Danderhall PS

Standards and Quality Report & Improvement Plan
Year 2017-2018

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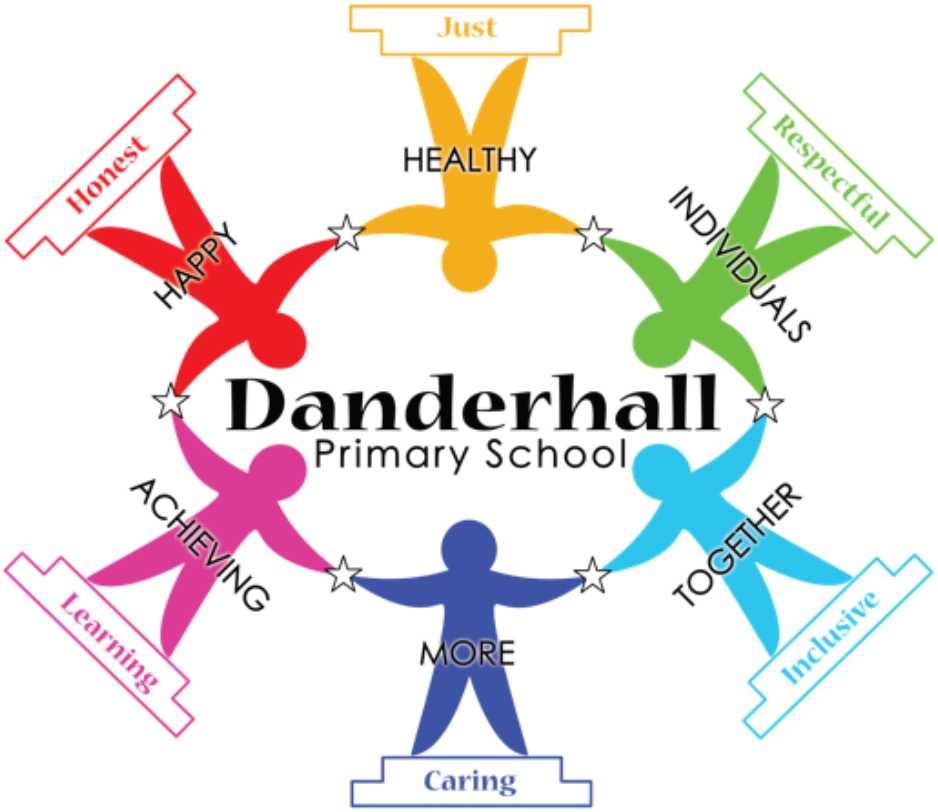
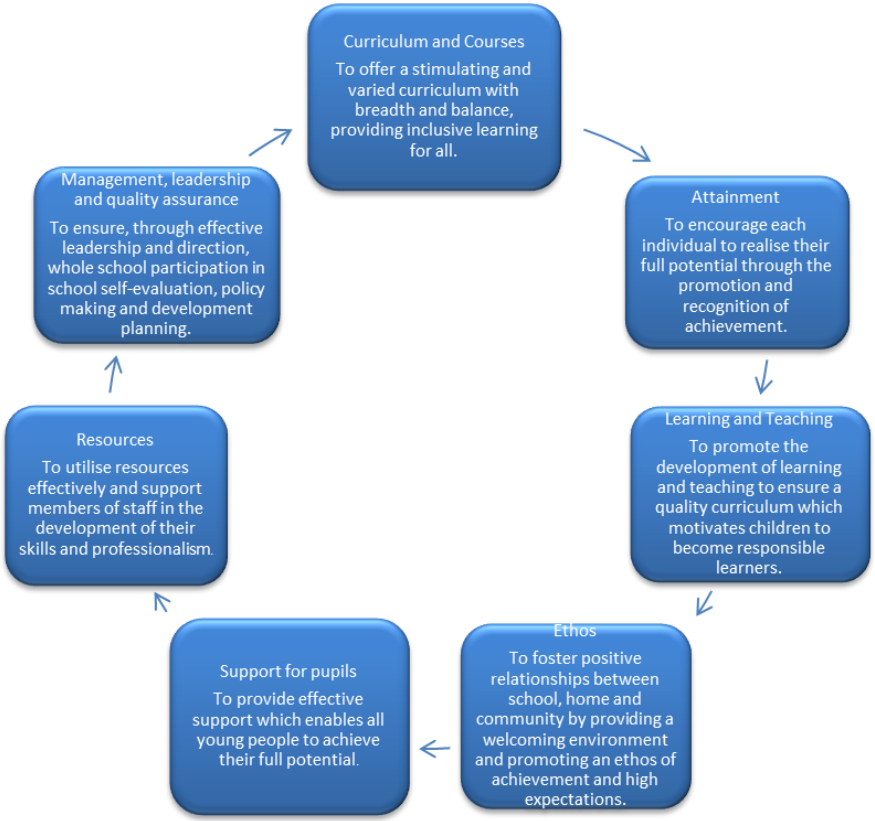
1. Our School Vision, Values and Aims





