·EDINBVRGH·

THE CITY OF EDINBURGH COUNCIL

CHILDREN AND FAMILIES

Standards, Quality and Improvement Plan for Wardie School

Wardie Primary is a safe community where everyone is valued and respected. Here learning is fun, challenging and purposeful; everyone is nurtured and encouraged to fulfil their potential. Together, everyone is actively involved in making choices about all aspects of school life. Creativity is embedded within our curriculum and relevant experiences prepare everyone for lifelong learning.

Standards and Quality Report for session: 2015-2016
Improvement Plan for session: 2016-17

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Standards and Quality Report

1. The school in context

Wardie is a non-denominational school situated within the Trinity Academy catchment area in the north of Edinburgh. The catchment is bounded by the Firth of Forth to the North and the Royal Botanical Gardens to the South.

The school is situated in large grounds consisting of grass, woodland and some tarmac areas. The play areas are attractive. Playground equipment is available for classes to use. Loose Parts play is accessible for pupils. Adjacent to the site is a large sports recreation ground owned by the City of Edinburgh Council and used by local schools.

The school was originally built in 1931 with additional classrooms built more recently. Twelve of the classes are arranged around a central garden area, which has a veranda leading from the six Primary 1 and 2 rooms. In summer 2013, three classrooms were added to the school as part of the Rising Rolls programme and the older classroom unit was reconfigured into two classrooms. In the main building there is a Music and Drama base, a Library and additional GP space. The gym hall is large and used regularly for assemblies as well as PE. There are 18 classes and the current school roll is 485. In 2015, two more additional classrooms were built as part of the Rising Rolls 3 programme and a brand new nursery was opened in August 2015.

The Head Teacher has no class commitment and was appointed in August 2013. There are two Depute Head Teachers who each work four days a week, one Principal Teacher, a full time Support for Learning Teacher, Visiting Teachers of Music and PE and Instrumental Tutors for brass, woodwind and strings. The Support Staff includes 11 Pupil Support Assistants, a Clerical Assistant, an Administrator (job share), a Business Manager and a Service Support Officer. The session 2015-16 has seen members of staff on maternity leave and secondments in promoted posts within the authority. We also accommodated three decanted classes from Pirniehall Primary School during the summer term owing to building works. The attendance rate for pupils in 2015/2016 was 97% which was higher than the Education Authority's average of 94%.

2. School's self-evaluation

1.1 Improvements in performance

Standards of attainment over time	Overall quality of learners' achievement	Impact of improvement plan

- There is a robust system of tracking and monitoring of attainment in the school. Tracking grids continue to be used to track standardised testing and CFE levels. Staff and SMT have regular attainment meetings during the year and the achievement of targeted groups is monitored.
- A colour coded system is used to highlight able pupils and those who need extra support.
- The pupil folios track formative assessment and staff are beginning to use evidence to show understanding of the significant aspects of learning.
- Overall most pupils are making very good progress across all areas of the curriculum. Most pupils in the majority of year groups are attaining the appropriate CFE level for their age and stage.
- There are some pupils at every stage who are exceeding the expected level for Language and Maths and Numeracy. When pupils have not achieved expected levels these pupils continue to be tracked and monitored and targeted for support.
- In most lessons high quality learning and teaching has a positive impact on pupil attainment.
- Pupils are actively involved in assessing progress through the use of self and peer assessment.
- Attainment in Maths and Numeracy is generally good with a number of pupils attaining higher than the expected level at most stages.
- In certain year groups there are a few pupils who have not attained the expected CFE level. These pupils are monitored and tracked carefully and actions are put in place to raise their attainment. Pupils attainment is tracked using a range of criteria e.g. gender, FSM, SIMD, EAL
- Overall, almost all children continue to make very good progress in English and Mathematics. When comparing standardised assessment results to the national average, at P4 and P7 fewer children achieve below 88 and more attain above 112. This is the case for almost all other year groups.
- All staff use the Big Writing criterion to track pupil progress in writing three times a year. All staff use Cold Writing assessments to set individual targets for pupils and these are stuck into pupils' writing jotters.
- Monitoring of pupil work, forward planning and through direct observation has shown that a range of formative assessment strategies are being used from P1-P7. Staff are using written feedback to let pupils know areas of strength as well as areas for improvement, using two stars and a wish. Staff are also using peer evaluation, self-evaluation and verbal feedback. Monitoring of writing jotters showed supported this in many cases.
- Attainment in reading and writing showed that girls achieved higher SAS than boys in almost all classes.
- The Interactive Reading programme has been reviewed and new Progression Pathways and the Key Indicators to assess reading used by staff to plan reading will be shared with staff in the new session.
- Pupils from P1-P7 evaluated the impact of the improvement plan and completed a questionnaire on their learning.
- The children benefit from a well-planned programme of wider school activities. There are many opportunities for pupils to be involved in the wider life of the school through Eco work, citizenship groups, house events etc.
- Achievement is celebrated through assemblies, newsletters, Wardie Stars, The Golden Book, certificates and other awards.
- Individual achievement is recorded in the pupil folios.

What are we going to do next?

- Moderation framework updated
- Interventions to improve the attainment of boys in reading and writing

2.1 - Learners' Experiences

Learners are motivated, eager participants in their learning.	Learners make good progress in their learning.	Learners know their views are sought and acted upon. They feel valued.	Learners feel safe, nurtured, healthy, achieving, active, included, respected.

