## EDUCATION AND COMMUNITIES DIVISION

## STANDARDS AND QUALITY REPORT

**St. Luke’s R.C. Primary School**

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Mayfield

Dalkeith

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Head Teacher: Mrs L. Walker

## Section 1 - INTRODUCTION

### Our Vision, Values and Aims

Our school vision, values and aims were discussed and agreed by our school community.

**Caring at, Sharing at, Learning at .........St Luke’s!**

We will develop our understanding of the Gospel values of faith, hope and love, through the Sacramental life of the Catholic Church.

We will create a safe, welcoming and nurturing environment, where each child is valued as a person in their own right.

We will build upon the existing good relationships between home and school.

We are committed to providing high quality learning experiences that will enable our children to become:

Successful Learners

* We will always do our best
* We will think creatively
* We will learn independently and together
* We will develop our skills for life

Confident Individuals

* We will respect ourselves
* We will have an ‘I can’ attitude
* We will be happy, healthy and feel safe
* We will aim high for our futures

Responsible Citizens

* We will respect and value others
* We will make appropriate choices and decisions
* We will work closely within our school and with our Parish and wider community
* We will develop our knowledge of the world and Scotland’s place in it

Effective Contributors

* We will have an enterprising attitude
* We will solve problems and work together
* We will communicate in a variety of ways to include everyone
* We will value and empower children, staff and parents

### Our School Values and Aims from the Perspective of our Parent Community

* We aim to work as a team, for the good of our children and the whole school
* We aim to create a safe, happy and caring environment where each child and adult is respected & valued.
* We aim to ensure that each child has an equal opportunity of achieving her or his full potential.
* We aim to support and extend the school’s links with the wider community.
* We aim to provide a variety of learning experiences suited to each child’s individual needs.
* We aim to support, encourage and extend parents’ involvement in the life of the school.
* We aim to encourage each child to develop a sense of responsibility for their own learning.

### Our School Values and Aims from the Perspective of our Pupils

* We want to do more expressive art. (Primary 1)
* We would like to have more choosing time in the morning. (Primary 2)
* We all want more reading lessons and to have a big reading room that is quiet. (Primary 3)
* We would like our Number Clubs to have more choice and challenge, and include some problem solving (Primary 4)
* (Primary 5)
* We all want parents to come in and see our learning at the end of each term. (Primary 6)
* We would like more after school clubs to try out new activities and sports. (Primary 7)

Dear Parent/Carer

I am delighted to provide you with a copy of the Standards and Quality Report of St. Luke’s Primary School for the school session 2015-2016.

The purpose of the Report is to provide you with a summary of the school’s progress towards key areas of improvement identified through the School Improvement Plan for session 2015-2016. The Report will share areas of strength and progress made towards these priorities and also identify key areas of improvement identified for the forthcoming school session 2016-2017.

St. Luke’s RC Primary School continues to serve mainly the Mayfield community which lies to the south of Dalkeith. The school roll for session 2015-2016 was 175 children across a eight-class structure.

The post of Principal Teacher was successfully appointed in July 2015 and commenced in August 2015. Three class teacher posts were appointed and two NQT posts commenced in August 2015. The leadership and management of the school will continue to be supported by a Schools Group Manager.

The current NQT posts were successful in retaining class teacher vacancies at the school and will commence in August 2016. An NQT has also been allocated to the school for session 2015/2016.

Staff worked collegiately to identify key areas for school development, through self and collective evaluation. All teaching staff worked with the Head Teacher to create action plans. This has allowed for more ownership of school development and collective understanding of direction and focus.

In collating the report the school has drawn upon a range of sources including children’s ongoing assessment and standardised assessments across all stages of the school. Also, feedback received from children, parents and school staff as well as a planned programme of visits to share classroom experiences by the Head Teacher, Schools Group Manager and peer Head Teacher, has helped inform the report.

The next section provides you with an overview of progress made with key priorities from last session.

Section 2 – AN OVERVIEW OF PROGRESS IN MEETING THE PRIORITIES WE SET FOR IMPROVEMENT FOR SESSION 2012-2013

The table below summarises progress in meeting the main areas of development of the school last session, August 2015-2016:

|  |  |
| --- | --- |
| Priority | Progress in meeting targets |
| Outdoor Learning to be developed and imbedded in the curriculum. | Good progress, most targets met |
|  Visible learning to be introduced and imbedded in the curriculum. | Adequate progress, some targets met |
| Staff to have clear understanding of Health and Wellbeing procedures and curricular links.  | Adequate progress, some targets met |
| Large number of new staff to become familiar with school procedures and ethos. | Very good progress, all targets met |

## Section 3

## How well do children learn and achieve?

Children in St Luke’s are engaged and enthusiastic learners who are beginning to take responsibility for their own learning. They are now participating fully in the visible learning journey where they have discussed mindsets and the language of learning. We are all actively and consistently trying to use a growth mindset across the school. The school is very proud of the inclusive and welcoming ethos and feedback from parents and partners has confirmed this as a particular strength of the school with its growing enrolment. All school staff are dedicated in supporting children’s learning and social and emotional needs.

