

Royal Mile Primary School, Standards and Quality Report 2015 – 2016

This evaluation is based on the Quality Indicators in 'How Good Is Our School 3'.
Using a 6 point Scale where 6 is excellent, 5 is very good, 4 good and 3 is satisfactory.

<p><u>Ethos and Life of The School</u> Behaviour improved across all classes and attendance was between 91.7 and 93.1. Level 2 Healthy School achieved.</p> <ul style="list-style-type: none"> • Pupil Councillors actively represented their peers, organised events, gathered and shared views about the development of the playground for example • Pupil groups such as House Captains, Art Reps and Health & Wellbeing Reps were active, took leading roles in and organised events. The school choir sang at events in the locality. • Pupils shared learning and showcased achievements. 	<p><u>5.1 The Curriculum</u></p> <ul style="list-style-type: none"> • The school continues to make progress with developing its curriculum. • A continuing emphasis on literacy, mathematics and Health and wellbeing led to a review of materials and resources and development of overviews and progressions. • Opportunities to apply skills, problem solve, be enterprising in real life scenarios enriched the curriculum • Residential experiences were well attended. 	<p><u>5.1 The Curriculum</u> Overall 3</p> <ul style="list-style-type: none"> • Teacher Coordinators worked with cluster colleagues in Literacy, Mathematics, Modern Foreign Languages and shared their learning with colleagues • ICT was used to enhance learning and teaching: Apps and sites such as Cybercoach, Learning Ladders and Education City were used in school and at home. • Transitions to High School were supported by joint programmes with Preston Street Primary, The Crags and Canongate Youth Project. Nursery – P1 transition was extended across the summer term. 						
<p><u>1.1 Improvements in Performance</u> Overall 3</p> <ul style="list-style-type: none"> • In P2 and P5 most children improved their maths scores. P5 majority improved their Big Writing scores too. P4 and P6 most children improved their reading scores and in P3 and P7 spelling scores improved for most children. • Children receiving support such as Fresh Start, made gains • Pupils had opportunities to apply skills in projects such as 'Make £5 Grow' with Virgin Money • Care Inspectorate was judged Early Years as 'Good' 	<table border="1"> <tr> <td style="width: 50%;">Responsible Citizen</td> <td style="width: 50%;">Confident Individual</td> </tr> <tr> <td colspan="2" style="background-color: black; color: white; text-align: center;">Learner</td> </tr> <tr> <td style="width: 50%;">Successful Learner</td> <td style="width: 50%;">Effective Contributor</td> </tr> </table>	Responsible Citizen	Confident Individual	Learner		Successful Learner	Effective Contributor	<p><u>2.1 Learners Experiences</u> Overall 3</p> <ul style="list-style-type: none"> • Pupil feedback showed that all classes were motivated by the variety of experiences on offer, the use of ICT, PE, Art and the IDL projects were positively received • They enjoyed trips and outings and felt that spending time with their teacher was useful in most classes. • The majority of classes also mentioned that setting targets had been helpful and supported their progress. • They enjoyed working with a variety of people – Edinburgh University, Park Rangers, Play Rangers, Talbot Rice Gallery, Community Wardens for example.
Responsible Citizen	Confident Individual							
Learner								
Successful Learner	Effective Contributor							
<p><u>5.3 Meeting Learner's Needs</u> Overall 4</p> <ul style="list-style-type: none"> • The school continued to apply the principles of Getting It Right For Every Child • Various support programmes ran across the year: Emotions Talk Playboxes, Dyslexia, Toe by Toe, Seasons For Growth. Feedback was positive from all. • Fresh Start and Read Write Inc groups support Literacy development, and most staff are trained in this approach. Most pupils made progress. • Maths support groups had a positive impact on pupil confidence and achievement. 	<ul style="list-style-type: none"> • Support from partner agencies, such as Occupational Therapy, Speech and Language Therapy, in training staff as well as running groups has benefitted many individuals. • Dynamites supported their peers in the playground • Homework support drop in, curriculum workshops, showcases and shared learning events for parents and carers had mixed attendance. Homework Club for pupils in terms 1 & 2 was well attended. • Language Class staff and mainstream colleagues work cooperatively and collaboratively to support inclusion 	<p><u>5.9 Improvement Through Self Evaluation</u> Overall 3</p> <ul style="list-style-type: none"> • Teachers gathered data about pupil progress and shared this more effectively and consistently with colleagues, and with pupils to set meaningful learning targets • Twice yearly pupils work in Profile Jotters and self evaluate their work over time. • Pupils set themselves more meaningful targets and give feedback about their experiences. • Responsive planning, handover sheets and liaison meetings allow professional dialogue between staff. Moderation took place at both school and cluster level. 						

