

King's Park Primary School Standards & Quality Report 2014 -2015



Standards & Quality Reports

The Standards and Quality Report provides a summary of performance. The report contains a range of information, as well examples of good practice to demonstrate the impact the school has had on children and to celebrate some of our achievements.

The report is based on evidence from:

- Feedback from parents, staff and children.
- Feedback from wider stakeholders
- Analysis of attainment data
- Information gathered through quality assurance monitoring activities (e.g. Senior Management Team observations of learning and teaching in classes)

Contents

- ✓ Introduction
- ✓ King's Park Context
- ✓ Our Vision and Aims
- ✓ Drivers for Improvement
- ✓ High Aspirations and Expectations
- ✓ Curriculum for Excellence Performance
- ✓ Standardised Assessments
- ✓ Robust Self Evaluation
- ✓ High Quality Leadership
- ✓ Career Long Professional Learning
- ✓ Collaboration and Partnership
- ✓ Meeting Learner's Needs
- ✓ Our Capacity for Improvement

Introduction

This year's report highlights the many outstanding achievements of the children who attended King's Park Primary and Nursery. We are all understandably proud of their accomplishments and the part we played in this. The ongoing support from parents and carers and the very good reputation of the school in the community helped to maintain and build high standards and aspirations.

Attainment data continued to evidence the very good progress our learners make each year. Overall, from Nursery to P7, parental feedback about their child's progress was highly positive.

We have a lot to celebrate (as can be evidenced by viewing the school website) but we also recognise the need to continuously improve. We strive to do this against a backdrop of significant financial challenges that are facing all Local Authorities. However it is important to note that significant funding has been allocated to greatly improve the quality of the school building and learning spaces. As Headteacher, I have allocated funds from the Devolved School Budget and worked closely with the Council to agree on further funding for maintenance and refurbishment works. The King's Park Primary buildings are delightfully quirky and we strive to maintain the historical aspects of these (Listed) buildings while creating learning spaces fit for 21st Century learning.

None of the achievements this year would have been possible without the hard work and commitment of the entire school community. We thrive on the positive feedback we receive from families. I would also like to take the opportunity to express my appreciation of our talented and dedicated staff who often work way beyond their contractual hours to ensure the children's needs are met.

Ms Arlene Limerick
Headteacher

King's Park Context

King's Park Primary School is in Dalkeith and was built in 1903. Currently, there are 18 classes, including a large nursery class. We have a very good reputation in the local community and had a very positive Education Scotland inspection in 2013.

Staff retention is relatively stable with a healthy balance of new staff along with a longer serving group of staff. We work very closely with parents and have a highly active PTA. The Parent Council are reviewing how best to take forward their role within the school community.

We aim to foster self esteem, motivate learners to reach their potential and achieve the highest possible standards. Pupil attainment is very good and often above the national average. Our pupils demonstrate very good levels of motivation and behaviour and are known for being friendly and polite when representing the school off site. From the earliest stages, our learners are encouraged to develop a sense of personal responsibility as well as responsibility towards the school. We provide a range of opportunities to enable our learners to contribute to decision making. King's Park Primary School has a strong musical tradition and we work closely with our own music specialist and visiting instrumental teachers to help children develop their musical skills. There is a strong Eco focus in the school.

Vision and Values

Our Vision: In King's Park we endeavour to: foster self esteem and success; motivate everyone to reach his or her potential; encourage communication and support and thereby to achieve the highest possible standards.

Our values: Wisdom, Justice, Compassion and Integrity

Our School Motto: Learners Today, Leaders Tomorrow



Drivers for Improvement

In focussing on positive outcomes for learners, the school is currently adopting the use of the Education Service's 8 key 'drivers for improvement' in order to make the biggest difference to improving the school and the services we offer to the community. These drivers for improvement provide the basis for our 2014-2015 Standards and Quality reporting.