The environment for learning is challenging, fun and provides quality learning opportunities of a supportive nature which respond to the needs and desires of children. Time has been spent developing the learning environments of our school this session. The school has embedded outdoor learning into weekly planning and links learning to skills for life when promoting the four capacities of Curriculum for Excellence. The school promotes an eco friendly environment by recycling in the classroom and dinner hall with children taking responsibility for these jobs. The school engages in the Raising Confident Kids programme and the Keeping Myself Safe programme in the infants which allows children to develop their skills for work, learning and life. Children have opportunities for co-operative learning across stages; we have achieved the Green Tree Silver Award and the John Muir Trust Discoverer Award. Children are able to support their peers and are learning to appreciate their similarities and differences. Resources in school have been centralised and are now accessible to all staff and pupils, where folders to support SEAL teaching and learning are in the process of completion. Technology is evident in each classroom where an interactive smartboard engages pupil learning and IPADS are accessed by all stages to enhance learning experiences across the curriculum.

We have a whole school focus programme throughout the school year which provides a breadth of learning experiences through cultural and skilled themed weeks and support charities. These promote our current school approach of interdisciplinary planning which allows children to develop their skills across all areas. The school celebrated multiple charities; British heart foundation, CHAS, McMillan cancer, SCIAF and food banks where we raised money and donated relevant goods and services. The whole school come together to celebrate themed weeks across the year namely; French and Scottish celebrations, fair-trade fortnight, book week, sports week in relation to the Olympics, cross campus working and healthy hearts day. The school celebrates holidays of obligation and regularly visits the local parish to worship with the local Catholic community.

Pupil council is being developed where children are continuing to work collaboratively across stages in focus groups to strengthen their voice in the life and work of the school. Our reading buddies stem across p1, 2, 6 and 7 where children gain confidence and leadership when sharing stories with freedom of personalisation and choice. Throughout the school our learners have developed their voice through consultations with staff and responsive planning, where regular discussions take place surrounding their next steps. In P1 the learners have developed their voice through termly open sessions with parents, sharing their learning and creating pieces of work with one another and learning together in reading, phonics and numeracy.

Planning formats for Literacy, Numeracy and Health and Wellbeing ensure learning is progressive for all learners. A range of evidence is kept and analysed to produce focused and meaningful assessment regarding pupil attainment. Throughout the school children are beginning to use peer and self assessment across all areas of the curriculum. Evidence of learning is also kept in personal learning folios where pupils can select pieces of work they are most proud of. Staff continue to develop their knowledge and understanding of the different numeracy processes undertaken by SEAL. Our Learning Assistants all have a wide variety of strengths and skills which are used effectively to match the needs of our learners within the school. Last session our whole staff actively co-operated in a VSE. This gave staff the chance to evaluate the impact of teaching and learning environments and gave feedback to their peers to try to ensure consistency. Staff consult one another across stages to collegiately plan for meaningful learning for all children. Staff continue to build links with the local community by attending our parish, parent council nights, open evenings, charity fundraising events, nursery visits, school performances and the Mayfield Gala day.

In partnership with our support for learning teacher reading and spelling has been identified as a key focus for improvement across this year. Tracking of pupil progress has been developed throughout the school, where we have identified reading and numeracy as key areas for next year to continue to develop.

We are developing our approaches to celebrate achievements in a more meaningful robust way. We share and celebrate birthdays and wider achievements at weekly assemblies. We display achievements in the foyer, in our monthly newsletter, website and twitter. Daily tweets are shared to promote achievements across all learners’ experiences throughout the day. There are many opportunities for our children to be involved in after school clubs and activities. As a staff we are developing free extracurricular activities for children to attend such as; football club, running club, chess club, film club, choir and a healthy tuck shop to promote healthy living and eating. These experiences offer learners an opportunity to develop a sense of personalisation and choice and broaden their life experiences in academic, sporting, cultural and creative interests. Our infant classes sang a Christmas carol and were interviewed for Radio Forth in December. P6 and P7 classes sang Christmas carols at our local community shops. To celebrate the Olympics our school has joined Mayfield campus to celebrate a joint sports day event.

