## 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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## 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 work as a team (Primary 2/3)
* We would all like to know that we are safe and cared for in school. (Primary 4/5)
* We all want to do lots of fun and exciting activities to learn (Primary 1/2)
* We want to talk to people from our community (Primary 1)
* We would like our parents to come in to school to see what we are doing (Primary 5/6)
* We would like to do more enterprise activities in school and involve our families and the community (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 2012-2013.

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 2012-2013. 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 2013-2014.

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 2012-2013 was 144 children across a six-class structure.

The Head Teacher retired from his position in June 2012. The Principal Teacher was successful in applying for the position of Acting Head Teacher and commenced this role in September 2012. Following a successful recruitment process the Acting Head Teacher is now the permanent Head Teacher within school. The Acting Principal Teacher was successful in securing the post of permanent Principal Teacher and this post started in June. The leadership and management of the school will continue to be supported by a Schools Group Manager.

Two class teacher vacancies are advertised to commence in August 2013. An NQT has also been allocated to the school for session 2013/2014.

Staff worked collegiately to identify key areas for school development, through self and collective evaluation. All teaching staff worked with the Acting 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 2012-2013:

|  |  |
| --- | --- |
| Priority | Progress in meeting targets |
| Improving learning and teaching approaches linked to Curriculum for Excellence – Active learning approaches in literacy and numeracy | Very good progress, all targets met |
|  Raising attainment – Cooperative Learning | Very good progress, all targets met |
| Raising attainment - Reading | Good progress, most targets met |
| Implementing Curriculum for Excellence – Approaches to teaching and learning in numeracy and mathematics | Adequate progress, some targets met |

## Section 3 HOW WELL DO CHILDREN LEARN AND ACHIEVE?

## Learning

We expect children at St. Luke’s to be well behaved, polite and well mannered. Our programme of classroom observations also confirms that they are motivated and eager to learn. Feedback from children and parents confirm that they are enjoying and engaged in their learning. We now need to ensure that this is consistent throughout the school in all aspects of learning.

All children are involved actively in their learning with regular opportunities to work with a partner and in small groups. All teaching staff have attended the Cooperative Learning Academy this session and this approach to teaching and learning is evident in all classes. Weekly and termly forward planning evidence planned approaches. Active learning approaches have been adopted in all classes with learning intentions and success criteria used consistently throughout the school. Pupil focus groups have highlighted consistent approaches and areas for consistency across the school. All pupils are experienced in using self assessment regularly, with some pupils participating in peer assessment. This now needs to be extended to all classes. Pupils can talk more confidently about their learning and share their understanding with other pupils, in focus groups and with a range of adults. To ensure that this is fully effective there is now a need to ensure that pupils are more involved in planning their own learning and next steps consistently and at an appropriate level in all classes. The school will also recognise the benefits of our outdoor learning environment and utilise this in learning experiences for pupils.

Time has been spent developing the learning environments of our school this session. The school corridors have been upgraded and are now used effectively to promote pupil learning through regularly updated displays and learning tables. Resources in school have been centralised and are now accessible to all staff and pupils. Most classes now use learning walls regularly to plan, develop and evidence learning and displays are relevant, pupil led and interactive; this now needs to be consistent in all classes. Each class now has a SmartBoard to be used to develop learning experiences and several mobile technology devices have been purchased to enhance learning. These now need to be used more fully in all classes and become embedded in learning experiences.

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. The school has strived hard this session to involve parents more fully in their child’s learning experiences. These have included workshop sessions, showcasing learning and informative evenings, as well as weekly comments as part of homework tasks. Staff have planned appropriate excursions linked to class based learning in order to increase children’s motivation and bring learning to life. The school can now develop this further by engaging more fully with the local community to develop learning experiences for pupils.

P7 children successfully developed their ‘Profile’ to take with them in their transition to secondary school. These will be used in form classes in S1 from August 2013. P7 Profiles will be reviewed across the P7 Associated Primary Schools Group. Learning Logs have been introduced successfully in all classes, allowing pupils from P1 to P7 to identify areas strength and development. These now need to be developed further to ensure that there is a clear focus and appropriate challenge as pupils progress through the school.

Tracking of pupil progress has been developed throughout the school, providing evidence of learning and next steps for pupils, in reading, writing and numeracy and mathematics. This will be developed more fully next session with the introduction of On Track with Learning

(an online planning and tracking tool) throughout the whole school. This will develop consistency in planning and assessment.

Tracking of pupils progress in listening and talking will continue to be developed next session.

With the support of the Literacy and Numeracy Support Teacher, progress has been made in most classes with the development of reading. The early years classes have developed a programme of work using a setting approach for all pupils. The upper school has developed a more skills based approach to reading in some classes. This now needs to be consistent in all classes. Children will now benefit from more regular opportunities to evaluate their learning and progress and identify next steps. Tracking of pupil progress in reading is more evident throughout the whole school. This now needs to be used by all class teachers to inform next steps in learning. Moderation of reading will also be introduced across all stages.