- Shared classroom experiences have shown pupils to be highly motivated, enthusiastic and engaged in their learning. Staff create a positive and supportive learning environment.
- In some classes, there is explicit evidence of pupils being involved in the decision making and planning process through simple learning walls, class learning logs and mind maps. Talking Partners are being used in many classes.
- Folio Coffee Mornings enable parents and carers to talk to pupils about their learning. These continue to be well received.
- The Pupil Council has shared the SIP with classes and each term, pupils created creativity class targets to work towards and the pupil council reps evaluated them.
- Pupil views were sought in Learning Forums and the views of pupils were sought on the feedback they receive from teachers about their learning.
- Masterclasses and citizenship groups were positively received and pupils have indicated they would like to be involved in them more frequently.
- Pupils had opportunities to represent the school in sporting activities. Our football, swimming, athletics and running teams represented the school well.
- Pupils have been successful in winning a number of competitions this year. There was a finalist in the Green Pencil Award and the school was commended for the high standard overall of writing. Pupils also saw success in the Fringe Poster competition, Picture Japan, Winter Windows and Scottish Book Awards Book review.
- The school has had a Primary 3-4 and Primary 5-7 choir. The Primary 5-7 choir took part in the Edinburgh Competition Festival for the first time. The school held a concert each term, and in summer the audience enjoyed hearing the first performance of our school orchestra.
- Parents have run successful touch rugby, basketball, chess and code clubs in school. These have been well received by pupils and have enhanced the large number of activities available for pupils before and after school.
- Almost all staff have continued to develop effective ways of involving the pupils in the planning of learning, for example, the use of floor books, KWL grids.
- An Art Club was run by two members of staff and exhibited their work to parents at two exhibitions at Wardie Church and in the school.
- The whole school Outdoor Art Exhibition received extremely positive feedback from the whole school and wider community
  The annual pupil questionnaires, continue to provide a rich evidence to move the school forward.
- In the annual Safe from Bullying Survey 91% of P6 and P7 pupils said the school was good or very good at dealing with bullying which compares favourably with the city wide survey data of 73%.

What are we going to do next?

- Update folio and reporting formats

5.3 - Meeting Learning Needs

Tasks, activities and resources	Identification of learning needs	The roles of teachers and specialist staff	Meeting and implementing the requirements of legislation
• Staff foster positive learning climates in all classes. Good, respectful relationships are evident between adults and learners. • Shared classroom experience showed that in most classes, pupils were actively engaged and involved in their learning. Tasks and activities were more appropriate in most classes for the more able learners. Most staff use self-selected questions with pupils in some lessons to good effect. • ASPs and IEPs are reviewed regularly. Teachers have a copy of these in their class ASL folders. Strategies are also recorded on the minutes of Child Planning Meetings. • Pupils with additional needs have individual Support for Learning Records which are updated at the end of the session and supports effective transitions. • The SFL Teacher plans individual and group programmes that include Maths Recovery/SEAL, Read, Write, Inc, Dyslexia/Literacy Support Programmes, Toe by Toe, Hornet, spelling and ICT. Very good use is made of PSAs to support these programmes. • Attainment is tracked and pupils who are outwith 'average' are identified by the SMT and the SFL teacher. The needs of these pupils become a focus and appropriate programmes and support are devised. Block priorities by the SFL teacher take account of the pupils identified by teachers from the referrals from class teachers and the tracking system. This has led to the earlier identification of needs and support being put in place. • Areas of concern are identified through the tracking system and these become priorities for the SFL teacher and PSA time. • Staff use the Wellbeing Concern forms and checklists for referrals. • Child Planning meetings involve parents and other professionals. All pupils are involved in the meetings and a member of staff completes the 'My Views' sheet with them. Pupils choose to attend part or all of the meeting or have their views represented by a nominated adult who then feeds back to the child. This had led to very good partnership working and has a positive impact on pupils. • Annual questionnaires are sent to the parents of pupils with ASPs and IEPs to gather opinions on the support in place for their child. • A number of interventions are in place to support the individual needs of pupils e.g. Talk and Move, Sensory Circuits, Paired Reading, Seasons for Growth. • This year the school has embedded procedures to deal with challenging behaviour when appropriate. This has included risk assessments, behaviour plans, emergency procedures and staff training. The school has worked closely with a number of partner agencies. PSAs have had regular meetings and training. These have focussed on general business and ASL. • We continue to take forward the visual support project. Staff also received training in Better Relationships, Better Learning, Better Behaviour with ASL staff.. • A series of ASL coffee mornings were established in school following a suggestion from a parent. These have been positively received by families and will be developed as a Cluster initiative next session.			
What are we going to do next? • Teacher toolkits share to ensure consistence across the school			

5.1 The Curriculum

The rationale and design of the curriculum	The development of the curriculum	Programmes and courses	Transitions

- Our curriculum is well-planned and progressive and supports and challenges pupils to achieve. High quality learning and teaching experiences are central to this and our curriculum is designed to support and meet the individual needs of all pupils. Pupils are engaged in interdisciplinary learning and have opportunities to be involved in the wider life of the school through citizenship groups and a varied programme of extra-curricular activities. Our curriculum takes account of the design principles and staff are encouraged to reflect on these as they plan for learning. Some staff are taking account of using pupils' personal achievements when planning. A curriculum overview issued each block to parents received positive feedback.
- The staff team has streamlined forward planning systems. Most staff engage pupils in planning learning by using KWL grids, learning walls and floor books. Parents are invited to become involved in the planning process in all classes.
- Work led by the Cluster and School Assessment Co-ordinators continues to have a positive impact on learning and teaching in school. Work in maths and numeracy received positive evaluations. Staff are becoming more confident in assessing pupils and gathering the latest and best work of pupils. We continue to work with a range of partners to deliver the curriculum.
- Staff take account of the 4 contexts for learning when planning. Staff plan discretely and for IDL. Further work needs to be undertaken on staff understanding of IDL and when planning for the two other contexts. We have clear and progressive programmes in place and teachers use these programmes and the pathways to plan and deliver high quality learning experiences. Work is beginning on the development of a skills progression across the school. Staff worked together to identify es and os covered through opportunities available in the ethos and the life of the school.
- In Maths, all staff were trained in SEAL. SEAL was used in all Primary 1-3 classes and used in P4-7 to support groups of pupils. This is starting to have a positive impact on pupil understanding.
- Staff worked with Gill Robinson from Edinburgh University to develop visual literacy skills with pupils. This was well received by staff and pupils. We continued to develop the reading programme. SMT moderated pupil writing and strengths and next steps were identified.
- All classes now have a small number of iPads to use in the classroom. The ICT working group has begun to work on a whole school progression.
- Staff, parents and pupils identified skills for learning, life and work.
- All pupils were involved in creating artwork for an outdoor art exhibition. Pupils visited the Botanic Gardens, Edinburgh College of Art and Jupiter Artland for inspiration. Feedback from staff, pupils, parents and the community was overwhelmingly positive.
- In Health and Wellbeing we continue to use the Rights Respecting Schools programme through agreed Class Charters at the beginning of the year and through assemblies and classwork. Pupils have two hours of PE a week and the work of our two visiting specialists and teacher from Edinburgh Academy is vital in delivering quality experiences for pupils. We have a wide variety of Active School activities for pupils to participate in.
- Staff identified they needed more support in delivering 1+2 modern languages and providing learning opportunities for pupils outdoors.
- A Cluster transition working group has met this year and has had a positive impact on our P7 –S1 programme.
- We have robust transition procedures in place for children joining our school. An enhanced transition programme is used for some pupils in the school.

