

MIDLOTHIAN EDUCATION AND COMMUNITIES DIVISION

STANDARDS AND QUALITY REPORT

# Moorfoot Primary

*'Getting it Right for Everyone'*

2013 - 14



[www.moorfoot.mgfl.net](http://www.moorfoot.mgfl.net)

## Introduction

Dear Parent/Carer,

I am delighted to provide you with the Standards and Quality Report for Moorfoot Primary School for the session 2013-2014. This report highlights the progress we are making in key areas of our work.

Moorfoot Primary School's vision statement is 'Getting it Right for Everyone'. Our clear focus is to do the best for every child in our care, and in order to achieve this we also want to get things right for parents, staff, and the wider school community. Working in partnership with parents/carers and others, we strive to encourage our pupils to be successful, confident, and responsible; and to contribute to the life of our school and our community.

In evaluating key areas, evidence has been gathered from a wide range of sources, including:

- pupil performance in school, authority and national testing,
- school self-evaluation which includes classroom visits, jotter monitoring and professional discussions
- feedback from questionnaires from and discussions with pupils, staff, parents/carers and visitors
- evidence of pupil participation and success in a wide range of activities.

It is hoped that you will enjoy sharing our reflection upon our work of last session. Thank you for your on-going commitment and support to the work and life of our school.

Yours sincerely,

Mrs Jane E Lambley

Head Teacher

## Progress in meeting the targets we set for improvement for 2013 - 2014

Priority	Progress in meeting targets
Build learning capacity	Very good progress: nearly all targets met
Continue to improve attainment in literacy	Good progress: nearly all targets met
Continue to improve attainment in numeracy	Very good progress: nearly all targets met
HWB - Improve provision of P.E	Very good progress: most targets met
Implement On Track with Learning	No progress: delay in implementation at authority level
Equalities - meeting the needs of all children	Very good progress: most targets met

### How well do children learn and achieve?

#### (a) Learning

Children at nursery and across the primary classes enjoy being at Moorfoot and are happy in their learning. Classroom observations, and feedback from children, parents and visitors confirm that pupils are highly motivated and that they enjoy coming to school. Parents and visitors report that they find the school welcoming, and responsive to any concerns, and parents say they feel their child is safe and well cared for in school.

Children in the nursery show a high level of engagement and motivation. The nursery offers children the opportunity to be independent and to be involved in decisions about their play/learning and learning within the nursery is active and encourages children to make connections between learning. Nursery children have been given the opportunity to be more involved in making choices and inputting into nursery planning of topics they may like and what they would like to learn about through the use of their pupil voice wall and by discussing and recording their choices during circle time. Children are offered a wide choice of activities which are appropriate to their level and offer very good pace and challenge. Evidence of this can be seen through the positive feedback from primary 1 regarding the children's numeracy and phonological awareness as well as how well children listen and follow instructions from an adult. In nursery and

primary classes, children are involved actively in their learning. Our Quality Assurance (QA) visit by the authority found evidence of very good teaching and learning, and reported that children were focused and engaged in all classes. They are encouraged, through their PLPs, to log their learning, and reflect upon it. With the support of their teachers they are encouraged to set themselves targets, to work towards meeting them, and then to check on progress and set new targets. In the primary school, children's current targets are displayed on their desks to keep these at the front of their minds. We encourage children to consider their progress with targets when they complete their regular Learning Logs. Classroom observations show that teachers share the purpose of lessons with children, and help them to understand how they can succeed in their learning. Children are becoming increasingly skilled at self and peer assessment, which has included the use of stimulating resources such as i-pads as well as peer assessment sheets. Effective practice includes directing children's attention to the success criteria and ensuring that comments are relevant to the learning objectives. Children have regular opportunities to work together in pairs and groups, as well as across classes, which helps them to support and learn from each other, to take on different roles and responsibilities, and also to develop team working skills. This has also been developed further in the Nursery with children learning how to self- and peer assess their learning at group time using a traffic light system and success criteria. The nursery children are also being given more opportunities to complete focused tasks working as a pair or in a small group. Teachers plan many very good interdisciplinary projects for children such as The Oscars, The Egyptians, Fairyland, The Very Important Bear, World of Work and Scottish Topics; these motivate children and help them to make connections across their learning, as well as providing them with very good opportunities to develop skills for life and work. Feedback from children and parents indicate that these projects, and the end-of-topic celebrations of learning, are greatly enjoyed, and motivate children to work hard and to high standards. Learning Walls chart the opportunities children are given to make decisions about what and how they want to learn. Through support kindly provided by the PTG we strive to bring learning to life through curriculum-linked visits such as Edinburgh Zoo, the National Museum of Scotland, Dynamic Earth, Edinburgh Castle and East Links; we also extend children's learning horizons through inviting visitors in, such as Charades Theatre group (who did a series of drama workshops with children culminating in a performance), as well as many other arts and sporting specialists. We have been very successful in bidding for and obtaining funding for some of these initiatives. The i-pads purchased through previous funding have been used to

