

Moray Primary School & Nursery Standards and Quality Report 2016/2017



Dear Parent/Carer

Each year the government and the council publish information designed to show how well schools and local authorities are improving pupil performance and achievement year on year.

In similar fashion, we in Moray Primary School and Nursery Class would like to tell you how we are progressing in our school. This leaflet has been designed to do just that. It is our 'Standards and Quality Report' for last session.

Inside, you will find a brief description of our main achievements during the last session. Whilst we do many things in the course of a year, we have focused on what we consider to be the most important areas. It also outlines the school's main priorities for next session.

I hope you find the leaflet helpful. If you have any questions about it, please do not hesitate to phone the school office for an appointment. I will be pleased to offer clarification.

Ghislaine Tait
Headteacher

Priorities for 2016-2017

1.Planning, Progression and Tracking

Review planning formats and amend in light of progression pathways.

Implement progression pathways for Literacy. Numeracy and Health & Wellbeing.

Implement attainment and achievement tracking procedures to facilitate professional dialogue about pupil progress and next steps in learning.

2. Health and Wellbeing

Further develop nurturing approaches through a whole community approach to Health and Wellbeing.

Introduce a whole school system of positive behaviour (Class Dojo) and develop restorative practices.

Further engagement through opportunities for family learning.

3. 1&2 Languages

Establish a framework for the delivery of 1+2 Languages initiative.

4. Parental Engagement

Create a RME/Citizenship overview grid which encompasses the beliefs, morals and values of people in our school, wider community and other world religions.

5. Moving Forward Together Project - Ensuring wellbeing, equality and inclusion

Working alongside Carrongrange and Grangemouth High School pupils to create a piece of art in the style of Alan Davies with a focus on collaborative working.

1. Review planning formats and amend in light of progression pathways. Implement progression pathways for Literacy, Numeracy and Health & Wellbeing. Implement attainment and achievement tracking procedures to facilitate professional dialogue about pupil progress and next steps in learning.

Planning

Context

In 2013 at our August Inset we had professional dialogue around planning and the workload issues associated. As a staff we agreed to introduce a simplified planning process for forward plans which followed a 3 year cycle linked to the CfE levels and amend our weekly planning format instead creating a working document containing specific information about learning, teaching and assessment.

Progress Made

Following the simplification of our Forward Planning system 3 years ago we reviewed and evaluated the changes to ensure the forward planning process showed progression and allowed for the successful transfer of information during the transition process. All staff were satisfied that the approach being used currently met the needs of the staff and pupils and had been particularly successful in tackling bureaucracy. Falkirk

We also discussed the Literacy and Numeracy pathways produced by Falkirk Council and agreed to use these to assist in planning teaching and learning which took account of the 7 principles of Curriculum for Excellence.

Impact

Over the last 3 years the Senior Leadership Team has monitored weekly plans during professional dialogue with staff and we now have a system where individual staff members choose their own planning format but ensures every plan includes specific information about planning, teaching and assessment.

The biggest change has been the increase in professional dialogue around the teaching and learning. No longer are plans monitored in isolation with feedback given through written reports. Professional dialogue meetings take place where staff have the opportunity to discuss and debate the learning and teaching planned for the upcoming term. This has been more meaningful for all and has included the sharing of teaching focus areas with parents/carers through our 'Sharing the Learning' communication.

Tracking and Assessment

Context

As part of the Tracking and Assessment RACI group our aim has been to review, develop and implement an effective pupil tracking and assessment pathway for literacy. As a whole school we have implemented literacy and numeracy pathways

into our planning. A health and wellbeing pathway will be implemented at a future date.

Progress Made

The teaching staff within this group have created a new draft tracking and monitoring sheet for literacy to assist in the assessment of pupil progress. This document has been designed to track CEM scores, active literacy levels and writing attainments. The teaching staff created the document to be easy to read by all professionals and gives a clear overview of each pupils' literacy levels.