All classes now use the Midlothian Understanding Number Programme as a core resource for number and this is differentiated across the school. With the support of the Literacy and Numeracy Support Teacher all pupils have been assessed to allow for stage teaching next session. In some classes active approaches are used in numeracy but this now needs to be consistent throughout the school, with opportunities for pupils to become more involved in planning their own learning. Some classes provide opportunities for the transfer of numeracy skills and development of problem solving skills; this now needs to be consistent throughout the school. This linked with the development of a planned programme for developing written numerical skills will be developed as part of school improvement next session.

The school has held a number of themed weeks this session, including Road Safety, Scotland and Anti Bullying as well as participating in national initiatives such as Book Week Scotland and Walk to School Week. Through these interdisciplinary approaches pupils have been involved in developing and presenting their learning to peers, parents and the local community and were highly motivated throughout. The school intends to build on the success of these approaches in session 2013-2014 through whole school interdisciplinary learning projects and continued use of thematic learning days/weeks. To develop this approach more fully pupils will become more responsible for planning their learning experiences and next steps.

**Achievement**

The school is very proud of its inclusive and welcoming ethos and feedback from parents and partners has confirmed this as a particular strength of the school. Similarly, they highlighted the time and dedication of the Head Teacher and school staff in supporting children’s learning and social and emotional needs. This has impacted positively in maintaining good levels of attendance over the last year at 93.81% and low exclusion rates at 2%.

Transition from Nursery-Primary 1 is a major strength and has been commented on favourably by parents/carers, children and school staff. Regular transition visits by the Head Teacher/Principal Teacher to the Nursery and planned visits to the school and classroom for the children help ensure a smooth transition to Primary 1. This is then followed-up with a curriculum evening and open sessions where parents visit the children in class to observe literacy, numeracy and other areas of learning in practice. Children with Additional Support Needs are well supported prior to starting school and in consultation with parents/carers and partner agencies. School staff work in partnership with colleagues and parents/carers through early partnership meetings during pre-school to ensure needs of children identified with additional support needs are being met.

Pupil progress has shown an improving trend in some classes. The assessment programme in the school has been developed this session to develop this more fully, with annual assessments in numeracy and mathematics and reading. These assessments will now allow us to monitor pupil progress more rigorously. Spelling assessments have also been introduced twice yearly to pupils with assessments now being used to plan learning in class and develop skills in pupils at an appropriate level. This programme of assessments will be used to monitor progress of pupils and allow staff to monitor the pace of pupil learning. Tracking of numeracy and mathematics and literacy is evident in all classes, with related evidence. The school aims to challenge all learners in all classes, building on the good practice observed during our planned programme of classroom visits as well as feedback from our pupils. Staff will be encouraged to participate in peer observation to share good practice and develop own teaching approaches.

The school has adopted a more consistent approach to homework. The format for homework is consistent throughout the school and all tasks are given on Monday. Homework tasks in all classes now have a clear literacy and numeracy weekly focus with another subject area or IDL task to be completed over a period of time. This task is very much pupil led in its completion. Weekly homework tasks provide opportunities for pupil and parent feedback. Initial feedback was sought from parents and this helped update and revise the approach. An updated policy statement has been issued to parents in June 2013, following consultation and feedback on new approaches to homework. This approach has been commented on favourably by parents and pupils have given positive feedback relating to the interdisciplinary tasks and the level of personal choice available in completing tasks. Staff comments highlight that there is an increased response to homework in all classes consistently throughout the year.

The school has a high regard for celebrating children’s achievements. All classes have an achievement book for pupils celebrating achievements both in and out of school. These achievements are then shared as part of our class assemblies. The whole school participates weekly in an assembly either led by the Head Teacher or an individual class. Assemblies have a theme and provide an opportunity to continue to set high expectations of behaviour, conduct and learning across the whole school, while also highlighting pupil birthdays and a weekly learning focus. This approach further promotes the school’s very good ethos.

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

Children’s learning experiences are good in most classes. All teachers plan using the experiences and outcomes, and most teachers plan experiences linking outcomes from across curricular areas. This is evident in monitoring of all planning by the senior management team. All teachers are assessing and tracking individual pupil progress. This information now needs to be used with pupils to inform next steps in learning and setting targets. Moderation of writing has been a focus this session and staff confidence has increased. Staff are increasingly working together to confirm assessments of writing and drawing on the experience of others at different stages of the school. The school’s next development will be to introduce moderation of reading and numeracy.

Placing a focus on positive behaviour and setting expectations has been a consistent theme across this academic session. This was as a result of feedback from all staff who felt a greater consistency was required. A new approach to positive behaviour was planned in consultation with parents and pupils in August and this has been trialled throughout the session. Expectations for behaviour are consistent with all members of the school community and positive behaviour choices are rewarded through a whole school approach to Golden Time. Feedback from pupils and staff is very positive. Staff are confident in their approaches to behaviour and there are agreed procedures to follow. Pupils recognise the school rules and are accepting that they can choose to follow these or not, with an understanding of the sanctions that will follow. This approach to behaviour will be adopted by school from August and will be evident in a school positive behaviour policy.

