

Lasswade Primary School

STANDARDS AND QUALITY REPORT



SESSION: 2012/13

Dear Parents and Carers

Please find attached our Standards and Quality Report for Session 2012/13.

This year we welcomed several new staff. Miss Lynsey Binnie and Miss Emma Singleton our newly qualified teachers, Mrs Laura Dixon and Miss Joanne Campbell on temporary contracts and Miss Gillian Brady on a permanent contract. Mrs Susan Welsh, Mrs Jo Copland and Mrs Jacki Knox went on maternity leave this session. Mrs Fox was acting HT at Cornbank during January to March 2013 and Mrs Jill Doyle was acting HT at Lasswade PS during this time. This session we had additional ICT support from Mr Henderson who is also one of our part time teachers.

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
- Staff participation in learning trios to observe and develop practice.
- Monitoring of pupil work, teacher planning and assessment evidence

OVERVIEW OF PROGRESS IN MEETING THE TARGETS WE SET FOR IMPROVEMENT FOR 2012/13

| Priority | Progress in Meeting Targets |
|--|-----------------------------|
| Continue work on assessment and moderation | Almost all targets met |
| To create a 3-18 Learning Community | Some targets met |
| All learners experience progression within a broad general education | Almost all targets met |
| Progress the development of Rights Respecting School towards accreditation | Very good progress |
| Develop Global Awareness at all stages | Most targets met |
| To improve transition arrangements | 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 and RRS Level 1 report. (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, 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 International education, Eco, Our Community, Natural Scotland and Rights Respecting School provides excellent opportunities for a range of teaching and learning approaches.



The Sorries visited us in January and carried out bodhran workshops with P4 and P7.

These experiences continue to provide 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 days and Friday Focus groups ensure personalisation and choice for all learners from nursery to P7.



Focus group presenting to others.

Children have been working collaboratively to make decisions in focus groups to strengthen their voice in the life and work of the school. The groups the children were involved in were ECO, Global Citizenship, Health and Well Being, Rights Respecting School and Publicity. Observations arising from a visit by our school Group Manager and assisting HT were very positive - *Excellent progress has been made in developing pupil voice at Lasswade, children demonstrated high levels of engagement in their learning, the level and quality of professional dialogue amongst staff about learning increased and there was very good team working between staff, with significant contributions by learning assistants. It was felt that there was a good level of personalisation and choice available to learners, children were able to contextualise their learning in their focus groups and how it was making a difference to them as learners and to the school.*

These sessions are motivating, engaging the children in their learning and allowing them to develop skills to work with others across the levels of Curriculum for Excellence.



Focus group evaluations



Eco focus group art work outdoors

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 development of a maths recovery programme throughout the school is effective in allowing identified groups of pupils to improve their skills.

Almost all staff have now been trained in Cooperative Learning and are using aspects of this regularly. 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. This session we introduced tri learning groups where teachers worked together to evaluate the impact of co-operative learning.

The school received accreditation as a Level One Rights Respecting School in June 2013. The assessors recognised that *staff feel that the school and class charters which they now have in place set the standard for improvement in the school. It allows them to have a common standard and a unified language and set of expectations across the school.*

Attainment

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

Exclusions We had no exclusions during Session 2012/13.

We use a range of data to analyse our attainment. Children in P3-7 are assessed annually using standardised tests in reading, spelling and this session we re-introduced standardised assessments in mathematics. Standardised tests show that almost all children have a reading age above their chronological age. Most children have a spelling age above their chronological age. Maths and numeracy assessments allowed us to analyse strengths and next steps for development and build these into maths and numeracy programmes this session.

Baseline assessment data for P1 by June each year is measured by PIPS: Performance Indicators in the Primary School.

Data from this baseline assessment in P1 confirms that the majority of children made good progress in Maths, Reading and phonics above both local and national averages.

In terms of progress towards Curriculum for Excellence levels, in Nursery and P1 most children are achieving the expected levels in Reading, Writing, Listening and Talking, Maths and Numeracy. At P4, over 80% of children are secure at First Level or above in Reading, Writing, Listening and Talking, Maths and Numeracy.

At P7 the majority of children are working at Second level in Reading, Writing, Listening and Talking, Maths and Numeracy. In Literacy, 65% of children at P7 have a reading age of 12 years plus. At all levels, staff have worked together to moderate children's writing, allowing them to confirm each other's judgements, resulting in the majority of children achieving the expected level or above. Some work has been done to develop moderation of reading. An ASG session was held with a consultant to moderate planning. Next session, we plan to follow this up with three further sessions to develop our planning and moderation across all curricular areas. Our ASG has a process in place for the moderation of Writing, this will be extended to other areas next session.

In Health and Wellbeing, all children are working within the expected levels. All children had the opportunity to take part in cooking and baking sessions this year, led by one of our Learning Assistants.



Preparing food for a meal.

Standards of attainment based on standardised assessment scores

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.

This information provides one form of year on year progress in reading and spelling. Staff 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.

