

School Improvement Report

MELROSE
PRIMARY SCHOOL



2017-2018

Context of the School

Melrose Primary School is a non-denominational school situated in the Scottish Borders serving the town of Melrose, surrounding villages and rural areas. It is part of the Earlston cluster schools within the Earlston High School catchment area. There are eight primary schools and one secondary school within the cluster. Almost all children from Melrose Primary School transfer to Earlston High School for secondary education.

The principles of Curriculum for Excellence are at the heart of our planning and there is an emphasis on breadth, challenge and depth of learning. We recognise children as individuals and use our expertise to meet individual learner needs. We want our children to develop respect for themselves and to realise their importance and uniqueness in society, so that they grow into confident members of the communities in which they will live. A significant part of our programmes cover the teaching of core skills in literacy, numeracy and health and wellbeing which can then be transferred and applied in a range of contexts across other areas of the curriculum.

Melrose Early Learning and Childcare (ELC) provides for up to sixty 3 and 4 year olds.

The ELC environment is organised in a way that encourages children to play, learn and explore. Each area is carefully planned and includes various open-ended resources that encourage creative and critical thinking. Prior knowledge, curiosity and enquiry are used to constantly develop and resource the areas.

Our vision is 'To be the best we can be'.

This vision is embedded in our school's aims to:

- Strive for excellence
- Deliver innovative learning experiences
- Develop skills for life
- Cultivate individual qualities
- Actively engage and collaborate with our learners, parents / carers and the wider community

Our five values act as guiding principles and standards to achieve the school's aims:

- Responsible: We are dependable. We always try to do the right thing.
- Respectful: We show consideration to others. We appreciate everyone's qualities and their contributions.
- Receptive: We are open to new ideas. We have a mindset of success.
- Reflective: We honestly consider our approach to tasks and actions. We make positive choices and changes.
- Resilient: We bounce back from challenges and see them as learning. We have the self-confidence to achieve our goals.

At Melrose Primary School the Scottish Attainment Challenge Pupil Equity Fund (PEF) has been used to assist the delivery of a cluster approach to raise attainment in numeracy.

Review of Progress 2017- 2018

Priority for Improvement 1

Raising attainment in Literacy and Numeracy through improvements in teaching and learning.

NIF Priority: Improve Attainment

HGIOS 4 Q.Is: 1.1., 2.1, 3.2

NIF Drivers: School Improvement

Progress and Impact including successful strategies

Mathematics and Numeracy

- Improved resources have been purchased to support teaching and learning of the numeracy framework.
- Numeracy and Mathematics tracker has been introduced for transition between ELC and P1, providing practitioners with greater clarity about where pupils are in their learning. This allows teachers to better support pupil need.
- The majority of class teachers have improved differentiation to meet learners needs
- The majority of practitioners are able to provide greater challenge for the high attaining pupils. **
- The majority of class teachers feel more confident delivering numeracy and maths outcomes for learners.
- Most practitioners are providing opportunities for independent learning and real life problem solving contexts. **
- Most children are engaged and motivated in their learning.
- An information video for parents/carers will be created and shared on our YouTube channel to develop parent/carer understanding of the teaching and learning of maths and numeracy, and increase the level of parent/carer engagement.
- Personal Learning Plans (PLP) provide pupils with opportunities to share their learning and progress in numeracy with parents/carers on a regular basis, supporting parent/carer understanding of the teaching and learning of numeracy.

Literacy and English

- Teachers engaged in moderation activities at both school and cluster level consequently:
 - Teacher judgements are increasingly valid and reliable, based on a range of assessment evidence.
 - Teachers across the cluster have an improved shared understanding of the National Standards
- All teachers are more confident using the National Benchmarks to support judgements about pupils' progress and achievement
- All practitioners are using the National Benchmarks for planning and assessment**
- A Melrose Primary School literacy framework was created to ensure that:
 - literacy skills are taught progressively across Levels
 - The core skills within Reading, Writing and Listening & Talking are linked
- All teachers are using the Earlston Cluster Tracking System during Pupil Progress Review (PPR) to support the identification of pupils requiring challenge, or support – including those at risk of under-achieving
- All teachers are using PPR discussions and assessment information to plan and implement appropriate strategies and intervention for identified pupils
- Senior Leadership Team (SLT) is using tracking over time data to plan for additional targeted interventions for those at risk of under-achieving, facilitated by Support for Learning (SfLteacher) teacher and/or Additional Needs Assistant (ANA)