What are we going to do next?

- Development of writing
- Pupil Learning Journey in numeracy and maths

5.9 Improvement through self-evaluation

Commitment to self-evaluation	Management of self-evaluation	School improvement

- Staff are actively involved in improving the school through staff development sessions and working groups. Systems are in place to monitor and evaluate the quality of the learning and teaching at Wardie. We regularly gather the views of staff, parents and pupils and take appropriate action.
- This year we gathered the views of families about communication. All means of communication were evaluated favourably by families. A number of respondents stated a preference for electronic forms of communication to be used more frequently. This session, we began a Twitter news feed which has been well-received by families, former pupils, the local and wider community.
- The whole school community was involved in reviewing our vision and values. This provided a rich opportunity to reflect upon our school and to identify next steps.
- There is good leadership at all levels and a number of staff take forward school improvements. Staff have opportunities to reflect on their own and others practice and are fully engaged with A Curriculum for Excellence. Staff continue to be involved in many professional learning opportunities to support the implementation of CFE at school, cluster, local and national level. All staff have a Professional Review with a member of the Senior Management Team and all actions link to the impact on learners. Teaching staff are engaging with Professional Update.
- Students, newly qualified teachers and new staff to Wardie are supported by colleagues and senior management.
- Staff have a strong focus on evaluation of practice to ensure high quality teaching and use self-evaluation to help share good practice. An annual calendar of monitoring and evaluation has been reviewed. Cluster assessment and moderation focused on Maths and Numeracy and staff evaluations showed that this was a useful exercise for sharing practice.
- Sharing practice in weekly staff meetings has resulted in teachers trying new ideas from colleagues in their own classes. At CAT sessions, actions and next steps are clearly identified. The SMT ensure these are followed up. The school improvement plan is the main driving force of actions with additional tasks also having a positive impact on outcomes for learners. The results of shared classroom experience are used to focus CPD opportunities for staff.
- Pupil voice continues to be strong. A pupil friendly SQIP is devised and progress is evaluated throughout the end of the year with the Pupil Council. This year our Pupil Council has taken forward learning and teaching by setting creativity targets with their classes. Learning forums were used across the school to gather evidence. Our pupil groups and house captains make positive contributions to the development of the school.

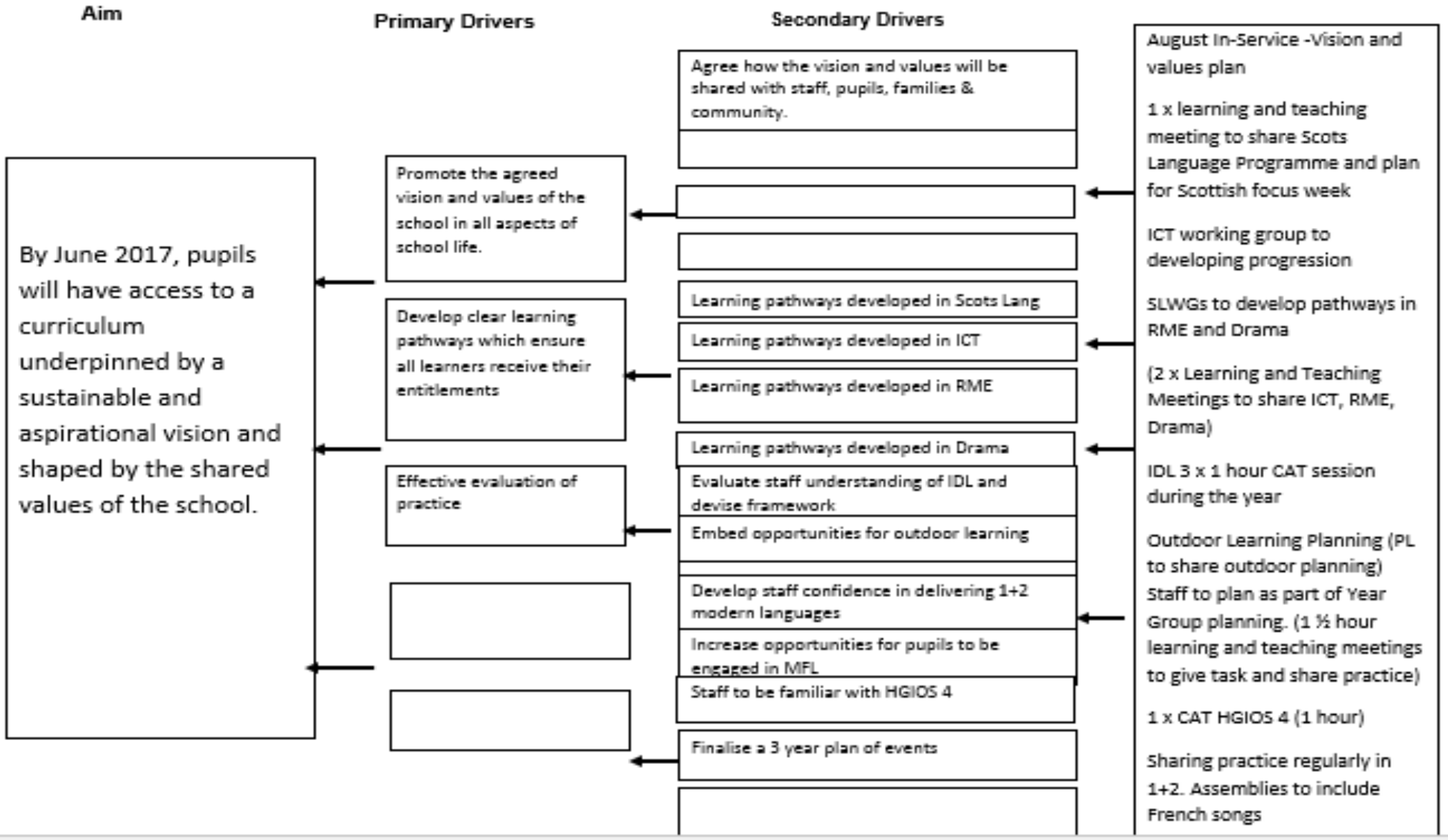
What are we going to do next?