2. How our vision, values and aims were developed and how our stakeholders were consulted.

There was a review of the School Vision, Values and Aims in 2015. Staff and pupils participated in this and the parents were involved through the Parent Council.
Regular **M**ixed **A**ge **D**iscussion assemblies give evidence of pupils being consulted on a variety of topics linked to our school improvement agenda.

3. Context of the School

Danderhall Primary School was built in the late 1950's. We are lucky to have large classrooms and extensive space outside for learning and play. We have a 50/50 place Nursery and eleven primary stage classes, including two composites. Our school roll at the end of 2016/17 was 264. We are a growing school and the Shawfair development will have a major impact upon us in the coming years, with a new school on our current site planned for August 2020.

The Nursery, currently at capacity, continued to be led on a day to day basis by our Senior CDW, Miss Duff, supported by the Early Years Team and managed by Mrs McIlreavy (DHT). We are grateful to our Nursery Team for continuing to work together to ensure excellent experiences for our youngest learners. There are plans for nursery expansion next year, which will require a Transportable Unit to accommodate the growing role and a second SCDW.

The National lack of Supply Teachers continued to have a negative impact on our school meaning we were unable to give staff as much time as we had anticipated to lead improvements and again, we are grateful to all staff who rallied together to cover when staff were absent. Inconsistency in the staffing of the Nursery, due to maternity leave, ill health and the growing nursery role, impacted negatively on staff morale and the ability to embed improvements.

Our committed team of Learning Assistants worked closely with teaching staff and continued to support our pupils in a variety of ways. For example, children had opportunities for focused small group work and were particularly well supported in the playground to develop their personal and social skills. Some pupils were supported to settle into school daily by Learning Assistants.

Mrs Barratt continued in the role of Support for Learning Teacher and was a key figure in driving forward some of our School Improvement priorities. Mrs Mouat, PT, has also been responsible for leading improvements, particularly linked to Numeracy and Maths. In August 2016, we welcomed one new, temporary member of teaching staff to our school. Miss Gill has now been appointed on a permanent basis. Mrs McIlreavy, DHT, also decided to retire from teaching after 12 years in our school. We cannot adequately express our thanks to her or how much we will miss her professionalism, commitment and dedication to our children and families. Her post will be filled on an acting basis, by Mrs Mouat, for the coming year.

Three upper school classes participated in the Authority Mi:Space project, successfully transforming their learning environments and developing an ethos where learners became more independent and took greater responsibility for their learning. All staff were on board with our 'Back to Basics' agenda, participating in SEAL training and re-focussing our approaches to teaching literacy and numeracy skills. We embraced the ASG focus on Reading and developed strategies to support learners at all stages. Teachers spent time engaging with the new Benchmarks and developing a better understanding of 'achievement of a level'.

Danderhall After School Club operates from within the school and they offer before/after school and holiday childcare. Due to our expanding role the ASC will have to relocate to the school dining room from July 2017. This is likely to impact on our ability to offer some before/after school activities due to a lack of available space.

