



Standards and Quality Report

&

Improvement Plan

Burnbrae Primary School



Standards and Quality Report 2015- 2016

School Improvement Plan 2016 – 2017



Context of the school

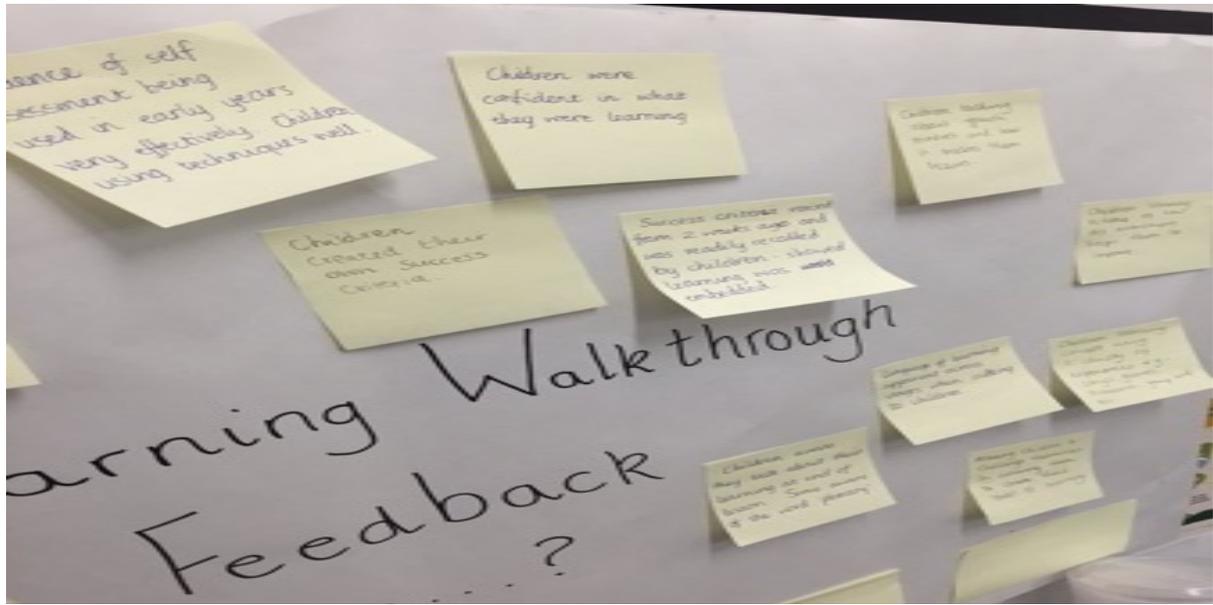
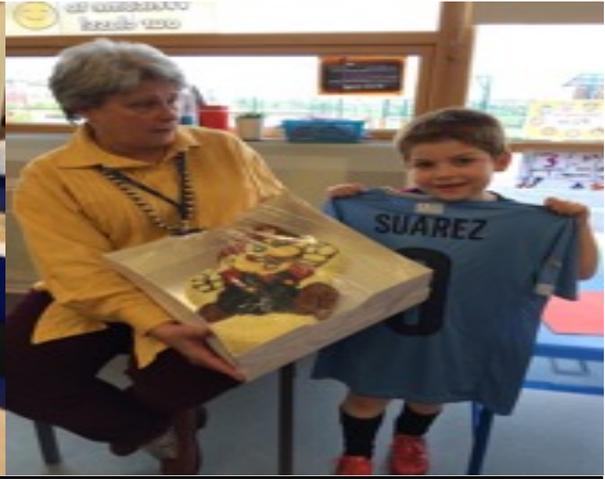
Burnbrae Primary School supports the learning and development of children aged 3-12 years of age from the town Bonnyrigg. From August 2016, there will be 380 children in 13 P1– P7 classes and an additional 120 part time nursery places. The school is actively engaging with the opportunities and challenges of A Curriculum for Excellence to ensure that learners have a sound foundation in becoming Confident Individuals, Successful Learners, Effective Contributors and Responsible Citizens. A growing Parent Council works hard to enhance the life of the school community. The Headteacher took up post in May 2015 and leads a committed team of staff to deliver child centred, quality education to the young people of Bonnyrigg in their own community. The team includes recently appointed Acting DHT x 2 and an acting principal teacher. Changes to staffing for August 2016 include 2 teachers returning from maternity leave, a full time class teacher for the provision taking up post and a newly qualified teacher joining the team. Full time learning assistants x 2 will be new in post also. Burnbrae is to establish its own breakfast and after school club from August 2016.

