



Papdale Primary School Standards and Quality Report

2018-2019

Our annual standards and quality report which records our progress made within our annual improvement plan. The report defines the local and National Improvement Framework priorities for the coming year.

Context

Papdale Primary School is situated in the heart of Orkney's main town Kirkwall. The catchment area of the school is roughly the area to the east of Junction Road an urban area, a small percentage of our pupils live within the outskirts of the town to the area of St Ola.

During the academic session of 2018- 2019 537 pupils attended the Primary School with 82 children regularly accessing the nursery. This session we had 18 classes, 3 of whom were composite classes.

In October 2018 Mrs Jane Bruce retired as Head Teacher after a 12 year tenure. Mrs Michele Dufort acted as Head Teacher until Mrs Wendy Bowen took up post in Jan. Mrs A McCracken was on maternity leave. Mr Darren Peace covered Mrs McCracken's post as Acting DHT and Mr Jo Hill covered Mrs Dufort's post as Acting DHT.

The Senior Leadership currently comprises of HT Mrs Wendy Bowen, DHTs, Mrs Michele Dufort and Mrs Amy McCracken. The nursery is managed by Miss Caroline Easton. Mr Kevin Balfour is the school's Business Manager. Over the course of next session a further 3 Principal Teacher Posts will be filled. Their initial remits will be as follows, PT Early Years, PT Upper School, PT Support for Learning.

Over the course of the past session we have had a number of vacancies due to long term illness, maternity leave and retirements. We have worked hard to be as consistent as we can be with staff to cover the vacancies, but this has resulted in a disrupted year for some of our learners.

All pupils are able to access weekly lessons taught by specialist Art, Music and PE teachers. We have a strong team of music instructors working with children. Opportunities to access specialist Drama provision are also provided.

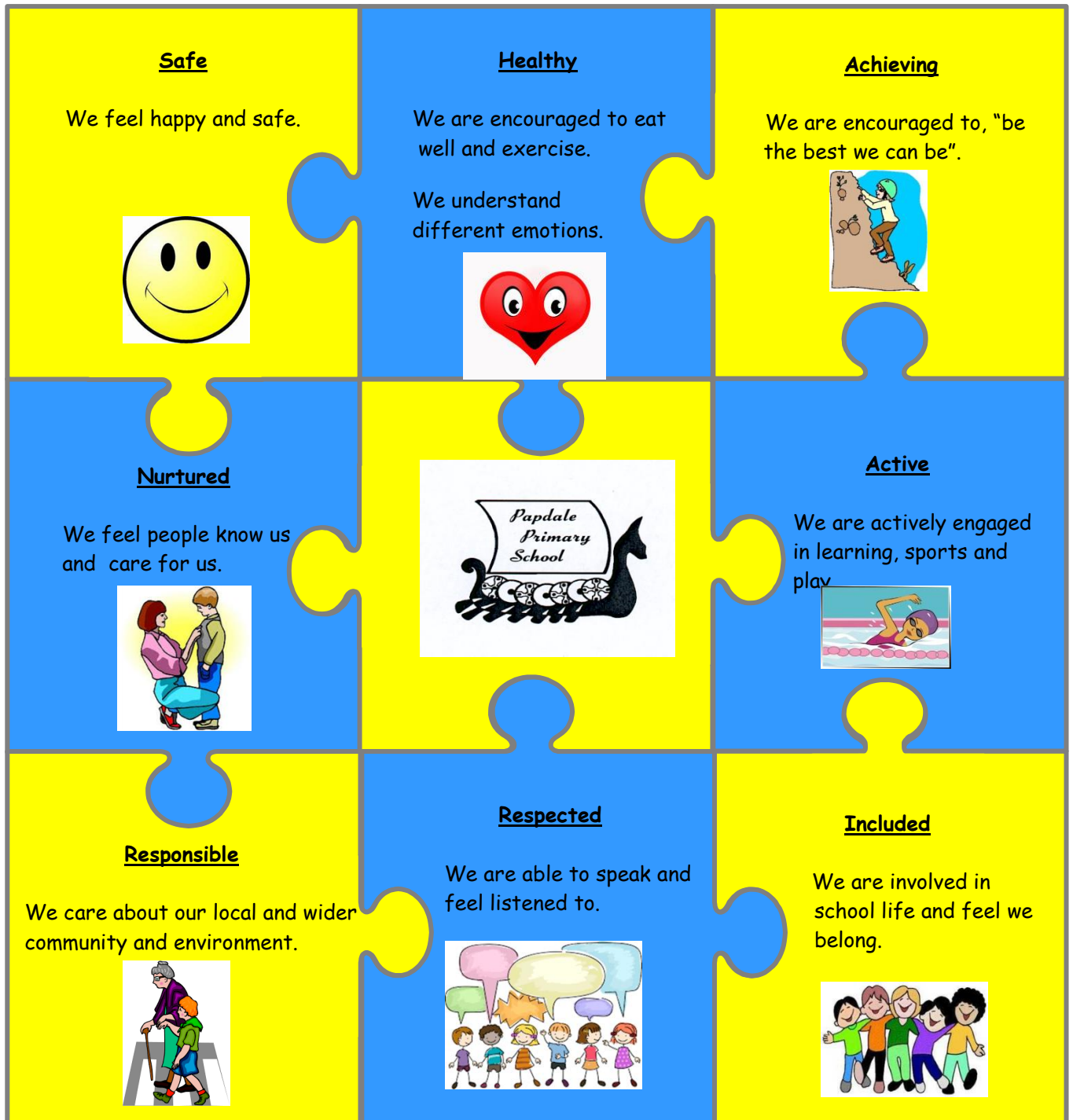
Our pupils are supported in their learning by a dedicated team of support staff. We have two janitors, two office staff, six auxiliaries and ten support for learning assistants. Our support for learning allocation has been topped up through the use of Pupil Equity Funding. (PEF) See PEF plan.