1. ***Shared vision and common purpose:*** Across Midlothian we are united in our vision of delivering the best possible outcomes for all children and young people. We know that we want to achieve and we recognise the importance of working together towards this shared vision.
2. ***High aspirations and expectations:*** Midlothian children and young people can and will achieve as well, and as much, as those in any other area of Scotland. We recognise the importance of high expectations and aspirations, not just in our children and young people but also in parents, carers, teachers and the wider community of Midlothian.
3. ***Robust self evaluation:*** The best performing schools and education systems are founded upon high quality self evaluation. Through identifying our strengths and areas for development, we can improve educational outcomes for young people. We are investing heavily in this vital area of our work.
4. ***Innovative and inspiring learning:*** We recognise that learning is the foundation of success for our children and young people. The quality of learning in the classroom, outdoors and at home is what really makes the difference for our young people, and that is why we are so committed to ensuring we are focussed on innovative and inspiring approaches that engage all learners.
5. ***High quality leadership:*** The quality of leadership makes a significant difference to educational outcomes. Leadership comes in many forms and can be seen at all levels in schools, including children. We are committed to providing opportunities for developing and nurturing leadership at all levels.
6. ***Career-long professional learning:*** The nature of teaching is constantly changing and we want Midlothian teachers to be amongst the best in Scotland. To achieve this aim, our practitioners need to be supported and challenges in their ambitions and enjoy greater ownership of their professional learning and development. We will ensure that they get this support.
7. ***Collaboration and partnership:*** We are determined to work together to address the many challenges we face as an Authority. No individual or school working in isolation can be effective in improving outcomes for young people. Working in partnership is the only way forward.
8. ***Meeting learner's needs:*** Getting it right for every child is perhaps the biggest challenge facing the education service. Meeting the many and varied needs of all of our learners require commitment, perseverance and skill.

High Aspirations and Expectations

Overall, as a school, we are able to evidence very good attainment levels, with children often performing better than Council or National averages. However we know that there is still room for improvement in raising the amount of 'added growth' for every child every year.

Midlothian primary schools operate a programme of standardised assessment in reading and maths. Pupils undertake these assessments in:

- P1 'PIPS' This is a baseline assessment measuring the progress in reading and maths.
- P4 'GL' These are assessments measuring progress in reading and maths
- P5 'GL' These are assessments measuring progress in reading and maths
- P7 'GL' These are assessments measuring progress in reading and maths

The scores for each child are cross referenced with a wide range of other class assessments and professional judgements. If a concern is noted when we look at any of our assessment results we make contact with parents to discuss next steps, which may include involving our Support for Teachers or making referrals to other agencies. Overall, our own ongoing class assessments tend to be in line with the standardised assessment scores, evidencing that our teacher's ongoing professional judgements are well founded.

King's Park Attainment Data

CFE DATA

Pupils are making very good progress through Curriculum for Excellence experiences and outcomes. Next steps include moderating assessment judgements of pupils experiencing barriers to their learning.

P1 'PIPS'

Reading: The average score for this group of children was in line with the Midlothian and national averages.

Maths: The average score for this group of children was in line with the Midlothian and national averages.

P4 'GL'

Reading: The average score for this group of children was significantly higher than the national average. There was no significant difference between boy's and girl's scores.

Maths: The average score for this group of children was in line with the national average. There was no significant difference between boy's and girl's scores.

P5 'GL'

Reading: The average score for this group of children was significantly higher than the national average. There was no significant difference between boy's and girl's scores.

Maths: The average score for this group of children was slightly above the national average. There was no significant difference between boy's and girl's scores.

P7 'GL'

Reading: The average score for this group of children was significantly higher than the national average. The averaged score for boys, although higher than the national average, was significantly lower than the girls' average score.

Maths: The average score for this group of children was in line with the national average. There was no significant difference between boy's and girl's scores.

Wider Achievements

Children's University: The school was delighted to become involved in working in partnership with Queen Margaret University to launch, 'The Children's University'. We

were one of the first Midlothian Primary Schools to offer this learning opportunity to children. The Children's University offers children and families a different approach to fostering and promoting a love of learning. Children's University provides an accreditation framework which rewards children for learning outside normal classroom hours. It also created a unique way of recognising and rewarding individuals for learning and getting involved in new things. Four of our children attended a Graduation Ceremony in June. Many more of our children have already signed up and are building their credits towards being entitled to graduate. We have created 'Children's University Ambassadors' roles for our four 'Graduates', who have accepted these positions within school. They will help promote this initiative further next session.