support peer-assessment and learning across the curriculum (e.g. recording and assessing personal presentations, film-making and editing skills, accessing numeracy resources).

### **(b) Attainment**

All children are tested in language and maths at the start of P1 using PIPs, and the results showed that Moorfoot children began the year above the national average. Testing at the end of P1 indicated that this had been maintained, and further extended in both maths and language. The vast majority of children had progressed in line with expectations, and significant numbers had attained beyond or well beyond expectations. The PIPs test results are analysed and discussed with parents, and support or extension programmes are implemented as necessary, with the progress of identified individuals being monitored closely.

In line with all schools in Midlothian (and many others throughout Scotland) children in Primary 4 and Primary 7 sit standardised GL Maths and Reading assessments. Children in P7 performed very well in both Maths and Reading -all children were at or above the National indicator levels. A comparison of data between the children's scores when they were in P4 and again in P7 showed that the group had performed above the national averages in both subject areas when they were in P4, and again above the averages in P7. When their PIPs tests were also looked at, all of the children in our P7 cohort demonstrated that their time at Moorfoot has resulted in them achieving expected or, in some cases, very well above expected gains. P4s also performed very well in Maths and Reading, with all children within, above or well above the National indicator levels, and showing good or very good progress as they have moved through school from starting in P1. Curriculum for Excellence levels (which are given by teachers for all children in the school), demonstrate that nearly all children are making good progress from their own prior levels. Teachers' use of motivating contexts for writing (e.g. Fairyland topic, Myst Exile computer game) and the Pi-Corbett approach which encourages children to internalise different text structures through text-maps, discussion and games, has resulted in high quality content of children's writing. We have found this approach to be particularly beneficial for less confident writers, and it noticeably improves retention of different genre structures for all children. We are continuing with our amended Spelling approach which was introduced at the start of the Summer term 2012, and this session will be focussing on ensuring children transfer known spellings to their writing across the curriculum. Children are now receiving 2 hours of PE a week, and staff skills in delivering PE have been improved through class teachers opting to observe the PE specialist teaching, and through working with teacher mentors. Nursery staff also worked with teacher mentors to improve delivery of PE for nursery children. Class teaching is planned around the Health and Wellbeing outcomes, and our 2 year programme ensures that children have important learning experiences around

topics such as road safety (including cycling proficiency and kerbcraft), food, drugs education, and sexual health. Younger children's awareness of road safety was enhanced by a Magic Show, and all children have become more aware of rail safety through Scottish Youth Theatre workshops. Our healthy Tuck Shop is very well supported, and based on feedback from children the pupil council have started a weekly Healthy Snack Competition to encourage healthy eating. Our health week included a range of activities (many of which were pupil-led) to promote health awareness and healthy lifestyles and provided opportunities for children to apply their learning from other curricular areas (e.g. numeracy).

### **(c) Achievement**

Our vision statement at Moorfoot is 'Getting it Right for Everyone', and a key part of ensuring that this happens is by providing a broad curriculum which offers something for all children, and provides opportunities for them all to achieve.

