

Standards, Quality and Improvement Plan



Working well together

Standards and Quality Report for session: 2014 - 2015

Improvement Plan for session: 2015 - 2016

Standards and Quality Report



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Woodburn Primary School
Curriculum Map – Where are we now?

<p>Values</p> <p>Our school’s values are centred around honesty and respect.</p> <p>Our children, staff and parents work together on occasions to contribute to the ethos and life of the school community.</p> <p>Our curriculum is becoming inclusive and staff strive to meet the needs of our learners and adopt inclusive approaches.</p> <p>Our learners are encouraged to be responsible citizens and are set targets through whole school assemblies.</p>	<p>Totality of the Curriculum</p> <p>Staff have a clear understanding of the demographics of the Woodburn community and this is considered when developing our school curriculum.</p> <p>There is a strong staff commitment to developing our school ethos and community. Opportunities for children to share their learning with parents are provided across the school.</p> <p>Strong IDL themes exist and staff make links to children’s learning experiences. Excursions are linked to themes and are well planned to enhance learning.</p> <p>Specialists deliver Music, Drama, PE and Art and children enjoy singing together weekly.</p>		<p>Learning and Teaching</p> <p>Active learning approaches are being developed to engage and motivate learners. Learning Intentions and Success Criteria are shared with our learners.</p> <p>Staff work with stage partners to plan aspects of the curriculum.</p> <p>The school lacks resources to progress the curriculum and learning and teaching approaches effectively. Staff require guidance and support to implement a range of high quality learning and teaching approaches.</p> <p>Staff are beginning to take account of AifL with learners.</p>
<p>Experiences and Outcomes</p> <p>Staff are planning using experiences and outcomes across all curriculum areas. We are beginning to track coverage of these.</p> <p>Staff are aware of how to unpack the outcomes when planning learning experiences.</p> <p>IDL is used to promote literacy and numeracy across learning.</p> <p>Pathways have been introduced for literacy within some areas of the school to enable staff to differentiate learning and to support and challenge learners.</p>	<p>Responsible Citizens</p> <p>Opportunities exist for learners to be actively involved in conserving our environment and taking on roles to develop leadership skills.</p>	<p>Confident Individuals</p> <p>Children have opportunities to take part in confidence building activities and are encouraged in this by staff.</p>	<p>Entitlements</p> <p>Children have experience of our world, Scotland’s place in it and our local community.</p> <p>Children have the opportunity to develop an understanding of the environment and the role we have to play.</p> <p>Our learners have some opportunities for developing skills for life and work across the school.</p> <p>Some of our learners achieve their full potential through appropriate support and challenge.</p>
	<p>Successful Learners</p> <p>Many children are motivated and enthusiastic about their learning. Most learners can work independently and within a group.</p>	<p>Effective Contributors</p> <p>Some children are developing enterprising attitudes and problem solving approaches within their learning.</p>	
<p>Personal Support</p> <p>Our children are supported to make a smooth transition from Nursery into Primary and staff plan for this collaboratively. Parents are involved in this process. Links are established between our school and Dalkeith High School to support P7-S1 transition. Enhanced transition opportunities support some of our vulnerable learners.</p> <p>Individual needs are met through I.E.P’s and these are reviewed regularly taking account of the views of parents and learners.</p> <p>The school works closely with partner agencies to ensure learners’ needs are met and to identify barriers to learning.</p>	<p>Principles</p> <p>Learning opportunities are planned to promote enjoyment. Our learners are beginning to make choices in some aspects of their learning. This is particularly evident within class topics.</p> <p>Teachers deliver a range of opportunities through discrete subject development and IDL.</p>		<p>Assessment</p> <p>Standardised assessments in literacy and numeracy are used in line with Midlothian’s expectations for our P4, P5 and P7 learners.</p> <p>Moderation in writing supports staff in making professional judgements to ascertain children’s levels.</p> <p>Learners have some opportunities to talk about their strengths and next steps in learning.</p> <p>Pupil attainment is discussed with the Senior Leadership Team.</p>

Learner

HOW WELL DO OUR CHILDREN LEARN AND ACHIEVE?