- Update the moderation framework
- Continue to develop opportunities for pupil voice
- Continue to develop opportunities for staff to share practice
- Staff to continue to be involved in curricular leadership roles
- Further develop electronic means of communication with families.

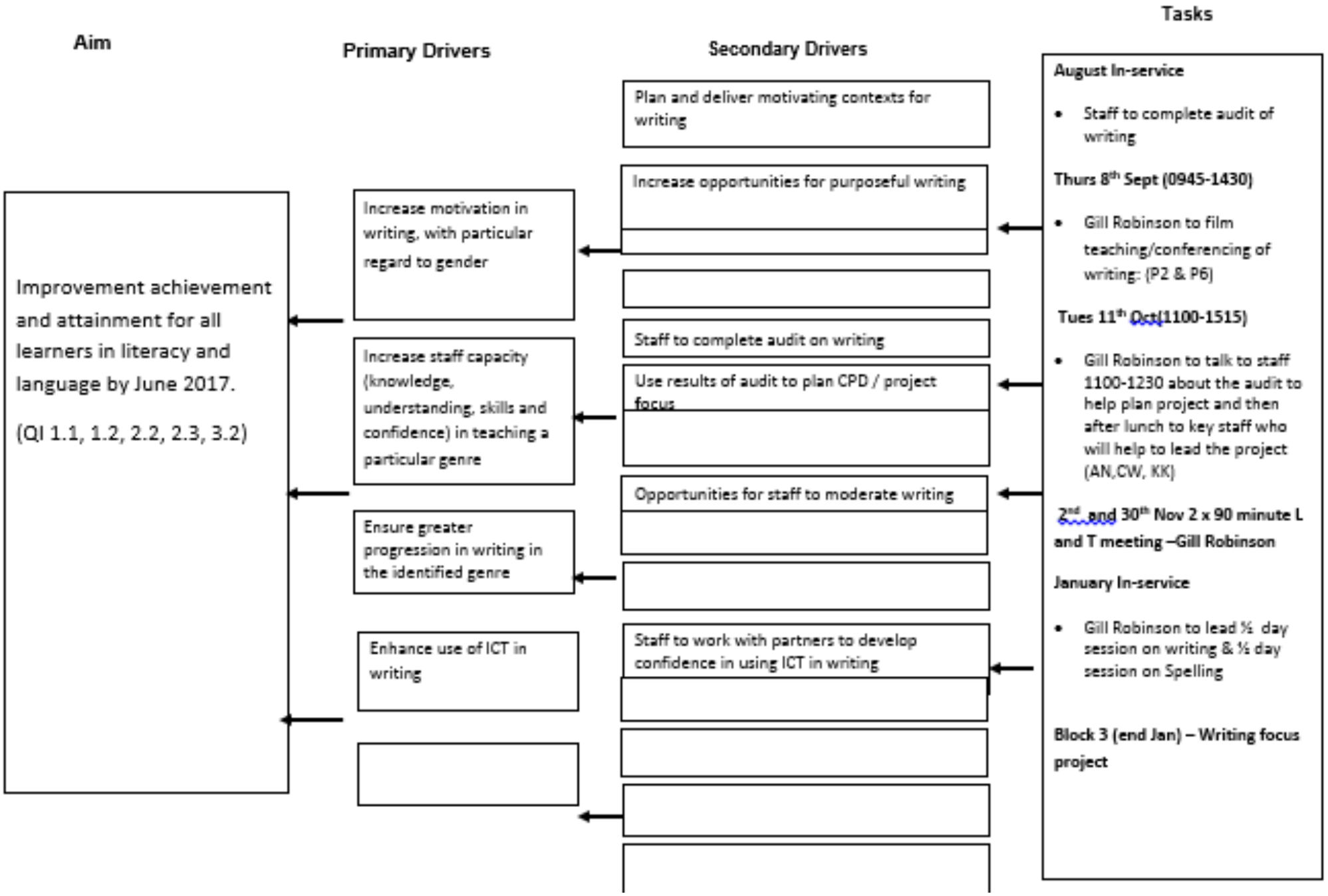
Improvement Plan