Within nursery, children's learning folios offer clear examples of how children have had opportunities for personal achievement and is a record of the children's progress and achievements while in nursery. The Nursery are consolidating the use of the Laevers Scale to assess indicators of Well-being and Involvement. Information gathered by the nursery teacher e.g. early-level steps and baseline assessments, are transferred to the P1 teacher, who then uses the information to inform her planning. Evidence of children's literacy and numeracy skills are reflected in generally good PIP scores at the beginning of term. Within the primary, children are encouraged to recognise and record their achievements both within and outside of school in their PLPs; this has been further encouraged through the Moorfoot Medal initiative. This runs from Nursery through to Primary 7, and children are encouraged to develop within the three areas of Sport, Skills and Service. Their successes are recognised through the awarding of bronze, silver and gold medals, and shared and celebrated at assemblies. The children who participate do so enthusiastically, and all children are given regular opportunities to share their achievements both in class and at special achievement assemblies.



Winning Team - Sports Day 2014

Children's sense of citizenship and global responsibility was developed across the curriculum, as well as through charity fundraising. Over £700 was raised by the school for Scottish Love in Action, as well as £302 for Children in Need. Further funds were also raised by staff for Chest, Heart and Stroke. All classes have participated in topics and activities to develop their awareness and understanding of Fair Trade. The Eco-Committee have led successful initiatives to reduce litter in the playground and to increase recycling. There will be a further focus next session on waste reduction.



Annual Duck Race

### **1. How well do we support children to learn?**

Through planned improvements within our annual School Improvement Plan, we are continuing to develop our curriculum to ensure that it is broad and joined-up, and that it enables children to build upon previous learning from nursery to P7. Our 'Star Planners' ensure that children receive a very good range of experiences and outcomes as outlined in A Curriculum for Excellence. Our work with high school colleagues also ensures that this coherence extends into the early stages of children's secondary education.

Within the nursery, staff are involved in an ongoing responsive planning process that follows children's learning and outlines areas for additional support where needed. Children's next steps in learning are recorded in the folios and also inform weekly planning. Very good learning activities are planned to match children's needs and are differentiated appropriately. Children's emotional and social development is supported through everyday use of classroom rules and rewards policy as well as weekly circle-time sessions. Children are prepared for changes through an in depth transition policy designed through close working with the school.

Staff have continued to develop their skills and confidence in our previous priority of improving science teaching.

Outdoor Learning and challenge has again had a high profile with all children completing differentiated walks around the Vogrie area.



### **The 25km Cycle Challenge**

P7s benefitted from the cluster camps, and P4-6 had a 2 night residential experience at Netherurd House in the Borders. Classes 3 and 4 also developed their orienteering skills through input provided by the Midlothian outdoor education department.

Our focus on numeracy has been taken forward through up-skilling teachers and learning-assistants in the delivery of number concepts. The PTGs contribution of £500 to purchase Number Counts resources has been of great benefit. Staff have undertaken CPD to develop their teaching of thinking and problem-solving skills in numeracy. Our Quality Assurance visit from the local authority confirmed the very high quality of numeracy learning experiences that children are receiving in the classroom.

Based on the previous priority of helping parents to understand our maths curriculum and how they can best support their children, we have continued to invite parents in to observe maths teaching, continued to set weekly maths homework, have run workshops for parents, and have made increased use of online resources to support learning at home (e.g. SumDog). Evaluations demonstrated that parents are appreciative of this initiative, and pupil focus group feedback showed that our efforts to engage children in numeracy through active resources and diagnostic tools are resulting in children who enjoy number and feel positive about their progress.

Partnership working has once again been a strength in Moorfoot, and feedback from parents in November demonstrates that PLPs have proved to be effective in forming a link between home and school. We are fortunate in having many parents who volunteer in school, and our Parent Teacher Group has been very successful again in organising social events which strengthen the links between families and the school, and fundraising which has enabled our children to

benefit from a wide range of trips and visitors. The PTG also provides valuable support with shaping our policies and improvements. Our very good partnership working also extends to working with a range of individuals and organisations outside of school (including Active Schools, whose clubs are well supported), who can enrich our pupils' experiences. Older children have shown initiative and enterprise by setting up a library club, and are currently working with parents and local librarians to make improvements. Feedback gathered from leaders of clubs, and visiting specialists, around areas of motivation, behaviour and attainment has been very positive, as has been the support and welcome that visitors report that they experience within the school. We encourage leaders to feedback any particular strengths or concerns they have about individuals so that the school can act upon these.