Physical Education, Activity and Sports (PEPAS)

We began working towards recognition in a new nation award scheme and gained A Bronze award for the work we have undertaken to develop PE and school sports. We also reviewed the range of opportunities for Sports via Parent Council Meetings. A newsletter and parental survey has been created by a parent sub group.

The school currently provides a range of experiences including:

- **Physical Education:** Children benefit from the input of a visiting PE Teacher who works with classes on a timetabled basis. Class teachers also teach PE and make creative use of the school grounds in addition to the gym hall to ensure that 2 hours of Quality PE is delivered each week. Adaptations were made to the dining hall, making it a dual purpose Gym Hall / Dining Hall. This created more indoor PE space at various points in the school day.
- **Activity:** P4 children engaged with the 'Food for Thought' programme, linked to a series of football skills lessons. Within the limitations of available spaces, a wide range of lunchtime and afterschool clubs were offered by our own and Active Schools staff.
- **Sports:** P4 children continued to benefit from a programme of swimming instruction. P5 children attended a programme of skiing lessons. Various Classes participated in a range of Sporting Festivals and Events.

Eco School Green Flag

We were successful in gaining our 3rd Green Flag. The Eco Committee was made up one member from each class in P1-P6 with Primary 7 classes having 2 representatives. Committee members were assisted by 3 members of King's Park staff and 4 other adult members who visited during relevant meetings. Each class was responsible for a main topic area.

Archview Care Home

We continued to develop our relationship with Archview Care Home with children and residents enjoying local walks in the Park local as well as children visiting the care home to share their learning and help residents recall memories.

Fundraising

As evidenced via the school website, the school community engaged in a range of fundraising opportunities linked to:

- ✓ ***School Fundraising:*** The PTA worked tirelessly on behalf of the school to raise funds for P1 book bags, P7 Leavers gifts, class Christmas presents, Wet playtimes resources, transport costs, nativity costumes, Milk Cooler Fridges, Lost Property Racks, Gardening Equipment and the significant spend on range of new reading books. The Pupil Council ran a hugely successful 'Egg Care' Challenge fundraiser to help buy new reading books. Intotal, over 2000 new books were purchased.
- ✓ ***Local Charity Fundraising for Storehouse:*** Staff and families raised funds by donating money, food, children's Christmas gifts and household goods. Food parcels and holiday time lunches were delivered by Storehouse to Dalkeith families in most need.
- ✓ ***National Charities Fundraising:*** Staff and Children raised funds during Dress Up days and events.
- ✓ ***Global Charities Fundraising:*** Parents, staff and children raised funds via a P5 enterprise at the Summer Fair.

Expressive Arts and Performance

The school continued to provide an impressive range of musical opportunities for children. Parental and community feedback was extremely complimentary and appreciative of the school's commitment and to the quality of children's musical abilities.

Specialist Instrumental Tuition continued to be an element of the school week with tuition offered in strings, brass and woodwind. We continued to benefit from input from our own Music Teacher who worked with classes on a timetabled basis or via direct teaching prior to school performances such as Church Services.

We offered a range of dance and performance clubs via partnership working with Active schools. Teaching staff also offered lunchtime or after school clubs linked to performance arts.

Next steps towards high aspirations and achievements will involve:

- Implementing Cognitive Abilities Standardised Assessments at P3 and P6 stages.
- Investigating the use of Pupil Attitudes (to learning) Standardised Assessments to help identify and support possible attitudinal barriers to learning
- Developing partnerships with local colleges, universities businesses with the purpose of encouraging all our children to have high aspirations for future learning and careers

Innovative and Inspiring Learning

We are committed to ensure that we introduce innovative and inspiring approaches to learning in order to engage and challenge the children. Quality Assurance monitoring included visits to classrooms by the school's Senior Management Team. We evidenced a wide range of meaningful learning opportunities taking place.