****Term practitioner refers to class teacher and ELC staff.**

Outcomes for learners:

Mathematics and Numeracy

- Pupils have increased choice in the activities they use to consolidate their learning
- Numeracy and maths attainment has improved
 - Attainment is greater than 90% for most (86%) stage groups and has shown improvements against 2016/2017 data
 - In 2016/2017 14% of stages had attainment greater than 90%*
- P1 Scottish National Standardised Assessment (SNSA) data tells us that 71% of learners are working at high capacity; 29% are working at medium capacity; 0% working at low capacity (see appendix 1)
- P4 SNSA data tells us that 44% of learners are working at high capacity; 51% are working at medium capacity; 4% working at low capacity (see appendix 2)
- P7 SNSA data tells us that: 60% of learners are working at high capacity; 34% are working at medium capacity; 6% working at low capacity (see appendix 3)

Literacy and English

- Pace and challenge has improved for all pupils
- The majority of class teachers have improved increased levels of confidence and engagement for their pupils
- Literacy and English attainment has improved
 - In Reading, attainment is greater than 90% for the majority (71%) of stage groups and has shown improvements against 2016/2017
 - In 2016/2017 28% of stages had attainment greater than 90%*
 - In Writing, attainment is greater than 90% for the majority (57%) of stage groups and has shown improvements against 2016/2017
 - In 2016/2017 no stages had attainment greater than 90%*
 - In Listening and Talking, attainment is greater than 90% for the majority (71%) of stage groups and has remained the same against 2016/2017 data*
- P1 SNSA data tells us that:
In Literacy 38% of learners are working at high capacity; 55% are working at medium capacity; 7% working at low capacity (see appendix 1)
- P4 SNSA data tells us that:
In reading 67% of learners are working at high capacity; 16% are working at medium capacity; 18% working at low capacity (see appendix 2)
In writing 62% of learners are working at high capacity; 27% are working at medium capacity; 11% working at low capacity (see appendix 2)
- P7 SNSA data tells us that:
In reading 74% of learners are working at high capacity; 21% are working at medium capacity; 4% working at low capacity (see appendix 3)
In writing 76% of learners are working at high capacity; 19% are working at medium capacity; 2% working at low capacity (see appendix 3)

** Our tracking system changed in 2017/2018 to align with the Earlston Cluster model. Therefore direct comparisons are not available – best fit comparisons have been applied.*

Next Steps

Mathematics and Numeracy

- Develop a clear progression around the development of problem solving skills and strategies to ensure that all learners can confidently apply their learning in a variety of contexts
- Continue to meet the needs of all pupils, ensuring appropriate pace and challenge
- Further develop resourcing to allow for effective provision, breadth and depth of learning experience
- Further collaboration with Earlston High School in relation to the teaching and learning of maths and numeracy at Third Level

Literacy and English

- Plan for further opportunities for pupils to experience literacy learning based around spoken texts
- Continue to engage in both school and cluster moderation of all aspects of literacy; embedding a shared understanding of standards; improving delivery and meeting learner needs

Priority for Improvement 2

Build teacher leadership and professionalism through practitioner enquiry.