Our Vision

Working together to be the best we can be.

Our Values

We aspire to be a school where everyone has the right to be.



Our aims

We aim to enable our children to become

- ✓ Confident individuals – We matter.
- ✓ Successful Learners – We can do our best.
- ✓ Responsible Learners – We care.
- ✓ Effective Contributors – We play our part.

Our Curriculum Rationale

To establish a strong sustainable community for Orkney's future, our curriculum will provide opportunities for:

- All children and young people to become happy, healthy and resilient
- All children to develop skills to succeed in an ever changing world and become successful learners, confident individuals, effective contributors and responsible citizens

We want the children at our school to:

- Be happy, healthy and resilient
- Be literate and numerate
- Experience a broad range of learning opportunities across the curriculum
- Experience success and achieve aspirations
- Show respect and tolerance and care for others
- Take an active role in the life of the school and the wider community
- Understand Orkney's unique location, culture and history to promote a sense of belonging
- Have an understanding and awareness of the wider world
- Develop a variety of skills to meet the demands of learning, life and work and make positive future life choices.

Our identified improvement priorities for session 2018 – 2019

Priority 1: Curriculum: technologies and digital technologies, health and wellbeing and sciences

Priority 2: Learning Teaching and Assessment and Raising Attainment and Achievement

Priority 3: Ensuing Wellbeing, equality and inclusion

Review of progress for session 2018-2019

Priority 1: Curriculum

Introduce an Orkney wide HWB progressive programme – Jigsaw.
To provide a progressive and coherent Technologies programme.
To increase digital literacy throughout the school (which includes internet safety).

NIF Priority:
Improvement in children's health and wellbeing.

NIF Driver:
Parental Engagement
School Improvement
Assessment of Children's Progress

HGIOS 4 QIs:

2.2 Curriculum
2.3 Teaching Learning and Assessment
3.3 Creativity and employability

Progress and impact:

Jigsaw Health and Wellbeing programme is being universally used across the school. Pupils will experience a progressive programme of learning building on skills and knowledge already gained. Pupils have a greater understanding of the language of keeping safe and healthy and are demonstrating this in their use of the language. Whole school assemblies have helped pupils to see that we have a common language. Health and Wellbeing was used as our topic for the interdisciplinary learning project. Pupils feel a sense of belonging to the school and the project encouraged inter class working. The topic, "Dreams, Goals and Ambitions" linked to the wider world of work and helped to grow pupils' aspirations for the future. The short film created during this week was recognised by the Jigsaw company. We are now recognised as a flagship school for our work.

Due to staffing changes the technology development was limited. Some time was given to provide technical support. Some classes began to explore how the Seesaw app could be used to report and communicate with parents. The classes that have trialled this approach have created closer links with families. Parents feel that they know more about the activities that their child has been participating in. This system has helped to improve communication to parents, leading to a better understanding of the children in our care. We have been able to adapt the day for some pupils to better to meet the children's individual needs.

