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| MIDLOTHIAN COUNCIL  STANDARDS AND QUALITY REPORT  SESSION 2015.2016 |

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| Name of School | St Luke’s RC Primary School |
| Headteacher | Lindsey Walker |
| Schools Group Manager | Nicola McDowell |
| Head of Service | Grace Vickers |
| Date completed | August 2016 |
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| 1. About the School |  |
| Type of Centre | Primary School |
| Learning Community | Mayfield and Easthouses |
| Roll | 172 |
| Additional Features | Denominational Primary School  2 main languages within the school (English and Polish) |
| Building | The school is part of a campus with Mayfield Primary School, Mayfield Nursery School, and Mayfield Library. The school shares a building with Mayfield Primary School and has shared dining and hall spaces. The building was built in 1964. |

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| 1. Relevant Background Factors |  |
| Senior Management Team | Headteacher and Principal Teacher |
| Additional Information | 1 x PT with full time class commitment  8 x class teachers ( 2 NQTs)  1 x part time SfL teacher (0.57)  4 full time learning assistants  1 part time learning assistant (4 mornings) |
| Awards | Game on Scotland Plaque  Green Trees Schools Award (levels 1 and 2)  Cycle Friendly Schools Award  John Muir Award Discovery (all pupils P5-P7)  Dynamic Earth Golden Ticket |

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| 1. How good are we at ensuring the best possible outcomes for all our learners? |
| 3.2 Raising Attainment and Achievement  Existing Strengths  Children in our school are engaged and enthusiastic learners who are beginning to take responsibility for their own learning.  Attendance levels are high across the school and are improving for those with gaps in attendance, through regular interventions. Exclusion rates are low within the school, highlighting a decreasing trend, as inclusive and responsive approaches to behaviour continue to develop and become embedded in practice.  Analysis of data across the school has been a central feature for this session. All staff are more fully aware of attainment data for literacy and numeracy for their own setting and across the school, with planning being more responsive as a result. Gaps in learning are more easily identifiable for staff. Trends in data have been analysed and will be a future priority. These include identification of pupils within SIMD 1 and 2, ensuring their learning is in line with expectations. A whole school attainment tracking system is in place for all pupils for standardised assessments and provides an overview for both classes and individual pupils.  Data for the school highlights a decreasing trend in attainment over a child’s lifetime in the school, replicating authority and national trends.  In reading, 53% of all pupils in the school improved their reading score from the previous year, with a further 4% of pupils maintaining a similar score. Particular successes were evident in Primaries 4 and 5 with 85% of pupils increasing their reading age.  To improve further pupil reading scores need to be more closely aligned to national expectations.  In mathematics, standardised assessments across the whole school highlight that 67% of all pupils have a score in line with the national average or higher. Although successful, the number of pupils whose score fell or who did not make the expected progress within a year increased.  CfE results within the school highlight mixed results. In some classes CfE results do not replicate standardised assessment scores, indicating further work on achievement of a level is required for triangulation. CfE results indicate a decreasing trend as a child moves throughout the school. Intervention is required.  Our learners are engaged in learning and are becoming more confident as individuals. Our pupils respond well to responsibility and there are increasing opportunities for pupils to exercise this across the school. Vertical learning pupil focus groups lead aspects of school life, and all pupils are involved. Reading buddies have been introduced, and both class and pupil led assemblies are a regular feature of school life.  Priorities for future development   * Attainment in literacy and numeracy – one year’s progress for one year’s learning * Attainment in reading * Whole school focus on vocabulary, identified as a whole school declining trend * Increase teacher confidence/knowledge in attainment and achievement of a level |

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| 1. How good is the quality of care and education we offer? |
| 2.2 Curriculum  2.3 Learning, Teaching and Assessment  Existing Strengths  The school has an extremely nurturing and caring ethos that is frequently commented on by those who come to the school. Most children feel safe and cared for in school and they say they are treated fairly and are respected by staff. Similarly, most staff in the school echo this sentiment with regards to how they are treated by pupils.  Almost all learners are motivated, engaged and participate fully in their learning. In all classes, pupils are becoming more involved in their own learning and identifying why they are learning. Learning intentions and success criteria are used across the school, but require closer consideration in linking to skill rather than context.  Our school vision has been revisited this session and it has been agreed that this will require new direction moving forward. A vision linked to the heightened aspirations for all in our school, linking closely to our journey with visible learning will be of paramount importance next session.  Our school plan provides staff with a realistic overview for the school’s journey over the next two years. All staff recognise the current position in the school and our aims and aspirations for moving forward. Staff recognise that this working document will frame our school over the coming years, will be reactive to external factors, and shows ambition for our school community.  Outdoor learning was identified as a core priority for this session, with staff engaging more fully in its principles. This is highlighted through planning and links with external agencies. Staff are now more confident and recognise the positive impact that this has had on our pupil attitude to learning. To continue, our school needs to ensure progression is evident and all pupils have equality in their experiences.  Pupil voice has been highlighted across the school, where pupils are working collaboratively in vertical learning groups to strengthen their voice in the life and work of the school. Focussed interventions have also taken place across the school with shared classroom learning experiences both within our school and with our campus school.  Staff research and enquiry in visible learning is now evident across the school. Research is now in action, as the whole school has developed early stage awareness in visible learning principles, linked to growth mindset and good learner qualities. Developing a language of learning will be a key development focus.  Staff have reviewed approaches to planning, ensuring this is now more manageable and links closely to daily learning, while staff are now confident in using the reporting system for the local authority.  Staff engagement with tracking and monitoring across the school has increased; staff are more confident in interpreting data and using this to plan next steps in learning. This will remain a strong focus for the coming session.  Priorities for future development   * Revise and update school vision, values and aims * Consistency in learning intentions and success criteria across the school, using research * Language of learning developed and is consistent across the school * Reading is consistent in its teaching and learning across the school * Pupil voice is more evident in learning |

