

**Mid Calder Primary School**



**PROGRESS  
REPORT FOR  
SESSION 2017/18**

**(Standards & Quality Report)**

**Mid Calder Primary School**

**Mid Calder**

**Livingston**

**West Lothian**

**EH53 ORR**

**United Kingdom**

## ABOUT OUR SCHOOL

Mid Calder Primary School serves the community of Mid Calder and the surrounding area. A significant number of pupils come from out with the catchment area.

There have been a number of significant leadership changes over this session. The previous Head Teacher retired in April 2018. The present Head Teacher took up her appointment in latter of part of June 2018.

The previous depute took up a secondment as acting Head Teacher from November 2017. An acting Depute Head took up the role at the end of November 2017 providing some continuity within the SLT, over the transition period. In addition the PT returned from maternity leave in May 2018.

Although there have been changes within our senior leadership team we have endeavored that any new staff are well inducted and that the pace of change has been carefully managed.

Mid Calder Nursery was currently opened in August 2017. This significant extension to the school, has offered excellent opportunities for real life contexts for learning in Early Level.

The new Team has been established in the base for the Session 2018/19 building on the good practice established in 2017/18. An experienced Nursery practitioner has led teaching and learning and will carry this on in the next 2018/19 session.

## **IMPROVEMENT PRIORITIES**

**Our improvement priorities are always based on the National priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2017/18, what the impact has been and what our next steps will be to continue to address these priorities in Session 2018/19.**

**We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at [https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS\\_NIF\\_E-1.pdf](https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf).**

**We have also indicated the links to quality indicators (QIs) in How Good is our School? 4 (HGIOS? 4) which is a key aspect of the Scottish approach to self-evaluation and school improvement.**

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our desired outcome for Session 2017/18 was to</p> <p><b>All pupils experience high quality learning and teaching in all classrooms.</b></p> <p>Learners and staff involved in rich dialogue which include next steps and aspirations.</p> <p>Learners leading their own learning and the learning of others.</p> <p>Improvement in Literacy for all:</p> <p>Improved knowledge and understanding of literacy progressions leading to further opportunities for moderation at school and cluster level.</p> <p>Improved staff confidence in the learning, teaching and assessment in progress of spelling.</p> <p>Raised attainment in spelling through implementation of revised progression in spelling across all stages of the school.</p> <p>Improvement in Numeracy for all:</p> <p>Attainment for learners will be further improved through embedding concrete, visual abstract in pedagogy in the teaching of number as whole school methodology.</p> <p>NIF Driver(s):</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p><b>Appointed staff attended Cluster Meetings CPL on Tapestry Programme fed back to staff on ideas/recommendations through the year. This will need to be further embedded in 2018/19 session</b></p> <p><b>Professional dialogue meetings resulted in teachers being more confident in reporting where children are in their learning.</b></p> <p><b>Cluster and school moderation took place across the year to enable staff and pupils to engage in purposeful dialogue about attainment and achievement of a level.</b></p> <p><b>Lesson observations took place to quality assure teaching and learning through school in Autumn and Spring Terms</b></p> <p><b>Staff using progression pathways and benchmarks.</b></p> <p><b>Teachers very aware of pupils' progress and needs</b></p> <p><b>Consistency of assessments taking place across the school e.g. Jolly phonics /SEAL assessments</b></p> <p><b>Use of benchmarks to create assessments.</b></p> <p><b>'Big writing' established within the school</b></p> <p><b>Good links to moderation of work</b></p> <p><b>Staff use benchmarks and E's &amp; O's for planning</b></p> <p><b>Staff plan collegiately and share successful planning with staff across the school</b></p> <p><b>Achievement and attainment meetings have been scheduled and forward plan discussions have been carried out around specific questions</b></p> <p><b>SFL are very good at sharing assessment data, forward planning and evaluations with relevant staff</b></p> <p><b>Staff have been willing to take on the new SNSA training and carry them out, they have also completed the SNSA data training</b></p> <p><b><u>ELC</u></b></p> <p><b>Natural resources are established in the Nursery to enhance learning experiences</b></p> <p><b>Embedded learning areas within the nursery setting</b></p> <p><b>Ideas given for home learning to extend learning opportunities at home</b></p> <p>Evidence indicates the impact is:</p> <p><b>Learners are now undertaking master classes</b></p> <p><b>Learners involved in 'peer teaching'</b></p> <p><b>Learners have selected their own IDL</b></p>

- School/ELC Improvement
- School/ELC Leadership
- Teacher/Pract Professionalism
- Parental Engagement
- Assess. of Children's Progress
- Performance Information

HGIOS?4 QIs:

- 1.2 1.2
- 1.3 1.3
- 2.3 2.3
- 2.7 2.7
- 3.1 3.1
- 3.2 3.2

**Learners involved in Key questions on IDL plan.**

**Learners are able to access ICT within many lessons.**

Our next steps will be to:

