

LASSWADE PRIMARY SCHOOL



STANDARDS AND QUALITY REPORT

2011 - 2012

Living it, learning it, loving it

Lasswade

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STANDARDS AND QUALITY REPORT



SESSION: 2011/12

Dear Parents and Carers

Please find attached our Standards and Quality Report for Session 2011/12.

This year we welcomed several new staff. Mrs Laura Dixon and Miss Fiona McGlynn our newly qualified teachers, Mrs Carol Anne Brown, Ms Jo Campbell and Miss Joanne Love, on a temporary contract and Miss Elspeth Reid on a permanent contract. Mrs Susan Welsh went on maternity leave this session and at the end of session she was joined by Mrs Jo Copland and Mrs Jacki Knox.

Our new Depute Head Teacher, Mrs Jill Doyle, was appointed in March. This appointment, along with the return of Mrs Welsh PT from maternity leave in August, will allow us to finalise management remits and continue to drive forward developments.

This session we had additional music sessions for all classes provided by Mrs Doyle and Mrs Aitken.

Our vision continues to underpin all of our work- *Living it, learning it, loving it*
Lasswade.

In evaluating impact and progress in the key areas of the services we deliver, we have drawn on a range of evidence including:

- Attainment data reflecting pupil performance in ongoing assessments
- Feedback from pupils, parents and staff via surveys, questionnaires, focus groups and discussions
- A planned programme of observations of classroom experiences
- Monitoring of pupil work, teacher planning and assessment evidence

OVERVIEW OF PROGRESS IN MEETING THE TARGETS WE SET FOR IMPROVEMENT FOR 2011/12

Priority	Progress in Meeting Targets
Continue work on assessment and moderation Focus on development of Skills for Learning	Almost all targets met Very good progress
To work collaboratively as an ASG to further develop the teaching of Health and Wellbeing	Very good progress Almost all targets met
Progress the development of Rights Respecting School towards accreditation	Very good progress Almost all targets met
Develop Global Awareness at all stages Pilot an electronic Personal Profiling tool at P7	Most targets met Most targets met
In nursery the communication needs of identified learners are met.	Some targets met

Evidence for the following report comes from standardised test information, assessment analysis, staff development and focus group sessions, the school monitoring programme and the School Group managers reports (text in italics).

HOW WELL DO CHILDREN LEARN AND ACHIEVE?

Children in nursery and across the primary classes are motivated and keen to learn. Through regular classroom visits, the senior management team has ensured that the environments in which our children learn are of a quality nature, and are challenging and supportive. There is a very positive ethos throughout the school which makes the children feel valued and safe.

Through well planned programmes, children have opportunities for cooperative learning, cross stage learning and outdoor learning. Our whole school focus programme across the school year this session in Fairtrade, Eco, Our Community, the Olympics and Rights Respecting School provides excellent opportunities for a range of teaching and learning approaches.



Community work at P5



Charity links at P2

These experiences are providing our children with opportunities to develop skills for learning, life and work. Learning skills are also being developed across all areas of the curriculum. Children are actively involved in planning, assessing and evaluating their learning. They can readily work with others in groups and pairs, talk about their learning and how they can apply their knowledge and skills. Children use technology effectively to support, present, display and reinforce their learning. The Masterclass sessions where pupils devised the list of possible options, ensure personalisation and choice for all learners from nursery to P7. These sessions are motivating and engage the children in their learning, allowing them to work with others across the levels of Curriculum for Excellence.



Pizza making Masterclass.



Bird Masterclass

In the key areas of Literacy, Numeracy and Health and Wellbeing, planning has been effective in ensuring progressive programmes for classes, groups and individuals. Focused assessment procedures have allowed teachers to ensure they are keeping a range of evidence to support judgments about children's attainment. Children are developing their peer and self assessment skills through many aspects of their work. Reflection time is built into the weekly timetable and evidence of learning is kept in a personal folio. The introduction of a maths recovery programme at the early stages is effective in allowing an identified group of pupils to improve their skills.



Healthy lifestyles start in nursery with a healthy snack!



A science experiment to find out about our body.

