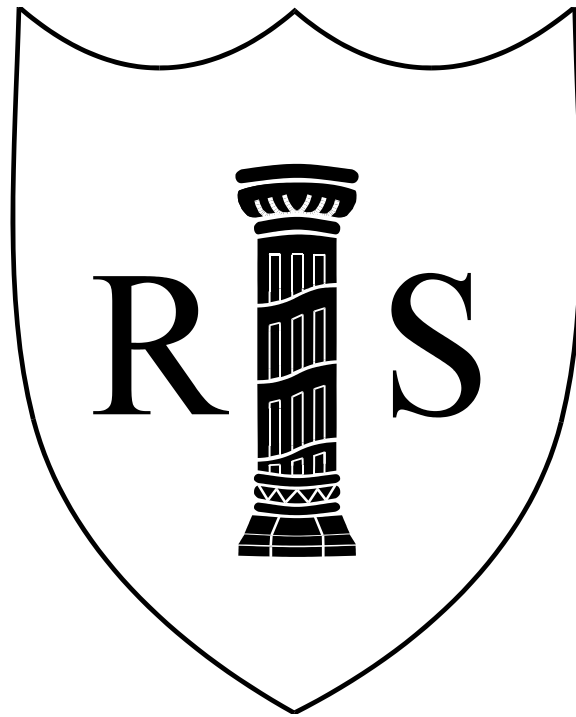


**Roslin Primary School
Standards and Quality
Report**



Session 2015 -16

Context of the School

At Roslin Primary we aspire to become a learning community capable of continuous improvement – excellence through the quality of our teaching and learning experiences, care and welfare, high expectations and support that we provide to allow our learners to develop their full potential as successful learners, confident individuals, effective contributors and responsible citizens. Our school vision is 'Exciting Learning within our friendly and active community of Roslin and Bilston' which reflects our vision of the community taking responsibility and being involved in the children's learning. Work has been carried out in session 2014/15 in order to ensure the school has a shared vision with all stakeholders.

Roslin Primary School consists of 2 sites. The main building is in Roslin and has morning and afternoon nursery classes. In 2015 - 2016 there were 8 classes from P1-7. There is also an annexe in Bilston, approximately one mile from Roslin, which has a morning nursery class, P1/2 and P3/4 class. In session 2016/2017 there will be 8 classes from P1 – P7 at Roslin and one 20/20 nursery. The Bilston annexe is closing and a new Bilston Primary has been built which will open in August 2016. This has been a highly significant year for the school with the 2 buildings separating into 2 schools. This was managed effectively by the Senior Management Team to ensure smooth transitions for all pupils, staff and parents.

Our School roll: 208

Our Percentage FME: 7%

How well do children learn and achieve?

As a school, we recognise the social and emotional needs of our children and the significant impact it can have on learning and achievement. We have 4 successful nurture groups at Roslin and Bilston. We did an audit using HNIOS (How nurturing is our school) – a self evaluation tool based on the 6 nurturing principles.

Shared classroom experiences and feedback from children confirm that they are motivated to learn. Children have benefitted from our growing visible learning culture which enhances a positive ethos and learning culture within the school. Across the school we have been continuing to engage with the work of John Hattie in an effort to develop assessment capable learners as well as broadening our reading to James Nottingham, Shirley Clarke and Guy Claxton. Our VL working party meets regularly to discuss progress and decide next steps. Children have become more confident in discussing how to improve their learning and work well together during collaborative learning experiences (very successful work in houses across stages). The nursery provides a variety of well organised areas to support and extend children's learning through a range of indoor and outdoor experiences. The children in the nursery can confidently select resources and organise their play independently. Visitors recognise the positive school family ethos as soon as they enter Roslin Primary.

In order to monitor attainment within the context of Curriculum for Excellence we analyse a range of data including PIPS and GL assessments. We also use ongoing assessment data from internal formative assessments to track pupil attainment year on year. Rigorous tracking systems are in place across the school. Detailed analysis of data has been further developed this year in order for teachers to extend their ability to use the data to identify any gaps in children's learning, recognise key strengths of pupils and plan next steps. This has resulted in increased challenge for pupils and an improvement in attainment across the school.

In nursery and P1 most children are achieving the expected levels in Reading, Writing, Maths and Numeracy in CfE levels. In PIPS reading is above the national average with good added value results. In PIPS, maths was significantly above the national average with very good added value results. At P4 the majority of children are working at First Level or above in Reading, Writing, Maths and Numeracy. The standardised assessments indicate that most children are making very good progress in reading and maths. The mean standard age score is significantly higher than the national average. At P7 the majority of children are working at Second Level in Reading, Writing, Maths and Numeracy. Most children are making very good progress in reading. The mean standard age score in reading is significantly higher than the national average. Most children are making good progress in maths and boys and girls scores are comparable.