- **Embed the Tapestry CPL feedback/initiatives into the school through regular updates in staff meeting/CAT sessions**
- **Staff training in data analysis - CEM, SIMD, Insight, wellbeing indicators, behaviour, attendance, levels need to be developed next session**
- **Raise profile or I-achieve/similar methods to celebrate wider achievement.**
- **Establish a systematic way of tracking progression in writing related to the benchmarks and specific to genre/pupil choice**
- **Purchase of further assessment resources e.g. Jolly phonics /comprehension resources P1-P3**
- **Avoid unnecessary repeated assessments**

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our desired outcome for Session 2017/18 was to</p> <p><b>Improved attainment in literacy at P1, P4 and P7 stages as a result of focused supports and interventions.</b></p> <p><b>Favourable comparison to cluster and national attainment.</b></p> <p><b>Improved attainment in numeracy at P1, P4 and P7 stages as a result of focused supports and interventions.</b></p> <p><b>Robust planning, assessment and tracking to ensure clearer identification of gaps in learning being identified, addressed and supported.</b></p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School/ELC Improvement</li> <li><input checked="" type="checkbox"/> School/ELC Leadership</li> <li><input checked="" type="checkbox"/> Teacher/Pract Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Assess. of Children's Progress</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul> <p>HGIOS?4 QIs:</p> <p>1.2 1.2</p> <p>1.3 1.3</p> <p>2.3 2.3</p> <p>2.7 2.7</p> <p>3.1 3.1</p> <p>3.2 3.2</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p><b>Introduction of SNSA</b></p> <p><b>CEM data used from last year for groupings</b></p> <p><b>P1 literacy profiles also used for groupings in P2</b></p> <p><b>SWST/SWRT carried out</b></p> <p><b>Some tracking and monitoring spreadsheets maintained throughout the year</b></p> <p><b>PEF funding has been awarded this year for a Numeracy development officer and additional PSW to support targeted support in the upper areas</b></p> <p><b>Targeted support was started in term 1</b></p> <p><b>Diagnostic gaps have been identified to class teachers and this has been detailed from P1 to P4 (to be extended to PEF pupils P5 to P7 August 2018)</b></p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <p><b>Learners have received a targeted programme of support, particularly in Numeracy throughout the year</b></p> <p><b>Learners are accessing a broader range of numeracy and Literacy within lessons and through intervention sessions</b></p> <p><b>Learners have had the opportunity to use tactile resources e.g. Numicon to develop conceptual understanding</b></p> <p><b>There has been an impact on closing the gap between learners especially in terms of pupil self-confidence (quality assured when data fully available in Aug 2018)</b></p> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• <b>To use PEF training more widely with PSWs to strategically target learners within classes</b></li> <li>• <b>To analyse council data (Aug 18) specifically to measure impact of PEF intervention support</b></li> <li>• <b>Create a programme of support for named pupils which focuses on Nurture as well as Literacy and Numeracy</b></li> <li>• <b>Roll out a plan for INSET for PSWs to use and employ existing purchased resources to facilitate positive intervention sessions</b></li> </ul>
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<p>3.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p>Our desired outcome for Session 2017/18 was to</p> <p><b>Further embed growth mind-set to support inclusion of all learners Wellbeing and development of all pupils is supported through a whole school nurturing approach</b></p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School/ELC Improvement</li> <li><input checked="" type="checkbox"/> School/ELC Leadership</li> <li><input checked="" type="checkbox"/> Teacher/Pract Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Assess. of Children's Progress</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul> <p>HGIOS?4 QIs:</p> <p>2.1 2.1 2.4 2.4 2.7 2.7 3.1 3.1 3.2 3.2</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>Staff to using principles of growth mind-sets across the school building on cluster and school initiative from previous session.</p> <p>Continued to raise awareness with parents including input from the Educational Psychologist.</p> <p>Some development of outdoor learning opportunities from P1 to P7.</p> <p>Children are aware of the values in the infants and these are linked into our community contracts and living values award, reflection logs (loss of free time Friday) etc.</p> <p>Children are taught through Sex Ed programme to establish understanding and values</p> <p>Children are able to use ChildLine appropriately.</p> <p>We have created an Inclusive school environment where children's needs are met and issues between children are dealt with quickly.</p> <p>We understand, value and celebrate diversity and challenge discrimination</p> <p>Staff and some pupils increasingly aware of rights of the child.</p> <p><b><u>ELC</u></b></p> <p>Home visits and play dates built good initial relationships with families</p> <p>Open nursery, parents welcome at all times (Pop in and Play etc.)</p> <p>Communication with other agencies to support wellbeing</p> <p>Wellbeing indicators embedded in to every day practice.</p> <p>Responsive and changeable wellbeing display, highlighting children's achievements in each of the indicators</p> <p>Staff are vigilant when caring for the children in our setting.</p> <p>Following the correct procedures if we feel children or families need further support</p> <p>Inclusion of all children in events such as: nativity, parties etc.</p> <p>Evidence indicates the impact is:</p> <p>Learners now create class charters and Reflection logs</p> <p>Learners now receive Living our values certificates</p> <p>Learners are expressing their feelings clearly and developing self-awareness</p> <p>Learners are very much involved in the life of the school</p> <p>Learners are treated fairly and wherever possible have the same experiences</p> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• Whole school focus on language of wellbeing indicators.</li> <li>• Use of a whole school resource for HWB e.g. Jigsaw.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Revisit audit of pupil need across the whole school and nursery whole school pupil</li> <li>• To utilise some of the PEF funding for Nurture sessions throughout whole school.</li> </ul>
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our desired outcome for Session 2017/18 was to</p> <p><b>All children's achievements are being recognised and tracked</b>  <b>Learners have an improved understanding of the skills required for learning and the life of work</b></p> <p>NIF Driver(s):  <input checked="" type="checkbox"/> School/ELC Improvement  <input checked="" type="checkbox"/> School/ELC Leadership  <input checked="" type="checkbox"/> Teacher/Pract Professionalism  <input checked="" type="checkbox"/> Parental Engagement  <input checked="" type="checkbox"/> Assess. of Children's Progress  <input checked="" type="checkbox"/> Performance Information</p> <p>HGIOS?4 QIs:  2.3 2.3  2.6 2.6  2.7 2.7  3.1 3.1  3.2 3.2  3.3 3.3</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p><b>Parents sharing experiences with certain classes</b>  <b>Partnerships with local college, high schools, parents and carers, local businesses and shops, Art galleries and museums.</b>  <b>Roles of responsibility given to upper stage children each year.</b>  <b>Parents/members of the community have been invited into school to share expertise and skills with children.</b>  <b>Good links with other professionals, parents and places of work.</b>  <b>Skills for learning, life and work are included in planning our topics.</b></p> <p><b><u>ELC</u></b>  <b>Parents helping in both the nursery and the garden</b>  <b>Big Family Read</b>  <b>Parents visit nursery as specialists (hairdresser, paramedics, therapy dogs)</b>  <b>Online Learners Journey to communicate learning widely</b>  <b>Visit to Cunnigar House, local café and walks to the village</b></p> <p>Evidence indicates the impact is:</p> <p><b>Learners have benefited from learning they may not otherwise have experienced.</b>  <b>Learners are broadening their understanding of work through topic learning</b>  <b>Learners have been actively engaged in fund raising throughout the year</b>  <b>Learners have a greater understanding of 'Fair Trade'</b>  <b>Learners keen to organise/initiate future fundraising</b>  <b>Learners share learning with parents</b>  <b>Learners new skills from other parents</b></p> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• <b>Make more use of the local community, utilise parents/volunteers and contribute more to the school community</b></li> <li>• <b>Sustained involvement in the Money Sense/Moneywise organisations for lessons, initiatives throughout the School Year</b></li> <li>• <b>Creation of an 'Enterprise' week in the School calendar</b></li> </ul>