Summary of Strengths and Success

In the Nursery, learners are motivated to explore and learn. The children are engaged and there are increased opportunities for personalisation and choice. Staff are continuing to develop the outdoor area in order to promote active learning outdoors. Staff are committed to improving the Nursery environment to promote a positive and purposeful ethos of learning.

Across the school, staff are working well to develop quality learning environments for our learners. Learning opportunities are planned to promote enjoyment. Most children are engaged and motivated to learn. Teachers deliver a range of opportunities through discrete learning experiences and interdisciplinary learning. There is a strong staff commitment to developing our ethos and school community. Children have opportunities across the year to share their learning with peers, parents and the wider community. Children are eager to share their learning with parents and carers and parents engage well with these opportunities. Our children are responding well to increased opportunities for them to be actively involved in their own learning. Some children contribute to planning through identifying what they already know, what they would like to find out and how. Our learners are beginning to make choices within some aspects of their learning and this is particularly evident within Social Studies. Strong interdisciplinary learning themes exist within our school and staff make links across the children's learning experiences. Staff are beginning to consider ways to increase the use of our local environment to promote real life learning experiences. Studies of our local area have promoted a sense of community and belonging for some of our learners.

Learning intentions and success criteria are shared with all learners and enable learners to have a good understanding of how to achieve success. Staff are beginning to focus upon skills development within curriculum areas to promote skills for learning, life and work. Work should continue within this area. Active learning approaches are being developed to engage and motivate learners.

Standardised assessments in Literacy and Numeracy are used in line with Midlothian's expectations for our P4, P5 and P7 learners. Most learners are making progress from their prior levels of attainment within literacy and numeracy. Standardised assessments show some improvement in attainment over time linked to school improvement priorities within literacy and numeracy. Staff should seek further

opportunities to extend and challenge children's learning. Moderation in writing supports staff in making professional judgements to ascertain how well children are achieving and what their next steps in learning are.

Staff are beginning to take account of assessment is for learning approaches with learners. A focus upon developing opportunities for children to work with 'talking partners' has improved talking and listening experiences across learning. This has provided a clear structure for learners and has encouraged learners to identify their strengths and next steps within this area. The language of learning is beginning to become apparent within classrooms and is supporting children during self and peer assessment activities. This should continue to be developed in order to bring about consistency. Learners have some opportunities to talk about their strengths and next steps in learning.

A whole school reading challenge motivated and inspired our learners to read for enjoyment. Staff, learners' and parents' views all commented positively upon the success of this.

Our curriculum promotes some opportunities for personal achievement and enables learners to develop skills for learning, skills for life and skills for work. Children's achievements both in and out of school are celebrated through assemblies and within the school. Our school promotes positive behaviour through 'Good to be Green' and children's achievement within this are celebrated through Bronze, Silver, Gold and Platinum Awards. Our children have regular opportunities throughout the year to achieve success through sporting events and competitions. Providing opportunities for our learners to represent our school has promoted a sense of pride and has increased self-esteem and team work. A group of learners across Primary 4 - 7 have engaged wholeheartedly with the Children's University and this has led to a group of children within our school graduating at the Queen Margaret University. Children, staff and parents celebrated this together.

Summary of Areas for Improvement

- Ensure high quality interactions between staff and children within the Nursery.
- Continue to improve the Nursery environment to ensure high quality experiences for our children.
- Refresh our curriculum to ensure continuity and progression for our learners.
- Ensure high quality learning experiences through visible learning and assessment is for learning approaches.
- Increase opportunities for personalisation and choice and pupil voice.
- Actively involve learners in identifying their strengths and next steps in learning across all areas of their learning. Develop ways to evidence children's learning journeys.
- Develop ways to track 'how much' and 'how well' learners progress through the experiences and outcomes and factor this in to future curriculum improvements.
- Raise attainment within literacy and numeracy.
- Increase opportunities to celebrate children's achievements.
- Improve use of Technology to improve children's attainment and learning experiences.
- Ensure a consistency of approach in promoting positive behavior and celebrating success.