Royal Mile Primary School, Improvement Plan 2016 - 2017

This Improvement Plan will be assessed against the Quality Indicators in 'How Good Is Our School 4' next session. These are the NEXT STEPS for our school and include James Gillespies High School Cluster developments too.

<p><u>Ethos and Life of The School</u></p> <p>Raise attendance to an average 94% across session and reduce late coming.</p> <ul style="list-style-type: none"> • Pupil Learning Councillors and other Pupil groups such as House Captains, Art Reps and Health & Wellbeing Reps to take a more active role in curriculum development and evaluation • Encourage and increase carer/ parents attendance at learning and showcase events across the session. • Develop class blogs to inform and involve parents in their child's learning 	<p><u>Literacy and English</u></p> <ul style="list-style-type: none"> • Peer support/ training to use strategies from Fresh Start, Read, Write Inc and other programmes across the school • Develop library as a study space, place to relax and enjoy reading • Workshops to support family involvement about HOTS, Big Writing, Active Reading and homework • Develop tracking, recording and assessment from nursery – P7 and into High School transition • Work with cluster colleagues on moderation of achieving a level 	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Build on the good practice in place to achieve Level 3 Healthy Schools Accreditation • Share staff training in delivering the programmes available in school to reach more pupils : mindfulness, Seasons For Growth, Fresh Start and Read, Write, Inc, Seal. Introduce new groups: sensory circuits • Increase opportunities to share information with families and pupils including Blogs, Class events and workshops
<p><u>Maths and Numeracy</u></p> <ul style="list-style-type: none"> • Develop use of nursery trackers, CEC maths pathways and Significant aspects to provide consistent tracking, recording and assessment nursery to P7 • Look for opportunities to challenge pupils • Include opportunities for Problem solving, mental agility and fun with patterns in numeracy and apply skills in real life situations • Work with cluster colleagues on moderation of achieving a level 		<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Introduce Growth Mindset to whole school and provide opportunities for parents/ carers to share this • Continue to develop play space with Pupil and Parent Council • Actively seek opportunities for school/ classes to participate in wider learning opportunities with wider community • Encourage children, families and staff to share healthy and fun activities
<p><u>Maths and Numeracy</u></p> <ul style="list-style-type: none"> • Applying Growth Mindset to maths • Pupil target setting – introduce walls and share with parents and carers • SEAL – ensure staff continue to share and use these strategies across school to support raising attainment and share with parents ad carers • Opportunities to work with other groups and promote maths, numeracy and mathematical thinking 	<p><u>Language Class</u></p> <ul style="list-style-type: none"> • Develop use of Inclusion Trackers, STAR tracking and other ways for recording, tracking and assessment. • Opportunities for parents/ carers to take part in life of school and develop communication: blogs, workshops • Share with whole school the Total Communication Project • Be active members of Language Class Network and ensure parents/ carers receive information about city wide events and workshops • Develop growth mindset in Language Class 	<p><u>Early Years</u></p> <ul style="list-style-type: none"> • Using Early Years Trackers to begin the tracking, recording and assessment process and share at transition • Develop city library links, nursery library and events around reading and literacy including Father's Story time • Establish groups and events with speakers, community organisations etc. for parents/ carers • Develop use of outdoor environment in learning literacy and numeracy through play