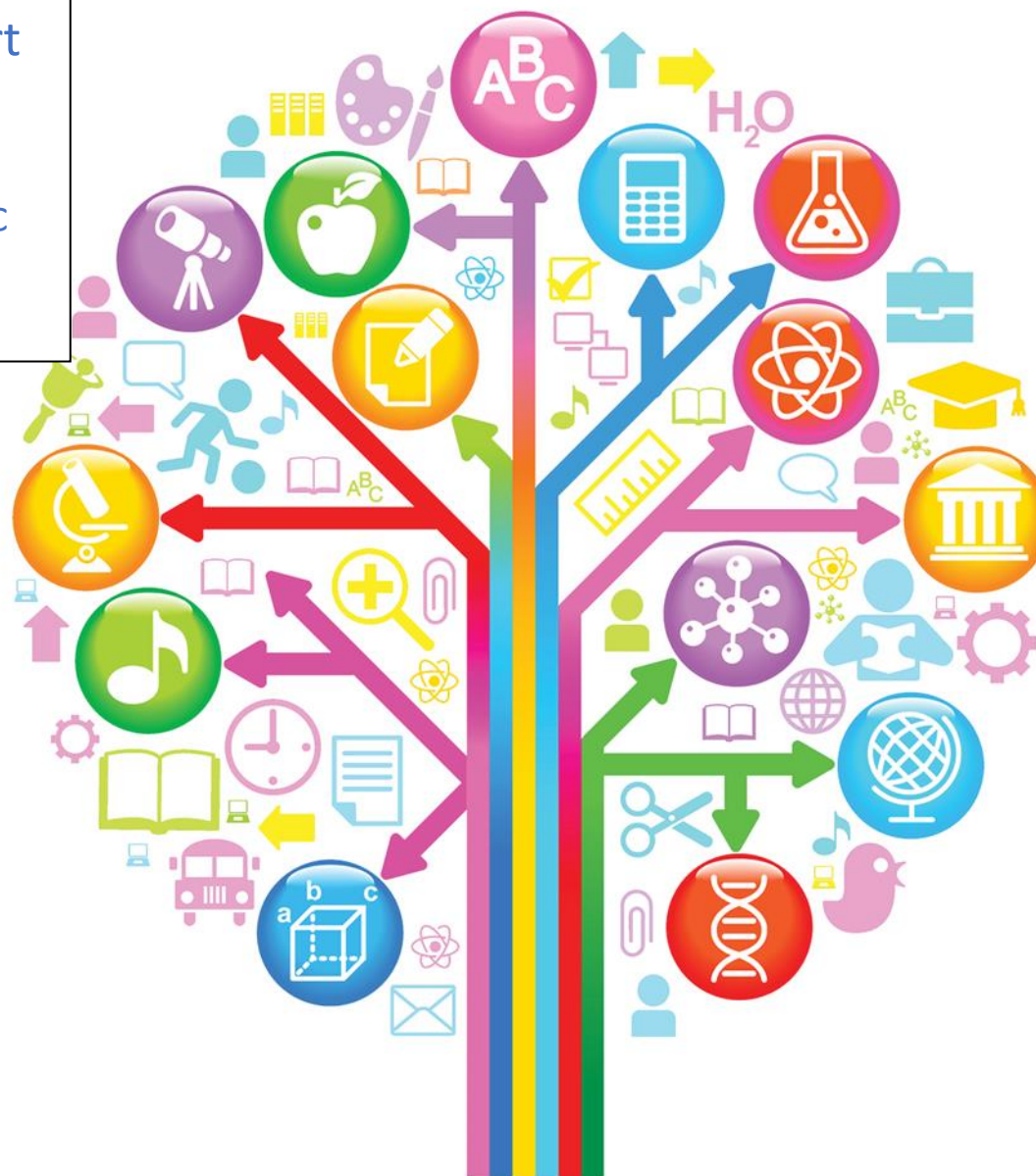


Onthank Primary School, Gaelic Classes and Gaelic ECC



Standards and Quality Report 2016-17

Every day, in every infant's home, "on the floor" in every early childhood centre, in every lesson, in every classroom, all of our children and young people encounter thought-provoking and stimulating learning experiences, from caring, confident parents from a range of highly-trained and motivated professional staff with the necessary support and encouragement, at the time it is needed, for success in life, learning and work.