Next Steps

- Support Nursery staff to ensure all children experience high quality interactions when engaging in learning opportunities.
- Improve the layout of the Nursery and learning opportunities to promote high quality learning experiences for all children.
- Increase attainment and achievement within reading through high quality learning and teaching experiences and a progressive and coherent programme within reading.
- Increase attainment and achievement within numeracy through high quality learning and teaching experiences and a progressive and coherent programme within numeracy.
- Improve learners' experiences within Social Studies through a clearly identified skills progression.
- Improve standards in behaviour and promote a positive ethos and sense of pride in our school.

HOW WELL DOES OUR SCHOOL SUPPORT CHILDREN TO LEARN?



Summary of Strengths and Success

Within the Nursery and School, our curriculum is becoming increasingly inclusive and staff strive to meet the needs of all learners. A focus upon planning using Literacy Pathways has enabled staff to make better use of differentiation when planning learning experiences to meet learners' needs. The Principle Teacher in the Nursery has worked well to identify the pastoral needs of children in the Nursery and ensure that these are recorded accurately. PEEP groups in the Nursery are enabling parents to feel supported and have strengthened partnerships with parents.

Across the school, active learning experiences, individual, pair, trio and group tasks are used to meet the needs of pupils with differing abilities. Learners' needs are met through differentiated activities or outcomes. Teachers evaluate learning experiences regularly and adapt their plans to meet the needs of learners. Support staff are very good at supporting our learners through individual programmes of work or supporting groups of learners within the class. Opportunities to discuss learners' progress exist between the Senior Leadership Team and Teachers. This allows for quality discussion around how learners are doing, evidence to support this and next steps for groups of learners and individual learners.

Our Support for Learning Teachers have worked well with teachers and support staff to identify learners' needs and prioritise targeted support. There is a range of support for individuals and groups of learners both within and out of the class from Support for Learning. Individualised Education Programmes (I.E.Ps) are written in partnership with parents and partner agencies. They have clearly identified outcomes and targets and are reviewed regularly. Children with I.E.Ps make good progress with their targets and receive targeted support to enable this. There is a wide range of learning needs across the school. Staff are becoming increasingly aware of specific strategies they can use to promote inclusion and support learners. There has been an increase in the use of Social Stories, Individual Workstations and Workbaskets to support the needs of children with Additional Support Needs. The school is beginning to strengthen links and communication with Saltersgate School. We have three children on a shared placement between Saltersgate and Woodburn Primary.

All staff are committed to promoting the health and wellbeing of all learners in Woodburn Primary. Staff are more informed about the learning and welfare needs of our children due to a focus upon information sharing and the involvement of teachers and support staff in Multi Agency Meetings. Partnership and communication with partner agencies has improved and this has led to a greater understanding of learners' needs and strengthened our ability to plan for support. In particular, with Family Support Workers and the Community Learning and Development team. We recognise the need to provide additional support for our children with social, emotional and behavioural difficulties. The introduction of nurture groups and continuation of social skills groups has improved support for learners within this area and support staff have made a valuable contribution in supporting children with these difficulties. Staff care about our learners and pastoral care is very good. Staff raise concerns timely using Wellbeing forms to ensure that Child Protection and Getting It Right For Every Child (GIRFEC) principles are followed. The Head Teacher attends regular Pupil Concern Meetings with the Family Support Workers' Team Leader to access further supports for our learners. The Head Teacher has accessed additional supports for learners through the 0-12 Forum and by holding Professionals' Meetings. The Authority has provided the Head Teacher with very good support in helping the school to address barriers to learning.

Teachers and Support Staff took part in Confident Staff, Confident Children training led by the school's Educational Psychologist. Staff now have an increased understanding of growth mindset in children and take account of this within their classrooms and learning environments. This has resulted in staff being more self-aware and reflective when interacting with learners and planning learning experiences.