Impact

The staff who have used this document have found it easy to update, simple to read and allows easy assessment of pupil progress. This allows teaching staff to quickly identify pupils' literacy ability levels as well as strengths and areas for development. This enables staff to have targeted support or challenges for individual pupils.

Next Steps

- Roll out of Literacy Tracking to all staff
- Use of tracking and assessment data to assist in completion of teacher judgement survey
- Use of tracking and assessment data to facilitate professional dialogue about pupil progress
- Use of tracking and assessment data to identify additional support need requirements and match resources accordingly.
- Development of Numeracy Tracking documents

2. Further develop nurturing approaches through a whole school approach to Health and Wellbeing.

Context

Following the development of the Nurture space last session the main aims of the RACI group this session were:-

- to continue the development of nurturing approaches through a whole school community methodology to Health and Wellbeing
- to pilot a whole school positive behaviour system (Class Dojo);
- to implement and ensure consistency across the school in the use of the ICE Pack – 'Knowing Me, Knowing You' emotional health and wellbeing resource.

Progress Made

Nurturing Approaches

The group focused on ideas for the creation of specific nurture 'safe' areas within each stage/class along with resources to support specific social and emotional needs. Lots of new resources have been purchased and 'Nurture Boxes' have been produced for each stage.

Positive Behaviour System

Class Dojo was piloted in a few classes to help encourage positive behaviour, its effectiveness was measured and it has been decided that it will be rolled out to all class teachers from August 2017.



ICE Pack Resource

The ICE Pack resource was purchased and all staff engaged in training. Class teachers are using the resource to plan and teach lessons within Health and Wellbeing. Quality Assurance visits by the School Leadership Team are ensuring there is consistent use of the resource throughout the school.



Impact

In March 2017 P5-7 pupils at Moray P.S. took part in a Wellbeing Survey as part of the Realigning Children's Services programme. The results of this survey gave us rich data to evaluate the success of our H&WB developments over the last 2 years and an opportunity to prioritise our next steps.

96% of P5-7 pupils took part in the survey. Results for Moray P.s. pupils were, on the whole more positive than their peers within the cluster and the wider Falkirk authority:

Emotions –

81% said they felt happy always (33%) or often (48%)

92% said they laugh always (63%) or often (28%)

compared to

32% said they worry about what will happen to them always (13%) or often (19%)

18% said they feel sad always (2%) or often (16%)

21% said they feel afraid or scared always (7%) or often (14%)

20% said they lose their temper always (6%) or often (14%)

The answers overall for boys and girls in this section were similar. The results suggest children at Moray are happy and have successful interventions to minimize upset or provide opportunities to tackle concerns.

Physical Health –

57% said they were active every day

48% said they eat fruit every day

34% said they eat vegetables every day

But

41% said they drink fizzy drinks rarely or never

The results for Falkirk were lower in all categories. This shows that despite a better approach to healthy eating than their peers in Falkirk we still have a high number of pupils who are not regularly eating healthy foods and this is an area we require to focus on.

Learning Environment –

85% said they liked school a lot (42%) or a bit (43%)

87% said their teacher always helped them (62%) or often helped them (25%) when they needed it

85% said they always (62%) or often (23%) get on with their teacher and

94% said they never (50%) or sometimes (44%) got into trouble with teachers at school.

These figures reflect the very positive ethos at Moray and is a particular strength we wish to maintain.

Friendships –

59% said they had 3 or more close friends

27% said they had 2 close friends

13% said they had 1 close friend

and

2% said they didn't have any

85% said their friends were always (60%) or often (25%) nice to them

However,

25% of children feel they are picked on by being called names or being made fun of

25% of children feel they are being left out of games or chats

16% of children are being shoved, hit or having a fight picked with them

11% of children have unkind things said about them in e-mails or texts

While mainly positive results around friendships it is concerning to see the % of children who feel they don't have any friends and the issues that cause them distress in terms of children not being nice to them. This is something we need to prioritise through positive behaviour developments.