4. Review of progress for Session 2016-17

School priority 1: To Raise Attainment in Literacy & Numeracy by 2% across the school	
NIF Priority **Improvement in attainment, particularly in literacy and numeracy** NIF Driver **Assessment of children's progress**	HGIOS 4 Quality Indicator(s) **Raising attainment and achievement** Local Priority **Improve the effectiveness of moderation of teacher judgement of CfE levels in Literacy and Numeracy** **2% increase in numbers of children achieving the expected CfE levels in literacy.** **Visible Learning should continue to underpin the development of assessment capable learners.**

Progress and Impact:

Our aim to raise attainment in reading has resulted in several targeted initiatives – "Boost Your Reading", "Let's Get Reading" and a new approach to reading moderation. There has also been staff training in teaching phonics. Two members of staff have been involved in an ASG reading working party and all staff have attended 3 ASG CAT sessions focussed on reading. Learning support has been focussed at identified groups and there has been comment from both class teachers and parents that they can see a positive impact of the strategies used. SfL 'Boost Your Reading' sessions are extremely positive and purposeful. A group of 9 parents were trained in paired reading and committed to supporting individual, identified pupils to develop confidence, motivation and reading skills. Results are already showing improvement in reading skills and application across the curriculum. "Back to basics" has been the focus for CLPL this session and there has been a focus on basic numeracy and phonics. Pupils are better supported in acquiring basic numeracy skills and there is evidence that increased staff awareness and understanding of teaching of phonics is impacting on pupil skills in reading. Writing Moderation is well established in the school and this year we have begun to develop approaches to reading moderation which supports staff to have confidence in the levels they believe children are achieving and to engage in professional discussion to identify appropriate next steps and approaches to learning and teaching. MUMP evaluation exercises inform next steps for individual and groups of pupils and the timing of all standardised assessments has been aligned with the Authority timetable, allowing for timely analysis of data and early intervention. Pupils have revisited standardised

assessments to identify their own strengths and next steps. SIMD data gives information on children living in bands 1 and 2 and data about free school meals helps give us information about children at risk of underachieving. We study attendance and lateness data and take steps to address issues and support parents and carers. We have experienced staff, some who live within the local community, which enables us to understand local strengths and needs.

Two staff were trained in, and have run, Seasons for Growth programmes for identified pupils in the upper school.

Maths and Numeracy Results

	2015	2016	2017	Cohort Comparison	Analysis
P7	>90 = 66% (>100 = 41%) <90 = 34%	**>90 = 54%** **(>100 = 24%)** **<90 = 46%**	**>90 = 82%** **(>100 = 54%)** **<90 = 18%**	>90 = 56% (>100 = 32% <90 =44%	2017 results show significant improvement for cohort. Results took a dip in 2016 but are now up on 2015.
P6	>90 = 61% (>100 = 17% <90 = 39%	**>90 = 56%** **(>100 = 32%)** **<90 = 44%**	**>90 = 76%** **(>100 = 50%)** **<90 = 24%**	>90 = 68% (>100 = 42% <90 =32%	2017 results show significant improvement for cohort. Results took a dip in 2016, although more pupils achieved in the >100 bracket, and are now up on 2015
P5	>90 = 60% (>100 = 23%) **<90 = 40%**	>90 = 68% (>100 = 42%) <90 = 32%	**>90 = 81%** **(>100 = 54%)** **<90 =19%**	>90 = 80% (>100 = 46%) <90 = 20%	2017 results show improvement for cohort. Results for P5's have improved year on year.
P4	>90 = 72% (>100 = 49%) <90 =28%	>90 = 80% (>100 = 46%) <90 = 20%	**>90 = 79%** **(>100 = 46)%** **<90 =21%**	>90 = 71% (>100 = 41%) <90 = 29%	2017 results show significant improvement for cohort. P4 results are around the same as 2016 and up on 2015.
P3	>90 = 62% (>100 = 15%)	>90 = 71% (>100 = 41%)	**>90 = 76%** **(>100 = 54%)** **<90 =24%**	>90 = 78% (>100 = 49%	2017 results are slightly down for cohort, although

	<90 =38%	<90 = 29%		<90 = 22%	more pupils scored >100. Results for P3's have improved year on year.
P2	**>90 = 79%** **(>100 = 49%)** **<90 = 21%**	>90 = 78% (>100 = 49% <90 = 22%	**>90 = 72%** **(>100 = 54%)** **<90 =28%**		Results for P2's are on a slight downward trend although 2017 cohort shows an increase in pupils scoring > 100

