



'Respect for Oneself, Others, Learning and Opportunities'



Pentland Primary School

Vision: *A strong school community striving to make learning real, fun and inspiring for all.*

Values: *Respect Oneself, Others, Learning and Opportunity.*

Aims: *Engaged, Aspirational, Reflective and Supported.*

A Summary of the Standards and Quality Report 2018-19 and Improvement Plan 2019-20

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 2018 -19 were:

Priority 1

- **Raising Attainment and Achievement for All**
 - Increasing levels of pupil engagement and participation in learning.
 - Improve and refine practices to increase pupil wellbeing.
 - Increase the quality of the learning environments across the school.
 - Implement Resilience programme.
 - Increase opportunities for quality outdoor learning.
 - Widen partnership working across the school and community.

Priority 2

- **Raising Attainment and Achievement for those Disadvantaged by Poverty (PEF)**
 - Further extend opportunities for identified pupils to access wider achievement experiences and academic support, to raise attainment
 - Widen partnership working across the school and community.
 - Facilitate activities with identified children to increase self-esteem.
 - Facilitate interventions with identified children to address gaps in learning.
 - Facilitate opportunities and support families to register for funding they may be entitled to.

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Summary of our Successes in 2018-19:

Leadership of Change

- Pentland's School vision is ambitious and focuses on improvements in outcomes for all. Staff, pupils, parents and partners continue to be involved in the creation and ongoing review of the vision, aims and values of the school.
- Almost all parents who completed a survey agreed that the school promotes the vision, values and aims effectively.
- All staff have consistently high expectations for all learners.
- At Pentland there is a strong leadership culture where the team recognise and promote creativity, innovation and enquiry.
- There is an ongoing focus on reviewing pedagogical practice to ensure a highly skilled staff is sustained.
- Pupils, staff and parents have a voice, and the process for effectively taking into account and sharing their views is evolving. E.g. questionnaires, focus groups and through opportunities within the curriculum.
- Staff training is creatively designed and led by school, cluster and wider authority staff to support development priorities. This is used to support the delivery of high-quality learning and teaching experiences.

Learning, Teaching and Assessment

- Our aim for the year of increasing levels of pupil engagement by 5% across the school has been exceeded. Almost all children are currently assessed as 4 or 5 on the Leuven scale for engagement.
- Almost all learners experience an inclusive learning environment that is appropriate for their needs.
- Almost all pupils experience a welcoming, positive, classroom ethos which promotes a sense of belonging.
- Almost all pupils have access to wider achievement opportunities to promote participation, engagement, and achievement. This is tracked effectively, and interventions put in place if necessary.
- All pupils are exposed to skills for developing the young workforce (DYW) and aspirations are recognised and encouraged.
- All pupils had the opportunity to learn about the 5 skills for employability, supported by meaningful partners in our community. Almost all parents attended an event to engage with the DYW agenda.
- There are a variety of opportunities available to parents and carers to enable them to engage with their child learning experiences. E.g. sharing learning events, class assemblies, learning journals sent home, learning conversations, parental consultations, home learning.
- All classes use talking partners consistently as part of learning and teaching, promoting participation, engagement and inclusion.
- Pupils are encouraged to be aspirational and realistic in determining their next steps. Most pupils can evaluate and establish their next steps in learning with the support of their class teacher.
- Some staff worked collaboratively with colleagues from other schools to share practice and moderate planning and teaching at 2nd level. The staff involved, report increased confidence in the moderation process.
- There is a rigorous tracking and monitoring system in place to ensure that pupils are progressing in their learning. Interventions are planned and implements as and when required.

Ensuring Wellbeing, Equity and Inclusion

- Our aim for the year of increasing pupil wellbeing by 5% across the school has been exceeded. Almost all children are currently assessed as 4 or 5 on the Leuven scale for wellbeing.
- Year 1 of the Resilience program has been implemented. Staff and pupils now share a common language and use the 'toolkit' to develop and promote resilience in our young people.
- Following a Supported Self-Evaluation Visit and a Quality Improvement visit by the authority, it was highlighted that almost all relationships within the school environment are positive and supportive.
- The GIRFEC process is well established and firmly imbedded at Pentland ensuring that identified children and families have their needs are met.
- The Pentland curriculum supports children to understand, value and celebrate diversity. This is supported by the implementation of the Edinburgh Health and Wellbeing Guidelines.
- Almost all pupils experience times for reflection through protected class time and planned assemblies, encompassing all faiths in the school community.
- We are a 'Rights Respecting School' and this is reflected in all our school policies, position papers and throughout classrooms.

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- Almost all pupils experience strategies to improve their attainment and overcome challenges.
- All staff at Pentland are involved in an ongoing cycle of Child Protection Training.
- Pentland has a strong culture of partnership with health, social care and voluntary sector agencies to help close the gap and target appropriate support.

Raising Attainment and Achievement

- Attainment has been maintained or improved in most areas for P1, 4 and 7 over the last year.
- Almost all children are attaining appropriate levels of achievement and a few are exceeding these based on evidence from Curriculum for Excellence achievement of a level data, and data from the Scottish National Standardised Assessments (SNSA)
- In numeracy, reading, listening and talking and writing almost all pupils at P1, 4 and 7 are attaining levels above the city average.
- Almost all learners have experienced opportunities to showcase their learning creatively, promoting opportunities to celebrate achievements.
- All children in P5 – P7 were involved in planning and implementing a community project, these included Christmas hampers for families in the community, a sustainable uniform swap shop and a successful health and sports week.
- All pupils Nursery to P4, are involved in sustainable projects (litter picking, gardening, campaigning). They have opportunities to learn life-long skills.
- Some pupils are further challenged and motivated by participating in opportunities: Rotary Quiz, Scottish Math Challenge, UK Math Challenge, Inter-scholastics competition, Edinburgh Schools swimming competition, Edinburgh Schools Chess competition.

Priorities for 2019 – 2020:

Priority 1 – Raising Attainment for All

- To raise attainment in writing
- Develop a more consistent approach to the planning and assessment of writing
- Further develop children's skills and confidence in talking about their learning and identifying their next steps
- To increase parents' confidence when engaging with their child's learning.

Priority 2 – Equity for all Learners

- To improvement in literacy and numeracy skills for pupils not meeting national expectations
- To further increase levels of pupil engagement with the curriculum.
- To increase opportunities for families to engage in school life.
- To increase pupil attendance and participation
- To increase levels of vocabulary for identified children.

Priority 3 – Pupil Wellbeing

- Increase the number of pupils positively engaged during playtime.
- Increase in staff confidence and skill in using restorative approaches.
- To increase pupil knowledge of tools for resilience.
- Increase awareness in pupils and parents of the Wellbeing Indicators embedded within the GIRFEC framework.
- To achieve Gold Level RRSA status by the end of the session.

Scottish Government Analysis

Please click [here](#) for information from the Scottish Government which provides statistics about Pentland Primary School. When on the site: click on the 'Primary Dashboard' tab; select Edinburgh City; and then select Pentland Primary School.

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