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. P7 had wonderful work postcards sent home. Children

write about their achievements in class and reflect on their learning and evidence is kept in their Personal Learning folio. Wider out of school achievements are also celebrated in this way and sporting achievements are shared with our PE specialist, at Citizenship Gatherings and displayed in the gym. Each child had a Lasswade Lion card which links to our Positive Behaviour programme and also celebrates success linked to our focus on the Olympic values.

We have worked closely with our Associated School group (ASG) schools on a number of developments, health, RRS, problem solving, numeracy, literacy, science and social subjects. Creating a core skills programme across all curricular areas will continue next session. Another main focus was to begin the work of creating a Learning Community across our ASG. We held two successful sessions to formulate our vision and values. This work will be further developed next session.

There are many opportunities for our children to be involved in supporting achievements within the school community. We have our pupil focus groups for Rights Respecting School, ECO, Health and Well Being, Publicity, Global and JRSO's. These groups have had many achievements this session. We were very proud to become the first school in Midlothian to achieve Rights Respecting School status and Co-operative school status. We received our third green flag in November and we received re-accreditation as a Fair Trade school in June. Assessors noted that *Great to see that the school continues to purchase Fairtrade snacks for Tradey treats and it is fantastic that you have included a fair-trade polo shirt with your uniforms. Thanks for the work submitted by pupils, it was very insightful. Some fantastic initiatives this year, keep up the good work!*



Every class takes a turn to care for our playground and keep it litter free!

One of our PT's visited Poland as part of a Comenius link and we now have a partner White Eagle School in Poland. Our Global focus group developed this work throughout the session and shared their learning during our International focus week.

A group of our pupils played at the Festival of Music at the Usher Hall in November and two of our brass players won the Scottish Novice Section and Gold award at the Scottish Band Championships. At Christmas time our choir sang at the Christmas lights switch on, to the

elderly at local nursing homes, and we held a Flash mob sing in our dinner hall, and carol singing in the playground.

Children from P4-P7 were involved in planting willow in George V Park in Bonnyrigg to help stop the playing fields flooding. We also had two new willow domes created in our playgrounds.



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 Rights Respecting Schools. This gives us an opportunity to learn from each other and several schools have developed their practice after these visits.



Making a game with our learning Council friends

Our P7 pupils have all produced an electronic profile of their achievements using e-portfolios on GLOW. High school staff will be able to access this valuable information to aid an effective and smooth transition. These profiles show that the children have a very clear idea of what their strengths and development needs are, and they clearly recognise their achievements.

Lasswade Primary along with Burnbrae Primary School took part in a Lasswade ASG Fair Trade Football tournament with support from the local CO-OP and the Bonnyrigg and Lasswade Community Council. The work being undertaken by all the schools in Bonnyrigg on Fair Trade has supported Bonnyrigg to become a Fair Trade town.

Our P3 children were invited to Hampden to represent MLC and took part in a variety of football activities. Our boys and girls football teams enjoyed weekly training and took part in a number of friendly games.

Our P5 children took part in the Local History Society competition to celebrate the life of Dr Mary Noble. We were delighted to win first prize and a lovely silver cup.

All children were involved in a Community focus and fundraisers. We held a Community walk to Rosewell with P3-P7 and P1 and P2 walked to Bonnyrigg Park. We held a Community fair and each class used their enterprise skills to create a fund raiser for the event. We had fun activities and items for sale. Our nursery and P1 children created decorations for a float for Bonnyrigg Gala day and with the support of our Parent Council we won a prize for Best Float!



Our Gala winning float!



P3 at Hampden

A group of children led a campaign to support the Five Sisters Zoo after a fire had destroyed part of the zoo and we raised £500 to support the cause. Fund raising led by P5 for Comic Relief raised over £500 too.

Our P6 children took part in Midlothian's version of the X factor - the M factor! They created a pop group, wrote a song, formed a pop group, made a video, created merchandise and lots of pop art. Feedback from the judges said *The overall presentation submitted to M Factor HQ was very skilfully put together and reflected all the main aspects of the project..... it was clear the pupils had enjoyed the project and taken the challenge very seriously.*

We also held our Lasswade's Got Talent evening in June and raised over £2000 for school funds. Almost a third of our P3-P7 pupils auditioned in school and ten quality acts made it through to the final. P6 children took part in a radio project with the ICT team from MLC and were very proud to be able to report at this event.

Over £5000 has been raised by our school in fundraising activities this session.

Two of our pupils were selected to take part in Medea - a Graduate theatre production at Edinburgh college.

Three of our children attended an awards ceremony at Glasgow City Chambers to receive Inspire Aspire awards for living the Olympic values. We were awarded the top three places from across the whole of Scotland.



Our Inspire-Aspire winners



Evolution win Lasswade's Got Talent

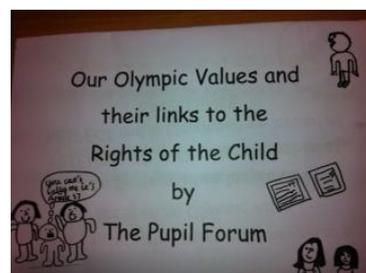
HOW WELL DOES THE SCHOOL SUPPORT CHILDREN TO LEARN?

