

ROSEWELL PRIMARY SCHOOL



Standards, Quality and Improvement

Summary for parents

2018 - 2019

During the session 2017 – 2018 the main focus for improvement was on:

- ✓ Raising Attainment in Literacy and Numeracy . In particular, to raise attainment in spelling across P3-7.
- ✓ Developing appropriate pace, challenge and differentiation for pupils in their learning .
- ✓ Ensure the wellbeing of all children ensuring all entitlements are in place and support all learners to maximise their successes and achievements.

This is what was achieved during this past year:

| Nursery | Improvement in attainment, particularly in literacy and numeracy | Closing the attainment gap |
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| <p>The nursery staff piloted successfully fourteen full-time places as part of the Midlothian expansion programme.</p> <p>The intergenerational project with the 'lunchtime buddies' has gained recognition from the Care Inspectorate and will be written up as a case study as an example of highly effective practice.</p> <p>The nursery staff made links with Knit and Natter group who have created resources for the nursery and school.</p> <p>The SCDW in the nursery has completed Froebel Training and has created positive change in the nursery setting.</p> <p>Nursery staff are using enhanced enrolment to support children and families with English as an additional language</p> <p>Nursery staff carried out literacy and numeracy audits and implemented changes to improve literacy and numeracy</p> | <p>Tracking format is used to track progress across a level and ensure smooth transition</p> <p>Read,Write Inc was introduced at Early Level</p> <p>All staff including Nursery and Learning Assistants attended a 'How to Teach Reading' session.</p> <p>We shared learning with parents on 'How to Teach Reading and Numeracy'</p> <p>Working Groups were set up and a three year plan devised to develop excellent approaches to delivering reading and numeracy across the school</p> <p>Implemented a very successful First Minister's Reading Challenge</p> <p>Staff trained in SEAL approaches and implemented across whole school</p> <p>A Rosewell Teaching and Learning booklet was created summarising approaches used in school</p> <p>Play/exploration approach in P1 to P3 was reviewed to ensure that there are robust links with learning , in particular literacy and numeracy</p> <p>Close liaison with high school to ensure that our most able children are challenged</p> | <p>Children's needs are identified through new tracking format and support is allocated as appropriate</p> <p>Regular Multi Agency Planning Meetings using the GIRFEC approach have been implemented</p> <p>Pupils and parent/carer's views are gathered prior to be Multi Agency Meetings</p> <p>Established close working relationships with partner agencies to ensure learners' needs are met</p> <p>Early intervention in the Nursery has been established</p> <p>Regular, consistent and high quality Support for Learning has been implemented</p> <p>Booster groups in literacy and numeracy have been set up</p> <p>Regular liaison with Support for Learning Teacher and staff is in place</p> <p>All staff engaged with the Dyslexia Toolkit</p> <p>Information on wider achievement has been gathered</p> |

| Improvement in children's health and wellbeing | Other Successes |
|--|---|
| <p>All school community attended nurture training delivered by the Educational Psychologist</p> <p>All staff trained in Emotion Talks</p> <p>Learning Assistant trained in Talk and Move – social skills group</p> <p>Pastoral Care group set up and meet regularly to discuss targeted support</p> <p>Pastoral Care policy has been written</p> <p>Two hours of quality PE provision has been implemented</p> <p>Friday mile for P4-P7 pupils has been implemented</p> <p>Rights Respecting Group has been re established</p> <p>Pupil Leadership groups set up and timetabled throughout session</p> | <p>Across the school Sumdog and the First Minister's Reading Challenge had a major impact in raising engagement with numeracy and reading.</p> <p>We had pupils win awards in Sumdog and FMRC competitions .</p> <p>P4-7 class teachers created a competition for readers achieving 100% in AR assessments. .</p> <p>Children have benefitted from art lessons delivered across the session. Children have entered and won a variety of prizes including the Stoats Factory competition and have had worked displayed at Lasswade High School .</p> <p>Our P6s-7s won the small schools Interscholastics competiton.</p> <p>The have also participated in Soccer Sevens, basketball , cross country and hockey competitions.</p> <p>As a school we won the Active School's Commonwealth Passport completion for the most % of entries .</p> <p>Across the session all classes have visited the Rosewell Development Trust's Woodland Classroom.</p> <p><i>The majority of classes particated in drumming sessions with Infectious Grooves.</i></p> <p><i>All children participated in class assemblies throughout the session.</i></p> <p><i>The Parent Council ran a number of events in the school including a Christmas Fair , y a disco and car boot sale. During the Christmas Fair we ran Rosewell's Got Talent.</i></p> <p>We worked very closely with Rosewell Development Trust. Children across the school had an opportunity to develop our outdoor areas and develop woodland skills. We have also established a relationship with the local church. We held a Christmas and Easter end of term service .</p> <p>Along with our Parent Council, we took part in the Poltonhall Gala Day. Children from the After School Club helped design and decorate a float . We achieved second place.</p> <p>The Head Teacher, along with a member of the Lifelong Learning Team ,ran a series of Raising Children with Confidence sessions for parents and carers in our community .</p> |

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

Improvement in attainment, particularly in literacy and numeracy

- Create a 'Rosewell Approach to Reading' statement that includes information on how to teach reading across all stages
- Continue to embed Read, Write Inc and introduce an approach to develop early phonics in the Nursery
- Establish a robust approach to transition between nursery and P1
- Create a whole school approach to spelling
- All staff in school (Nursery, Learning Assistants and Teachers) to attend SEAL training
- Maths week to promote the use of maths in everyday contexts to be organised
- Early Years staff to attend Numicon training and to implement this in school

All learners will experience appropriate pace, challenge and differentiation in their learning

- Learning Profiles will be used to include clear targets and next steps as well as a wider variety of information about our pupils' learning journey.
- Targets will be shared with parents
- We will use new ASG Social Studies progressions as well as Science progressions (which will be developed later in the session)
- Host more Family Learning opportunities with the Lifelong Learning Team
- Set up a 'mentoring system' for children through our nurture group
- Clubs and activities group set up to give a wider choice for pupils

Ensure the wellbeing of all children and support all learners to maximise their successes and achievements

- Nurture room will be created and a LA will lead this work
- Headstrong programme will be followed by P7 teacher.
- A Pastoral Care policy will be written and shared with staff.
- We will build in opportunities for regular 1:1 conversations with class teachers and pupils
- Wellbeing SHANARRI Indicators will be used by teachers to gather feedback from children.
- Each child be allocated a 'champion'. This will mean that every child in school will have an allocated 'go-to' adult that they can speak to if they are worried or concerned.

We hope you find this information useful. The following documents are available on our school website <http://rosewell@mgfl.net>
The Standards, Quality and Improvement Plan and the Care Commission Nursery report