

# Tynewater Primary School

a thinking-caring learning community

## Standards and Quality Report for 2013-2014



### Context of the School

The School opened in October 2007 in a new building operated by Skanska. During 2013-2014, there were 20 and 20 pupils in our respective AM and PM Nursery Class and 137 primary pupils in six classes: P1 (21), P2 (28), P3 (19), P4 (26), P5/6 (14 / 11) and P7 (18). The attendance rate was 96.23% (96.02%)<sup>1</sup>; there were no exclusions and the free school meal equivalence was 9.00% (9.77%)<sup>1</sup>.

The school aspires to be 'a thinking-caring learning community' and is led by a Head Teacher, a Principal Teacher, 6 full-time and 3 part-time teachers, 1 full-time and 2 part-time learning assistants, 1 Child Development Worker and 6 support staff. One full-time teacher and one part-time teacher were on maternity leave and one teacher moved to new employment. As found nationally, there were difficulties in recruiting replacement teachers. Four out of six teachers will be new to the school in August 2014: one teacher will be taking part in a year's exchange with a teacher from Dalkeith Associated Schools Group (ASG), and in July 2014, one teacher retired and one teacher moved to England.

### How well do children learn and achieve?

In our Primary 1 PIPS <sup>2</sup> scores, the *value added* <sup>3</sup> for learning in Mathematics and Reading, increased slightly in 2013-14 having decreased following a peak in 2010-2011. <sup>4</sup> Within Dalkeith ASG, Tynewater PS has achieved the highest scores for *value added* over the last 6 years.

The P4 mean score for Reading has been above the Midlothian average for 5 years. The P4 mean score for Mathematics has been above the Midlothian average for 5 of the last 6 years. With respect to P4 progress in literacy, after 2 years at 100%, this decreased in 2013-14 but is still above the Midlothian average.<sup>4</sup>

Mean scores for P7 Reading and Mathematics have increased over the last 3 years to well above the Midlothian average. The P7 mean score for Mathematics decreased slightly this year after increasing for the previous three years. <sup>4</sup>

P1 to P7 assessment data for Reading, English Language, Spelling, Mathematics and Mental Mathematics indicates that overall our standard of attainment is good. Progress is tracked by Stage and for individual learners. In May 2014, the percentage of learners at each stage, P2 to P7, whose standardised assessment scores were above the UK mean scores, ranged from:

- 58% to 83% for Reading (50% to 100%)<sup>5</sup>
- 33% to 88% for English Language (62% to 83%)<sup>5</sup>
- 56% to 84% for Spelling (29% to 74%)<sup>5</sup>
- 45% to 85% for Mathematics (42% to 81%)<sup>5</sup>
- and 36% to 100% for Mental Mathematics (42% to 90%)<sup>5</sup>

### Further Achievements

- The school gained recognition with its first Eco School Green flag.
- The school completed its 2<sup>nd</sup> Comenius / European Project with four partner schools on sustainable living.
- P7's documentary film 'One Hundred Years Ago' was awarded *Best Production* out of 52 entries in the 2<sup>nd</sup> annual Midlothian video programme-making competition.

<sup>1</sup> 2013-2014    <sup>2</sup> Performance Indicators in the Primary School for all Midlothian Schools

<sup>3</sup> The difference between the PIPS P1 August scores and P1 June scores.

<sup>4</sup> From the Summary of PIPS Scores and GL Assessments for Dalkeith Schools Group (2014)    <sup>5</sup> May 2013

## How well do the children learn and achieve?

### Improvements for 2014-2015

- Learners want to, and are well able to take on more responsibility for their own learning and be more actively involved in setting their own targets and next steps in learning.
- Learners want more involvement and ownership in what topics they study and in what directions this learning takes, for example, forming *learning walls*; scientific enquiry and experiments.
- To achieve more creativity and flow in learners' writing through less prescriptive / teacher-led teaching of writing.
- To develop higher order reading skills and increase the challenge for all learners, especially in reading for information.
- In Mathematics: for nearly all learners to competently know and be able to apply by mid-P5, all basic mental facts / strategies for addition, subtraction, multiplication and division.
- In Mathematics: for ALL learners to experience more non-routine word and practical problems and to know strategies in how to solve these.
- Children want to have more creative learning opportunities in designing, making and evaluating working models – made over longer periods of time. Learners need to learn to manage available time well and achieve 'deadlines'.
- To agree and operate a definite progression of skills for learning, life and work relative to the four capacities, building on co-operative learning and enterprise learning.
- To increase entering learners' work in Midlothian and national challenges and competitions.
- In addition to recognising at weekly assemblies learners' achievements beyond school, for each learner to include these achievements in their individual profiles.