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 allows 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'.

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 our support groups which 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 Listening Programme introduced last session has again ensured that almost all of our children can fully access the curriculum and achieve success.

This session our SFL teacher held a number of awareness raising sessions on how parents can support learners. We also held sessions pupils could opt into and the pupil group created Learning Boxes for use in all classes. Once again we held a Dyslexia Awareness week in November.

We have continued to focus on Transition as an ASG priority, both from Nursery to P1 and from P7-S1. We held our third, very successful ASG Camp, this session at Belmont near Dundee. Over 170 P7s from across the ASG met to undertake a variety of teambuilding and transition opportunities. This was supplemented as last year by an event before camp for activity groups to bond. Children not attending camp also had a programme of activities over the week in the different primary schools, including art, dance, PE and a cinema afternoon. Evaluations indicate that these have been extremely successful events in terms of teambuilding and aiding transition.

P7 hosted a speed working lunch and afternoon in June to find out about the many different career opportunities they may have. Both P7 classes had a very effective Restaurant focus this session. Working in groups the children created pop up restaurants and then in a Dragons Den style event they presented these to their parents and classmates. The culmination of this project was creating a meal from their menu and presenting this to their parents at the end of the session.



Parents attending their meal were very impressed!



P7 concentrating on their chopping skills.

A PEEPS 2 group established by one of our Childcare and Development workers to support transition to nursery from home, is now being run weekly by a MLC worker and an assistant and continues to have a healthy attendance of 8/10 children weekly.

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 90% of our children achieved this award. Pupils take a pride in following the system and are very well supported by their families to do so. This session we extended this programme to include the Olympic and Paralympic values. Children use this language to support and challenge each other.

P7 Peer Mediators are trained annually and take turns to support the younger children in the playground and help to resolve playground disputes. Over the last session senior management rarely have had to deal with playground issues.

As part of our RRS assessors visit it was recognised that *staff and pupils have been involved in various activities that have raised awareness of the UNCRC and links with Global Citizenship. They can use this knowledge in daily conversation in the classroom and the playground to link this to their own lives, the lives of others and also to become responsible citizens when resolving situations and reflecting on social justice. Most staff and pupils have a very good awareness of many of the articles.* For those individuals and families who have required extra support for a range of reasons, we have continued to draw upon support out with the school through 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 and 'tweet' to keep all stakeholders informed.

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

This session we also worked with staff from Cornbank on a session to raise awareness of Getting it Right for Every Child and the well being indicators. Our Learning assistants followed this up with visits to Cornbank PS. *Try our QR reader*

Staff Tri Learning teams were created to give staff the opportunity to work together. This has enabled staff to share effective practice through class visits and focused professional dialogue. We have an effective monitoring programme throughout the school which is systematic and rigorous. This also 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 and an assisting HT have helped us to moderate our judgements across the school. This session the focus was on the development of pupil voice and our Friday Focus groups. Class visits took place and evidence was reviewed. Senior management then have the opportunity for professional dialogue which impacts on practice. The report of this visit states



That the school is embedding the principles and values of Shanarri in a meaningful and powerful way. Staff are sharing their expertise and interests with other colleagues and children and this is helping to increase professional dialogue across the school. The focus group experiences promote skills development in learners including leadership skills, enterprise and employability skills and learning skills. The school has carried out a robust evaluation of progress in building pupil voice and consulted parents, staff and pupils in the process.

As part of the RRS assessors visit parents said they very positive about the work being done through RRSA. One parent that we spoke to said "My son, in Primary 7, can quote the articles. When he watches things on TV he can see if something is unfair and can talk about how people could make a difference". Another told us that there "is a much wider awareness".

Annually we audit key aspects of our work using a variety of tools linked to CfE. This session we carried out several cross school consultation sessions to inform our practice. This also fed into our report for our RRSA assessors visit. Children are able to identify next steps for us as a school and this feeds into the improvement process.



Discussions at parental consultations



Learning Pod discussions being filmed on our I pads

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 we used a Learning Pod to allow parents and children to give us feedback on aspects of school life. P6 and P7 children working in the same wing also evaluated things that were going well and how things could be improved for them. *They felt everyone respects each other and tries their best in school, that they worked best at times in silence, they use lots of technology to support their learning and that teachers are fun. They wanted things to improve by having agreed times for silent working and active working and they wanted to ensure the whole wing worked together more.* Staff were able to take on board these suggestions.

We have invested in two class sets of i-pads, net books, digital cameras, flip cameras, an animation kit and have nintendos and a Wii. We are beginning to develop use of this equipment to further enhance pupil experiences in all aspects of learning at Lasswade.

As an ASG we are keen to develop our 3-18 Learning Community. Several joint CAT sessions have been held across the ASG. The Rights Respecting School showcase event being particularly effective. ASG staff are developing relationships and beginning to share developments across the schools. One of our next steps as a RRS school is to support other schools in our ASG to also become Rights Respecting schools.