Reading Results

	2016	2017	Cohort Comparison	Analysis
P7	>90 = 88% (>100 = 61%) <90 = 12%	**>90 = 94%** **(>100 = 77%)** **<90 = 6%**	>90 = 76% (>100 = 53%) <90 = 24%	2017 Cohort shows significant improvement. P7 attainment is also up on last year.
P6	>90 = 76% (>100 = 53%) <90 = 24%	**>90 = 95%** **(>100 =76%)** **<90 = 5%**	>90 = 90% (>100 = **78%**) <90 = 10%	2017 Cohort shows improvement although less pupils scored >100. P6 attainment is also up on last year.
P5	**>90 = 90%** **(>100 = 78%)** **<90 = 10%**	**>90 = 85%** **(>100 = 74%)** **<90 = 15%**	**>90 = 77%** **(>100 =58%)** **<90 = 23%**	2017 Cohort shows significant improvement. P5 attainment however is down on last year.
P4	>90 = 77% (>100 = 58%) <90 = 23%	**>90 = 95%** **(>100 = 64%)** **<90 = 5%**	**>90 = 100%** **(>100 = 65%)** **<90 = 0%**	P4 attainment is up on last year. Cohort remains steady as new pupils and those not previously tested account or the 5% scoring <90
P3	>90 = 100% (>100 = 65%) **<90 = 0%**	**>90 = 83%** **(>100 = 56%)** **<90 = 17%**	>90 = 90% (>100 =69%) <90 = 10%	Cohort is slightly down and is down on a yearly comparison. There are several new pupils in year group.
P2	**>90 = 90%** **(>100 =89%)** **<90 = 10%**)	>90 = 85% (>100 = 64%) <90 = 15%		P2's attainment is slightly down on last year. This cohort is still to be compared

				to their previous PIPS results

Next Steps:

- Continue work in staff trios to include moderation focus
- Continue to develop effective and manageable moderation procedures for reading and numeracy
- Further develop moderation processes across the curriculum
- Develop assessment in line with CfE Benchmarks
- Further develop staff use of Benchmarks to validate achievement and to determine next steps in reading, writing and numeracy
- Develop the use of more effective peer and self assessment across the curriculum
- Continue to participate in ASG reading work
- Consider a walking bus to address lateness
- Use Equity funding to employ home link teacher and Family support worker
- Plan to run further Seasons groups next sessions to include one for younger pupils and supported by workers from C&F
- Monitor change – impact on learners
- Extend 'Let's Get Reading' programme
- Continue 'Boost Your Reading' and embed strategies across the school

School Priority 2: To develop a curriculum that drives learning forward by responding to the needs of pupils.

NIF Priority	HGIOS 4 Quality Indicator(s)
Closing the attainment gap between the most and least disadvantaged children NIF Driver **Teacher professionalism** **School Improvement**	**Learning, Teaching and Assessment** **Curriculum** **Personalised Support** Local Priority **2% increase in numbers of children achieving the expected CfE levels in Reading and Numeracy by the end of P1,P4 and P7**

Progress and Impact:

This year the focus has been on "Back to Basics" in literacy and numeracy, following a focus on emotional well being in the previous couple of years.
Our PT is a SEAL leader, delivering training for the Authority and participated in an Education Scotland video, sharing good practice in teaching numeracy and our school strategic plan for raising attainment in this area. All teachers and some learning assistants have been trained together in SEAL approaches and there is an emphasis on peer support, with staff working in trios. A numeracy focus at our curriculum evening in September involved and informed parents and two members of staff presented our approach to the Authority at the February 'I Collaborate' conference.
All teachers have also participated in CLPL linked to teaching phonics this year.
Flexible grouping approaches, alongside various strategies such as Learning Ladders/Journeys support appropriate pace and challenge for learners as well as enabling them to take more responsibility for their learning.
We have plentiful range of high quality resources to support learning across the curriculum.