NIF Priority: Closing the Attainment Gap

HGIOS 4 Q.Is: 1.2, 1.3

NIF Drivers: Teacher Professionalism

Progress and Impact including successful strategies

- All practitioners have carried out a practitioner enquiry and/or Plan, Do, Study, Act (PDSA)
 - All P4-7 teaching staff have engaged in professional discussion and reading to identify areas for development relating to independent learning
 - All P4-7 teaching staff have implemented changes to teaching and learning focussed on increasing learner independence
 - All P4-7 class teachers have engaged their pupils with the development of independent learning skills
 - All P1-7 teaching staff completed peer observations relating to independent learning; feedback was shared and individual next steps identified
 - Practitioners feel more confident in meeting pupil needs and providing increased opportunities for independent learning
 - Teachers have identified pupils requiring additional support, implementing intervention strategies
- **Term practitioner refers to class teacher and ELC staff.*

Outcomes for learners:

- Teachers have observed and increase in the levels of pupil:
 - personalisation and choice
 - motivation and engagement
 - ability to self-challenge
 - time management and organisation

Next Steps

- Further develop mechanisms that facilitate the sharing of practice, especially across stages/Levels
- Further develop assessment practice in relation to independent learning and tracking of progress
- Distribute resourcing to support further development of teacher professionalism

School priority 3: Achieving Excellence and Equity

Intended Outcome:

To close the poverty related attainment gap in numeracy in the Earlston Cluster.

Aim: By May 2018, we aim for 80% of Children Affected by Poverty (CAP) 1 pupils to increase by 1 stanine in their standardised testing scores in maths and numeracy.

NIF Priority: Closing the attainment gap between the most and least disadvantaged children

HGIOS 4 Q.I: 3.2

NIF Drivers: School Leadership, Teacher Professionalism, Assessment of children's progress

Progress and impact including successful strategies (cluster)

We identified pupils eligible for support; Free School Meals (FSM), Clothing Grant (CG), Looked After Children (LAC) and Head Teacher (HT) knowledge

Through consultation with HTs, identified needs in Literacy, Numeracy and/or Health and Wellbeing (HWB)

In the secondary there was a greater need for Numeracy. This was evidenced by number of school leavers achieving National 5 (N5) in numeracy (75%) and literacy (94%).

Formed 2 groups, CAP 1 (most in need of numeracy intervention) and CAP 2 (other identified need). There were 80 CAP 1 pupils and 80 CAP 2 pupils across the cluster.

Further analysis of the CAP pupils identified the percentage of pupils on each school role who qualified for support. Newtown and Gordon had the greatest percentage at 20%.

Baseline measures (cluster)

All CAP 1 pupils completed a GL Assessment in Maths. This provided a baseline measure for all pupils, each school and the cluster. This also highlighted areas of weakness for individual pupils which informed the content of the intervention.

Stanine	Number of pupils in the cluster
1 - Low	22
2 - Low	17
3 - Low	13
4 - Average	10
5 - Average	4
6 - Average	2
7 - High	0
8 - High	0
9 - High	0

All CAP 1 pupils also completed a survey after 6 weeks (Dec 2017). This provided evidence that almost all pupils were positive and benefiting from the intervention. This was repeated in May.

Pupils...	Dec 2018	May 2018
Enjoy working with an adult away from class most of the time, nearly all of the time or always.	94%	95%
Said that the extra help they are getting is helping them with their learning most of the time, nearly all of the time or always.	94%	96%
Said that the extra help they are getting is making things easier for them in class most of the time, nearly all of the time or always.	96%	98%
Said that the extra help makes them more confident most of the time, nearly all of the time or always.	90%	96%
Said that they know what target they are working on most of the time, nearly all of the time or always	98%	93%

All CAP 2 pupils completed a HWB survey in Feb 2018. The results of this evidenced the greatest need for intervention in 'Achieving', 'Safe' and 'Respected'. A decision was taken to review the needs and plan intervention in Apr 2018.

Consultation and planning with stakeholders / Agreement of measures (cluster)

Consultation and decisions were Learning Board amongst HTs.

Decisions about the spend were informally shared with staff in schools from Aug 2017 and formally shared at the Nov INSET.

Learning Board decided on the staffing structure and how this would be allocated amongst cluster schools: Strategic Lead (cluster Depute Head Teacher (DHT); Programme Coordinator (PC) (0.44 Class Teacher (CT)) ANAs in schools (6 x 1.00FTE) across 9 schools.