Our vision is to learn together, play together and grow together.









What is our capacity for continuous improvement?

The headteacher and staff recognise the importance of regular and continuous monitoring of pupils' performance. We record the progress of each pupil in achieving levels for reading writing and maths.

How are we doing?

Through dialogue between SMT and class teachers, the school analysed the attainment of pupils at all stages and levels in reading, writing and mathematics. Our aim is to use the results to plan improvements to the quality of learning and teaching.

- We aim to evaluate attainment in each of the targeted areas in relation to national levels using the QI terms: *very good, good, fair* or *unsatisfactory*. These evaluations will then feed in to an overall evaluation using QI 2.1 *Overall quality of attainment*.
- The school records the date at which pupils achieved a level, confirmed by pupil sampling, shared classroom experience and class teacher professional judgement.
- Termly each year class teachers submitted estimates predicting when pupils were expected to achieve the next level, on the basis of current progress.
- They also submitted group lists to senior staff indicating changes in the composition of groups.
- Senior managers analysed the information on a continuous basis during the course of the session in order to track the pace of progress of every pupil.

What are we going to do now?

- Targeted use of SfL at early level to monitor the progress of those not already at the expected level for their stage
- Children involved in identifying next steps using signpost for reading and number as well as achieving a level documentation. Staff will also unpick the experiences and outcomes with learners to work towards learners being aware of what they are learning and why.
- At transfer between stages, teachers use planned time to discuss the progress of individual pupils and set targets for them.
- Staff are implementing a new planning format focusing on assessment – planned time for professional dialogue has been built into the working time agreement for this.

Areas for Improvement

- Improve management and staff skill in analyzing PIPS/GL data through training and sharing of all data
- Staff involved in peer moderation both in school and across the ASG
- Better use of information shared as result of participation in cluster moderation
- Termly teacher/manager dialogue of attainment and learning in line with planning cycle, using data to include PIPS/NFER/GL/absence
- Improve understanding of learning progress in reading/maths at Levels to better consider pace and challenge –embed progression of skills for literacy and numeracy
- Introduce Number Counts with appropriate ongoing training for staff
- Improve tracking of attainment to include: - at the start of each new session, teachers and senior staff together analyse the attainment profiles of individual pupils, classes and stages. They compare overall performance in the school with that of previous years
- Specific staff development needs arising from the analysis of attainment, for example in number, to be addressed

Areas of Strength

- the commitment of staff to improving outcomes for learners
- The improvement in dialogue on attainment data in relation to pupils between teachers and managers

Leadership of Change

Burnbrae Primary School is at an exciting and challenging stage of further developing its curriculum to improve planning for progression through the broad general education and across all curriculum areas to meet the needs of all our learners.

Through self-evaluation over this session we agree that we need to review our curriculum design and ensure it has a clear rationale based on shared values and learners' entitlements and develops the four capacities. We have actions plans, based on a vision for 2020, for the development of literacy, numeracy and health and wellbeing across the curriculum. Staff agree the curriculum must be based on the design principles of challenge and enjoyment, breadth, depth, progression, relevance, coherence and personalisation and choice for all learners. Staff will value the time to explore further the principles of curriculum design over the coming sessions. At this stage we feel that the curriculum does not meet the needs of all learners and must take more account of our local circumstances and of local and national advice. It must better reflect the views of children, parents and carers. We plan to continue to consider how we can ensure a shift of power in the learning environments.

Staff work hard to plan for coherence and progression in learning with well-planned, joined up learning across the curriculum.

Over session 2015 – 2016, staff, parents and children have made inroads into establishing a shared vision and values and agreeing expectations to ensure that we have high aspirations for all learners. Staff have developed and shared with parents and children a Ready to Learn framework which is designed to support all learners in achieving their potential. It is being piloted this session for full implementation in session 2016 - 2017.

A significant change in staffing means that we need to build in time for staff to engage in professional dialogue to ensure that it is used consistently and effectively across our school community.