Children's achievements and successes within the 4 capacities of Curriculum for Excellence, in and beyond school are celebrated in our classroom and corridor displays and through school assemblies. Pupil Voice is valued through wide ranging opportunities for pupils to take on leadership roles – Eco Committee, JRSOs, Prefects, House Captains, reading buddies. A number of key areas have been developed as a result of these groups including a planned Health Week, improving the school garden, improved recycling across the school, saving energy and water, improved house activities. The Learning Council was introduced with its key role being to focus more on aspects of school improvement linked to learning and teaching and the School Improvement Plan. They represented the school when they met with visitors from across the UK to explain our Visible Learning journey and the impact it has had on our learners at Roslin. We received very positive feedback from our visitors. We also had 2 P7 pupils represent the school at a Council Chambers meeting, sharing their thoughts on learning.



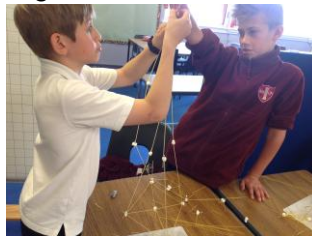
Skills for learning, life and work are developed through opportunities for cooperative learning and cross stage working. Children are given the opportunity to take part in showcases and enterprise activities which allow them to make connections with learning, life and work. Many of our pupils enjoy belonging to the school choir and are given opportunities to learn a musical instrument and perform at school events.

Effective team working skills are further fostered and developed with cooperative learning approaches being used across the school. This has given increased opportunities for promoting pupil voice and collaborative approaches to learning. P5 and P6 went to the Scottish Mining Museum to take part in a bridge building project with other schools. The idea was for the pupils to get a grasp on civil engineering. P6 also took part in a day organised by the SAW trust (science, art and writing). The pupils worked with a scientist, writer and artist from Edinburgh University. They explored different areas of their field linking it with the rainforest topic. P2 presented a showcase to parents based on their Circus project. They demonstrated their circus skills in the gym hall.



Bridge Building Newtongrange

Curricular Afternoon – We held curricular afternoon with parents where the aim was to familiarise parents with the work going on in the classroom where we were learning about growth and fixed mindset and making mistakes. They worked in home teams and a challenge was set where they had to build a tower using spaghetti and marshmallows. There was a great sense of teamwork and feedback positive from both parents and pupils.



Curriculum Afternoon

The whole school participated in a Health Week and feedback from pupils, staff and parents showed that their awareness of their personal safety had improved. Talks from the Police enhanced their understanding and highlighted the serious risks within social media. We had a large variety of coaches in throughout the school year through Active Schools, including judo, dance, table tennis, football, rugby, cricket, gymnastics and boxing.



Cross Country Festival

Class teachers led clubs for basketball and badminton. Some of our P1-3 pupils were selected to take part in a Judy Murray tennis academy. The whole school did a walk through Roslin Glen. We had many parents with us and the local Rotary Club helped with ensuring safety on the route. We improved our partnership with Alan Krumholds, our local Midlothian Ranger at Roslin Glen, to further develop our outdoor learning. Our nurture and mentor groups went to the glen and developed their team building skills within the context of learning to use nature in art, bush craft skills, pond dipping and exploring pollution levels and their impact on the environment.

Parents in Roslin continue to lead a gardening club and have supported pupils to grow vegetables which are used by kitchen staff. Both Bilston and Roslin nurseries grow their own vegetables in their gardens. We are very proud of both outdoor spaces at the nurseries. One of our Senior Childcare and Development Workers continues to use her Forest School training and has used her expertise to deliver outdoor learning to all of the nursery children. She has taken the children to Roslin Glen which is a rich learning environment. A nursery teacher has continued to develop the Nature and Nurture programme to pre-school pupils at Bilston.



We aim to provide a wide range of experiences to enable our pupils to achieve. We are particularly proud of our Junior Tour Guide Programme. We work closely with the Education Centre at Rosslyn Chapel. The pupils train to become Junior Tour Guides for the chapel. This develops skills such as talking in front of an audience, increasing confidence, team work and working with a large variety of people from all over the world who come to visit. Our JTG programme is central to the context of Roslin Primary.



Pupils this session have had the opportunity to experience: rugby tasters, swimming, skiing, rugby, health week, walk in Roslin Glen, Police talks, book shop, shows, church services, teddy bears' picnic and the Rotary Club Quiz.

Trips have included: Roslin Glen, Royal Museum of Edinburgh, Edinburgh Zoo, Scottish Parliament, The Risk Factory, Craigmillar Castle, Scottish Mining Museum and East Links Family Park.



Egyptian Class Trip, Edinburgh

The school has increased the use of the website and Twitter to engage with parents and the wider community. Photos of the children's work, class displays and reminders are sent out on Twitter as a quick and immediate form of communication. We have significantly improved the school website and newsletter this year to improve the communication to our stakeholders. We have engaged the pupils more in the use of the website and want to develop this further: www.roslin.mgfl.net & @RoslinPS

We are also tracking our visible learning work using a school blog www.visiblejourneyatroslin.wordpress.org.