Next Steps

Health and Wellbeing will continue to be a major focus within the School Improvement Plan next session, focusing on:

- Nurture resources for 'safe' areas distributed to class teachers in time for the start of the new school year (August 2017).
- Professional development sessions for staff aimed at developing classroom areas and safe spaces.

- Restorative practices training for all staff in conjunction with positive behaviour system.
- Class Dojo rolled out within school (August 2017).
- Establish 'Friendship Stops', Assemblies and Together Times focusing on co-operative play and restorative practices within the playground.
- Continue to utilise the ICE Pack resource to create continuity across the school within the teaching of Health and Wellbeing.

3. Develop Scottish Government's commitment to 1+2 languages

Context

Following the rollout of 1+2 across the school community we are committed to continuing the drive for progress towards the 2020 targets.

Progress made

Planning formats for P1 were consolidated and implemented in P2. Across the school Scots' Language activities were planned to link with Scots' Week and a number of French experiences were incorporated into Literacy Week.

A number of opportunities for staff to develop and consolidate their own French language knowledge and skills were provided. As a cluster staff attended Language Nut training giving them insight into this resource which will support the learning and teaching of French. There was time allocated in the collegiate calendar both on Inset days and at CAT sessions and a number of staff also attended in-house French training as part of their individual CPD.

The involvement of parents was a key priority this year. 1+2 leaflets were produced and distributed to every P1 parent, parents were involved in the European Day of Languages through a shared homework grid, we held a Bilingual Book Sale, delivered a 1+2 Workshop and facilitated Parent and Child French classes.

The range of activities and events planned and implemented this year has had the importance of learning a foreign language as the key priority and Twitter has been used to celebrate all of these achievements.

Impact

A focus group of children from every class in the school met to discuss the impact of our 1+2 developments. The children were able to confirm through discussion that they were learning French on a more regular and consistent basis. Children are used to their daily routines taking place in French and they were all able to greet others and have a short conversation with a partner. Pupils confirmed they enjoyed taking part in French partnerships between classes and some classes worked together to build on learning and offer different experiences e.g. creating a French restaurant.

From data analysis and feedback from the focus group we are confident the new resource Language Nut is being used in all classrooms and pupils are enjoying how much it enhances their learning.

Next Steps

- Continue distribution of 1+2 leaflet to all new families
- Implementation of P3 planner
- Organisation and implementation of a similar wide range of activities and events to include staff, pupils and parents.
- Pilot French homework bags
- Cluster plan for assessment of 1+2
- To develop a Progression Pathway for 1+2

4. Parental Engagement

Context

Working with the SPTC, the School and Parent Council evaluated the engagement of parents in the life and work of the school and in particular the improvement process.

Four areas were identified as opportunities to capitalise on parental engagement:

Health and Wellbeing

1+2

RME

Parental Involvement

A survey was carried out which gathered qualitative data from teaching staff with regard to the current RME overview. Results showed that the majority of teachers would like the moral aspects of RME added to the overview grid and that the current grid lacked depth and progression.

The MPP worked with SPTC to evaluate parental engagement throughout the school and identified the areas of parent volunteers and parent communication to develop further.

Progress made

Information provided by teachers, RME progression grid exemplars and the CfE Benchmarks have informed the adaptations to the current grid. The new overview grid is now ready for evaluation by a group of class teachers.

Quantitative data was gathered via twitter poll to gain parents/carers understanding of the RME curriculum. Results showed there was some understanding, however, the majority of parents had no understanding.

A Showstoppers Club was run for P4&5 pupils and parents were invited to help and assist. This proved challenging as the majority of parents/carers of the pupils involved work. One parent did offer her help and it was an extremely valuable input. Within Moray there are a number of different religions and faiths. We felt it was important to have a shared understanding of the different faiths within our school community and have invited parents to share their values and beliefs with small groups. Dates to do this next session have still to be confirmed.