## Our Achievements this year have included:

**A sustained focus on Digital Learning throughout the year**

**Digital Learning Week- children shared their learning together successfully**

**Purchase and use of a wide range of practical resources in Numeracy**

**A developing understanding of moderated assessment procedures**

**Successful participation in Fairtrade partnerships e.g. Lush from Livingston**

**Good participation and partnerships with STEM ambassadors**

**On-going fund raising initiated and led by children for outside charities and in-house initiatives**

### **Capacity for Continuous Improvement**

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

How good is our school? The quality indicators\* show that:

How good is our leadership and approach to improvement?	Leadership of Change 1.3	Satisfactory
How good is the quality of the care and education we offer?	Learning, teaching and assessment 2.3	Good
How good are we at ensuring the best possible outcomes for all our learners?	Ensuring wellbeing, equality and inclusion 3.1	Good
	Raising attainment and achievement 3.2	Good

+How good is our Early Learning and Childcare?\* the quality indicators show that:

How good is our leadership and approach to improvement?	Leadership of change 1.3	Good
How good is the quality of the care and education we offer?	Learning, teaching and assessment 2.3	Good
How good are we at ensuring the best possible outcomes for all our learners?	Ensuring wellbeing, equality and inclusion 3.1	Good
	Securing children's progress 3.2	Good

+Delete if not relevant

\*(Indicators used in How good is our school? 4<sup>th</sup> Edition, Education Scotland 2015 and  
How good is Our Early Learning and Childcare 2016)