Almost all staff have now been trained in Cooperative Learning and are using aspects of this regularly. Co-operative learning is ensuring children develop skills for learning and skills for life. Work in interdisciplinary learning is improving confidence, and allowing children to transfer knowledge and skills and develop higher order thinking skills. Classroom visits and discussions in pupil focus groups have shown that there has been a significant impact on children's enthusiasm and motivation to learn through these approaches. *'Teachers provide excellent support in helping children develop collaborative learning skills. The school has significant strengths in the implementation of co-operative learning strategies.'*



A Fox tool being used for group work.



A structured sort activity.

Attainment

Attendance Lasswade Primary School has above average attendance against the local authority level.

Exclusions We had no exclusions during Session 2011/12.

Annually in June, the school uses standardised assessments for reading and spelling for children in P3-P7. Midlothian Council use assessments for children in P4 and P7 in March each year.

Reading

At P7 the mean standard age score for both girls and boys is above the Midlothian average and significantly above the national average.

At P4 the mean standard age score for both girls and boys is above the Midlothian average and significantly above the national average.

Maths

At P7 attainment for both girls and boys is above the Midlothian average and the national average.

Children show strengths in shape, space and measure (81%) and data handling (79%)

At P4 attainment for both girls and boys is above the Midlothian average and significantly above the national average.

Children show strengths in number (77%), shape, space and measure (77%) and data handling (79%)

At P4 63% of children had a spelling age above their chronological age and 73% had a spelling age above 8 years.

At P6 53% of children had a spelling age of 12+ and at P7 this had increased to 70%.

Spelling is a strength as there is a whole school focus on spelling from the early stages which gives a consistent approach throughout the school. This is also well supported by regular spelling done at home.

This information provides one form of year on year progress in reading and spelling. Staff also use a variety of assessment information and evidence to make holistic professional judgements about their pupils. This information is then used to ensure learning and teaching is planned to effectively meet the needs of each child.

Curriculum for Excellence

In Nursery and P1 most children are achieving the expected levels in Reading, Writing, Maths and Numeracy. At P4, the majority of children are working at First Level or above in Reading, Writing, Maths and Numeracy.

At P7 the majority of children are working at Second level in Reading, Writing, Maths and Numeracy.

Achievement

We provide a wide range of experiences to allow our children the opportunity to achieve success. We provide many different ways to share and celebrate this success together. This session we continued with Wonderful Work and Star Achiever awards for all children, presented at Citizenship Gatherings and Assemblies. Children write about their achievements in class and reflect on their learning, evidence is kept in their Personal Learning folio. Wider out of school achievements are also celebrated in this way and in our school newsletter. Sporting achievements are shared with our PE specialist and displayed in the gym. Each child has a Lasswade Lion card which links to our Positive Behaviour programme and also celebrates success with the four capacities of the Curriculum for Excellence.



Outdoor learning on the rights of the child.

We have worked closely with our Associated School group (ASG) schools on the development of Health and Well Being plans and had a very effective Showcase to share this work in May. Next session an ASG working group will develop work in this area.



P7 in the Home Economics department at LHSC.

There are many opportunities for our children to be involved in supporting achievements within the school community. We have pupil groups for Pupil Forum/Rights Respecting School, JRSO's, and an Eco Committee. These groups have had many achievements this session, some children from our RRS steering group did a presentation for parents on becoming a Rights Respecting School and we were very proud to become the first school in Midlothian to achieve Fair Trade status. *'All learners have regular and meaningful opportunities to present their learning to others using a range of methods.'*

As an ASG we have a very effective P5 Learning Council across all our primary schools. This allows us to share our learning and develop new friendships. The focus this session was on Fair Trade and Rights Respecting Schools. This gives us an opportunity to learn from each other and several schools have developed their practice after these visits.

Our P7 pupils have all produced an electronic profile of their achievements. They will take these with them to high school to allow their new teachers to have as much valuable information about them as possible, to aid an effective and smooth transition. These profiles show that the children have a very clear idea of what their strengths and developments needs are, and they clearly recognise their achievements.

Our P7/6 pupils were awarded a sum of money by the Cooperative Education Trust for Scotland (CETS) to support an African entrepreneur through the Lend with Care Microfinancing charity. Two pupils and our Principal Teacher were invited to Edinburgh Castle for a reception with the First Minister to celebrate the 2012 International Year of the Cooperative.