Last session a survey was carried out by MPP to gather information about the skills and expertise parents in Moray could offer including details of when and what they would be willing to help with. A database of volunteers was established and coordinated by a member of MPP.

In November last session members of the MPP spoke face to face with parents during our Parents' Evening and gathered e-mail addresses in order to change the booking process for future parents' evenings and establish e-mail as a more frequent method of communicating school information.

Impact

The appetite for involving parents more in school life has increased with MPP and PTA committee members enthusiastic about building on the progress made this year through our involvement with SPTC. The SIP process has been adapted to include parental engagement throughout. The MPP and PTA have a raised profile through the use of Social Media and more parents are contributing to school life in different ways – volunteering, following learning and teaching on twitter, participation in family homework or engaging in the different self-evaluation activities.

Next steps

- Continue to adapt current RME progression grid using the qualitative data from staff.
- Share new RME progression grid with the wider staff group and parents/carers.
- Purchase new resources to support the learning and teaching of RME.
- Continue to encourage parents/careers and the wider community to share their values and beliefs.
- Implement amended SIP process to include parent participation at all levels.

5. Moving Forward Together Project - Ensuring wellbeing, equality and inclusion

Context

Working in collaboration with Carrongrange and Grangemouth High Schools to provide learning opportunities to build new relationships within the learning community, endeavouring to meet the needs of all learners, whilst appreciating others within our society, in a respectful way. Supporting the positive change on our school and wider community.

Progress made

The building of the new Carrongrange High School is at present under construction on the grounds of Moray Primary. Links between a team of staff from Carrongrange, Grangemouth High and Moray Primary were established to create a Moving Forward Together Project. The intention of the working group was to design an interdisciplinary learning project for pupils to be involved from all three schools to : -

- help all pupils cope with the transition to the new school.
- introduce pupils from each school to each other.
- break down barriers and preconceptions.
- involve local community as much as possible.
- build on the positive ethos within the Grangemouth Cluster.
- promote inclusion and pupil centred approach to teaching and learning.
- engage pupils in a creative and meaningful task which is linked to the identity and heritage of Grangemouth.

The core team of staff decided to explore the work of a Grangemouth Artist Alan Davie. Using the inspiration of his artwork pupils working together would be able to design and create ceramic clay tiles.

The preparations before the tile making took place in all three schools where each school made a short video clip to introduce themselves and their school. These clips were shown to pupils before the engagement sessions. Children were also shown a film clip describing how they would be making the tiles.



Impact

P5 – P7 children have experienced working with pupils from Grangemouth High and Carrongrange High Schools working together in small groups to create their own interpretation of a tile in the style of Alan Davie.

Feedback from pupils and staff from all three schools has been extremely positive. All children were engaged, sharing their thoughts and ideas together to create some fantastic designs that will be displayed in all three schools and together in areas of the community.



Next Steps

The project will continue into next session where together we will be working on a presentation for the opening of the New Carrongrange School from August – October 2017.

The opening will include the unveiling of the tiles, together with dance and music presented by children from all three schools where parents, staff, pupils and members of the local community will be invited to share in this event

Priorities for 2017-2018

Following self-evaluation with a number of partners the following areas have been highlighted as priorities for next session:

1. Developing a skills progression for Science and Social subjects with a particular focus on Life skills. Creation of a learning environment to support the teaching and learning of Life skills.
2. To create and develop an ICT skills progression from early to third level. Develop staff confidence and knowledge of up to date technology. Increase the technology available to support learning and teaching.
3. Review, amend and implement a progression pathway for Health and Wellbeing. Review and amend the whole school positive behaviour framework in light of changes over the past few years. Roll out and monitor the use of 'Class Dojo' in all classes. Develop purposeful use of class 'Safe Areas'.



4. Provide opportunities for staff development related to the priorities within the Pupil Equity Fund Plan.

5. Create a Community Hub resource in order to increase and extend opportunities for parental involvement.

6. Develop Scottish Government's commitment to 1+2 languages.