Here are some examples of what we did in session 2014 -2015:

- Some classes were involved in Midlothian's Midvison Song Contest and both classes successfully went through to the Midlothian School's Finals. Our P7a entry achieved third place.
- A class was involved in a programme of lessons related to Humanitarian Education. This led to a fundraising enterprise for the Red Cross.
- Some teachers looked at ways to improve the opportunities for pupil's to have personalisation and choice over their curricular learning. This was done through carefully planned, structured play which was built into the school day. This led to all children being very purposefully engaged when the teacher was working with groups of other children. Teachers felt the level of distractions and interruptions to learning decreased when this approach was implemented.
- All teachers began to explore ways to implement the Scottish Government's strategy for Modern Languages. (Every child will learn two other languages to their mother tongue during their education. Primary schools in the Dalkeith High School cluster will learn French from P1-P7 and eventually, also Spanish from P5 -P7.)
- Some teachers radically changed the way number skills were taught in response to Midlothian's new Numeracy Strategy.
- Some teachers focussed on being early adopters of Visible Learning approaches. Based on the work of Professor John Hattie, Visible Learning approaches encourage schools to focus on the aspects of teaching that are proven to have *the most* positive effect on young people's attainment and achievement.

Next steps to ensuring consistently innovative and inspiring learning will involve all staff:

- Attending a Foundation Day course in 'Visible Learning' on one of the August In Service Days and creating a whole school action plan for whole school implementation.
- Being supported in teaching French from P1 to P7 (Nursery children will also be exposed to hearing the French language and gently encouraged to say simple everyday words in French)
- Being supported in using 'higher order thinking' teaching approaches, particularly to provide depth, breadth and challenge to our able readers and to children who are already have French as a mother tongue.
- Implementing better ways to plan, teach and assess numeracy skills.

Robust Self Evaluation

A Staff Working Group was established due to staff and parental concerns about the teaching of handwriting skills. The group developed a whole school Handwriting Policy which will be implemented across the school from August 2015.

Last year, we made better use of technology to help us self-evaluate the impact of our improvement priorities. We created baseline video footage that will help us measure the impact of teaching French and implementing Visible Learning strategies over the next year and beyond.

The new website has generated a range of positive comments in relation to the school having improved communications with parents and also evidences much of the commentary within this Standards & Quality Report.

As well as quantitative data within our attainment statistics, parental responses provide us with a significant amount of qualitative data on how we are doing as a school. These responses come via emails, notes, phone calls or in person. In addition to these, the responses to the annual Pupil Progress Reports also facilitate our self evaluation process. The high number of returns and the positive feedback they contain indicates that the vast majority of parents are extremely happy with the educational experiences their child receives and the progress they are making. In very small number of returns, concerns expressed related to worries about their child's transition to the next school year or to the format of the new Report itself. We have ensured we offered an opportunity to meet with parents to resolve any issues raised within the response sheets. The high number of returns is in contrast to response rates to stakeholder surveys which tend to be much lower in number and subsequently much harder to draw sufficient evidence from.

As part of our preparatory work towards implementing whole school teaching of French, we conducted an analysis of teacher's skills and confidence levels. Based on this we have been able to determine a range of further training that will be offered to staff.

Next steps towards robust self evaluation

We have identified that these areas should feature in our improvement agenda over the next 3 years in order to further develop progressive, skills-based programmes of study from Nursery through to P7:

- Literacy and Languages (including P1-P7 French and P5-7 Spanish)
- Personalisation and Choice
- Numeracy and Maths
- Physical Education, Activity and Sport (PEPAS)
- Technologies
- Social Studies
- Inter-disciplinary Learning (IDL)

- Undergoing a validated self evaluation visit at some point over the next 2 years. This will help us to evidence and validate the impact of the priorities we have been working on since the Education Scotland Inspection visit and to confirm our next steps on a journey to excellence

High Quality Leadership

The quality of leadership makes a significant difference to educational outcomes.

In King's Park Primary this can be seen at all levels in schools, including the children. We are committed to providing opportunities for developing and nurturing leadership at all levels.

Significant numbers of staff engage in leadership training, coaching qualifications as well as undertaking practitioner enquiry within their own classrooms. Class teachers provide support and challenge to a large number of student teachers and newly qualified teachers.

Four of our teachers undertook extensive training in France and Spain over the summer. These staff will adopt a leadership role in the whole school implementation of Modern Languages at King's Park Primary School.

Learning Assistants and Nursery Staff regularly helped to supervise and coordinate relevant Learning Assistant or Child Care Development Worker student placements.

Children continued to take on an impressive range of additional responsibilities and leadership roles via membership of committees or groups linked to Playground Buddying, Sports, Eco, Library, Road Safety, Pupil Council and House Captains. Within classes children were given leadership responsibilities through rotations of class monitor duties.