Intervention decision was informed by research evidence from Stow and Clovenfords. This intervention was created using the improvement methodology.

Interventions delivered (cluster)

CAP 1

3 x 15minute (weekly) 1:1 support focussing on individualised numeracy targets and delivered by an ANA
1 x 30minute (weekly) 1:1 support with summative assessment and focussed feedback and delivered by an ANA

CAP 2

Dialogue with member of the SLT to assess any areas of need – individual actions created for pupils

Successes (cluster)

Intervention successfully implemented across 9 schools.

All ANAs have been provided with 4 training sessions and attended Cluster Training Clinic facilitated by

Programme Coordinator (PC)

Barriers and solutions identified by ANAs. PC signposted to resources and support

OneDrive resourcing system created and available to all ANAs.

DHT and PC liaising and planning effectively with Cluster HTs and SBC Attainment Advisor

Intervention has been shared with;

- clusters and individual schools across SBC
- nationally with the Deputy First Minister , Head of Improvement Programme – Children and Young People Improvement Collaborative (CYPIC)
- Susan Hannah, the Education Scotland Attainment Advisor,
- South East Alliance PEF conference and with the CYPIC Improvement Lead.

Pupils-increased numeracy attainment, improved confidence and resilience.

Impact on the intended outcome (cluster)

CAP 1

Cluster aim: *By May 2018 we 80% of CAP 1 pupils will have made 1 stanine increase in their standardised scores.*

62% of cluster pupils made a 1 stanine increase. 76% increased in their standardised age score, 80% increased in the Number, Money and Measurement score, and 82% increased in their total raw score.

Stanine	Number of pupils – Nov17	Number of pupils – May18
1 - Low	22	11
2 - Low	17	11
3 - Low	13	11
4 – Average	10	16
5 – Average	4	8
6 - Average	2	5
7 - High	0	1
8 - High	0	2
9 - High	0	1

CAP 2

Pupils were identified and assessment of needs was used to inform CAP2 planning for session 2019/2019

Poverty Proofing (school)

- All staff made aware of PEF eligible pupils in their classes
- Awareness of the impact of poverty shared with staff formally (November INSET) and informally, through professional dialogue
- PEF intervention updates given during staff meetings
- All money request forms updated to clearly state that those with payment difficulties can contact the school to receive support
- Information shared with parent/carers about free Active Schools sessions for claimants of FSM and CG

Outcomes for learners (school)

- 73% of CAP 1 pupils made progress in Number, Money and Measure
- 73% of pupils increased their total raw score
- 18% of pupils increased by 1+ stanines
- All CAP 1 pupils engaged and enjoying sessions
- Almost all CTs reporting improved confidence of CAP 1 pupils
- All CAP 1 pupils making progress against individualised targets

Next Steps (school)

- Refine CAP 1 intervention process with specific focus on systems for target setting and individual progress monitoring
- Improve the consultation process between SFL teacher and ANA, ensuring regular opportunities for professional dialogue about individual pupil progress and activity resourcing
- Collaborate with Cluster schools to develop and begin CAP 2 intervention process
- Improve CAP 1 gains in Number, Money and Measure, total raw score and stanine increase against 2017/2018 figures
- Audit school's current poverty proofing measures and make necessary adjustments, increasing the range and effect of poverty proofing measures

Key Improvement Priorities for 2018-19

Evaluate the following Q.I's against the six point scale:

Excellent	this aspect of the school's work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remains some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	ELC self-evaluation
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment	Very good	Good
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	Good
3.2 Raising attainment and achievement/ Improving / securing children's progress	Good	Good
Any other QI		
1.1 Self-evaluation for self-improvement	Very good	Very good
1.2 Leadership of learning	Good	Very good
2.1 Safeguarding and child protection	Good	Good
2.2 Curriculum	Very good	Good
2.6 Transition	Good	Good