Next Steps:

- Improve the availability and use of digital technologies
- Further develop staff expertise in utilising flexible grouping methods, ensuring appropriate pace/challenge for all and further developing pupil independence
- Develop a clear curriculum map, identifying pathways and progression
- Further embed SEAL approaches
- Further develop staff understanding of teaching phonics and reading, including LA training
- Further develop the use of the school grounds and surrounding areas for learning
- Staff observations within other classes to learn from each other, to further build collaboration within staff

School Priority 3: To improve planning and tracking to ensure it is effective, consistent and efficient

NIF Priority	HGIOS 4 Quality Indicator(s)
Improvement in attainment, particularly in literacy and numeracy NIF Driver **Teacher professionalism** **Assessment of Children's Progress** **School Improvement** **Performance Information**	**Curriculum** **Learning, Teaching and Assessment** Local Priority **2% increase in numbers of children achieving the expected CfE levels in Reading and Numeracy by the end of P1,P4 and P7** **To continue to support schools with moderation, tracking and assessment of progress through the BGE**

Progress and Impact:

Planning formats have been reviewed to allow teachers more autonomy and to be better able to respond to the needs of pupils in their class. This allows for simplified tracking and gives teachers greater opportunity for creativity.

There has been increased collegiate planning and some forward plan liaison time has been level based, allowing for greater professional discussion and moderation. Planning, moderation and liaison approaches this session have allowed for more collaborative planning and professional discussion across stages and levels. This has led to increased staff confidence about the range of learning opportunities and activities they provide but also supports and encourages them to reflect on their practice, identify gaps and consider appropriate pace and challenge for all learners. Staff comment there is an improved cycle of planning, assessment, evaluation, intervention and next steps.

Teachers are using assessment data more effectively to identify gaps and next steps eg PIPS, NGRT, PTM and Single Word Spelling. Teachers are expected to use data to inform planning and are more able to drill down into data. Pupils have opportunities to review and analyse assessments in order to make future improvements. Standardised assessment data is used to identify individuals or groups of pupils and support is targeted eg SfL, LA time, Boost your Reading and Let's Get Reading.

Planning collaboratively with stage partners and the process of FP liaison across a level allows staff to undertake professional discussion using assessment information. There is an expectation that assessment tasks are identified at the point of planning and staff have begun to engage with the Benchmarks to identify appropriate assessment activities and evidence. The new planning format allows for broad block planning and tracking by teachers and should allow for pupils to be involved in planning for their own learning. All classes share their weekly plan via the school website for parents and pupils to access and weekly plans are displayed in classrooms.

Next Steps:

- Increase % parents accessing school website and, in particular, weekly plans
- Learners need to become more effectively involved at planning stages

5. What is Our Capacity for Continuous Improvement?

Quality Indicator	School Self Evaluation	Authority Inspections / Theme visits	HMIe Inspection Grades
1.1 Self Evaluation for self improvement	**4**		
1.3 Leadership of Change	**5**	**4**	
2.3 Learning, teaching and assessment	**4**	**4**	
3. Ensuring well being equity and inclusion	**5**		
3.2 Raising attainment and achievement	**4**		
2.2 Curriculum – Theme: Learner pathways	**4**		
2.7 Partnerships – Theme- Impact on learners	**4**		

6. Highlights from Session 2016 - 2017

A parent survey was carried out in Oct 2016 with 177 of 190 families responding. 98% agreed that children were motivated to learn and were encouraged to work to the best of their ability. 96% said that learners were able to discuss their learning at home and that parents were happy with the education service provided. Alongside our formal Parent Consultation meetings, we have a busy programme of regular and varied events for families to come to school across the year. All opportunities for parents/carers to share in our learning are always very well supported. Staff developed Curriculum Leaflets for parents to support home partnerships.

