



'Respect for Oneself, Others, Learning and Opportunity'



Pentland Primary School
A strong school community striving to deliver learning that is real, fun and inspiring for all.

'Respect Oneself, Others, Learning and Opportunity.'
Engaged, Aspirational, Reflective and Supported.

Standards and Quality Report 2017-18 and Improvement Plan 2018-19 **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 2017-18 were:

Priority1

- Assessment and Attainment

'Improvement in attainment, particularly in literacy and numeracy and work towards closing the attainment gap between the most and least disadvantaged children'

- Removing barriers to learning
- Increasing pace and challenge
- Personalised support

Priority 2

- Health and Wellbeing

'Improvement in children and young people's health and wellbeing'

- Further opportunities for pupil voice through focused community groups
- Continued to embed the Rights and Sustainability Agenda across the school
- Refined Child Protection procedures

Priority 3

- Developing the Young Workforce

'Improvement in sustained school leaver destinations for all young people'

- Engaging with Developing Scotland's Young Workforce and Career Education Standard 3-18
- P7 World of Work day
- Partnership working with Edinburgh College

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Summary of our Success in 2017 -2018:

Improvements in Performance

- Almost all Primary 7 pupils attained expected levels in Scottish National Standardised Assessments and Curriculum for Excellence levels in Numeracy, Reading and Writing
- Most Primary 4 pupils attained expected levels in Scottish National Standardised Assessments in Numeracy, Reading and Writing; almost all attained expected levels in Curriculum for Excellence in Reading and most in Numeracy and Writing
- Almost all Primary 1 pupils attained expected levels in Scottish National Standardised Assessments in Numeracy and the majority in Literacy; almost all pupils achieved expected levels in Curriculum for Excellence in Numeracy and most in Reading and Writing

Learners' Experiences

- All pupils in P1, P4 and P7 experienced Scottish National Standardised Assessments (SNSA) in literacy and numeracy.
- P1 pupils experienced more play based approaches and real life contexts for learning across the curriculum.
- 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.
- 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 two cluster school transition events focussing on outcomes from the '3-18 Skills for Careers Framework.' One with Edinburgh College and another at Firrhill high school (World of Work Day)
- All pupils experienced a variety of science, technology, engineering and maths activities during STEM week.
- All pupils have opportunities to access wider achievement experiences
- All P5 – P6 have the opportunity to participate in outdoor adventure activities at Bonaly.
- All P7 pupils had the opportunity to attend residential camp and participate in outdoor adventure activities at Benmore.
- There was substantial community involvement in Health and Sports Week which was planned by P5-P7 pupils planned.
- Ten pupils from the Health and Wellbeing community group, presented to other Edinburgh schools. They shared what makes the Pentland Health and Wellbeing experience unique.
- Pentland were the winners of Dynamic Earth's Golden Ticket. This resulted in all pupils from P1 to P7 visiting Dynamic Earth and participating in educational workshops. Some classes had the opportunity to visit more than once.

Meeting Learning Needs

- Most staff received further training on assessment and moderation processes.
- Thirty pupils attended a nurture homework club, giving targeted additional support.
- Attainment meetings take place twice a year where specific needs within each class are discussed with members of the Additional Support for Learning (ASL) team and the Senior Leadership Team. This allows support to be appropriately targeted.
- All teachers work flexibly, and have adopted different ways of working with pupils to meet the evolving and changing needs within the school. The ASL team ensure inclusive practice when supporting learners.

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- Pupil Support Staff and parent volunteers are trained in literacy and numeracy interventions to provide high quality support to identified pupils.
- Nurture room (Pit Stop) provision was extended to support pupils at breaks and lunchtimes on a needs basis.
- The 'Seasons for Growth' programme is used with identified children in P6.
- All new pupils enrolling mid-session meet with a member of the ASL team to assist with the transition.
- Play therapists and a nurture base give additional support for pupils with emotional and behavioural needs.
- 50% of nursery staff are fully qualified Froebel practitioners.

The Curriculum

- All parents were invited to two curriculum events which gave them the opportunity to learn more about the curriculum in their child's class.
- Whole School Focus week on STEM (Science, Technology, Engineering and Maths) activities involving parents, high school colleagues and businesses.
- All pupils continued to develop their understanding of the Learning for Sustainability and the Rights of a child agenda.
- All pupils continue to experience the French language. This is has now been embedded across the school.
- German Language Assistants continue to support the introduction of our third language within P5, P6 and P7.

Improvement through Self-Evaluation:

- A working party, consisting mostly of parents, was formed. This was to further refine the school website to ensure that information is up to date and useful.
- Teaching staff were involved in refining self-evaluation practices through the Science of Improvement methodology led by Amanda Cronin, Attainment Advisor with the Scottish Government.
- All staff experienced professional review and development and reflect on the impact of professional learning.
- 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 took part in a Supported Self Evaluation visit from Quality Improvement Education Officers. Next steps were identified and helped to inform priorities for 2018-2019.

Priorities for 2018- 2019:

- Further refine Curriculum Rationale.
- Improve and refine practices to increase pupil participation in learning.
- Improve and refine practices to increase pupil wellbeing.
- Increase the quality of the learning environments across the school.
- Implement Resilience programme.
- Explore new online tool to share learning and next steps with parents.
- Increase opportunities for quality outdoor learning.
- Implement skills for learning, life and work (using 'Skills for Careers Framework') across school.
- Raise awareness of Adverse Childhood Experiences (ACEs) with staff and the wider school community.
- Widen partnership working across the school and community.
- Improvement in planning, teaching, assessment and moderation of writing
- Further extend opportunities for identified pupils to access wider achievement experiences and academic support, to raise attainment

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