The QA visit by the local authority confirmed that our Support for Learning team work very effectively together, and reported excellent support from the SfL teacher and learning assistants within the observed area of numeracy. Our Support for Learning teacher works with the HT to analyse the results of PIPs, reading, spelling and maths diagnostic tests, and works with teachers and Learning Assistants to devise programmes to support and extend children's learning, including our most able children. Regular planned liaison between the adults working with children, including parents, ensures that programmes of work are dynamic and responsive, and children are encouraged to reflect upon and contribute to their targets. We also work hard to ensure that children have many opportunities to support and learn from their peers and younger children: these include buddies, playground pals, MAD (mixed age discussion) groups, as well as regular mixed stage and whole school topics. We have implemented a whole-school approach to positive behaviour (*Good to be Green*) which has noticeably improved behaviour throughout the school. There is a termly whole-school behaviour review. Targeted support for individuals and classes is provided where necessary, sometimes with input from specialist colleagues. Our transition arrangements from nursery to P1 and P7 to S1, as well as between classes within the school, are well established and regularly revisited, and help to provide a very good smooth transition for children, socially as well as academically. All P7 pupils completed a Profile at the end of this session, outlining their achievements and their perceptions of themselves as a learner. High school staff report that these have been very well received in secondary.

## **2. How well do we improve the quality of our work?**

The school has a well-established vision and set of values, and these are used to shape the direction in which the school develops. In order to ensure that we continue to improve, very good self-evaluation at all levels is built into the school's annual calendar, and the results help to direct our School Improvement Plan. Staff, children and parents are involved in whole school

improvement planning, and we strive to have a coherent approach which links to CPD. Staff engage in professional dialogue with colleagues and undertake CPD activities, which they then share with colleagues. This year this has been structured through a peer learning framework, focussed on using staff peer observation and discussion around formative assessment. Staff report that this has been highly beneficial. CPD activities have an impact on the service through positive changes reflected in the yearly/term plans. New council initiatives are undertaken in a timely manner e.g. Early Level Steps are being used in learning folios in nursery, and all our teaching staff are trained in Cooperative Learning or Critical Skills. The School Group Manager has several formal visits to the school throughout the year, when she/he visits classes, and supports and challenges the school. The SGM also considers the evidence upon which the school's self-evaluation is based. Feedback from our visits is consistently very positive. The Care Commission conducted an inspection of our nursery in the Autumn and the results were Very Good. The headteacher has a regular programme of meetings with staff to discuss and set action points around forward plans, assessment results, and pupil attainment, as well as annual appraisals and planning of CPD. She also visits classrooms regularly, both formally and informally, and meets with pupil focus groups twice a year, which includes jotter monitoring. Results from focus groups are fed back to staff and any actions planned to ensure improvements. The headteacher liaises regularly with the Support for Learning team, to ensure that children's changing needs continue to be met, and that resources are used effectively. The Support for Learning teacher regularly meets with learning assistants to plan and review progress, as well as team teaching and modelling of good practice, which staff report as being highly beneficial.

We actively invite feedback from the school community, and act upon it. In the nursery, there are secure processes for gathering feedback from parents, and there is evidence of feedback being taken into consideration in the Nursery Improvement Plan. Parental feedback (from our nursery self-evaluation meetings, parents' evenings, questionnaires, comments box, pupil reports, and through the PTG as well as informally) is shared with staff, and any individual concerns are picked up, as is feedback from visitors to the school. Similarly, pupil questionnaires are scrutinised, and teachers speak with children about any issues raised. Pupil questionnaires are passed on to new teachers, along with any relevant comments from Pupil Report feedback, to ensure that new staff are aware of any concerns. Results over time demonstrate improvements in prior areas of concern raised by children. Our focus this session is on further enabling pupils to influence ways of making learning better. Staff feedback is regularly sought and acted upon. We have reviewed assemblies to provide regular opportunities for the sharing of achievements and the work of our various pupil committees, and children's

response to these changes has been very positive. We review and update our policies in partnership with the authority. There is very good distributed leadership at all levels throughout the school, including pupils, teachers, non-teaching staff, and parents. Staff professional learning is shared and actions are set to ensure an impact on learning and teaching. Two staff members are undertaking the Midlothian Leadership and Management course. Opportunities for adults and children to extend their own enthusiasms, and to cascade to others, are well supported.



**School Production of The Bossy Fairy**