One member of staff attended a SCERC conference and has taken a leading role in the organisation and promotion of science boxes. The staff member has reviewed all Science Topics ensuring that pupils will be taught the full range of Es and Os leading to a coherent, progressive scientific programme being offered. Some staff have participated in SCERC science training held via webinars. This work has led to pupils experiencing greater interaction and interest in science.

Next Steps:

- Review timings of some topics within Jigsaw.
- Continue to illustrate and promote the language of health and wellbeing, linked to the Jigsaw programme at whole school assemblies.
- Further explore our options to report to parents within a digital medium.
- To create a progressive programme for technologies which incorporates cyber safety.

Priority 2: Learning, Teaching and Assessment. Raising Attainment and Achievement

Teachers' judgements provide learners with appropriate progression, pace and challenge. Learners receive a breadth of learning across the knowledge, understanding and skills as set out in the E's and O's for the Level

NIF Priority:
Improvement in attainment in literacy and numeracy.

NIF Driver:
Parental Engagement
School Improvement
Assessment of Children's Progress

HGIOS 4 QIs:

2.3 Teaching Learning and Assessment

Progress and impact:

Teachers have engaged with the benchmarks to assess pupils. This has helped to support teacher judgement. However we will need to continue to work on consistency of expectations across all classes. We have begun to do this by participating in a programme of moderation. This has helped us to agree on the standard for levels of work. Assessment has been built into staff plans to ensure pupils are being taught at the appropriate level.

Scottish Standardised Assessments have been used in P1, P4 and P7, this has helped us to confirm our professional judgements but has also highlighted areas that we will need to further develop and support our pupils in. Attainment data indicates that P1 attainment in maths has improved this year. Attainment in P1 reading has been static however we note a dip in our writing attainment. Our attainment in P4 and P7 shows a dip in attainment from last year in reading, writing and maths. Our improvement plans for next year will target these areas identified.

Over the past few years staff in P1 and P2 have engaged with the Local Authority Learning through play development. Pupils within classes P1 and P2 have participated in sessions of plan do and review, this way of learning promotes curiosity and excitement in learning. We want to fully build on this kind of learning next session in P1. This year P5 participated in professional learning sessions and as a result have developed active learning stations. Staff have noted that pupils are exploring these areas and beginning to develop some independent learning skills.

Next steps:

- To increase attainment levels within writing across the school.
- To increase attainment levels in reading P4-P7.
- To continue to ensure that pupils' progress is carefully tracked and that the needs of all pupils are identified and met.
- To ensure that we have confidence in our tracking system and that all staff are confident in the levels awarded to pupils.
- P1 experience to fully embrace learning through play.

Priority 3: Ensuring wellbeing, equality and inclusion

By involving all our staff in building nurturing relationships we provide our learners with a climate where they feel happy, safe and secure.

Learners feel listened to and able to discuss all aspects of their wellbeing including bullying, health and equalities.

NIF Priority:
Improvement in children and young people's health and wellbeing

NIF Driver:
Assessment of Children's Progress
Parental engagement

HGIOS 4 QIs:

3.1 Ensuring wellbeing, equality and inclusion

Progress and Impact:

The whole staff team have undertaken a programme of relational approaches training. This has included Studio 3 low arousal training, training regarding Autism and looking at a problem solving approach to situations. The impact of this training is that staff have a better understanding of the difficulties some of our pupil's face. Pupil Equity Funding paid for an ADS Pupil Support teacher to support staff, pupils and families for an additional day a week. This helped staff to unpick the difficult situations, learning from the fact that all behaviour is communication. Families report that they found the ability to talk to this teacher really helpful. Better communication between the team, which has included parents and pupils about what works and does not work has resulted in more positive school experiences for our children.

The Pitstop, Workshop and some break out areas have helped to provide a calm environment for pupils to begin to explore their emotions. As a result, we have noted that pupils are sometimes able to recognise when they are beginning to find situations overwhelming and reach out for support. We listen to the needs of the pupils and create an appropriate environment around their needs.

We have worked with the pupil council, parents and staff to develop the Anti-Bullying Policy in line with the council template. All involved in the policy have a clearer definition of bullying, are aware of the steps that we are taking to support pupils and the stages of reporting.

Next steps:

- Build on the relational approaches began this year to develop our school as a Nurturing Community.
- Develop a system of referral for the Pitstop and Workshop areas with clear identified goals and targets for pupils.
- Embed the Anti-Bullying Policy into school life and develop the suggested ant bullying approaches.
- Develop a consistent relational approach to management of pupil behaviour.

