

Highlights from Session 2016 - 2017

A parent survey was carried out in Oct 2016 with 177 of 190 families responding. 98% agreed that children were motivated to learn and were encouraged to work to the best of their ability. 96% said that learners were able to discuss their learning at home and that parents were happy with the education service provided. Alongside our formal Parent Consultation meetings, we have a busy programme of regular and varied events for families to come to school across the year. All opportunities for parents/carers to share in our learning are always very well supported. Staff developed Curriculum Leaflets for parents to support home partnerships.

Our PT and a group of upper school pupils were asked to participate in an Education Scotland video which exemplified good practice in teaching numeracy and shared our school strategic plan for raising attainment in this area.

https://glowscotland.sharepoint.com/portals/hub/_layouts/15/PointPublishing.aspx?app=video&p=p&chid=8ff92558-943d-421a-8869-b2d583cb9963&vid=7f34bdbc-7125-48b5-a560-5a58c0f23229&from=1

There is distributed leadership with staff members, Pupil Council and Class Committees taking responsibility for aspects of the life of the school eg Children's University, Recycling, Eco Committee and Polski Klub. We celebrate success and our assemblies focus on recognising pupil achievement in the 4 capacities. A large number of pupils participate in "The Children's University" and this has been a very positive way to recognise achievement beyond school. We have hosted two CU graduations this year and have had 264 pupils registered since we began in 2015. 24 learners graduated in June 2017. A range of after school clubs and Active Schools clubs are offered by staff and partner agencies. These clubs are well attended and support our drive towards developing health and diversity.

The children have a wide variety of opportunities to experience learning outdoors. Successful funding bids mean the nursery outdoor area is being developed to provide increased opportunities to learn outdoors and CLPL has improved staff expertise and practice. Learners, parents, carers and staff have been fully consulted about the ongoing developments. Our whole school, Outdoor Learning week in May created great opportunities for pupils, parents and staff to explore the many ways that learning can be moved outside of the classroom.



All pupils, P5 - P7, have the opportunity to attend annual residential camps. The school accesses funding support for those children who might not attend for financial reasons.

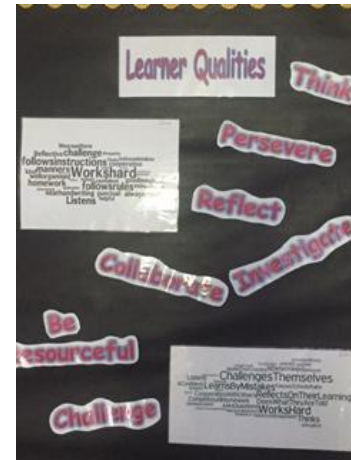


Work on Learner Qualities started in 15/16 has been further embedded in 16/17 and work on Mindset is beginning to have an impact, with pupils having a more positive attitude to their learning. Learning Logs and Folios are well established in the school and their purpose regularly reviewed, allowing pupils to reflect and take responsibility for their own learning, as well as sharing this with parents. Visible Learning approaches engage and motivate pupils in their learning. Evidence from SMT pupil discussion groups, shows that Learning Intentions are regularly shared with pupils and Success Criteria identified.

Pupils know that their opinions are valued and they have the opportunities to contribute to the direction of the school through MAD assemblies, the Pupil Council and Class Committees. **Mixed Age Discussion** assemblies give opportunities for pupils to have a say in the broader aspects of learning in the school and helps to identify the direction for specific areas of the curriculum and policy.



The Inspirational Learning Spaces project in P6 and P7 motivated pupils and gave them the opportunity to reflect on resources and structure the classroom in a way that best met their learning needs. STEM has been embedded through VEX Robotics, Eco School design, ILS classroom designs and The Mayberry Mystery projects. One of our P6 groups won the final Mayberry Mystery Diamond Challenge and was delighted to receive their 'diamond' from Alan Wait.



We continue to benefit from working with partners to enhance our curriculum and expose learners to a wide variety of experiences - scientist visits, fire safety talks, cyber bullying workshops, drumming workshops, Chaplaincy visits, to name but a few.

Pupils and their families were supported at times of transition. The Nursery/P1 transition programme involved parents/carers coming in to school prior to their children starting the new session. With a view to helping children settle confidently in Primary One, pupils were involved in a collaborative 'Fairyland' topic which allowed them to meet and work with "Buddies" and school staff over a number of sessions. Several classes also teamed up to share and support learning. For example: Primary 5's worked with Primary 1's on paired reading and Primary 7 pupils supported the Primary 1 classes throughout the year.

P7 camp supported transition to Dalkeith High School, allowing pupils to meet children from their S1 classes and high school staff. There is a strong link with Dalkeith High School and transition arrangements between P7 pupils and the high school ensured children's needs were met. Visits from High School staff helped to make pupils feel more confident about their transition, camp allowed them to build new friendships within the cluster and the use of transition exercises and pupil support teacher meetings allowed for the transfer of detailed and accurate curriculum information. Several pupils participated in an enhanced transition programme.



Our work with/for Charity adds yet another dimension to learning. In 2016/17 we supported ourselves and others by participating in a number of events including Ragbag Recycling, Dalkeith Storehouse, Uniform Recycling and SNAC.

Our playground experience was enhanced by the continued implementation of playground equipment boxes (developed by The Pupil Council) making our playground a happier, healthier place and encouraging pupils to take more responsibility for resources and behaviour. Primary 5 pupils were trained as Playground PALS and will continue with this next session as they move to P6.

Regular self evaluation involving staff, pupils and parents ensures that we identify our strengths and plan future developments to meet the needs of our pupils. Throughout the year we regularly review our progress in the School Improvement Plan, ensuring we are meeting targets, focussing on priorities and responding appropriately to new initiatives.



The dedication of staff is a particular strength of our school. They are committed to helping the school improve and to raising expectations and improving outcomes for all learners.