The school has placed a focus this session on planning whole school thematic approaches to learning, building on the experiences from last academic session. All staff worked well together in planning and implementing a number of interdisciplinary school themes, including ‘Scotland’ and ‘Road Safety’. This provided staff with meaningful opportunities to work together, challenging pupil learning and making real and meaningful cross curricular links. Pupil feedback on whole school themes is positive and they comment that they enjoy sharing their learning with parents and families. The school aim to develop this further by planning whole school interdisciplinary learning themes for extended periods of time next session. Pupils were involved in planning their learning and sharing their experiences with parents and family members through showcases. Parental feedback through our Parent Council highlights a positive response to sessions highlighting pupil learning. Parents commented that they enjoyed coming to showcase sessions led by pupils as the learning was evident, pupil skills were being developed through the event and that they hoped there would be continued showcase approaches in school.

Procedures are in place for supporting children’s learning. Children with individualised education programmes (IEPs) are well supported in school. Parents/Carers have the opportunity to meet regularly with school staff and partner agencies to discuss progress and agree next steps. There is a planned programme for IEPs throughout the course of the school year to set targets and evaluate these. This approach includes the support for learning teacher, class teacher, parent and pupil. The support for learning teacher meets regularly with the Head Teacher to discuss plans and next steps for supporting children’s learning. These sessions also provide opportunities to raise concerns/issues from individual class teachers, evident from forward planning and weekly evaluations, and informal discussions with SfL teacher or Head Teacher. This has impacted positively on children’s learning and development as there is a shared expectation of their next steps. Class teachers liaise with the support for learning teacher. This now needs to be developed into the school calendar to continue to strengthen its impact. Pupil needs are increasingly met through planned group and in-class support and team teaching where appropriate. This approach needs to continue to develop across the school.

Transitions from Nursery – P1 and P6 to Secondary School are well established and impact positively for most pupils, especially those with additional support needs. All staff participated in ASG working parties to establish transitional learning experiences for all pupils in Literacy, Numeracy, Health and Wellbeing and Religious Education. This is now being developed into an ASG transition policy. This has given staff a clearer understanding of expectations across the ASG.

The school has identified a need for clarity for transition between classes and procedures are now in place to support staff with the transition from class to class, to provide clear guidance on information to be shared and expectations for the next class teacher.

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

All classes present weekly opportunities for pupils to evaluate their learning and identify a next step on a weekly basis through learning logs. Children are continuing to develop their skills within this area and need to become more specific in identifying their next steps. Learning logs now need to be developed more fully to allow pupils to evaluate their strengths and next steps in more detail as they move through the school. This approach now needs to be developed further to allow pupils and teachers to work together to set specific learning targets and evaluate these regularly. This will ensure greater understanding and awareness for the children of themselves as learners.

Pupils have participated in focus groups related to active and cooperative learning. These groups have provided evidence as to the use of these approaches in class. The monthly random focus groups provide a snapshot of learning across the school, highlighting areas of consistent and inconsistent approaches. This information has then been shared with staff to highlight inconsistencies, revise agreed expectations and ensure consistency across the whole school.

All pupils from P3 to P7 were given a questionnaire in May 2013 concerning their learning and experiences as a pupil within the school. Results have been shared with all staff and used to inform our school improvement plan and approaches to teaching and learning.

The school has consulted with parents throughout the school session in a number of ways and parents are invited to comment on school strengths and areas for improvement. Evaluations are gathered following all parental events and these are used as part of development in school. Parents were consulted through the Parent Council concerning school uniform, as part of a questionnaire. Results were very positive in favour of school uniform. This information has been shared with parents and a statement for school uniform from August 2013 has been formed as a result.

A questionnaire was sent to all parents in May 2013 concerning the learning of and experiences of their child within school. They were also asked to comment in the form of a ‘stop, keep and change’ form. Evidence from this has been collated and has been used to inform class and school next steps for improvement. Feedback is generally positive regarding learning and teaching within the school. There are some comments relating to approaches within specific classes and as a school we now need to ensure that all approaches are consistent within all of our classes. This particularly applies to parental consultations and homework. Most parents comment favourably on approaches to positive behaviour, however there are some parents who feel that the school needs to do more with regards to inappropriate behaviour. The school position statement on behaviour should clarify our approaches.

All school staff self evaluate numeracy, literacy and health and wellbeing weekly. These are monitored by the Head Teacher and have led to a more focused approach to identify pupil next steps in learning. There are some inconsistencies in the level of detail inserted into evaluations. Some staff need to ensure that evaluations are truly evaluative and provide clear information for next steps rather than a lesson narrative. This will continue to be a focus in the coming session. All staff will be clear of the expectations and will be given an exemplar to aid with this.

All staff were involved in the school’s programme of continuous improvement. Evaluations now take place as part of staff meetings throughout the session. Staff are becoming more confident in evaluating the progress of the whole school. There is an increased awareness of individual and group accountability. An annual evaluation of progress made with priorities from the school improvement plan from session 2012-2013 was completed in February and successes were celebrated and next steps for the forthcoming school session identified.

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?***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |  |  |  | **\*** |  |  |