Our capacity for continuous improvement is: good

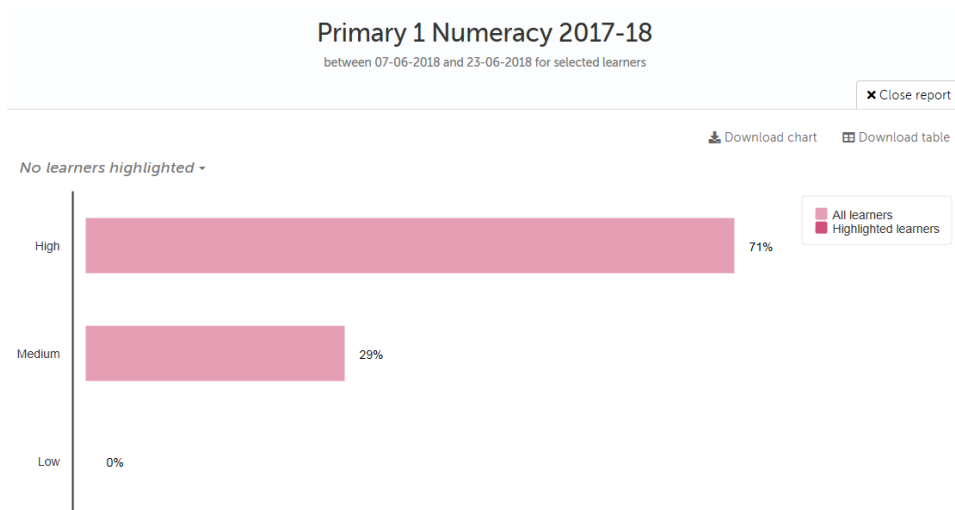
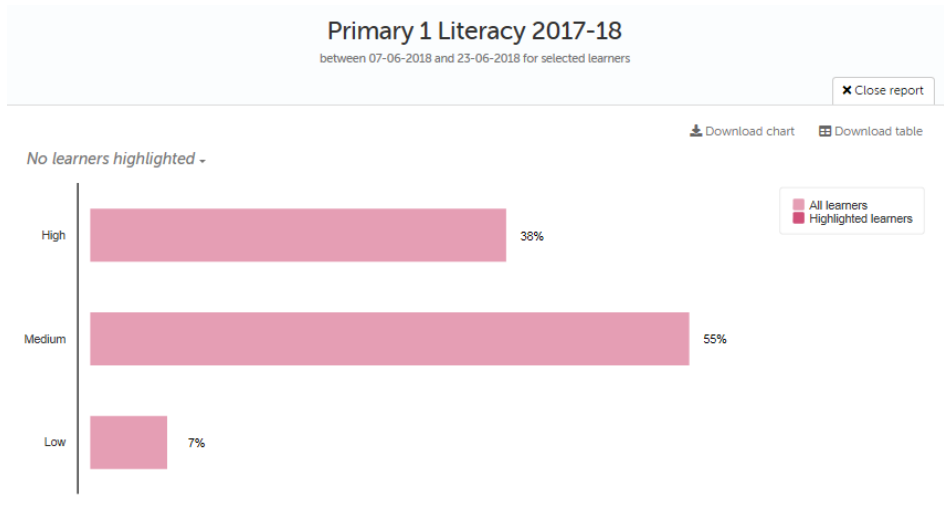
List the key priorities which will feature in your school improvement plan for 2018-19:

- Improving teaching and learning and raising attainment
- Improvement in Health and Wellbeing
- Closing the poverty related attainment gap in numeracy

Appendices

Appendix I

Primary 1



Appendix II

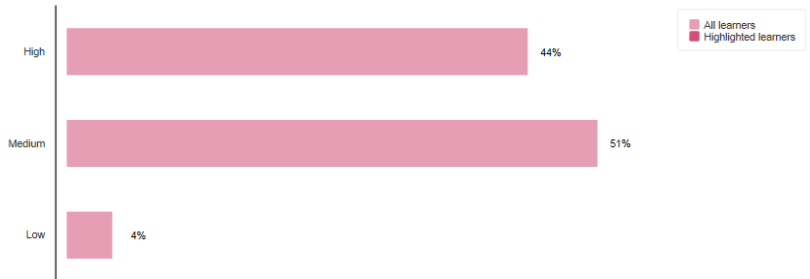
Primary 4

Primary 4 Numeracy 2017-18

between 09-05-2018 and 25-05-2018 for selected learners

[Close report](#)