2. Key areas for school improvement

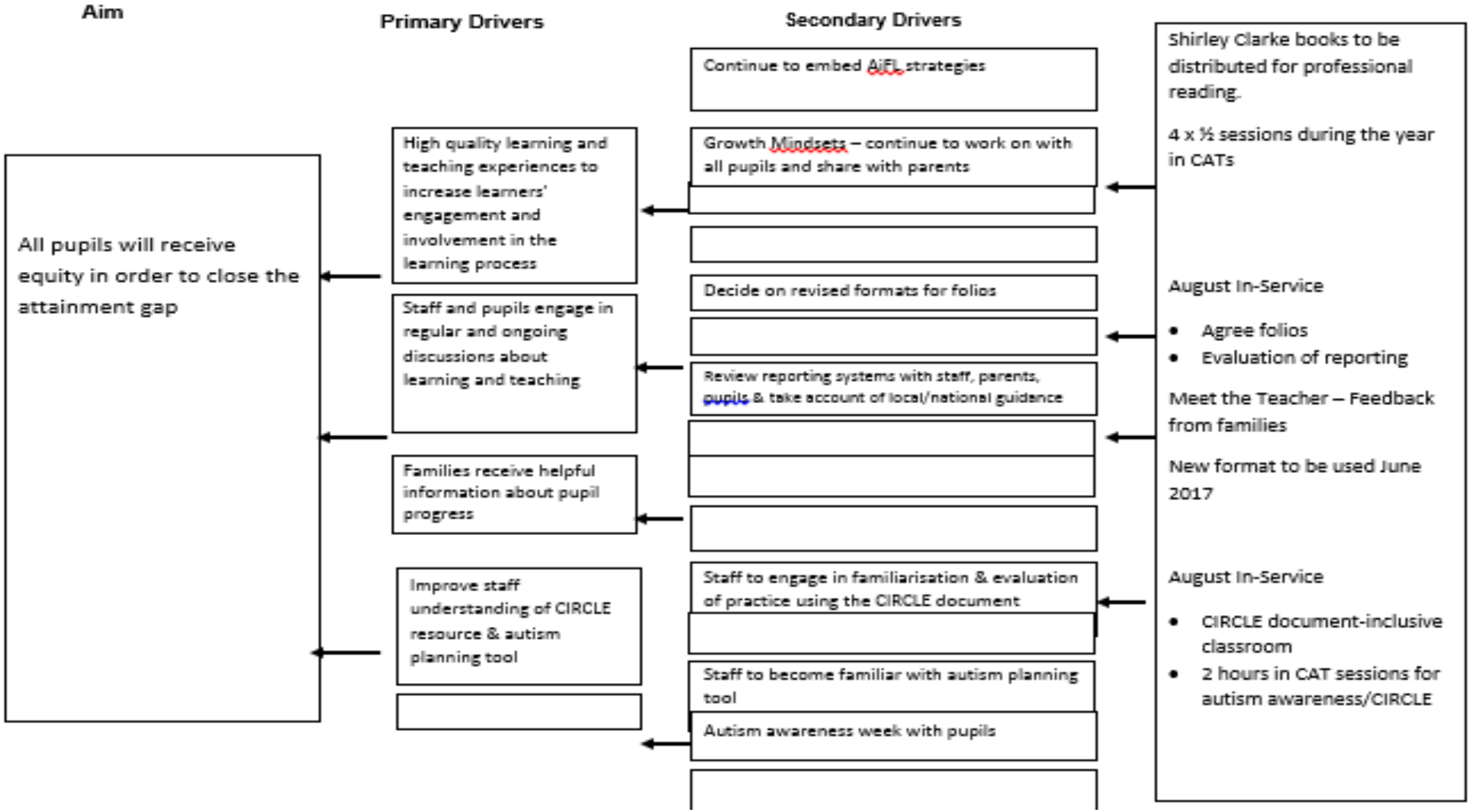
Driver Diagram Priority 1: Improvements in attainment & achievement
QI Leadership of Change 1.3



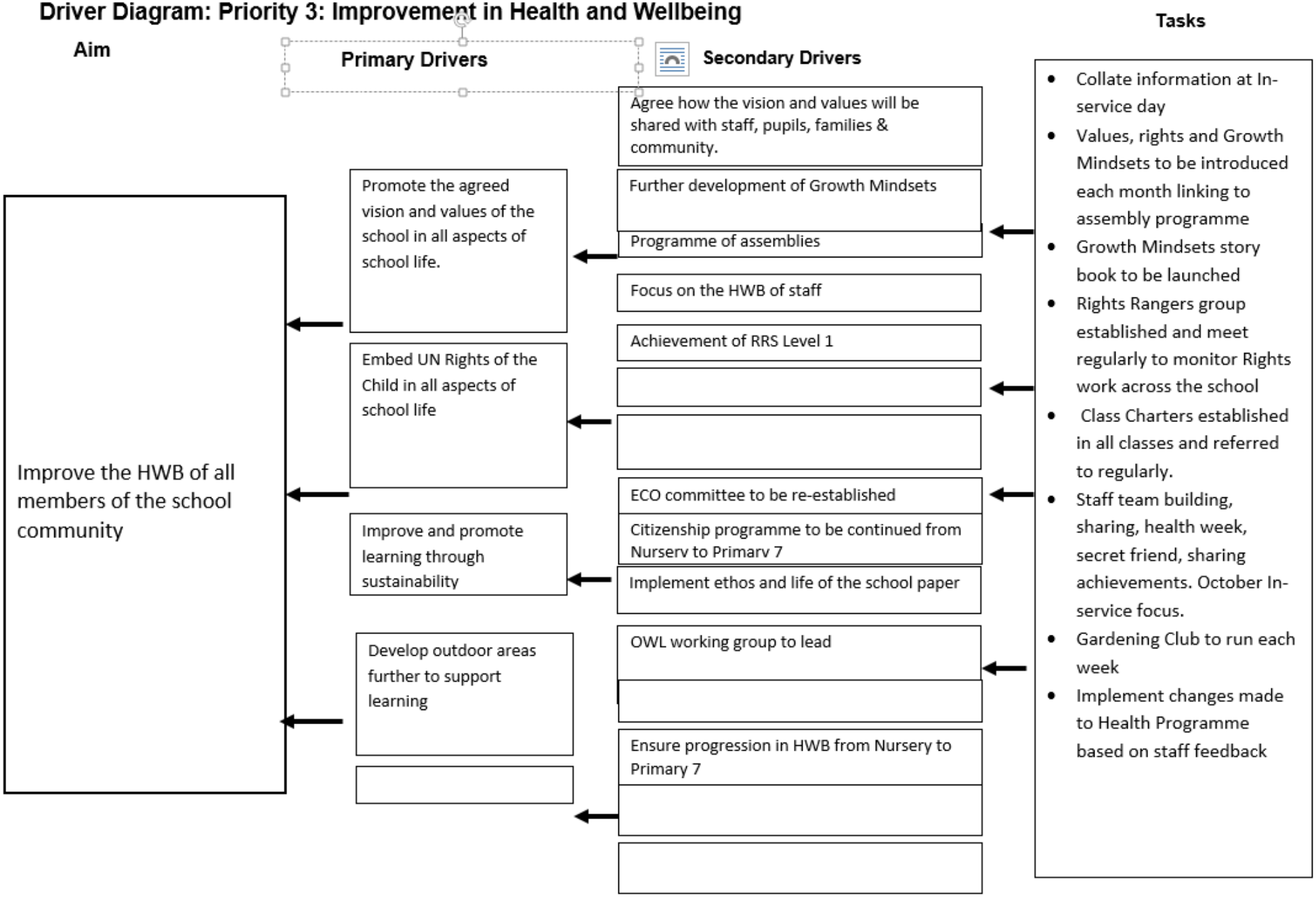
Driver Diagram Priority 1: Improvement in attainment & attainment, particularly in literacy & numeracy
QI 2.3 Learning, Teaching & Assessment