Our PT and a group of upper school pupils were asked to participate in an Education Scotland video which exemplified good practice in teaching numeracy and shared our school strategic plan for raising attainment in this area.
https://glowscotland.sharepoint.com/portals/hub/_layouts/15/PointPublishing.aspx?app=video&p=p&chid=8ff92558-943d-421a-8869-b2d583cb9963&vid=7f34bdbc-7125-48b5-a560-5a58c0f23229&from=1

There is distributed leadership with staff members, Pupil Council and Class Committees taking responsibility for aspects of the life of the school eg Children's University, Recycling, Eco Committee and Polski Klub. We celebrate success and our assemblies focus on recognising pupil achievement in the 4 capacities. A large number of pupils participate in "The Children's University" and this has been a very positive way to recognise achievement beyond school. We have hosted two CU graduations this year and have had 264 pupils registered since we began in 2015. 24 learners graduated in June 2017. A range of after school clubs and Active Schools clubs are offered by staff and partner agencies. These clubs are well attended and support our drive towards developing health and diversity.

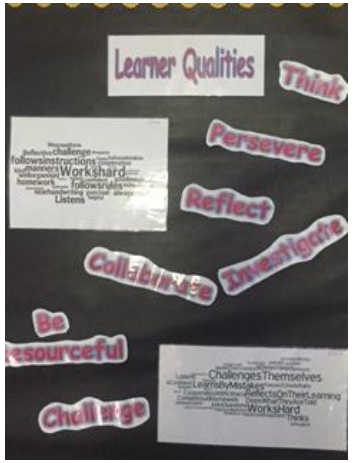
The children have a wide variety of opportunities to experience learning outdoors. Successful funding bids mean the nursery outdoor area is being developed to provide increased opportunities to learn outdoors and CLPL has improved staff expertise and practice. Learners, parents, carers and staff have been fully consulted about the ongoing developments. Our whole school, Outdoor Learning week in May created great opportunities for pupils, parents and staff to explore the many ways that learning can be moved outside of the classroom.

All pupils, P5 – P7, have the opportunity to attend annual residential camps. The school accesses funding support for those children who might not attend for financial reasons.

Work on Learner Qualities started in 15/16 has been further embedded in 16/17 and work on Mindset is beginning to have an impact, with pupils having a more positive attitude to their learning. Learning Logs and Folios are well established in the school and their purpose regularly reviewed, allowing pupils to reflect and take responsibility for their own learning, as well as sharing this with parents. Visible Learning approaches engage and motivate pupils in their learning. Evidence from SMT pupil discussion groups, shows that Learning Intentions are regularly shared with pupils and Success Criteria identified.

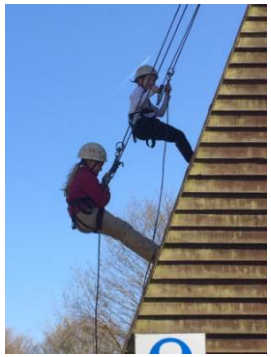
Pupils know that their opinions are valued and they have the opportunities to contribute to the direction of the school through MAD assemblies, the Pupil Council and Class Committees. **M**ixed **A**ge **D**iscussion assemblies give opportunities for pupils to have a say in the broader aspects of learning in the school and helps to identify the direction for specific areas of the curriculum and policy.

The Inspirational Learning Spaces project in P6 and P7 motivated pupils and gave them the opportunity to reflect on resources and structure the classroom in a way that best met their learning needs. STEM has been embedded through VEX Robotics, Eco School design, ILS classroom designs and The Mayberry Mystery projects. One of our P6 groups won the final Mayberry Mystery Diamond Challenge and was delighted to receive their 'diamond' from Alan Wait.



We continue to benefit from working with partners to enhance our curriculum and expose learners to a wide variety of experiences - scientist visits, fire safety talks, cyber bullying workshops, drumming workshops, Chaplaincy visits, to name but a few.

Pupils and their families were supported at times of transition. The Nursery/P1 transition programme involved parents/carers coming in to school prior to their children starting the new session. With a view to helping children settle confidently in Primary One, pupils were involved in a collaborative 'Fairyland' topic which allowed them to meet and work with "Buddies" and school staff over a number of sessions. Several classes also teamed up to share and support learning. For example: Primary 5's worked with Primary 1's on paired reading and Primary 7 pupils supported the Primary 1 classes throughout the year.



P7 camp supported transition to Dalkeith High School, allowing pupils to meet children from their S1 classes and high school staff. There is a strong link with Dalkeith High School and transition arrangements between P7 pupils and the high school ensured children's needs were met. Visits from High School staff helped to make pupils feel more confident about their transition, camp allowed them to build new friendships within the cluster and the use of transition exercises and pupil support teacher meetings allowed for the transfer of detailed and accurate curriculum information. Several pupils participated in an enhanced transition programme.