This class worked with CETS to develop and create a Fair Trade version of Monopoly. The game is currently being developed into a resource that will be used in schools throughout Scotland.



Our P6 Guitar Hero project team with their newly designed T shirts.



P7/6 learn about the work of CETS.

P7/6 were also involved in creating a leaflet on Fair Trade cotton uniforms as part of our Fair Trade Schools work. This leaflet will be printed and distributed by CETS and the Scottish Fair Trade Forum as part of their Fair Trade work.

Lasswade Primary along with Hopefield Primary School organised the first Lasswade ASG Fair Trade Football tournament with support from the local CO-OP and the Bonnyrigg and Lasswade Community Council. It is hoped the work being undertaken by all the schools in Bonnyrigg on Fair Trade will support Bonnyrigg to become a Fair Trade town.

'All learners have opportunities to develop leadership skills through Eco based learning, the Forum, co-operative learning, Rights Respecting Schools work and Fair Trade.'

Two pupils took the lead on fund raising with the whole school to support charities that had given them personally a great deal of support. Money was raised for Lupus UK and the Sick Children's Foundation.

HOW WELL DOES THE SCHOOL SUPPORT CHILDREN TO LEARN?

Our curriculum is well organised and builds children's learning from nursery to P7. Well planned whole school focus times give coherence and Showcase events allow parents and friends to share this learning. Alongside these, teachers plan an interdisciplinary learning focus to allow the children to make connections in their learning and develop their skills across the curriculum. Personalisation and choice is developed by this approach as learners can add their ideas at the planning stages. In almost all classes children are actively involved in their learning and motivated and keen to learn. Parents have the opportunity to join the children to share their learning at the early stages in 'Shared start or Shared finish sessions'.



Finding out about the skills our parents have!



Sharing the learning at the early stages

Through forward planning procedures teachers are using the experiences and outcomes and are becoming more familiar with assessing and tracking pupil progress. Discussions are held termly with senior management to evaluate plans and discuss the needs of all pupils within a class.

A variety of assessment information is used. Formative assessment allows children to plan their next steps in learning. Summative assessment allows us to identify whole school trends and areas for development. Standardised testing is used annually to track individual attainment and compare year on year progress.

The Support for Learning teacher timetable is reviewed termly as are Learning assistant timetables, to ensure that support is focused on need. This may be short or long term. A few pupils have Individual Education Plans and these are evaluated termly. Review meetings take place with parents, class teachers, senior management and the Support for Learning (SFL) teacher. Targets are reviewed and updated and the child is consulted about progress and next steps.

This session we have continued with groups that support children in various aspects of their development. We have a Perceptual Motor group for movement activities, a social skills group and social dance group run by a parent and our Learning assistants work with groups of children on speech therapy and movement exercises. After P3 screening our SFL teacher runs short term support groups to develop specific skills.

The introduction of the Listening programme last session has again ensured that almost all of our children can fully access the curriculum and achieve success.

This session we worked with Dyslexia Scotland and held a Dyslexia Awareness week in November. This raised the profile of a specific learning difficulty and parents were supported as part of an evening contribution.

'Teachers provide very good support and encouragement to pupils in identifying and overcoming barriers to learning. They help learners to build on their strengths and develop resilience.'

We have continued to focus on Transition as an ASG priority, both from Nursery to P1 and from P7-S1. We held our second, very successful ASG Camp at Dalguise in Perthshire, during which 170 P7s from across the ASG met to undertake a variety of teambuilding opportunities. This session this was supplemented by an event before camp for activity groups to bond, and an evaluation session after the event, which indicated that this had been an extremely successful event in terms of teambuilding and aiding transition.

A PEEPS 2 group was established by one of our Childcare and Development workers to support transition to nursery from home.

To support transition to school our nursery children regularly attend events in school and our assemblies. We also have a series of transition times for our new P1s to visit in the summer term. Parents can opt into as many visits as required. These visits give the children the opportunity to meet with other P1's, spend time in the class and the playground and meet the P6 and P7 buddies. This programme continues to be very effective as almost all our children settle into P1 very quickly. New parents have commented that the transition programme has made a difference in integrating their children into our school community.