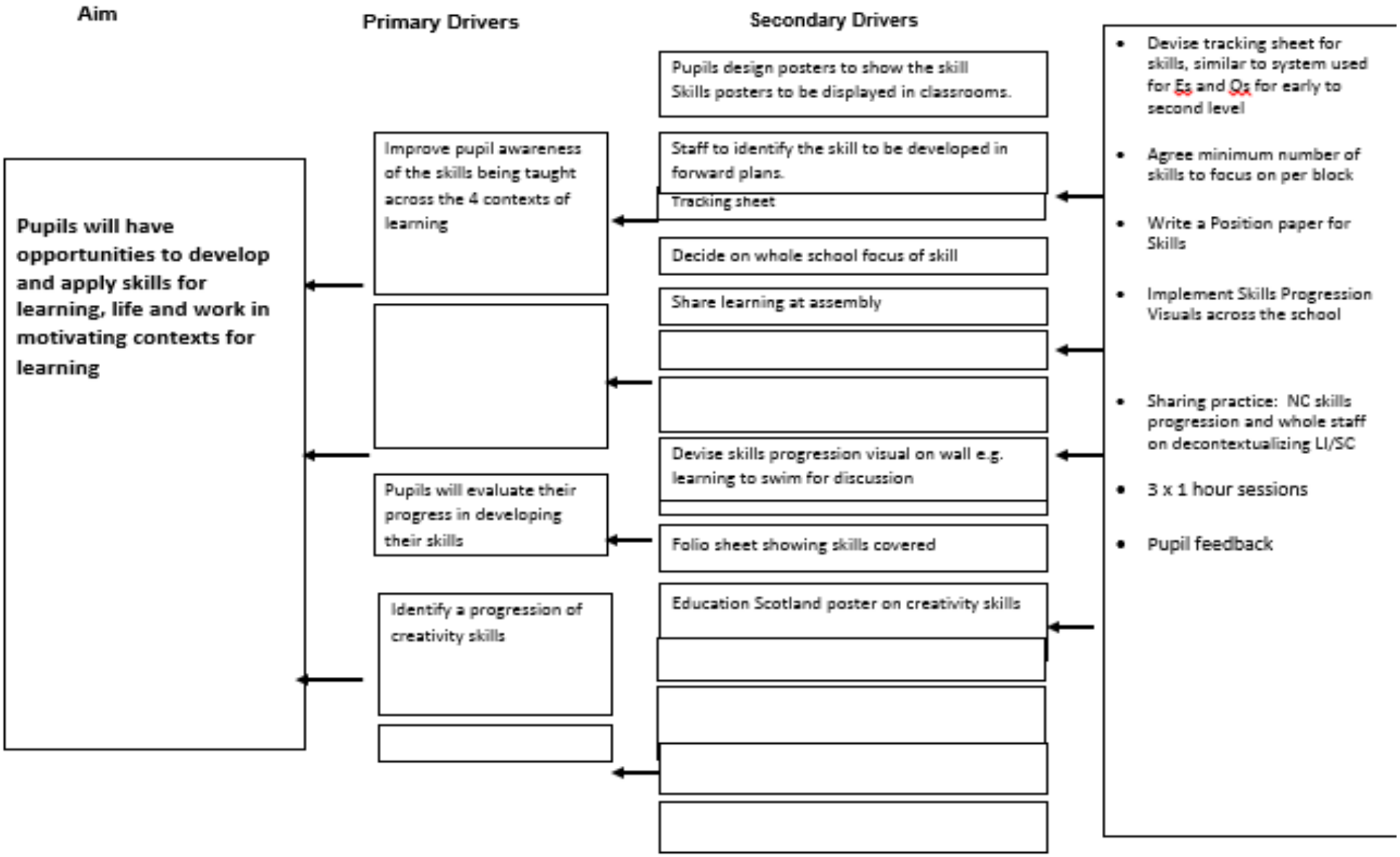
Driver Diagram Priority 2: Closing the attainment gap between the most & least disadvantaged
Priority 1: Improvements in attainment & achievement. CEC Priority: Accessibility & Equalities
QI Learning, Teaching & Assessment