The senior management team is aware of the need to enable staff to participate in learning teams, professional enquiry and in developing distributed leadership. This session staff have participated in the authority numeracy training and have taken responsibility for specific areas of the curriculum, i.e. literacy, numeracy and pupil voice

Impact includes:

- desire for more staff to better understand the principles of Stages of Early Arithmetical Learning – built into SIP for coming session – improved understanding of learner's needs and starting point for numeracy across the classes for the coming session
- children involved in aspect of school improvement
- Identification of key tasks to support improved progress for learners in numeracy

Staff are committed to working as a team. They are more reflective practitioners. They are keen to work collaboratively and individual members take responsibility for specific school improvements. There are many very good examples of staff reflecting on practice to further improve learning experiences - these include: outdoor learning opportunities, activities linked to learning through play, literacy experiences, in particular reading. Resources have also been purchased this year to complement and enhance learning experiences. Staff continue to explore ways to work more creatively and effectively with partners, including parents and wider community. From August 2015 parents join the school for fortnightly assemblies. Softstart began in September 2015 – opportunity for parents to learn alongside their child. Staff are committed to dedicate continuous professional development to areas of school improvement.

The Parent Council is working with the HT to better understand school improvement and the role of the Parent Council. It is planned to involve parents and children more in collecting views linked to school improvement also. A parent group worked with the HT to collate the school's policy on attendance. Children and families are familiar with the aims and strive to work towards them. From August 2015 the school piloted its Ready to Learn framework following consultation with stakeholders. It has established a shared vision and values and work in ensuring how we live out the vision and values is to be further developed. The Parent Council has led with supporting all areas of school improvement. They have worked tirelessly to improve road safety outside the school... There are strong partnerships with other agencies. Partners regularly are welcomed into school and work one to one or with small groups to support individual children.

Children share both in class and with the wider school at assemblies about their achievements. These include personal successes out with school also. Staff welcome opportunities such as the Cluster Moderation Project to work with colleagues out with the school. Staff will value the opportunity to validate judgements, linked to pupil progress, made by their colleagues in other schools.

Staff reflected and reviewed the progress made this session - the School Improvement Plan for 2015-2016 shows links to actions developed over this session. The plan will continue to be responsive and flexible to our own priorities, as well as local and national priorities.

The school has gone through a period of significant change and may do so again into the next session in terms of acting positions within the senior management team. Children, staff and parents show continue to show a strong commitment to the good of their school.

Evidence

- Standards and Quality Report
- Improvement Plan
- 3 year plans for literacy/numeracy/early years and health & wellbeing
- Regular Staff Meetings
- Weekly calendar
- HT high profile for informal feedback from parents – bacon buttie monthly, outside at start of day, available and responsive to any need
- All staff have input to improvement plan when reflecting upon where we are and identifying next steps and priorities for improvement
- CAT sessions given over to looking at issues surrounding self-evaluation and assessment
- In-service day for more in depth look at achieving a level
- Feedback gathered from Parent Council
- Sample of learners – What does a good learner look like at Burnbrae
- Moderation activities in school agreed for next session

High quality support will be in place to support improvement.

How good is the quality of care and education we offer?

Learning, Teaching and Assessment

Opportunities for the SMT to share classroom experiences in reading and numeracy during this session, and to engage in professional dialogue with staff, as well as sampling children across stages for numeracy backs the collective opinion that we need to develop and refresh the curriculum. Staff are enthusiastic and motivated to effectively manage curriculum change and innovation. As a staff team we agree that we must manage change smartly to make the developments sustainable and have the desired impact. Our school staff plan carefully and are improving in consulting with stakeholders in making curriculum change, innovations and adaptations to meet the needs of learners, and provide opportunities for choice and, where appropriate, specialisation. We work with a range of partners to ensure the curriculum provides a coherent experience for learners. We have built in initiatives which will better involve our parents and carers to help them understand how their child learns. We have built in time for the staff, children and parents to be included in monitoring and evaluating the impact and outcomes of changes in the curriculum in an on-going way. As a community we plan to take whatever action necessary to ensure that our curriculum design and planning evolves progressively over time to deliver the entitlements of CfE for all young people and to make certain that our children bring about the skills and attributes of the 4 capacities.

From 2015 we have begun designing and refreshing programmes and courses considering the 4 capacities and using the experiences and outcomes to plan a coherent approach to learning, teaching and assessment. Staff are aware that to develop excellent learning and teaching experiences every day it is essential that we embed the principles of AifL and ensure consistent language and practice across all stages. Children and staff are more readily using the language of learning. This has been led this session by the P6 learning council. We strive to respond to and meet the needs of all learners and make efforts to the CfE entitlements. During this session the staff team considered the teaching of spelling/grammar and handwriting. Frameworks are in place for consistent use from August 2016. This was identified as part of school improvement planning this session. This year class teachers pinpointed a need for a more coherent framework for teaching spelling which ensured consistency of experience. NFER assessment takes place in September each year and will be used to consider progress and experience.