No learners highlighted -



Primary 4 Reading 2017-18

between 09-05-2018 and 13-06-2018 for selected learners

[Close report](#)

No learners highlighted -

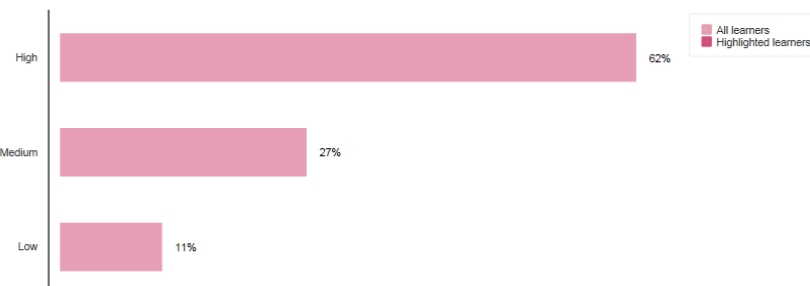


Primary 4 Writing Skills 2017-18

between 14-05-2018 and 07-06-2018 for selected learners

[Close report](#)

No learners highlighted -



Appendix III

Primary 7

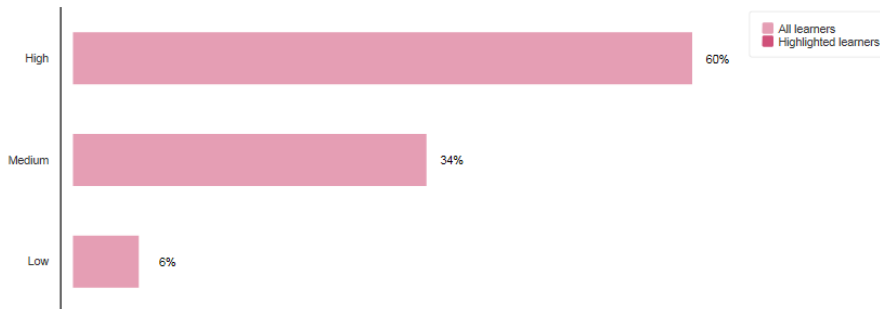
Primary 7 Numeracy 2017-18

between 21-05-2018 and 25-05-2018 for selected learners

[Close report](#)

[Download chart](#) [Download table](#)

No learners highlighted -



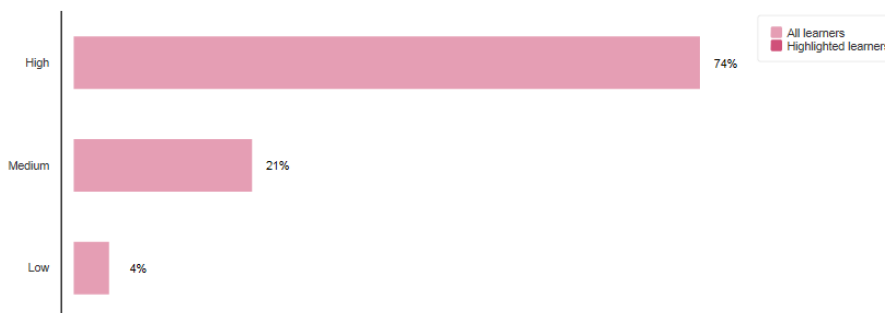
Primary 7 Reading 2017-18

between 23-05-2018 and 29-05-2018 for selected learners

[Close report](#)

[Download chart](#) [Download table](#)

No learners highlighted -



Primary 7 Writing Skills 2017-18

between 22-05-2018 and 29-05-2018 for selected learners

[Close report](#)

[Download chart](#) [Download table](#)

No learners highlighted -

