



Pentland Primary School  
***'Respect Oneself, Others, Learning and Opportunity.'***  
***Engaged, Aspirational, Reflective and Supported.***

**Standards and Quality Report 2016-17 and Improvement Plan 2017-18  
A Summary**

The Standards, Quality and Improvement plan is produced by the school at the end of each session. Wide consultation and a variety of evaluation techniques are used to assess how the school is doing. Having looked at the achievements for the past session, the plan then focuses on areas for improvement for the coming year. Key areas are selected and actions identified which will show improvement in pupil experience over the session. Progress will be reviewed at the end of the session.

**The Priorities for 2016-17 were:**

- Assessment and Attainment  
working towards improvements in attainment, particularly in literacy and numeracy  
closing the gap between least and most disadvantaged
- Health and Wellbeing  
whole school redesign of health and physical activity  
refine learning and teaching about sustainability
- Raising Awareness of Skills for Learning Life and Work  
cluster work to raise awareness of skills

**Summary of our Success in 2016 -2017:**

**Improvements in Performance**

- Reading scores continue to be around or above national average across most of the school, with average scores for pupils in older year groups tending to be significantly above national average.
- There continue to be inconsistencies in mathematics attainment across the school, although in the majority of years scores are around the national average.
- Spelling scores show slight fluctuations but continue to be broadly in line with national averages in all tested year groups (P2-P6 inclusive).
- In general, there are few gender-related differences in average attainment scores across the school as a whole.

**Learners' Experiences**

- All pupils from P1 to P7 have protected time, twice a year, to discuss their learning and create a progress report with their teacher.
- Learning journals facilitate the discussion about learning between pupils and parents.
- All pupils from P3 have the opportunity, if their parents wish, to participate in discussions during parental consultation evenings.
- Almost all nursery children participated in regular nature play sessions.
- Some parents participated in nature play training and developed a nature play handbook.

- Outdoor learning provision has been extended.
- The school is represented in number of external sporting and academic challenges, competitions and activities, with individuals and teams gaining a variety of awards.
- All pupils have the opportunity within their classes to share and celebrate success.
- P7 pupils took part in a cluster school transition event focussing on outcomes from the '3-18 Skills for Careers Framework.'
- There was substantial community involvement in Health and Sports Week.

### **Meeting Learning Needs**

- An assessment working party was formed, involving partnership with parents.
- All parents were given information about assessment strategies used at Pentland to assist learning and teaching.
- Most staff received training on 'Growth Mindset' and formative assessment techniques.
- Almost all staff attended autism awareness training.
- Thirty pupils attended a nurture homework club, giving targeted additional support.
- Specific needs within each class are discussed at meetings of the ASL (Additional Support for Learning) team. This allows support to be appropriately targeted.
- SFL (Support for Learning) teachers work flexibly, and have adopted different ways of working with pupils to meet the evolving and changing needs within the school.
- The 'Seasons for Growth' programme is used with identified children in P6.
- Targeted use of the 'Read Write Inc' programme continued.
- Programmes and timetables are in place to enable pupil support assistants to provide high quality support.
- All new pupils enrolling mid-session are assessed by Support for Learning staff.
- Play therapists and a nurture base give additional support for pupils with emotional and behavioural needs.

### **The Curriculum**

- All parents were invited to two curriculum evenings which gave them the opportunity to learn more about the curriculum in their child's class.
- The introduction of SEAL (Stages of Early Arithmetic Learning) has been consolidated across P1 – P4.
- Learning about Sustainability and about Rights Respecting Schools is now embedded within the curriculum.
- French teaching has now been embedded across the school.
- German has been introduced as the third language across cluster schools (P5, P6 and P7).

### **Improvement through Self-Evaluation:**

- Views of parents / carers, pupils and staff are sought in various ways and contexts throughout the school year.
- Information from feedback from across the school community is used to help inform future developments.
- Data from assessment, including standardised assessment, is used to help identify priorities to take forward.
- All staff participate in an annual performance review process.

### **Priorities for 2017 – 2018:**

- Improve and refine practices to increase pupil skills and confidence in literacy.
- Improve and refine practices to increase pupil skills and confidence in numeracy.
- Increase capacity of nurture clubs..
- Implement Scottish National Assessment (P1, P4 & P7).
- Share progress more regularly with parents using on-line tool.
- Use 'Big Writing' attainment data to plan next steps.
- Evaluate impact of Pupil Equity Funding.
- Work towards Silver accreditation for the Visual Support Project.
- Improve Health and Sports Week by briefing parents on how to support specific learning.
- Work towards attaining Level 2 of Rights Respecting School Accreditation.
- Continue to raise awareness of skills for learning, life and work (using 'Skills for Careers Framework') across school.