Next steps in developing high quality leadership will involve:

- Connecting the opportunities children are given to a whole school skills progression that is linked to the world of work and life-long learning

Career Long Professional Learning

Within our large staff, continuous professional development is highly valued and our staff culture is one where staff are very keen to take ownership of initiatives and to develop their leadership skills at all levels.

The willingness and eagerness of the staff to develop their own practice and the work of the school is a key strength of the school.

The nature of teaching is constantly changing and we want to be amongst the best staff in Scotland. To achieve this aim, we need to offer support and challenge to each other.

In order to support the range of school improvement priorities and to help some of our more experienced class teachers gain Middle Management experience, three temporary Principal Teacher posts were advertised internally in the summer term of 2015. Some of our experienced teachers applied for these internal posts and were successfully appointed. Devolved School Budget has been allocated to enable these posts to be in place from August 2015 to March 2016 initially. This will help drive forward curriculum developments and provide further support and challenge for staff.

All teachers engaged purposefully in individual Professional Review and Development meetings with the Headteacher in order to support them in evaluating their own strengths and needs. Each teacher created a Professional Development Plan with focussed development objectives linked to the General Teaching Council Scotland's suite of Professional Standards as part of Professional Update requirements which came into effect during the year.

All support staff had a similar meeting with the Depute Headteachers to identify development needs as part of the Council's competency framework.

Collaboration and Partnership

We are committed to multiagency working to ensure we are getting it right for our most vulnerable children. The school provides spaces for a range of agencies to observe, meet and work with children during the school day. This has included Behaviour Support, ASD outreach, Children and Families workers, Social Workers and CAMHS.

We hold regular Pupil Wellbeing meetings with the Team Leader from Children and Families Service to identify appropriate referrals to the 0-12 Forum, where multi agency discussion takes place to identify ways to support a child's needs.

Next steps to better collaboration and partnership

- Develop partnerships with local colleges, universities businesses with the purpose of encouraging *all* our children to have high aspirations for future learning and careers.

Meeting Learner's Needs

The significant range of supply teacher and staff recruitment issues we encountered between August and December 2014 impacted greatly on the availability of Support for Learning Teachers, who were required to cover classes along with the Senior Management Team.

From January to June, the follow was achieved:

- A range of focussed assessments within Literacy and Numeracy were administered and targeted support put in place
- Opportunities were given for teachers to make new referrals based on the results from Standardised Assessments
- Specific supportive programmes such as Toe by Toe were put in place for identified children
- Appropriate deployment of available Learning Assistant hours occurred to support the needs of children in class and in the playground
- Support Plans, including IEPs, were updated or created where needed.
- A cycle of planning and review meetings with dates for the next school year was put in place
- A whole school overview of health, welfare and learning needs was undertaken to help with future planning and monitoring of pupil needs

Our Capacity for Improvement

Our Key Strengths

In summary, our key strengths are:

- ✓ Clear direction from a strong senior leadership team
- ✓ A wide range of rich learning experiences for children
- ✓ Motivated and engaged learners
- ✓ A consistent picture of positive attainment
- ✓ High quality career long professional learning opportunities for staff
- ✓ A wide range of leadership opportunities for children and staff
- ✓ Positive parental feedback about children's learning experiences and improved communication systems

What we need to do

King's Park Primary School has many strengths. We achieve good outcomes for children and we are determined to do more and better. As a school, we recognise that there are aspects of our work where we want further improvement. We will:

- Build on our strengths
- Develop more effective and innovative approaches to self evaluation, making better use of technologies to do so.
- Increase the amount of added growth to each child's progress
- Make further improvements to our curricular programmes and skills progressions.
- Build on good multiagency practice to provide the right help at the right time to assist vulnerable children to achieve positive outcomes
- Secure these improvements whilst reducing unnecessary bureaucracy in the work of the school or on staff

How will we do this?

The evidence in the Standards and Quality Report provides us with information on which to set out our priorities for action and continued improvement for our children. Based on this we have created a School Improvement Plan for session 2015 -2016. The Improvement Plan will enable us to refresh our commitment to developing the most effective strategies to raise attainment achievement and participation through an effective balance of support and challenge.