Our Positive Behaviour Lasswade Lion programme has proved very successful in minimising disruption in class. Almost all our children take a pride in following the system and are very well supported by their families to do so. An analysis of this shows that almost all our children can achieve success. A small group of boys (5%) find it more challenging and this session we are looking at what we can do to support these pupils.

This session we extended the Lasswade Lion programme to include the Olympic and Paralympic values. Children use this language to support and challenge each other. This supports our values based school ethos.

P7 Peer Mediators are trained annually and take turns to support the younger children in the playground and help to resolve playground disputes.

Over this session senior management have rarely had to deal with playground issues.

For those individuals and families who have required extra support for a range of reasons, we have continued to draw upon support from outside agencies such as the 0-12 Forum, Speech and Language Therapy, Educational Psychologist, Occupational Therapy and the School Nursing Service.

HOW WELL DOES THE SCHOOL IMPROVE THE QUALITY OF ITS WORK?

As a school staff we constantly evaluate our work and seek to improve. We are committed to providing excellent learning experiences for all our children. We have an excellent website which is regularly updated for us by a member of our Parent Council. Newsletters are sent home monthly giving up to date news on events and developments in learning and teaching. We text information updates and 'tweet' news to keep all stakeholders informed. A QR code on our headed note paper takes parents straight to our website! Our Parent Council also have a Facebook page to relay information.



Staff work closely together in our open plan school and effective communication is vital to ensure a quality environment for learning.

Staff Learning teams were created at the beginning of session to give staff the opportunity to work together. This has enabled staff to share effective practice and to learn from each other. We have an effective monitoring programme throughout the school which is systematic and rigorous. This allows an opportunity for professional dialogue with staff and gives time for feedback, personal reflection and allows staff to identify next steps. This gives coherence and ensures all staff are able to see the need for consistency of approach in learning and teaching. Time is built in across the session for focused professional dialogue sessions. Staff also review the improvement plan termly which ensures all staff have a voice in tracking and supporting targets for improvement.

Visits by our SGM, assisting HT's and staff focus groups have helped us to moderate our judgements across the school. This session the focus was on the development of skills for learning. Class visits take place and evidence is reviewed. Senior management then have the opportunity for professional dialogue which impacts on practice. The report of this visit states *'Lasswade Primary is making very good progress in developing skills for learning in children. The school's own self evaluation identifies accurately its strengths and points for action.'*

Annually we audit key aspects of our work using a variety of tools linked to CfE. We involve children in the evaluations and our Pupil Forum and Learning Council have led on this work. Children are then able to identify next steps for us as a school and this feeds into the improvement process.

The children also consult parents in the playground or at key events eg Parental Consultations. Feedback given is used to feed into the school self evaluation process and also informs future action and improvement.

This session our Parent Council are carrying out a consultation exercise to improve the impact of their group and widen the parental voice.

As an ASG we have worked with Education Scotland to develop our 3-18 Learning Community. This has allowed us to be aspirational and reach for opportunities to develop excellent practice. A very productive Senior Management Team session gave us a clear evaluation of areas for improvement. Several joint CAT sessions have been held across the ASG. The Health and Well Being showcase event being particularly effective. ASG staff are developing relationships and beginning to share developments across the schools.

We use ICT effectively across the school and resources are purchased to ensure we keep up to date with developments. Animation projects excited and motivated P3 and P5 pupils and we were commended for our participation in an authority Animation Festival. An after school club on Games based learning allowed children to explore computer programming and create their own games. Several teachers use GLOW for homework and class information. We are regularly in the Midlothian top 20 of schools to do so. We continually keep our ICT equipment up to date, supported by funds raised by the Parent Council. This session we have purchased a set of i-pads and a set of net books. We use Nintendo DS to support learning. All classes have planned ICT teaching blocks and next session we will have a specialist teacher of ICT to develop skills further.

Our School Group Managers visit noted *'All learners have opportunities to develop skills in ICT across the curriculum and are able to use ICT skills creatively to support their learning.'*



Using our ICT suite



Smartboards are used for almost every lesson!