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| 1. How good is our leadership and approach to improvement? |
| 1.2 Leadership of Learning  1.3 Leadership of Change  Existing Strengths  All staff within the school are extremely committed to improving outcomes for all learners across the school.  The headteacher, supported by all staff, is developing a positive, strong, supportive school ethos where there are high expectations of all members of the school community. Staff are actively encouraged to initiate change to ensure the needs of all learners are met.  There was a significant change in our teaching team this session. Seven new teaching staff joined our team of nine teachers. A culture of support has been established as staff work together to develop our school identity. Following this period of initiation and transition, staff distributed leadership will develop next session, driving improvements forward in the school.  Support staff play an integral part in supporting new staff members and in assisting pupils within classes. Our support staff are effective in organising school events and are willing to take on more development opportunities within school. Our support staff have responsibility for organising our playground activities and making links with staff in our campus school.  Pupils in our school are given opportunities to lead areas of development. All pupils are part of a pupil focus group with various remits to support school development. These groups require a firmer structure moving forwards. Our Primary 7 pupils have led house assemblies across the school session, planning the content and delivering these independently of staff. Our upper school pupils work collaboratively with our infant classes to develop shared approaches to reading and this is planned for throughout the academic year.  Parents in our school are actively encouraged to become members of our Parent Council. The school also actively seeks parents to assist with learning in classes, both in and out of school. Parental engagement with the school is limited and further work needs to be established here.  All teaching staff in the school participated in a foundation learning day for visible learning this session, linking professional development to school and local authority initiatives. Staff new to school participated in independent French development, to ensure their knowledge was in line with school expectations for French learning for our pupils.  Staff learning sessions throughout the year have provided opportunities for collaborative learning and understanding, ensuring all in the school are clear on our way forward. All staff have been involved in evaluating progress across the session, through analysis of data, participation in a validated self-evaluation with colleagues and use of assessment to plan next steps for individual classes and the whole school. Staff are fully aware of our current status in line with learning and where our areas of development and focus should be.  Priorities for future development   * Staff learning teams to be established linked to school priorities * Programme to encourage parental involvement in the life of the school * Staff to ensure knowledge of the context of the school for all pupils * Update school vision, values and aims * Involve parents in school improvement planning and school evaluations |

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| 1. What is our capacity for continuous improvement? |
| * 1. Self-evaluation for improvement   Existing Strengths  A new staff team has given an excellent opportunity to consider self-evaluation from a fresh perspective. The staff work effectively as a team, providing support and challenge to one another.  The school has a quality assurance calendar in place. This includes planned visits to classrooms, pupil focus groups and monitoring of planning.  This session the school participated in a validated self-assurance exercise with colleagues from other schools and central schools group managers. Staff were given opportunities to observe and participate in lessons across the school, giving clear indications of consistency and teaching practice across the school. Staff and pupil focus groups provided clear information and next steps for the school. Behaviour is much improved and consistent across the school and the school is now in a position to move learning forwards to the next level.  The school has taken steps to reduce planning across the school to make it more manageable for staff and linked more closely to the learning of our pupils.  Visible Learning approaches have been introduced across the school to both staff and pupils. Staff have a basic understanding following a foundation day and there has been a whole school commitment to developing growth mindset and features of a learner. In line with work relating to visible learning across the school, pupils and staff were surveyed to assess learning and attitudes to learning. Information has been collated and shared with teaching and support colleagues to inform next steps for improvement for the school. From this, and as part of Visible Learning: Evidence into Action, a range of assessments have been collated to inform a baseline and create an action plan for moving forwards with visible learning across the school.  Professional review and development for all teaching and support staff continues to be a feature of the school and all staff professional learning is linking more closely to improve the quality of education we provide for all of our children. This has been particularly apparent with a new staff team and will continue to feature into the next academic session.  Staff learning sessions have provided opportunities for staff to become familiar with data for pupils across the school. Staff have increased confidence in analysing data and using this to plan for improvement across the school. This now needs to be more evident with the assessment data that teacher’s hold to ensure CfE levels are accurate.  Priorities for future development   * Staff awareness of significant aspects of learning and achievement of a level in literacy and numeracy * Pupil learning conversations to take place across the school * Teacher assessment data to be used in learning conversations and evidence for CfE based discussions * Staff professional learning links to school priorities and to personal development to enhance the learning of pupils within the school * Use of professional reading to enhance practice across the school |

**BROAD OVERVIEW OF HGIOS? 3**

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

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| **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?***

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