

# ROSEWELL PRIMARY SCHOOL



**Standards, quality and  
improvement**

**Summary for parents**

**2017-2018**

During the session 2016 – 2017 the focus for improvement was on 'aspects of leadership and management across the school, the quality of learning, teaching and assessment and how well the school supported all children to make progress and achieve as highly as possible'.

This is what was achieved during this past year:

#### **Leadership and Management – Building the Curriculum**

- A member of staff worked on aspects of Health and Wellbeing and linked Curriculum of Excellence experiences and outcomes with aspects of Social Subjects and Technologies
- A three year rolling programme was developed and these were shared with staff.
- Members of staff attended Literacy, Numeracy and 1+2 languages co-ordinator meetings and provided feedback to staff
- Accelerated Reading was further implemented in the upper school and was used to motivate children to read for enjoyment

#### **Learning Provision – Parental Engagement**

- In consultation with the parent council, communication with parents was developed through the use of social media
- a school app was purchased and set up to improve communication
- a twitter account was set up and regular information was sent out on this
- Soft Start was introduced for the P1 and P2 parents on a Friday morning
- Along with Rosewell Development Trust, the Nursery developed a Chatter Clatter programme for families with very young children
- A new reporting format for parents and carers was piloted to allow more time for dialogue and reflection
- Parental Engagement Weeks were introduced to encourage more adult participation in the life of the school
- Parents were invited into assemblies based on sharing the school values

#### **Leadership and Management – Learning Provision – Sharing Expectations**

- Staff were made aware of new Benchmarks
- Primary 1 and Primary 2 children were involved in planning learning in the Atrium
- Primary 3 to Primary 7 parents were invited in once a term to share in their child's learning
- Staff were engaged in a number of moderation activities in school and within the ASG

#### **Other Successes:**

- The Nursery has undertaken a pilot for expanded hours up to 1140 hrs per week.
- Children in the Nursery attend lunch with older buddies in the community hosted by Rosewell Development Trust
- Primary 1 and 2 children had Balance Bike sessions provided by Bikeability
- Primary 6 and 7 children participated in Bikeability sessions
- Primary 4 - 7 participated in the successful Maybury Mystery IDL programme
- Primary 5 - 7 pupils had digital technologies specialist input and learned about coding, green screens and Vex Robotics
- Primary 7 pupils were involved in a MiSpace initiative and looked at innovative approaches to setting up their learning environment
- Two French assistants helped deliver 1+2 languages across the school
- Sporting successes included P6/7s winning the Midlothian competition, three pupils were awarded gold medals at Athletics events, pupils attended orienteering competitions and skiing at Hillend
- A successful Art Week was held

This is what we plan to do this year based on the National Improvement Framework Priorities:

### **Improvement in attainment, particularly in literacy and numeracy**

- All staff to use new benchmarks for Literacy and Numeracy
- All staff to use progressions pathways alongside benchmarks
- Tracking format to be devised to track progress across a level and ensure smooth transition
- Introduce Read,Write Inc at Early Level and as an intervention tool to ensure a robust and rigorous approach to teaching phonics
- All staff including Nursery and Learning Assistants to attend 'How to Teach Reading' session.
- Share Learning with parents on 'How to Teach Reading and Numeracy'
- Working Groups to be set up and to devise a three year plan to develop excellent approaches to delivering reading and numeracy across the school
- Implement First Minister's Reading Challenge
- Staff to be trained in SEAL approaches and this to be implemented across whole school
- An audit of resources to be made and purchases made to supplement existing resources
- A whole school progression in spelling to be devised and implemented
- A whole school progression in handwriting to be devised and implemented
- Primary 1 teacher and Nursery staff to work together to provide early transition opportunities for all children moving into P1
- Nursery staff to carry out literacy and numeracy audits and implement changes to improve literacy and numeracy experiences
- Numicon to be purchased and used in the Early Years to promote numeracy
- A Rosewell Teaching and Learning booklet to be created that summarises approaches used in school
- Review approach as to how play/exploration is set up across P1 to P3 and ensure that there are robust links with learning , in particular literacy and numeracy
- Close liaison with high school to ensure that our most able children are challenged

### **Closing the attainment gap between the most and least disadvantaged children**

- Forward Plan discussions to take place each term with a focus on learner outcomes.
- Children's needs identified through new tracking format and support allocated as appropriate
- Regular Multi Agency Planning Meetings using the GIRFEC approach to be implemented
- Pupils and parent/carer's views to be gathered prior to be Multi Agency Meetings
- Establish close working relationships with partner agencies to ensure learners' needs are met
- Staff to participate in the 'Cost of a School Day' session and to have a clearer understanding of the equality agenda linked to 1:5 poverty
- Early intervention in the Nursery through regular meetings
- Regular, consistent and high quality Support for Learning to be implemented
- Booster groups in literacy and numeracy to be set up
- Regular liaison with Support for Learning Teacher and staff to be set up
- All staff will engage with the Dyslexia Toolkit
- All staff will refresh their ASD training
- Devise system for recording wider achievement

### **Improvement in children's health and wellbeing**

- All school community will attend nurture training delivered by Educational Psychologist
- All children will be appointed 'a champion'
- All staff will train in and implement Emotion Talks
- One Learning Assistant to be trained in Talk and Move – social skills group training and then implement this throughout the school with identified children
- Learning Assistant to be trained in Seasons for Growth and to run groups
- Health and Wellbeing webs to be implanted based on the SHANARRI indicators
- Pastoral Care group to be set up and to meet regularly to discuss targeted support
- Pastoral Care policy to be written
- Revisit 2 hours of quality PE provision in discussion with Lasswade High School
- Implement Friday mile for P4-P7 pupils
- Re-establish the Rights Respecting Group

**Improvement in employability skills and sustained, positive school leavers destinations for all young people**

- Create database of parents and businesses in the wider community to share work experiences
- Teacher to lead 1+2 implementation (French) across whole school from Nursery to P7
- Pupil Leadership groups set up and timetabled throughout session
- All year stages to have an opportunity for Enterprise (IDL)
- All teachers to make explicit links with skills for work, life and learning when delivering lesson overview at start of lesson

We hope you find this information useful.

The following documents are available on our school website <http://>

The Standards, Quality and Improvement plan  
Care Commission Nursery report