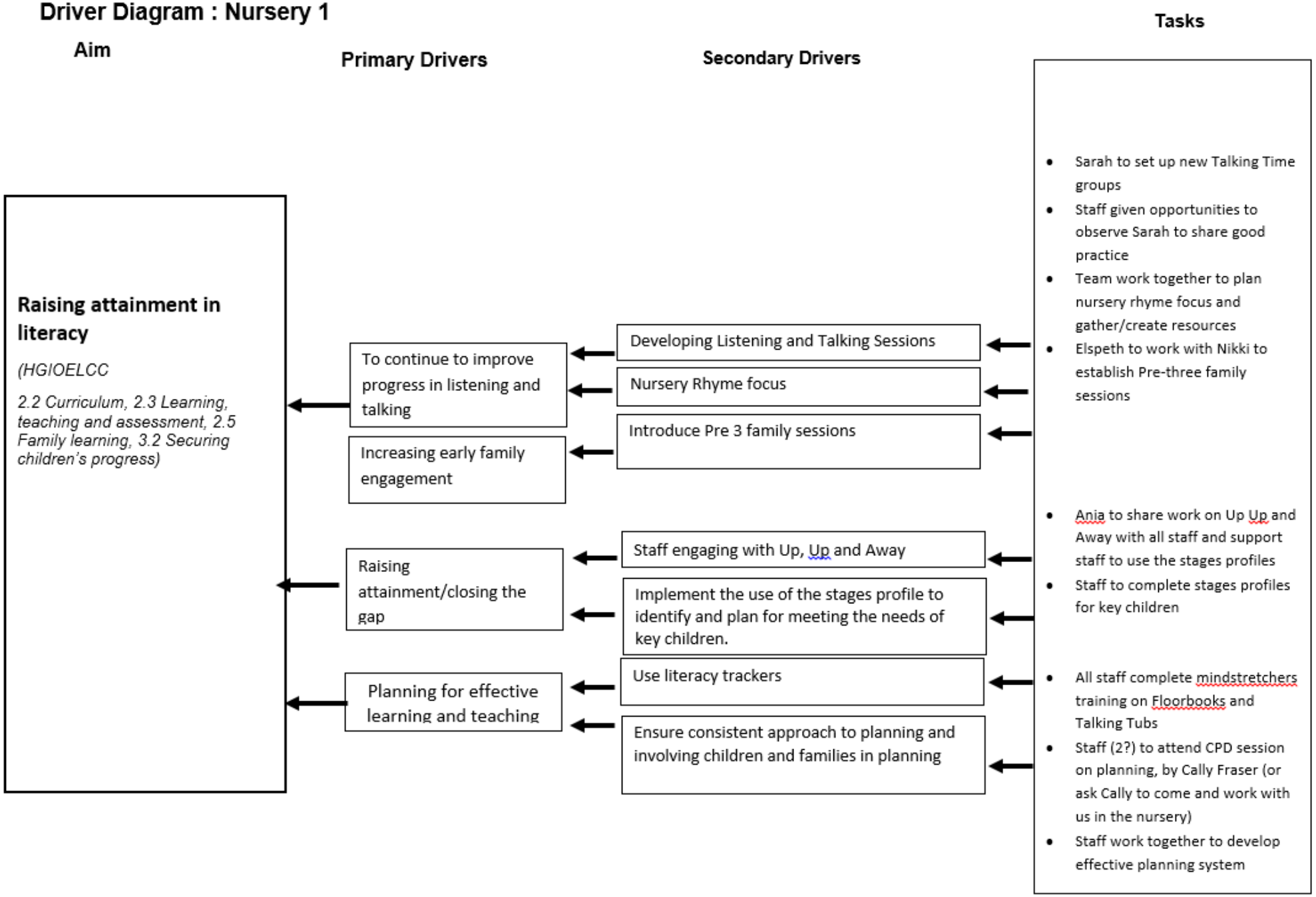
Driver Diagram: Priority 3: Improvement in Health and Wellbeing



Driver Diagram Priority 4 : Improvements in employability skills
QI 2.2 Curriculum



Driver Diagram : Nursery 1



Driver Diagram Nursery 2

Aim

To implement the changes to the structure of the nursery day to ensure sustainable positive outcomes for children, families and staff.

(HGIOELCC

1.3 Leadership of Change, 1.4 Leadership of management and practitioners, 2.7 Partnerships)

Primary Drivers

- Establish new routines for children to ensure both safety and continual high quality of provision
- Building and sustaining a supportive professional team with a focus on staff wellbeing

Secondary Drivers

- Staff evaluate the impact of change and adapt as necessary.
  Increase staff awareness of HGIOELCC and engage in self-assessment activities.
- Increase child and family involvement in evaluating the impact of change
- Establish roles and responsibilities of all staff and areas of leadership
- Establish new staff working routine / rota
- Increase nursery staff involvement in the wider life of the school