All children are experiencing two hours of quality Physical Education each week, with at least one input from a visiting specialist. Children benefit from the input of visiting teachers of Music and Art and Design, as well as strings and brass tuition and a guitar group. All classes have planned opportunities to engage partners in the children’s learning experiences. Our parent council is passionate about supporting the school running regular fundraising events for example our Christmas fayre, a race night at a local club, a duck race at Vogrie Park and supporting the local community at the Mayfield Gala Day. We are building links with our communities to engage parents in school life through having regular open sessions and our parents are supportive in helping us in trips and through regularly volunteering with support in the classroom. Our local librarians are involved with our school community through regular competition work, promoting reading through weekly story telling sessions which children thoroughly look forward to, providing relevant topic boxes and active involvement in book week judging our design a door competition. All classes have a weekly visit to the library where they can engage with books for enjoyment and choice.

Our P6 and P7 classes participated in bike ability training. Our P4 class attended their first residential camp at Dukes Wood House and P7 attended the ASG camp at Lockerbie Manor where the children participated in a variety of outdoor activities, developing their resilience and co-operative team and leadership skills. P7 children successfully developed a personal profile as part of the planned transition to secondary school. This will be used in form classes in S1 where high school staff will be able to access this valuable information to aid an effective and smooth transition showing their strengths and development needs.

**How well does our school support children to develop and learn?**

St Luke’s has an experienced team of Learning Assistants who support both teachers and pupils. These relationships foster a friendly, caring and supportive school ethos especially with our most vulnerable pupils. Staff supports pupils by actively engaging in extra-curricular activities such as Sacramental events, fund raising events and community celebrations such as the Mayfield Gala Day. Parents are invited into school across the year for various events showcasing teaching and learning.

Learning Intentions and Success Criteria are in place in all lessons to help children to know what they are learning and are able to identify their next steps through discussion with the teacher and their peers. The school has developed a strong focus on visible learning and developing the language of learning. Children have been taught that mistakes are a positive part of the learning process and the children have embraced this concept with enthusiasm.

Small class sizes across the school allow good teacher/pupil relationships to be built and allow the individual needs of the pupils to be identified and met. Support for Learning has been re-established this year and has had a positive impact on pupil’s learning and attainment. Teachers consult regularly with the Support for Learning teacher to discuss strategies for supporting and challenging pupils. Staff note an improved attitude from children receiving this support.

Residential trips are arranged for our P4 and P7 pupils. These have been very successful events that have been well attended and that have received positive feedback from staff, pupils and parents. These trips help to raise the confidence and independence of our children and learn new skills in an unfamiliar and exciting environment.

The use of Midlothian planning documents (Reading, Writing, Listening and Talking, Numeracy and Maths) across the school ensure consistent approaches to teaching and assessment. This also contributes to consistency across the authority.

Parents are contacted as soon as possible regarding behavioural issues and incidents that occur within the school day. Our staff are approachable and welcome dialogue with parents.

New staff integrated well into the school community which has contributed to the collective positive ethos of the school team.

A detailed transition document is completed at the end of each academic year. This is then passed on to the next class teacher to ensure all relevant information is communicated thus allowing a smooth and successful transition to the next stage.

A twice weekly homework club was trialled and proved to be very popular and effective. This will be developed and improved for next session.

To inspire learning and develop the breath of their outdoor learning experience all school staff has been involved in developing a clear vision for the schools outside space. This vision has started with the purchase of a container for loose parts, an installation of adventurous play apparatus in both the infant and upper school playgrounds.

Technology is used throughout the stages to aid pupils and engage them in up-to-date teaching and learning strategies. The school has also secured a grant to create an inspiring space classroom for primary 7.

Development needs

Learning Intentions and Success Criteria need to be refined in order to maximise their effectiveness and for all pupils to fully understand their purpose. Staff will develop and agree a consistent approach to implementing and creating LIs and SCs.

Staff have agreed in principle to the sharing of class learning via termly newsletters to further enhance parental communication.

The school improvement plan needs simplification. Targets need to be more manageable and realistic. Strengths need to be built upon and refined. Staff need to identify weaknesses and act on them in order of priority.

Senior Management need to be more visible in school which will then allow them to have a greater capacity to deal with incidents that occur within the school day. This would require an increase in senior management time.

An increase in support for learning time would build upon this year’s successes and continue to positively impact learners.