Our work with/for Charity adds yet another dimension to learning. In 2016/17 we supported ourselves and others by participating in a number of events including Ragbag Recycling, Dalkeith Storehouse, Uniform Recycling and SNAC.

Our playground experience was enhanced by the continued implementation of playground equipment boxes (developed by The Pupil Council) making our playground a happier, healthier place and encouraging pupils to take more responsibility for resources and behaviour. Primary 5 pupils were trained as Playground PALS and will continue with this next session as they move to P6.

Regular self evaluation involving staff, pupils and parents ensures that we identify our strengths and plan future developments to meet the needs of our pupils. Throughout the year we regularly review our progress in the School Improvement Plan, ensuring we are meeting targets, focussing on priorities and responding appropriately to new initiatives.

The dedication of staff is a particular strength of our school. They are committed to helping the school improve and to raising expectations and improving outcomes for all learners.

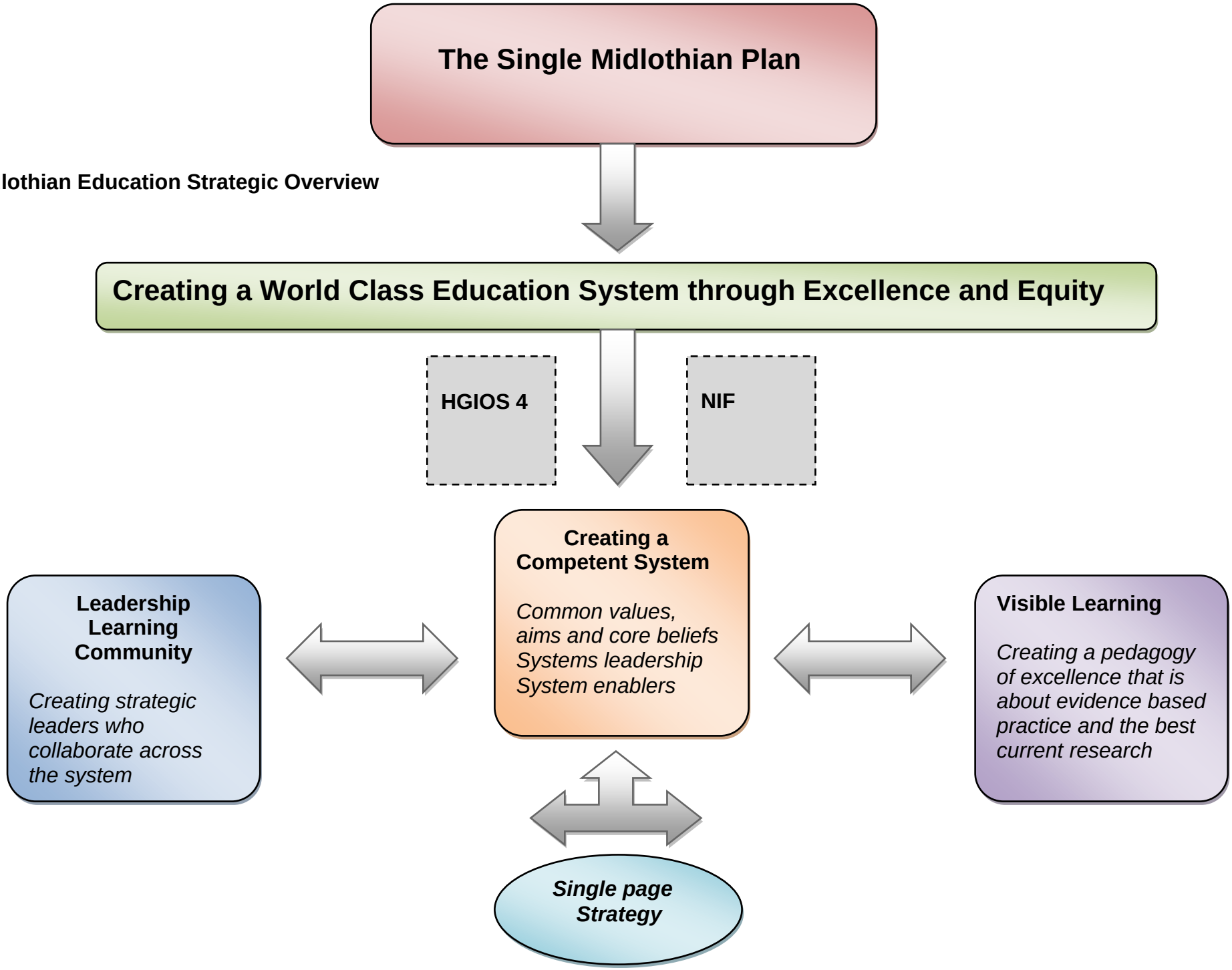
Midlothian

Part 2: Midlothian Education Improvement Planning

Establishment	**Danderhall Primary School**
Area	
Session	**17/18**
Planning Cycle	**Baseline – cycle 1**

SIGNATURES			
Head of Establishment		***Date***	
ASG Manager		***Date***	

Midlothian Education Strategic Overview



1. Priorities for Improvement in Current Year *(Please see PPP 68 March 2017 for key priorities for 2017-18)*

Overview	Planning cycle	Session:17/18

Number	Priority	Stage of Development	Main driver of priority		Alignment with:				
		Exploring, Developing or embedding	Self-evaluation/ school review/VSE	Education Scotland Report	HGIOS 4 QI	Well Being Wheel	Midlothian strategic priorities	NIF	Partnership working
1	Curriculum	Developing/embedding	Self evaluation		✓	✓	✓	✓	
2	Attainment	Developing/embedding	Self evaluation VSE		✓	✓	✓	✓	✓
3	Planning & Tracking	Embedding	Self evaluation		✓		✓	✓	✓
4	Engagement	Exploring Developing Embedding	Self evaluation		✓	✓	✓	✓	✓

2. Priority Summary and High Level Strategic Targets

Priority No.	Priority	Key Target(s)	Expected outcomes for learners which are measurable and/ or observable
	See driver diagram		

3. Action Plan: Summary for Stakeholders e.g. Parent Council, Pupils, Partners

Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Curriculum	• Pupils will have curricular access to a broad range of outcomes within a level and opportunities to develop the required skills in all curricular areas, building on previous experiences. • Pupils will have access to a broad range of science, technology, engineering and maths experiences. • Pupils will have opportunities to learn outwith the classroom and from different people/professionals • Pupils will have access to a broad range of challenging experiences in all areas of the curriculum showing thorough coverage of a level.	See driver diagram	
2	Attainment	• Raise attainment in literacy, maths & numeracy by 2% across the school • All learners will have access to experiences with appropriate levels of support/challenge to enable them to make best progress. • Learners will have regular opportunities to reflect on progress, identify next steps and close gaps. • Pupils will have consistent and planned access to opportunities which enable them to become confident, assessment capable learners. • Pupils will show increased resilience & ability to talk about and manage emotions.		
3	Planning & Tracking	• Pupils will have curricular access to a broad range of outcomes within a level and opportunities to develop the required skills in all curricular areas, building on previous experiences. • Pupils will have access to a broad range of science, technology, engineering and maths experiences. • Pupils will have opportunities to learn outwith the classroom and from different people/professionals • Pupils will have access to a broad range of challenging experiences in all areas of the curriculum showing thorough coverage of a level. • Pupils will move through levels at an appropriate pace, suitably challenged/supported. • Pupils will have increased opportunities to be involved in planning their learning • Pupils will further develop skills which allow them to become confident, assessment capable learners.		
4	Engagement	• Pupils will be able to develop and demonstrate the skills needed to participate effectively in their school/community • Effective links between pupils, parents and partner agencies will support the		

		development of confident, responsible citizens. • Pupils will benefit from effective partnerships between parents and school which enables them to develop as assessment capable learners.		
5				

OPTIONAL PAGE

2.4 Working Group or Management Framework for Improvement Plan

Working Group	Priority	Suggested staffing	Lead responsibility