## How well does the school support children to develop and learn?

The school provides quality experiences for our learners to develop under the four contexts of Curriculum for Excellence, for example:

### *Ethos and life of the school as a community and Opportunities for Personal Achievement:*

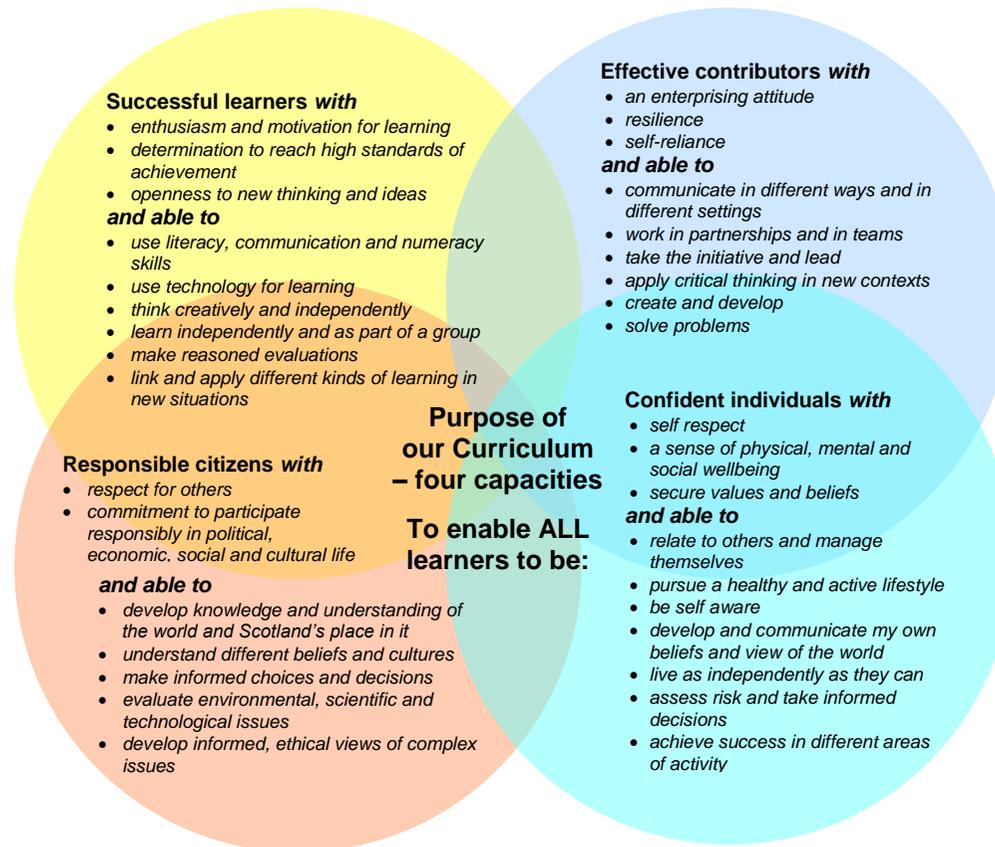
- Children reflect the school's aspirations to be a thinking, caring, learning community in their interactions with each other, staff and visitors.
- Learners' understanding of the processes of learning is increasing through use of the language of learning and *learning logs*; this needs to be extended with parents.
- Sharing with parents: plans for learning followed by *Open Times* for learners to show learning.
- Learners' achievements in and beyond school are celebrated at weekly assemblies.
- Every two terms each learner chooses to be a member of a different Pupil Voice Group made up of 20 P1 to P7 pupils working together fortnightly.
- 54% of pupils take part in a lunchtime or after-school activity operated by Active Schools staff; this percentage has remained constant for the past three years<sup>1</sup>. In addition, there is a high uptake in ComputerXplorers and gymnastics.