What data/evidence informs this priority?	Outcomes	Interventions	Expected Impact	Measures	Actual Impact
SfL Team Increased numbers of children with social, emotional and behavioural difficulties across the school and the impact this is having on classes and staff has led us to seek additional SfLA hours and further advice/training from the LA Pupil Support Team and Principal Educational Psychologist.	<ul style="list-style-type: none"> Improved and more effective learning environments for all our learners. Increased SfL provision to enable all our learners to raise attainment and achievement. Better staff understanding of the needs of pupils. 	<ul style="list-style-type: none"> Recruitment of additional SfLAs to join our SfL Team. Additional 0.2 ASD/Pupil Support Teacher bought in to help advise and guide our SfL Team. Weekly support team meeting. In-service day for all support staff to attend. 	<ul style="list-style-type: none"> Enhanced SfL provision for our learners. Identified approaches, resources and strategies effectively meeting the needs of our learners. Improved confidence and motivation in learners. Learners more actively engaged in and talking about their learning. 	<ul style="list-style-type: none"> Attendance at training plus opportunities to discuss strategies and problem solve. All learners more settled and engaged in their learning. Clear effective procedures to manage and support learners who become distressed. Clear remits for SfL Team and everyone aware of them. 	Through attendance at training, support staff have a better understanding of the difficulties pupils are facing which has helped staff to be able to deal with difficult situations calmly. Pupils have what works strategy plans. Pupils are receiving high levels of support to help them access learning, which has resulted in some very positive learning experiences for all children. Solution focused strategies are being employed and pupils are able to access learning in a variety of different ways, flexible approaches to learning have been created.
Numeracy Attainment Following several different support approaches being used some of our learners continue to have difficulty with basic numeracy skills. Supported by: <ul style="list-style-type: none"> CfE Levels PIPs data Attainment Meetings SfL Consultations Class teacher observations and judgements. 	<ul style="list-style-type: none"> Groups of learners across year groups will receive support to help them increase their numeracy skills and raise attainment. 	<ul style="list-style-type: none"> Introduce Numicon with appropriate staff training. Purchase more Numicon resources and Teachers Guide. 	<ul style="list-style-type: none"> Raised attainment and achievement in Numeracy. Staff confidence and ability using Numicon resources to support learners with their Numeracy skills and raise attainment. Learners benefit and enjoy using Numicon. 	<ul style="list-style-type: none"> Through TMR. Through professional dialogue/TLCs. Peer/SMT class visits and discussion. Learners/SMT Meetings and discussion. Attainment Meetings. Parent Meetings and Workshops. Learning Jotter Feedback. 	Pupils in P1 have shown an increase in attainment levels this year in Numeracy attainment. Input with Linda Keith and the use of active learning in maths has impacted positively on pupil's maths confidence. This was also reflected in pupil performance during SNSA testing.

<p>Reading development – there are an identified group of children who have not been achieving as well as they should in P3 and a group of pupils diagnosed with dyslexia. Reading eggs/ IDL/ P1 resources</p>	<p>Identified group of pupils will have increased their attainment levels.</p>	<ul style="list-style-type: none"> Introduce Reading Eggs and IDL programme 	<p>Increased motivation to read independently. Increased attainment levels in reading.</p>	<p>HGRT test outcomes SNSA literacy results</p>	<p>There has been improvements with individual pupil performance but the attainment figures for reading have shown that in general there has been a dip in attainment in P4 and P7.</p> <p>For some, parental engagement has been positive with families using reading eggs and IDL at home.</p>
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What is our capacity for continuous improvement?

National Improvement quality indicators.

Following a variety of self-evaluation activities which involved staff and the wider school community we have judged ourselves as follows:

Quality Indicator	School Self-evaluation	Inspection evaluation
1.3 Leadership for change	Good	
2.3 Learning Teaching and Assessment	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	
3.2 Raising attainment and achievement	Good	

Improvement Priorities for session 2019 – 2020

- To ensure high quality learning experiences for all children in the school.
- To develop high quality play-based learning experiences in P1.
- To raise attainment in literacy across the school with a particular focus on writing.
- To better engage with families to participate in the life of their child's learning.
- To improve the outcomes of our most vulnerable children through a whole school nurturing approach to education.

Ongoing and maintenance projects

- Embed Jigsaw health and wellbeing programme, revise the order of the programme to best fit the life of the school
- French 1+2
- SSERC - Science development
- Technologies curriculum progression