Priorities for future development

- Develop the learning and teaching of French
- Continue rigorous tracking meetings in order to raise attainment and close the gap
- Learning visible in all classrooms
- Promote learning through play
- SSERC programme to support and improve the learning and teaching of science and technology
- Further promote Trios and peer observations
- Moderation in maths and numeracy
- Engage with National Improvement Framework, HGIOS4, Building the Ambition and HGIOELC, to further develop our approaches to evaluating the work of the school

How well does the school support children to develop and learn?

There is a planned approach to quality improvement and self evaluation with effective and regular opportunities for professional dialogue and reflection built in. Staff effectively evaluate the learning and teaching that takes place within their classrooms and professional dialogue amongst the teaching staff is continuous and effective. Staff development activities are focussed on improving the outcomes for our learners. A distributive leader model provides opportunities for staff to lead and to develop initiatives and many staff members have taken on leadership opportunities which focus on improving teaching and learning within their own classroom and across the school. Pupil leadership has been encouraged and the Learning Council have been involved in classroom visits and given feedback to teachers.

Positive relationships between staff, families and children create a nurturing and caring ethos. We have effective partnership working with parents and have a strong Parent Council. We continue to strive to look for ways to include parents in all parts of the curriculum

The new Forward Planning for teachers has had a positive impact on the learners and the curriculum. Teacher's feedback has been hugely positive stating that they are now more focussed in their planning and assessment and target the SALs. Opportunities for professional dialogue have been built into the school calendar. Teachers sit in trios to share their planning along with a member from the SMT, Staff have Tracking Folders and use assessment data to plan their next steps for learning. This information helps inform staff of individual levels within CfE. Children's needs are discussed as part of the monitoring programme and agreed actions are identified and implemented following professional dialogue.

The SMT and Support for Learning Teacher have successfully worked closely together to create a clear vision for Sfl within the school and nursery. The main focus has been on closing the attainment gap. The Support for Learning Teacher now trains the learning assistants to further enhance the support children are receiving. Learning assistants now take responsibility for focus groups. Robust systems for identifying children's educational and emotional needs at an early stage allows for appropriate early interventions. Learning assistants are deployed effectively to support the needs of the children in school and in the nursery classes. Advice and support is provided to all staff on appropriate and effective interventions needed to support children's learning.

The school has worked closely with a number of partner agencies in order to ensure children are given the best support. This has included Educational Psychologist, Behaviour Support Teacher, Social Work, Child and Adult Mental Health Service. Working with Loanhead Community Learning Centre's Play Therapy service, the school was able to offer parents of children with specific needs, the opportunity to work with trained therapists. A PEEPs group for pre-nursery children has continued successfully this session. We have nurture groups in both Roslin and Bilston which support children with their social skills.

P7 children are well supported in their transitions to Beeslack High School. This session this included a Dyslexia Transition group, an Associated Schools Group residential camp to Benmore, induction days, Guidance visits, extra support visits for pupils with additional support needs. Children who participated in the school's mentoring programme also took part in a practical wood work project at Beeslack High where they were involved in whole process of design to completion in the Craft, Design and Technology department. This was led by our Sfl teacher.

Priorities for Future Development

- Continue to assess the impact of targeting groups in support for learning
- Continue to have regular tracking meetings with staff in order to raise attainment in literacy and numeracy and close the gap
- Continue to develop the nurture groups and investigate further training for the Sfl teacher from the nurturing group network

How well does the school improve the quality of its work?

The school staff have a collegiate approach and operate effectively as a team to benefit all children and families. The staff have a shared vision in terms of school improvement and a willingness and desire to improve practice.

The Parent Council works very closely with staff to review the work of the school and help focus on improvements. This has included the handbook for parents, the homework policy, the behaviour policy, maths booklet, sports day, musical tuition and the school environment.

Key aspects of the school's work have been audited by staff and pupils using HGIOS to help identify areas of strength and next steps for development. Parent Council members were invited to join staff for the audit. This has helped to identify specific tasks to be undertaken within the school improvement plan.

Pupils, supported by staff and Parent Council members, participated in a Pupil Conference Day. This highlighted to the pupils how important their voice is when we plan for improvements. Some of the key questions asked were:

- Have you used maths and numeracy skills in other areas of the curriculum?
- What is skimming and scanning?
- How have you used this skill in your learning?
- What skills do you need to be a good listener? What skills do you need to be a good speaker/talker?
- Describe learning opportunities where you had to apply these skills
- What characteristics does a good learner have?
- How are pupils in this school supported with their learning?

We continue to use a learning round approach for self evaluation and school improvement. We carry out Learning Walks, shared classroom experiences, peer learning in trios, professional dialogue and engagement with pupils.

Making Performance Matter meetings took place with all learning assistants, S/CCDWS and support staff, which showed how seriously and proactive they are in continuing their own learning in order to benefit pupils. All teaching staff are in the process of Professional Update. This now forms the PRD process for all teaching staff.

Priorities for future development

- Continue to use evidence based research to understand how to measure impact and continue effective use of visible learning approaches
- Further develop peer learning approach in Trios
- Continue Pupil Conference approach to self evaluation
- Develop further Pupil Voice opportunities
- Further develop our moderation processes in maths and numeracy