The Standards and Quality Report – Key Purposes:

- to report on our progress in implementing priorities listed in the school/centre improvement plan, taking into account national and local priorities
- to provide an evaluative summary of the quality of the work across a range of areas in the school using quality indicators to support self-evaluation
- to highlight strengths and identify priorities for next year

Review of Progress 2016-17

Establishment priority 1:	Improved standards of literacy(writing)
- Derived from NIF priority: - NIF Driver: - Self –evaluation supported by HGIOS 4/ HGIOELC QIs:	Improvement in attainment in literacy (writing) Teacher Professionalism Assessment of children's progress School Improvement 2.3 Learning & Teaching & Assessment 3.2 Raising Attainment in Literacy
Progress and Impact:	Our revised programme has resulted in an improvement in writing. All staff has attended training sessions and has demonstrated their knowledge and skills in their approach to learning and teaching. Levels of collegiate working have significantly improved and staff plan together on a regular basis. Literacy was the focus of class visits which have enhanced very good teaching practice across all stages.
Next steps:	We will continue with our very good work across literacy with carefully planned opportunities for learners to apply their knowledge and skills across the curriculum. We are implementing a new phonics programme throughout the school. Teachers are continuing to plan together.

Establishment priority 2:	Increase pace and challenge of learning to ensure children make the best possible progress
<ul style="list-style-type: none"> - Derived from NIF priority: - NIF Driver: - Self –evaluation supported by HGIOS 4/ HGIOELC QIs: 	<p>Improvement in attainment</p> <p>Assessment of children’s progress</p> <p>1.3 Leadership of change 2.3 Learning, teaching & assessment</p>
Progress and Impact:	Differentiation has been a focus for class observations and in the best examples this is flexible, with more able pupils working together to provide challenge where appropriate. Staff has been introduced to Chilli Challenge.
Next steps:	A whole school tracking system to be put in place to enable monitoring of pupil progress and this will address the need to increase pace and challenge. Staff has received guidance and suggestions in differentiation/challenge. Classroom assistants will be timetabled to support groups of children.

Establishment priority 3:	Improve the school's approach to self evaluation, to ensure they lead consistently to improvement in children's experiences and attainment.
- Derived from NIF priority: - NIF Driver: - Self –evaluation supported by HGIOS 4/ HGIOELC QIs:	Improvement in attainment Assessment of children's progress 1.1 Self evaluation for improvement 1.3 Leadership of change
Progress and Impact:	Staff has received training on Aifl strategies and this has been a focus in class learning and teaching observations. A planned monitoring calendar enables curriculum and classroom practice to be reviewed and evaluated on a regular basis in order to see progression across the school. Feedback is given to staff and meetings provide an opportunity for professional dialogue for individual improvement targets and next steps.
Next steps:	Further development of the self evaluation process by becoming familiar with NIF and the Primary Curriculum Framework and the Primary Curriculum Toolkit while continuing to reflect on other areas of HGIOS 4.

Learners have enjoyed a range of engaging, learning experiences including : STEM Fortnight, Financial Week, Google Expeditions, Litter Picks, Visit from Author & Football Players. We have had a number of whole school charity events including Children In Need, Comic Relief, Macmillan Coffee Morning, Fairtrade Fortnight and Mary's Meals. Learners have also participated in Christmas Shows, Gaelic Classes in the Mod, end of term topic events, Scottish Opera and a variety of educational visits, including a P7 residential week. All of these have provided pupils across the school with worthwhile, engaging and memorable learning experiences.

How Good is Our School/Early Learning and Childcare?

What is our capacity for continuous improvement?

(Prompts for consideration:

- Is there an agreed aim that is understood by everyone in the system?*
- Are we using our full knowledge to identify the right changes and prioritising those that are likely to have the biggest impact on our aim?*
- Does everyone know and understand the method(s) we will use to improve?*
- Can we measure and report our progress on our improvement aim?*
- Are people and other resources deployed and being developed in the best way to enable improvement?*
- Have we set out our plans for innovating , testing, implementing and sharing new learning to spread the improvement everywhere it is needed?)*

Our spotlight on curricular weeks/days enabled a focused approach on the development of skills and knowledge for particular curricular areas. During STEM fortnight many parents volunteered to speak to classes about their skills and experience. We pride ourselves in the many leadership opportunities created for pupils, both as leaders of learning in the classroom and in the wider school. We develop leadership skills through important pupil roles eg pupil council, prefects, house captains/vice captains, eco school, Rights Respecting Schools, Dyslexia Friendly Schools, JRSOs and reading buddies.

We measure and report our progress through parental questionnaires, pupil groups, staff meetings, focus groups, GL Assessments, authority assessments and baseline assessments.

We promote our vision, values and aims with all stakeholders. We consulted with parents/carers to gauge their views on our existing homework programme. The feedback will be reviewed this session.

Quality Indicator 1.3 Leadership of Change

How well are we doing?