### *Curriculum areas and Inter-disciplinary Learning:*

- Learning is stimulated by real-life contexts: study visits within our local and wider community; residential study for P4 to P7 pupils; learning from 'expert visitors', and applying knowledge and skills for relevant purposes.
- The school has effective Curriculum for Excellence-driven programmes to support learning in most areas. This year, we improved our programme for Health and Wellbeing especially Physical Education; this needs to be developed further.
- 46 out of 70 P4 to P7 pupils learn to play the clarinet through weekly tuition.

### Improvements for 2014-2015

- To develop and sustain effective mindsets by ALL learners so that each child can realise their full potential.<sup>2</sup>
- All learners need more opportunities to challenge their knowledge and skills in solving problems in unfamiliar situations, for example, enterprise activities.
- To respond to learners' requests – at every stage, to fulfil more day-to-day and longer-term responsibilities.
- 2014-2015 teachers chose to focus on one major priority for improvement in each of our 4 terms:
  - Term 1: All teachers practising as *evaluating professionals / change agents*, working together to achieve *visual learning* to maximize impact on learning.<sup>3</sup>
  - Term 2: From Nursery to P7, teaching and learning of French language
  - Term 3: Learning through using the widest range of Technologies.
  - Term 4: Developing Religious and Moral Education – a whole school approach (national engagement).



<sup>1</sup> Active Schools Report 2013-2014

<sup>2</sup> After Dr Carol Dweck, *Mindset – How you can fulfil your potential.*

<sup>3</sup> After John Hattie, *Visible Learning – maximizing impact on learning.*



The school community is committed to continuous improvement to provide high quality teaching and learning.

All staff engage in Continuous Professional Development to positively impact on children's learning.

The Staff Team is enthusiastic and professional; all have leadership roles.

The Head Teacher, Principal Teacher and Nursery Teacher meet weekly to monitor quality and drive improvements strategically.

**How well does the school improve the quality of its work?**

With learning/teaching as a core, the Staff Team evaluate and make informed decisions relating to priorities for improvement.

Feedback and involvement is continually sought from Our Parent Council and Parent Forum.

In June 2014, a sample of learners gave feedback on their experiences of learning and what changes they would like.

**Improvements for 2014-2015**

- For all teachers to consistently practise as *evaluating professionals / change agents*<sup>1</sup> through their agreeing with learners: learning intentions, success criteria and daily effective feedback within contexts of inter-disciplinary learning, to maximize the impact on the learning of ALL learners.
- With a focus on learning, each week, the Head Teacher meets with two different pupils from each of P1, P2 and P3 and then a second meeting with two different pupils from each of P4/5, P5/6 and P6/7. During the school year each learner meets with the Head Teacher on at least two occasions.
- As with all Midlothian Head Teachers, the Head Teacher will be part of a trio of Head Teachers to operate a *Quality Improvement Partnership* to support and challenge respective schools' self-evaluation.
- In Term 2, October to December 2014 (our 8<sup>th</sup> year as Tynewater Primary School) our Staff Team is providing opportunities for all parents, pupils and staff, in respective group sessions, to review and reform our school vision and aims.

There is a strong sense of equality, fairness and respect for all. Children reflect the school's aspirations to be a thinking, caring, learning community in their interactions with each other and with staff. Pupils are polite, well-behaved, welcoming and helpful.

The Head Teacher liaises regularly with staff and partner services to monitor and respond to any concerns about any learner.

**How does the school ensure equality and inclusion and promote diversity across the school?**

Opportunities for Personal and Social Development are integral to the ethos and day-to-day life of our school and are highlighted in our weekly Assemblies attended by parents.

In August 2014, an updated *Information for Staff* was introduced to our new Staff Team.

All learning opportunities, during or after school, are offered to ALL learners, as appropriate to age.

In Religious and Moral Education, all learners are given opportunities to study and reflect on aspects of the major world religions, culture and morality.

**Improvements for 2014-2015**

- All Teachers and Learning Assistants in the Dalkeith Associated Schools Group (ASG) will undertake training provided by the Educational Psychology Service in *Confident Staff, Confident Children*.
- Dalkeith ASG will be engaging in *The Children's University* with Queen Margaret University for all P4 to S2 pupils to encourage voluntary learning and achievements in and beyond school.

<sup>1</sup> After John Hattie, *Visible Learning – maximizing impact on learning*.