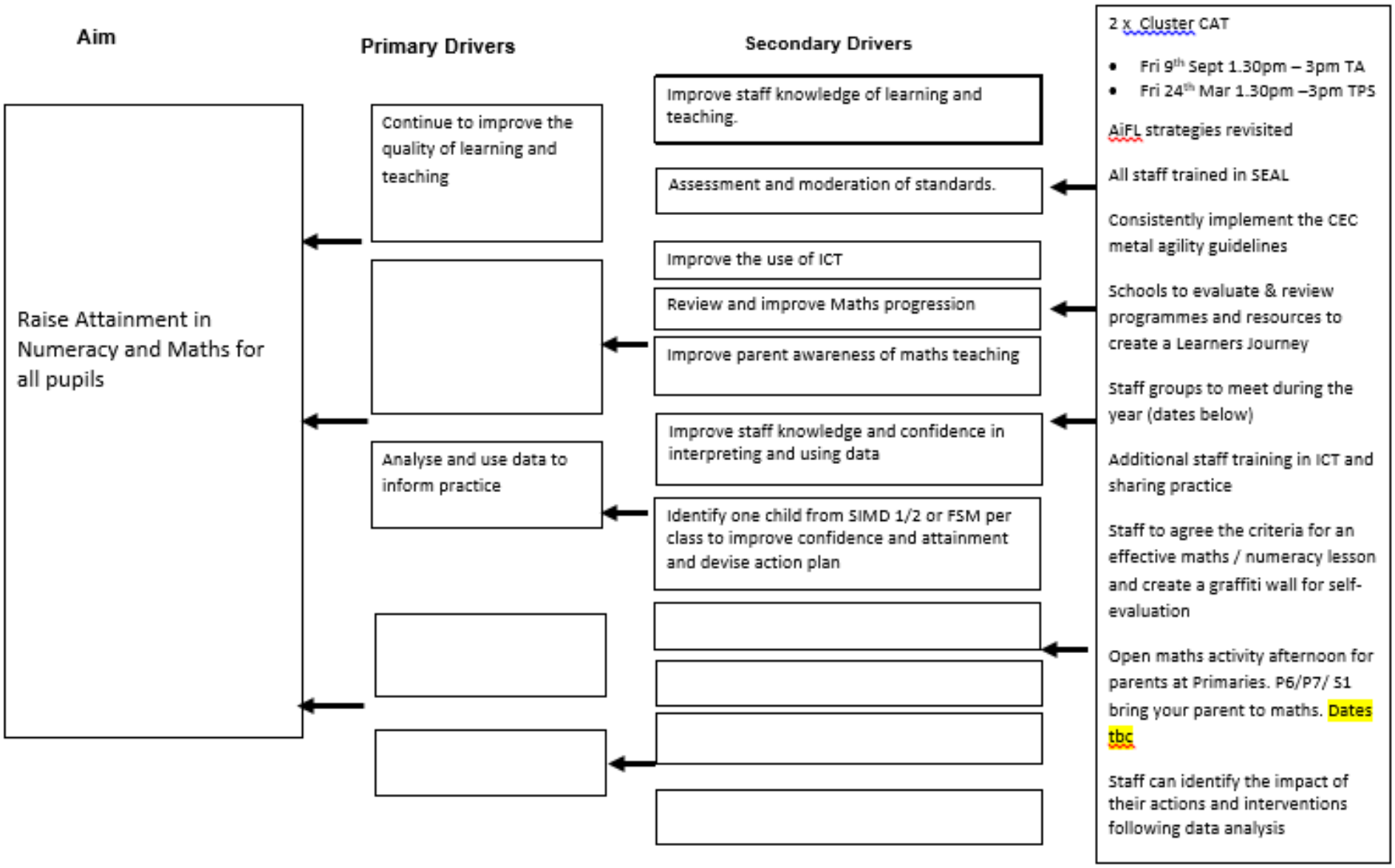
Tasks

- Staff adapt existing routine to account for the changes. Regularly review/evaluate and adapt as necessary.
- Seek children and family's feedback on new routines
- Staff adapt existing routines to account for the changes. Regularly review/evaluate and adapt as necessary.
- Recruit new team member(s) and welcome to team
- Teambuilding activities
- Member of nursery team to join school social committee
- Nursery staff offered opportunities to take part in aspects of whole school developments

3. Cluster Improvement Plan

Driver Diagram : Trinity Cluster Improvement Plan 2016-2017

QI 2.3 Learning, Teaching & Assessment / 3.2 Raising Attainment & Achievement



Cluster CAT 1 agenda - Fri 28th Oct 1.30pm – 3pm at Trinity Academy

1. Using HGIOS 4 Q! 2.3 agree criteria for effective learning and teaching in a maths lesson
2. Reading, using and analysing data – Standardised assessment, CFE levels
3. Identification of a pupil to generate an action plan- What do we want the pupil to achieve by the end of the year?

Cluster CAT 2 agenda Fri 24th Mar 1.30pm –3pm at Trinity Primary School

- Sharing of evidence and professional dialogue to demonstrate the impact of learning, teaching and interventions on the results of identified child.

Cluster Maths Sharing Year Group Meetings at 2.30pm

Nursery & P1 – WPS

- Mon 7th Nov

P2 - TPS

- Mon 21st Nov

P3 - VPS

- Tues 29th Nov-VPS

P4 -WPS

- Tues 6th Dec

P5 -TPS

- Weds 18th Jan

P6 - VPS

- Weds 25th Jan

P7 - TA

- Thurs 23rd Feb

Driver Diagram: Trinity Cluster Improvement Plan 2016-2017

QI 3.2 Raising Attainment and Achievement /2.6. Transitions

Aim

Smooth and effective Transition from P7-S1 for all pupils

Primary Drivers

- Increase pupil Health and Wellbeing in the transition process
-
-
-
-

Secondary Drivers

- Further improve communication links between primary and secondary
- Improve opportunities to share learning and teaching
-
- Improve support for families of ASN pupils
-
-
-
-
-
-
-
-
-

Tasks

Transition Working Group

- Weds 7th Sept 2.30pm TPS
- Tues 25th Oct 2.30pm VPS
- Mon 8th Feb 2.30pm WPS
- Mon 26th June 8.30am TA

Cluster ASL coffee mornings (Helen Purvis / Fiona Shivas / Hilary Gorrley/ TPS link)-4 x per year at each school. 9.30-11am

- 30 Sept TA
- 25th Nov TA
- 3rd March TA
- 19th May TA

Transition Calendar to be devised, including writing programme

TA staff to be invited to CPM meetings

Agree a timetable for TA pupils to be involved in events

Agree format, focus and dates for P7 profiles

ASL as standing item on agenda for Cluster HT meetings

Embed Growth Mindset work through Learning Powers across the Cluster

Enhanced transition visits to be arranged

S1 to P5 Buddies

Bryan Paterson to visit Primaries 10.30-12.45

- 20th September-TPS
- 21st September-VPS
- 22nd September-WPS

Invitation from Parent Councils to Bryan Paterson

Summary of evaluations against key indicators
Wardie Primary School (September 2016)

Evaluation key:

Level 6	**Excellent**	**Outstanding or sector leading**
Level 5	**Very Good**	**Major strengths**
Level 4	**Good**	**Important strengths with areas for improvement**
Level 3	**Satisfactory**	**Strengths just outweigh weaknesses**
Level 2	**Weak**	**Important weaknesses**
Level 1	**Unsatisfactory**	**Major weaknesses**

Primary School		**Evaluation**
1.1	Improvements in Performance	5
2.1	Learners' experience	5
5.3	Meeting learners' needs	5
Nursery Class		
1.1	Improvements in Performance	3
2.1	Learners' experience	4
5.3	Meeting learners' needs	4
School and Nursery Class		
5.1	The Curriculum	4
5.9	Improvement through self-evaluation	4