Staff have identified that we must consider improvements to our monitoring and tracking procedures, including involving the children more in understanding progress made and identifying next steps. There are good procedures in place for getting it right for every child, with agencies working together within a network of support which focuses on improving outcomes for all children by *placing the child at the centre of thinking, planning and action*. The child's voice is heard using Getting Ready for my Meeting proforma and children join meetings as agreed appropriate by all. Our action plans identify project which improve our consistency of approaches and programmes. Key action in literacy for

session 2015 – 2016 was a review of the role of support for learning. As yet this has not taken place due to responding to other areas of school improvement.

The mutual aim is to design programmes and courses which will more effectively balance the progressive development of knowledge and skills as well as the attributes and capabilities of the four capacities. We understand that we must be flexible and responsive in determining the content to be covered to provide stimulating, challenging, relevant and enjoyable experiences. The desired outcome from joint working across the ASG is that we plan for progression through the Curriculum for Excellence levels and into the senior phase with a range of provision and flexible pathways to meet the needs of all learners.

Curriculum transition procedures and programmes are planned and designed to meet the needs of all learners, including those with additional support needs, to ensure continuity and progression in learning. Staff have worked effectively with colleagues across sectors, including private nursery partners to begin to build positive relationships between staff, children and families.

Examples of good practice include:

- P7 transition to Lasswade High – ASN
- P7 transition to other secondary schools
- Enhanced transition
- Nursery/P1 – visits from and to nurseries for children from out with Burnbrae and including Burnbrae
- Planned experiences for 3 year old enrolling for August
- Burnbrae Provision Primary – meeting needs of child previously out of education & building meaningful links with community schools

We are taking steps to improve the curriculum in providing a range of opportunities for support and induction to the next phase of learning for all children and young people. Children have the opportunity to spend a day in June learning with their teacher for the next session. From August 2016 support staff do not work alongside learners for the first weeks of term. This is to enable the class teacher to continue to build positive, nurturing relationships with all individual learners.

In conclusion we understand the need for robust and rigorous self-evaluation and which shows clear evidence of improvement based on actions as part of our self-evaluation. We are committed to working as a school community focussed on continuous improvement.

Areas of Strength

- desire for more staff to better understand the principles of Stages of Early Arithmetical Learning – built into SIP for coming session
- excellent practice of inclusion
- Higher order thinking skills developed through weekly reading workshop
- Learning through play across P1
- Staff shadowing colleagues across schools and out with
- Focus on emotional wellbeing of all & readiness for learning
- Learning walkthroughs developing professional dialogue between colleagues and supporting consistency of experience for learners
- Focus on language of learning & staff evaluating their own practice
- More consistent use of learning intentions and success criteria with learners – plenary being built into experiences too
- Identification of key tasks to support improved progress for learners in numeracy
- Children benefiting from regular opportunities to visit Lasswade Library
- Annual attendance at the Edinburgh Book Festival

Areas for Improvement

- Planning for learning, teaching and assessment is built around the principles of curriculum design
- Formative assessment embedded with classes
- Assessment at the centre of learning and teaching
- Planned opportunities for staff to share and reflect on good practice built into staff meetings
- Assessment as a focus of planned learning and teaching – using the significant aspects of learning & Achieving a Level support resources
- robust and rigorous self-evaluation and which shows clear evidence of improvement based
- refresh programmes and courses considering the 4 capacities and using the experiences and outcomes to plan a coherent approach to learning, teaching and assessment

- embed the principles of AifL
- smarter use of data contributing to improvements for all
- improvements to monitoring and tracking procedures, including involving the children more in understanding progress made and identifying next steps.

QI 3.2 Raising attainment and achievement

Teachers strive to plan and provide learning activities which take account of all learners, including able learners and learners who are having difficulties. All pre-school children, including those children who will attend Primary 1 in our school out with our nursery, are involved in a comprehensive transition programme to support their learning and welfare during the move from nursery to school. In 2016, 10 school staff are taking part in this transition to support new P1 pupils. This demonstrates the outstanding commitment our staff have to supporting learners. The Nursery strives to create a stimulating learning climate, indoors and outdoors for children. They plan learning activities to engage learner's curiosity and are responsive to where that curiosity leads learners. There are some opportunities for children make choices in the activities offered and some are able to shape future developments in discussion with staff who will adapt activities to further learning. Their approach to teaching for effective learning will be a focus for development next session. Talking and thinking floor books have supported learners in giving their thoughts and ideas this session.