Vulnerable children in our school need more social and emotional support. This could be delivered in a variety of ways and the school is exploring options such as nurture groups, breakfast club, play therapy, Place2b and seasons for growth. It is hoped that this will improve both the self-confidence and self-worth of our pupils and boost both attendance and attainment.

Staff have agreed to assess the Golden Time options and the running of this important behavioural management tool to further improve its effectiveness.

**How well does the school improve the quality of its work?**

Staff are comfortable moving freely into each others learning spaces to share good practise and develop resources in an informal capacity. Pupils are familiar with all members of staff and are given opportunities to discuss their learning and achievements with adults from across the school.

Staff engage in regular professional dialogue to discuss teaching and learning strategies and the health and wellbeing of pupils in our care. Teachers plan events together such as the school pantomime, nativity, John Muir Award, Green Trees Award and whole school topic weeks.

Teacher meetings are structured to moderate learning across the curriculum. Staff spend time analysing and sharing data to inform responsive planning ensuring pupils experience consistency throughout the ir school journey. Teachers use assessment date to identify areas of development and plan for whole school themed weeks to initiate focused learning opportunities. This learning can then continue to progress and develop ensuring progression and appropriate challenge. Dinah Wilson aids teachers in providing challenge for pupils and identifying those who would benefit from smaller group support and nurture.

This year the school has developed a community ethos working in partnership with Mayfield Primary School. Our pupils are experiencing shared learning opportunities and social interactions with a wider network of peers. Staff are planning for shared learning opportunities, joint celebrations and are beginning to share resources and spaces to make best use of the shared campus. A working party has been established to guide the journey of the community campus and ensure all stake holders are informed and included.

Every class in the school has access to the library for 1 session each week to enhance pupils’ engagement with literacy and pupil choice and enjoyment of reading. The pupils engage in conversation with the librarians and benefit from story telling and author reading sessions. Pupils are able to borrow books and read for pleasure during the school day or use books to aid research in their learning.

The school has developed links with local companies such as the Scotmid shop. Younger classes access the store to explore healthy eating initiatives and the upper school visit at Christmas to sing carols and entertain the public.

The school is a Roman Catholic Primary and we have a close link with the local church, St Luke and St Anne’s Parish, and attend Mass regularly as a whole school whilst also enjoying visits from the priest to our school. Pupils participate in Mass developing public speaking skills and their understanding of the Catholic faith. As part of the Catholic community pupils are encouraged to participate in receiving the sacraments of Reconciliation, First Holy Communion and Confirmation. The whole school community is encouraged to attend and celebrate these milestones in their religious journey.

The school has benefited from donations from the local community including McSense, Mayfield and Easthouses Community Club and Midlothian Council Community Chest. These funds have been allocated to develop resources and quality learning experiences in the great outdoors.

The school participates in the annual Mayfield Gala Day where all pupils take ownership of creating a school float. Children are invited to dress up and parade as a school on the day and two P7 pupils are recognised as best boy and girl. This creates a positive community ethos as many families from the local area come out to support the pupils and the school.

The school benefits from regular support from Midlothian Active School representatives who run a variety of activities out with the school day as well as co-ordinating regular sports taster sessions and blocks of learning. Pupils enjoy a range of activities on and off campus including rugby, athletics and bike-ability.

The school works closely with Midlothian Outdoor Learning Rangers to develop pupil experience of nature and the environment. All pupils are given the opportunity to explore wild spaces out with their local community through activities such as Skiing, Pentland Hill Walks and Beach Discovery Days. Pupils have been successful in achieving the Green Trees Award from Primary 1-4 and the John Muir Award from Primary 5-7. Staff plan for stimulating learning in the outdoor environment and allow pupils opportunity to access all areas of the curriculum. Pupils access the local woodland areas to investigate different aspects of wildlife and develop their problem solving skills in den making and orienteering. All staff attended an outdoor learning session led by Dynamic Earth to enhance their understanding of outdoor learning benefits and the risk assessment procedures to ensure all pupils stay safe.

The school staff has opportunities to champion curricular areas and school initiatives such as SEAL Co-ordinators, Visible Learning Research, Outdoor Learning Administrators and School Parish Link. School CPD is identified and scheduled to meet the needs of teachers and pupils with focus over the year being on Outdoor Learning, Visible Learning and Health and Wellbeing. All staff has benefited from team teaching opportunities with a visiting French Specialist from the 1+2 Language initiative. French is taught discreetly and conversational French is used throughout the day to develop pupil understanding. Teachers practise self evaluation to identify their own next steps and have taken the responsibility to source a variety of personal CPD to develop their teaching practice. Management identify courses that may be of interest to staff and communicate this through email ensuring all staff are informed of opportunities.

