primary 5-7 pupils took part in the BBC Ten Pieces, as part of a National campaign to encourage young people to respond creatively to classical music through dance, drama, art and ICT.
- The P6 benefitted from the Youth Music programme, this work was linked to the BBC Ten Pieces work.
- Champions in school – P6 pupils took part in a role model programme that places Scotland's top athletes in school enabling them to inspire and encourage young people to fulfil their potential.
- The school website is used consistently to share information. Staff are able to upload teaching and learning overviews, photographs, homework etc. onto the website which enable pupils and parents to engage in further dialogue about learning. The use of the website is an ongoing development.
- Learning outdoors and the development of the garden – all children are participating in a range of progressive and creative outdoor learning experiences which are part of the curriculum.
- The P7s took part in a partnership project led by the Creative Learning Network and the Hawick Heritage Hub to develop understanding and knowledge of World War 1 and literacy skills.
- Melrose Primary School are working in partnership with British Transport police to establish the role of railway representatives in school to raise awareness of health and safety around railways.
- Further developed community links through joint working with Melrose Rotary club.