Nursery into Primary One transition is carefully planned and supported. Class teachers have been heavily involved in this to ensure that they have a good understanding of the children's needs prior to the start of the new session. Parents gave positive feedback on the Primary One transition morning. Children in the Nursery with Additional Support Needs benefit from enhanced transition experiences as do our Primary Seven learners moving to High School. The school has good links with Dalkeith High School and the Principle Teacher has established positive partnerships with staff at the High School to ensure a good transfer of information and to ensure a smooth transition from Primary 7 into S1. Our Primary 7 children attended an Associated Schools' Group (ASG) Camp to promote transition to High School. Although not all children attended, staff, children and parents reported positively upon this opportunity.

Summary of Areas for Improvement

- Ensure all Nursery staff take responsibility for the pastoral care and welfare of the children.
- Improve children's experiences in the Nursery to support and challenge the children.
- Ensure a consistency of approach to learning and teaching across the school.
- Focus upon high expectations for all learners and increase the pace of learning.
- Involve learners in target setting and identifying next steps in their learning.
- Ensure support and challenge for the lowest and highest 20% attainers.
- Continued focus upon improving pupil motivation and celebrating success.
- Review Support Staff posts and timetabling to ensure effective deployment of staff resources to support learners.
- Implement GIRFEC approaches to support pupil needs and wellbeing concerns.
- Create a robust Pastoral Care System that identifies and records vulnerable groups and effectively addresses factors which may hinder learning.
- Improve tracking attainment.
- Continue to develop knowledge and understanding of how to support children with additional support needs.
- A consistency of approach towards behaviour management.

Next Steps

- Engage Nursery staff in actively taking responsibility for the pastoral care and wellbeing of our children.
- Improve children's experiences within the Nursery to ensure all needs are met and supported.
- Devise a robust system for tracking learners' attainment and achievement.
- Ensure a consistency of approach within learning and teaching and high expectations within literacy and numeracy.
- Ensure records are up-to-date and stored appropriately in accordance with child protection guidelines.
- Improve behaviour to ensure a positive school ethos.

HOW WELL DOES OUR SCHOOL IMPROVE THE QUALITY OF ITS WORK?



Summary of Strengths and Success

Staff are committed to school improvement and have an understanding of how we are doing, where we are going and how we are going to get there. Nursery staff meet regularly to evaluate the success of a range of curriculum areas and to plan for opportunities to provide further improvement to children's learning experiences. The appointment of a permanent Head Teacher in December has enabled staff to work together to develop a shared vision and actively engage in self evaluation activities and planning for improvement. Staff are eager to be part of a shared vision to support our school's journey to excellence. All staff are involved in the process of self evaluation and the setting of new improvement priorities. Staff willingly take on leadership roles to make improvements to the curriculum, support learners and improve resources. Staff work in groups to further improvement priorities and make valuable contributions towards evaluating the school's progress and identifying next steps. This helps to inform the writing of the school improvement plan.

Staff value the role that high quality learning and teaching has in improving outcomes for children. Staff have engaged well in recent staff development opportunities in reading, visible learning and formative assessment strategies. Staff work well collaboratively as a result of positive relationships amongst staff. Collaborative working amongst staff has led to a progression in Social Studies relevant to the context of Woodburn being devised.

Staff are supportive of the new Head Teacher and have fully embraced self evaluation and monitoring activities. Staff act upon feedback to improve learning and teaching and outcomes for children. Staff confidently share their views and regularly take part in professional dialogue to ensure our school is striving for excellence. Monitoring and Evaluating activities contribute towards school improvement.

All staff are involved in reviewing their own professional development and in identifying their next steps to ensure career long professional learning. Staff are eager to take part in professional reading to keep abreast of recent developments in education.

The Pupil Council is well led and the children regularly contribute to school improvement. Children's views are sought and acted upon by the Pupil Council. This has led to whole school fundraising opportunities, improvement to Golden Time resources and changes being considered in the dining hall. The Eco Committee has also contributed well to school improvement and has promoted waste awareness and recycling across the whole school.

There is a strong partnership between the school and the Parent Council. The Parent Council are committed to working jointly in order to bring about school improvement and to promote a sense of community. They have supported a number of school excursions across the year, provided a Primary Seven Christmas disco, ran school fairs, funded play resources in the early years and have introduced Primary Seven hoodies as part of school uniform in our new school session. A number of staff support school events and this is appreciated by children and parents.