In January 2016 the Support for learning staff met with class teachers in P2 to identify and discuss ways to improve support for some learners. Support for learning works weekly with a group of learners to build confidence and progress. P1 classes are supported all year by a learning assistant who can provide extra phonic support to P1 children. This has been extremely effective and has resulted in P1 and P2 children improving their phonics and making the leap into becoming readers. Individual learners across the school benefit from 1:1 support for learning and teaching. Without this support these learners would not access experiences. Support for learning co-ordinates effective multi agency meetings to enable learners to realize their entitlements. An emerging key strategy is honest and open discussion with parents when children are not achieving as expected. We have allocated significant resources from our school budget this session to maintain the inclusion pupils displaying needs linked to emotional wellbeing. Staff are determined in their efforts and planning to ensure that the needs of all learners are met. Support for learning works with children and class teachers to create and review IEPs. Parents & Carers are consulted and involved in the process across the year.

A consistent focus on expectations and the use of our Ready to Learn framework has enabled learners to engage more fully in their learning. Staff agree that we need to have consistently high expectations for all learners at all times. Embedding progressive frameworks for literacy and numeracy, as well as sharing signposts for literacy and numeracy with learners for next session will support staff and children in ensuring learners make the expected progress towards achieving a level.

Data over time indicates that learners are not making the anticipated progress in key areas. The school must now organize, analyse, share and own data to ensure that all learners realize their potential. In August 2016 the Senior Management Team tracking system will better enable us to build a picture of individual learners. This system includes information including SIMD/attendance/SfL/GL/PIPs/NFER/CfE

We have a strong pastoral approach to supporting pupils with temporary or permanent additional support needs, which include bereavement, loss, change, health needs, family separation, speech and language difficulties, disability, homelessness and poverty. We are working hard to know our families well – we believe our extensive partnership with parents and sound transition to nursery and school practices supports us in meeting learners needs more effectively. Our school is becoming well known in its community for its genuine support for families. We work with a wide range of other professionals to provide support for learners and their families through ad hoc, IEP, Staged Assessment, Children's Wellbeing, Child Protection and Children's Panel meetings. We differentiate learning in all classes. We aim to use active learning at all stages to increase pupil motivation for learning. Staff are working hard to ensure that learning is well supported in classes. We are

responsive to changing pupil need and after consultation, redeploy our support staff when the needs of individual children require it.

Senior managers, support for learning and family support teacher have met with many families across the year and identified appropriate supports which enable some of our more disadvantaged learners to engage more fully with their learning. Through multi agency working we have helped to:

- Improve attendance
- Improve children's physical health and ability
- Address their emotional and behavioural difficulties
- Develop communication and social skills
- Increase creativity, self-esteem and confidence

Areas of Strength

- Knowledge, experience and commitment of support for learning teacher
- Nurturing attitudes of staff team
- Partnership working to provide good support and nurture for learning.
- The commitment of staff to consider the holistic needs of the child, as evidenced in 10 staff supporting P1 summer transition programme.

Areas for Improvement

- Children at Burnbrae are assessment capable learners
- Pedagogy – develop and improve consistently high practice – Innovation Fund bid
- High level curriculum map as framework for raising the bar, closing the gap
- Develop our policy in Meeting Learners Needs
- Rigorous analysis of data – use of SMT tracking system
- Curriculum design
- Data is owned, shared and understood by all – appropriate interventions in place – both long/short term
- Support for Learning Teacher leads on producing a Meeting Learners' Needs framework
- Ensure support and challenge to all learners
- Progressions in place for key areas of the curriculum
- Signposts support learners in understanding their progress and identify next steps
- Identify funding for therapeutic services
- Further develop staff confidence and skills to ensure rigour within this process
- Plan timetable for reflecting more formally on specific Quality Indicators over the course of the year
- Developing leadership capacity at all levels
- Use of PIPS/GLs/ data to identify areas for school/early years improvement
- Greater use of National Improvement Hub
- Approach to moderation - positive impact on staff and learners
- Involvement & feedback from partners/ parents/children linked to school improvement

Self-Evaluation – Summary of our Performance Levels at June 2016

QI 1.1 Improvements in Performance - Satisfactory

QI 2.3 Learners' Experiences - Satisfactory

QI 3.2 Raising Attainment and Achievement - satisfactory

Appendix

3 Year Action Plans

School Improvement Plan for Session 2016-2017