The school is firmly focused on improvement of CfE and providing high quality education for all. Staff work together to improve the curriculum and children's learning experiences. A variety of approaches are used to gather information to provide continuous improvement. Parents' views are sought on progress of individuals through Additional Support Plans, reports, and consultations and informally through day-to-day communication.

How do we know? Evidence of Impact?

New forward plans will show increased progression and reflective planning to track and monitor and assess learners. There will be opportunities for professional dialogue and shared learning experiences.

Next steps:

The new acting HT and two acting DHTs will continue to promote a strong effective culture of teamwork and will continue to work in partnership with staff, pupils, and all stakeholders to ensure a progressive and strategic vision for Onthank Primary School.

Establishment self-evaluation (using 1-6 scale):

Quality Indicator 2.3 Learning, Teaching and Assessment

How well are we doing?

The ethos and culture of our school reflects a commitment to children's rights and positive relationships. Children benefit from an attractive classroom environment and Active Learning is well used in all classes to promote and extend learning. Assessment is ongoing throughout the session

How do we know? Evidence of Impact?

HMIE visited the school and this resulted in the school being signed off. Almost all of children are highly motivated and most benefit from engaging learning experiences. Pupils know their views are valued and acted upon. All staff has high expectations of pupils involving children in target setting and tracking the impact of their achievements.

Next steps:

An assessment and tracking checklist has been introduced to staff. We are continuing with our range of assessment tools and approaches to support improvement and to track progress. Take forward PEF interventions matched to raising attainment.(Closing the Poverty Gap).

Establishment self-evaluation (using 1-6 scale):

4

Quality Indicator 3.1 Ensuring wellbeing, equity and inclusion

How well are we doing?

We have made good progress with our approach to Health & Wellbeing. We have built on learners' prior knowledge of UNCRC & RRS, which continues to be a strength of the school. At the start of the session we organised Class Charters, Quilts Of Rights and SHANARRI Wheels. Throughout the year we had many focus weeks eg Growth Mind-set, Anti-Bullying Week, Random Act Of Kindness Week and World of Work.

Health & Wellbeing programme across the school was observed by East Ayrshire colleagues for good practice.

How do we know? Evidence of Impact?

We have a buddying system in school which has made an extremely valuable contribution to the ethos of the school, particularly to our Primary Ones. The school achieved Fourth Green Flag status.

Next steps:

We will continue to build upon the key actions undertaken this session. We will introduce Nurture Provision for a targeted group of children who require support sessions. We will use a large amount of our PEF Allocation to close the gap with vulnerable children.

Establishment self-evaluation (using 1-6 scale):

5

Quality Indicator 3.2 Raising attainment and achievement / Securing Children's Progress**How well are we doing?**

Throughout the school we have very strong practice in literacy and numeracy which is leading to improved attainment. We have introduced literacy and numeracy benchmarks which have provided clearer measures of progress.

How do we know? Evidence of Impact?

Staff is more aware of the need for rigorous assessment, monitoring and tracking in all curricular areas. We have a variety of assessment tools in place across the school. Pupil achievements are celebrated at weekly assemblies. We have a "Celebrating Wider Achievement " wall display in school.

Next steps:

We will continue to look at the ways we collect attainment data. We will be developing how we can use SIMD information to ensure a clearer picture of pupil attainment.

Establishment self-evaluation (using 1-6 scale):

Pupil Equity Funding:

(not applicable for standalone ECCs)

Level of PEF funding: £163 200 including £6 000 for Gaelic Classes.

How has this been allocated this session?

Nurture staff: teacher (1FTE)PT (0.5) ,Support for Learning Worker , Early Years Practitioner.

Nurture resources

GL Assessments

Lexia Licences

Teacher 0.2 Maths

Teacher 0.2 PE

Gaelic Allocation: Mod Participation-Accommodation & Transport Cost

Gaelic 20th Anniversary Celebrations

Evidence of impact so far:

We cannot comment at this stage on the impact of our first PEF spend, however we are confident in the plans we have in place will lead to improvement.

Across the school and Gaelic ECC there is very good capacity for continual improvement and use of evidence-based innovations to raise attainment and close any gaps including the Poverty Attainment Gap.

ECCs Care Inspectorate

Date of inspection: December 2015

Quality Themes and Grade

- **Quality of care and support 5**
- **Quality of the environment 5**
- **Quality of staffing 5**
- **Quality of management and leadership 4**

Requirements:

None

Action Taken:

N/A

Recommendations:

Quality of Care & Support 1.2

Environment 2.3

Developments in progress:

Medical records updated in keeping with current guidelines and monitored regularly.

All staff supervises hand washing at key times.