Summary of Areas for Improvement

- Ensure all stakeholders are involved in our school self evaluation through regularly seeking views and acting upon them.
- Ensure a rigorous monitoring and evaluation programme to ensure improvement through self evaluation.
- Regular staff meetings to ensure all staff feel valued and to improve communication.
- Further develop staff understanding of the schematic guide within Curriculum for Excellence to support staff in developing a robust curriculum map and develop their language of learning.
- Provide regular opportunities for staff and learners to contribute to improving learning and teaching.
- Engage staff in peer learning opportunities and learning rounds to identify good practice and next steps.
- Increase pupil voice to give children meaningful opportunities to influence the work of our school.
- Continue to strengthen partnerships with parents and carers and the wider community.
- Stability in staffing to bring about trusting relationships, a clear curriculum map and strong leadership.

Next Steps

- Develop a rigorous monitoring and evaluation programme to ensure improvement through self evaluation.
- Regular staff meetings and staff development opportunities identified through the working time agreement.
- Introduction of a House System to promote pupil participation and increase pupil voice.
- Team building opportunities throughout the school year to create positive relationships due to a high number of new staff.
- Strong leadership and direction from newly appointed Senior Leadership Team.
- Ensure a sense of pride in the school from staff, children and parents through a positive school ethos and improved behaviour.

Improvement Plan



Working well together

Improvement Plan for session: 2015 - 2016

To increase attainment and achievement in Literacy

Aim

Primary Drivers

A coherent Literacy curriculum that includes well planned experiences and outcomes.

Opportunities for learners to achieve the highest levels they can through appropriate support and challenge.

Within Literacy the needs of all learners are met through identifying and addressing barriers to learning.

Secondary Drivers

Long term planning centred around Literacy progression pathways.

Develop a progression for reading skills from Nursery - P7.

Assessment is planned for and takes account of significant aspects of learning.

Experiences and Outcomes are unpacked to describe progression and development

Learners develop their Literacy skills through active learning experiences.

Staff engage in professional development activities and dialogue to increase knowledge and understanding of learning and teaching approaches within Literacy.

High quality learning and teaching is engaging and active; sets challenging goals; shares expectations and standards and reflects the way in which different learner progress.

Formative and summative assessment clearly identifies learners' progress and is used to identify next steps in learning.

Learners' needs are identified, reviewed and evaluated through working closely with our learners, partners and partner services.

Support for learning staff, support staff and partner agencies provide valuable support and advice to individual learners and staff.

Change Ideas

- Staff long/short term planning
- Progress is evaluated against significant aspects of learning
- Collegiate planning across stages and levels.
- Consistent use of Achievement in Literacy.
- Implementation of book detectives and literature circles
- Embed the Highland Literacy Project approach.
- Reading skills taught discretely.
- Learners' targets and next steps are set.
- Opportunities for staff development through CATs, peer learning and school visits.
- Role of Support for Learning Teacher and Support Staff.
- Increased communication with parents.
- Homework.
- Involvement of partner agencies.
- Implementation of Read, Write Inc.
- Purchase new reading materials.
- NGRT assessment P2-7.
- Improvement of school library.
- Rigorous M&E
- Introduce reading buddies.