St Luke’s has engaged with Midlothian’s Visible Learning Journey educating pupils about having a growth mindset and learning from their mistakes. Staffs have planned collaboratively to provide opportunities for pupils to develop an understanding of what makes a good learner in whole school assemblies and class activities. Within each class pupils have created a growth and fixed mindset wall display to help them develop strategies to keep going in learning when they feel uncertain. Each class has created a twitter board where pupils can share examples of when they have had a growth mindset, displayed intelligence and celebrated mistakes. Pupils have deepened their understanding of the concept through real life examples and investigating positive role models who demonstrate intelligence and resilience. This learning has been shared by the pupils through whole school assemblies.

The school calendar plans for regular whole team meetings as well as separate teaching staff and learning assistant meetings. This ensures that everyone is heard and allows for targeted discussion in regards to individual needs. Whole school meetings have an open agenda and are led by the team. Staff are encouraged to share ideas, concerns and needs and discuss solutions or offer support.

Appendix

**BROAD OVERVIEW OF HGIOS? 3**

***1. What outcomes have we achieved?***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Quality Indicator** | **1** | **2** | **3** | **4** | **5** | **6** |
| **1.1** | **Improvements in performance** |  |  | **\*** |  |  |  |
| **1.2** | **Fulfilment of statutory duties** |  |  | **\*** |  |  |  |

***2. How well do we meet the needs of our school community?***

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Quality Indicator** | **1** | **2** | **3** | **4** | **5** | **6** |
| **2.1** | **Learners experiences** |  |  | **\*** |  |  |  |
| **2.2** | **The school's success in involving parents, carers and families** |  |  | **\*** |  |  |  |
| **3.1** | **The engagement of staff in the life and work of the school** |  |  |  | **\*** |  |  |
| **4.1** | **The school's success in working with and engaging with the local community** |  |  |  | **\*** |  |  |
| **4.2** | **The school's success in working with and engaging with the wider community** |  |  | **\*** |  |  |  |

***3. How good is our delivery of key processes?***

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Quality Indicator** | **1** | **2** | **3** | **4** | **5** | **6** |
| 5.1 | The curriculum |  |  | **\*** |  |  |  |
| 5.2 | Teaching for effective learning |  |  | **\*** |  |  |  |
| 5.3 | Meeting learning needs |  |  | **\*** |  |  |  |
| 5.4 | Assessment for learning |  |  | **\*** |  |  |  |
| 5.5 | Expectations and promoting achievement |  |  | **\*** |  |  |  |
| 5.6 | Equality and fairness |  |  |  | **\*** |  |  |
| 5.7 | Partnerships with learners and parents |  |  |  | **\*** |  |  |
| 5.8 | Care, welfare and development |  |  |  | **\*** |  |  |
| 5.9 | Improvement through self-evaluation |  |  | **\*** |  |  |  |

***4. How good is our management?***

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Quality Indicator** | **1** | **2** | **3** | **4** | **5** | **6** |
| 6.1 | Policy review and development |  |  | **\*** |  |  |  |
| 6.2 | Participation in policy and planning |  |  | **\*** |  |  |  |
| 6.3 | Planning for improvement |  |  | **\*** |  |  |  |
| 7.1 | Staff sufficiency, recruitment and retention |  |  |  | **\*** |  |  |
| 7.2 | Staff deployment and teamwork |  |  |  | **\*** |  |  |
| 7.3 | Staff development and review Management and support of staff |  |  | **\*** |  |  |  |
| 8.1 | Partnerships with the community, educational establishments, agencies and employers |  |  | **\*** |  |  |  |
| 8.2 | Management of finance for learning |  |  | **\*** |  |  |  |
| 8.3 | Management and use of resources and space for learning |  |  | **\*** |  |  |  |
| 8.4 | Managing information  |  |  | **\*** |  |  |  |

***5. How good is our leadership?***

|  |  |  |  |  |  |  |  |
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| **No.** | **Quality Indicator** | **1** | **2** | **3** | **4** | **5** | **6** |
| 9.1 | Vision, values and aims |  |  | **\*** |  |  |  |
| 9.2 | Leadership and direction |  |  |  | **\*** |  |  |
| 9.3 | Developing people and partnerships |  |  |  | **\*** |  |  |
| 9.4 | Leadership of improvement and change |  |  | **\*** |  |  |  |

***6. What is our capacity for improvement?***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Quality Indicator** | **1** | **2** | **3** | **4** | **5** | **6** |
| 10 | Our capacity for improvement |  |  |  | **\*** |  |  |