

St. Luke's RC Primary School



Standards and Quality Report

Session 2013/2014

Our School

Our school was built in August 1963. Our school is led by a Head Teacher, Principal Teacher, with a 0.9 teaching commitment, 5 full time class teachers, 1 NQT and a part time Support for Learning Teacher who also has a remit in the NQT and PT classes.

Our school has 1 full time administrative assistant, 2 permanent full time learning assistants, and 3 temporary full time learning assistants. There are 2 permanent playground supervisors.

Our school ethos is centred round our motto "Caring at, Sharing at, Learning at...St. Luke's". We aim to deliver the entitlements of every child through a *Curriculum for Excellence* enabling them to be Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

We have 7 classes currently arranged as follows:

P1 (26)	P2A (17)	P2B (16)	P3 (24)
P4 (20)	P5/6 (25)	P6/7 (23)	

How well do our children learn and achieve?

Standardised assessments for reading, writing, numeracy and mathematics and spelling are in place from Primary 1 to Primary 7. Assessment data for mathematics and literacy highlights that our P4 children are performing above the national average. Primary 1 assessments indicate that our pupils have made significant progress with our scores in numeracy and maths above the Midlothian average. In order to support pupils' next steps in learning and raise attainment tracking systems are in place. Development of tracking and interpreting data has been a priority this session. Teachers are now more confident in interpreting and using this data to plan next steps in pupil learning. This development will continue in the next academic session. The school is currently using standardised assessments to assist in targeting pupils for additional support. This informs the deployment of resources to meet learners' needs and improve staff capacity.



A whole school approach to spelling has been established, linked to the school standardised assessment programme for spelling. This has provided a structure for spelling, linking to pupil assessment. Pupils have made significant progress in spelling in this school session with 78.5% of all pupils increasing their spelling age across the academic session.



Children's achievements and successes in a wide range of activities, in and beyond school, are celebrated in our classroom and corridor displays, class wider achievement books and through school and class assemblies.

Pupil Voice is valued through wide ranging opportunities for pupils to take on leadership roles throughout the school. Our P3-P7 pupils are all members of pupil voice groups that meet twice per term. These groups are: Web Wizards, Leaders of Learning, Eco Warriors and The Charity Stars. Pupils are also given additional responsibility by being playground buddies and JRSOs.

To strengthen pupil links with our adjoining school a pupil friendship group meets regularly with pupils from P4-P7 from both schools. This helps us to develop community relationships. Effective team working skills are further fostered and developed with cooperative learning approaches being used throughout the school. This has given increased opportunities for promoting pupil voice and collaborative approaches to learning.

The health and wellbeing programme has been prioritised this year in school, resulting in a more comprehensive and progressive approach from Primary 1 to Primary 7. The whole school has participated in health initiatives including Healthy Families, Healthy Children to raise awareness within the school community. Due to our context and the changing nature of our class cohorts we are reactive to changes in need and incorporate this into our learners' experiences. This has been evident in a whole school approach using Being Cool in School and the introduction of outdoor learning within the school to build identity within classes.



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Priorities for future development

- To raise attainment and achievement at all stages of the school
- To ensure consistent approaches and experiences are evident in numeracy across the school, improving attainment
- To continue to develop and embed standardised assessment; engaging staff more fully in interpreting and using data in order to develop teachers' ability to plan next steps for individuals
- Develop consistent approaches to active and cooperative learning across the school in order to provide learning experiences that promote pupil voice and collaborative learning

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

Positive relationships between staff, families and children create a friendly and caring ethos. We have effective partnership working with parents and benefit from involving parents in a range of curriculum and pastoral events. Every parent is given the opportunity to have twice yearly meetings with their child's class teacher. At our most recent meetings our attendance rating was just over 91%.

There is effective collaborative working across the whole staff team in partnership with parents and external agencies to meet the needs of all our learners, overcoming barriers and ensuring that we are Getting It Right For Every Child. To further support this all staff have revisited the principles of the staged intervention system for Midlothian and are more fully aware of their role in supporting pupils.



Staff are increasingly working collaboratively, particularly in relation to numeracy and mathematics and reading. Teaching approaches through working in stages in a setting approach has ensured that experiences are becoming more consistent throughout the school and pupils are more engaged in learning.

A whole school focus on numeracy this session has ensured that the Midlothian Understanding Number Programme is being used consistently across the school as the main planning tool for numeracy and mathematics. Expectations for numeracy and maths have been implemented across the school and are evident in all classes. A whole school approach to problem solving

has been introduced and all pupils now experience problem solving as part of their weekly learning experiences. A whole school numeracy week was introduced for the first time and has been commented on favourably by pupils and staff.

Numeracy and maths will be further developed next session.

Approaches to reading have been further developed. Across the school staged teaching has been introduced and a skills based approach developed with the literacy support officer.



Pupils reflect on their learning on a weekly basis using learning logs. These provide an opportunity for pupils to comment on their learning over the past week, highlighting successes and areas for development. These will be developed in the next academic session, along with learning folios to allow pupils to set themselves realistic and challenging targets for future development. This will increase pupil ownership of learning across the school.