Aim	Primary Drivers	Secondary Drivers	Change Ideas
To increase attainment and achievement in Numeracy	A coherent Numeracy curriculum that includes well planned experiences and outcomes.	<p>Long term planning centred around MUMP progression pathways.</p> <p>Develop a mental maths progression from Nursery - P7.</p> <p>Assessment is planned for and takes account of significant aspects of learning.</p> <p>Experiences and Outcomes are unpacked to describe progression and development</p>	<ul style="list-style-type: none"> • Staff long/short term planning •Progress is evaluated against significant aspects of learning •Collegiate planning across stages and levels •SEAL training / Implementation of SEAL P1-3 •Resource organisation to support SEAL •Develop language of numeracy •Fluid groupings •Numeracy skills taught discretely •Learners' targets and next steps are set •Opportunities for staff development through CATs, peer learning and school visits •Role of Support for Learning Teacher and Support Staff. •Pilot SEAL P4-7 lowest attainers •Increased communication with parents •Homework •Involvement of partner agencies •PIM assessment P2-7
	Opportunities for learners to achieve the highest levels they can through appropriate support and challenge.	<p>Learners develop their Numeracy skills through active learning experiences.</p> <p>Staff engage in professional development activities and dialogue to increase knowledge and understanding of learning and teaching approaches within Numeracy.</p> <p>High quality learning and teaching is engaging and active; sets challenging goals; shares expectations and standards and reflects the way in which different learner progress.</p>	
	Within Numeracy the needs of all learners are met through identifying and addressing barriers to learning.	<p>Formative and summative assessment clearly identifies learners' progress and is used to identify next steps in learning.</p> <p>Learners' needs are identified, reviewed and evaluated through working closely with our learners, partners and partner services.</p> <p>Support for learning staff, support staff and partner agencies provide valuable support and advice to individual learners and staff.</p>	

Improve Learners' experiences in Social Studies

Aim

Primary Drivers

Our Learners will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances.

Children will exceed their potential in Social Subjects through high quality learning and teaching.

Children are equipped with a clear set of skills and can apply these skills in new and more complex contexts.

Secondary Drivers

Learners develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world.

Learners develop their understanding of their own values, beliefs and cultures and those of others.

Learners develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking.

Social Studies experiences and outcomes support staff in planning challenging, engaging and enjoyable learning and teaching activities.

Active learning opportunities provide opportunities for learners to observe, explore, experiment and play.

Teachers use relevant contexts and familiar experiences for learners through learning outdoors and interdisciplinary learning experiences.

The development of skills is an essential aspect of learning in Social Studies.

Investigating, exploring, discussing and presenting are terms used throughout the experiences and outcomes at all levels progressively.

A clear framework ensures that Social Studies provide an important context for the development of literacy and numeracy skills.

Change Ideas

- Experiences and outcomes assigned to stages.

- Skills progression created.

- Whole school topic based upon local area.

- Share experiences in Social Studies through assemblies.

- Staff training and implementation of Learning walls / floorbooks. Time for staff to visit each others' Learning Walls.

- Greater focus upon our local community and place within Scotland.

- Strengthen local links and build new links.

- Resources to support learning topics / system / organisation.

- Talking tubs / 3D mindmaps.

- Display boards set around school to celebrate experiences through Social Studies.

- Sharing learning with families.

- Staff have a clear understanding of interdisciplinary learning approaches.

- Increased opportunities for outdoor learning.

Develop a positive ethos and improve behaviour

Aim	Primary Drivers	Secondary Drivers	Change Ideas
Develop a positive ethos and improve behaviour	Our Learners are Respected and Responsible.	Increased learners' voice.	<ul style="list-style-type: none">•All staff accountable for behaviour.•Daily communication – staff on duty; SLT and Support Staff available.•Positive behaviour policy tweaked to ensure a clear and systematic approach.•Community gatherings.•Change assemblies to Fridays and include celebrations of success / Woodburn Stars.•Staff rota for bringing in lines.•Parents away from lines in the morning (P1 induction).•Consideration of Golden Break.•Rights Respecting School.•House System – House Captains.•All staff to praise positive behaviour and give out points.•Recognition of achievements out of school.•Visible Learning training for staff / clear focus for school.•Introduction of Learning Powers.•Clear programme for emotional intelligence.•Nurture groups to be further developed.•Positive communication to parents eg Twitter / Website / Newsletters.
		Our Learners are involved in decision making.	
		Learners play active and responsible roles in our school and community.	
	Our Learners are Safe, Included and Nurtured.	Learners work in a nurturing environment.	
		Learners are safe from abuse, neglect or physical harm.	
		A learning culture is established that promotes equality and inclusion.	
	Our Learners are Achieving and Healthy.	Learners are supported in the development of their skills, confidence and self-esteem.	
		Learners have the highest attainable standards of mental and emotional health.	
		Support for learning staff, support staff and partner agencies provide valuable support and advice to individual learners and staff.	