The school is part of the St. David's Associated Schools Group. The ASG works closely together and plans shared CAT sessions for all teaching staff, developing more collaborative approaches, for example to assessment and moderation, leading to greater consistency. Pastorally pupils are supported well in their transition to St. David's High School through an agreed ASG transition statement. Enhanced links within the ASG and high school this session have provided a variety of learning experiences for pupils across the ASG to work and learn with staff and pupils from St. David's High School. This has proven to be a valuable addition to the transition process.

As part of the transition process an ASG residential experience is offered to all P7 pupils. Secondary staff are involved in this experience and this facilitates peer and staff relationships being built prior to the transition to P1. Academic transition activities also feature within this programme for both P6 and P7 pupils, and include the use of profiles, Seemis Tracking and Monitoring, standardised assessment data and key transition meetings with primary and secondary staff informing planning for the transition to S1.

Our school has begun to develop relationships with the other schools on our campus. Transition opportunities are in place with Mayfield Nursery School in order to ensure a consistent and progressive approach across the Early Level. The school liaises with the nursery in relation to expectations and standardised assessment results. The school is improving links with Mayfield Primary School. Both schools have had shared learning experiences relating to the 50th anniversary of the campus and an extensive project relating to the Commonwealth Games. This

has resulted in both schools receiving a Game On Award.



Our school has strong links with Mayfield Library situated on the campus, strengthening our commitment to raising attainment in literacy. Classes visit the library weekly to develop enjoyment and choice in reading and can participate in library led sessions promoting reading reference skills. The school has worked closely with the library on a number of initiatives this year, centred round raising awareness of healthy food and lifestyles for the local community.



Priorities for future development

- Approaches to learning logs and target setting with pupils
- To ensure numeracy approaches are embedded across the school and pupil experiences are consistent
- To continue to develop our approaches to interdisciplinary learning through our improved programme of topics
- To use the principles of Confident Staff, Confident Children to develop learning for both pupils and staff

How does our school improve the quality of its work?

The school community is committed to continuous improvement. Career Long Professional Learning is highly valued and staff engage with CLPL activities. The St Luke's staff team are committed to CLPL and 3 members of staff have undertaken leadership projects and professional qualifications to develop teaching and learning within their classrooms and influencing the work of colleagues and the school. Our staff have a collegiate approach and operate effectively as a team to benefit all children and families. We are developing leadership capacity within our teaching staff through working groups and curricular roles. Teachers are involved in St. David's ASG collaborative groups; moderation of writing and act as Literacy and Numeracy Champions.

The newly formed Senior Management Team (SMT) work well together and place high quality learning and teaching at the core of their strategic direction. The SMT provide support and challenge for each other in order to drive improvement. Whole school self evaluations involving the school team are now in place and these have been supported by peer head teachers and the Schools Group Manager. Pupils and parents have been involved in school improvement this session for the first time through the completion of questionnaires. These have then been used to inform priorities for next session and this has been fed back to parents.

A whole school approach to planning, assessment and monitoring is now in place to aid continuous improvement. Expectations for planning are clear and systems are in place to ensure that planning is consistent across the school. Staff are tracking pupil progress through monitoring systems that inform future planning and enable staff to plan for breadth and depth across curricular areas. There is a whole school assessment and monitoring calendar outlining procedures for the school year. Longitudinal tracking of cohorts and individual pupils is now in place. This provides very good insights into progress and attainment in literacy and numeracy across the school.

Priorities for future development

- Consultation with parents and pupils regarding school evaluation and school improvement planning
- Staff knowledge and understanding of and commitment to distributed leadership
- Peer observation and learning walks to be established within the school
- Continue to develop whole staff awareness of attainment data to drive pupil learning and attainment
- Pupils to become more involved in planning their own learning

How do you ensure equality and inclusion and promote diversity across the school?

In order to provide clear direction, the school has revisited our vision, values and aims with all stakeholders. In consultation with pupils, the school updated its school rules. There are consistent approaches to rules, rewards and consequences across the school. A school positive behaviour statement has been established and this has been shared with parents and pupils. All pupils are clear in the expectations of behaviour within the school. To develop identity within the school, a review of school uniform



was undertaken. The wearing of school uniform was favoured by parents, pupils and staff. This session school uniform has been in place, with a school tie introduced for the first time in the school's history. Response is very high and pupils comment on the positive effect of uniform on their identity and support of the school. Our uniform has been commented on favourably in the local community and by visitors to our school.

The school liaises closely with external agencies to identify and assist pupils with additional needs or support requirements. An audit of pupils with ASN has been carried out. This has provided a clear outline of the various needs of our pupils at this time.



To develop knowledge and understanding of staged intervention all staff have received MAPSS (Midlothian Assessment and Planning Staged System) training this session.

The school has introduced a pupil health and wellbeing overview for each pupil. This allows any significant events in a pupil's life to be recorded in school, providing a concise record for staff reference, ensuring pupils are at the centre.

The school has established strong links with the local Parish of St. Luke and St. Anne. Pupils attend Mass throughout the school year and Sacramental preparation is part of our RERC curriculum. Pupils partici-

pate in monthly liturgy sessions and pupils are provided opportunities to reflect on aspects of religion, culture and morality. A liturgical calendar has been established outlining events and services across the school year with the local Parish community.



Priorities for future development

- Staff training in Confident Staff, Confident Children
- Resilience awareness as part of ASG improvement planning
- MAPPs overview created for each child in the school
- Continue to develop relationships with the Parish and the local community .



