



MELROSE PRIMARY

School Improvement Report

2022-2023



Review of Progress 2022-23

Context of the setting

Melrose Primary School (MPS) is situated in the Scottish Borders serving the town of Melrose, surrounding villages and rural areas. It is part of the Earlston cluster schools within the Earlston High School catchment area. Almost all children transfer to Earlston High School for secondary education. The Early Learning and Childcare (ELC) delivers 1140 hours for 3 and 4 year olds.

The principles of Curriculum for Excellence are at the heart of our planning and there is an emphasis on breadth, challenge and depth of learning. We want our children to develop respect for themselves and to realise their importance and uniqueness in society, so that they grow into confident members of the communities in which they will live. A significant part of our programmes cover the teaching of core skills in literacy, numeracy and health and wellbeing which can then be transferred and applied in a range of contexts across other areas of the curriculum.

Our vision statement 'To be the best we can be' is embodied in our school aims:

- Strive for excellence
- Deliver rich and innovative learning experiences
- Deliver skills for life
- Cultivate individual qualities

We actively engage and collaborate with our learners, families and community. Our five values act as guiding principles and standards to achieve the school's aims:

- Responsible
- Respectful
- Receptive
- Reflective
- Resilient

The Scottish Attainment Challenge Pupil Equity Fund (PEF) was used to deliver interventions for identified learners:

- a school approach to health and wellbeing recovery through coaching
- targeted interventions for numeracy

SBC priority 1: Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in our schools and settings.

What improvements have you made this year?

We have improved practitioner understanding of the Melrose Primary School (MPS) Learning, Teaching & Assessment Toolkit.

Our observation process has been further developed to ensure that we gather more classroom observation information throughout the school session. Practitioners were given more regular feedback on how to improve their learning, teaching and assessment. We triangulated this data with our learner surveys and attainment information, giving us clarity over our school development needs.

Core moderation activities were put in place to give practitioners and the leadership team, a greater understanding of learner progress within the writing, numeracy and maths curricular areas.

We have improved practitioner understanding of the teaching and assessment of writing, ensuring practitioner planning has focussed on embedding aspects of the MPS learning teaching and assessment toolkit.

Based on our attainment data and feedback from practitioners, we began to develop our numeracy and maths learning, teaching and assessment framework. We changed the curricular progressions that were being used, including developing support and challenge pathways for learners. Professional learning activities and resources were provided for practitioners, to assist them in developing pedagogical approaches to numeracy and maths. This work will inform our curriculum and pedagogical developments in numeracy and maths during session 2023/2024.

We implemented a whole school digital reporting, Personal Learning Planning, using the Showbie app. Early Learning and Childcare (ELC) – Primary 7.

What has improved for learners? How do you know?

Our attainment data tells us that learners continue to attain well in listening & talking and reading.

We met almost all of our attainment stretch aims for 2022/2023, in the key areas of reading, writing, listening & talking, maths and numeracy.

Our annual learner surveys show that we have made improvements over the course of 2022 2023 in the following areas:

- Sharing Learning Intentions and helping learners understand them
- Giving learners time to talk about their learning and finding out about what they know
- Using a 'no hands up' approach to ensure that every learner is encouraged to generate ideas and have increased opportunities for recall
- Learners get feedback from their teachers that help them improve

We have experienced a positive response to using Showbie for reporting - most pupils prefer Showbie or like it the same as our previous paper PLPs. All teachers prefer Showbie or like it the same as our previous paper PLPs.

Next Steps

- Continue to develop practitioner understanding of the MPS Learning, Teaching and Assessment Toolkit.
- Continue to facilitate regular classroom observations, ensuring a planned and systematic approach is established.
- Continue to embed core moderation and monitoring activities in writing, maths and numeracy, collecting whole-school summative information and data at planned points within the 2023/2024 calendar.
- Develop practitioner knowledge and understanding of the maths and numeracy curriculum.
- Develop practitioner knowledge and understanding of maths and numeracy pedagogy, including knowledge of the SEAL methodology and the concrete, pictorial, abstract approach.
- Improve attainment in numeracy and maths.
- Improve attainment in writing.
- Continue to embed and monitor the use of Showbie for reporting.
- Embed a 'no hands up' approach to our questioning.
- Ensure learners have regular opportunities to peer-assess.
- Ensure learners have regular opportunities to self-assess.
- Ensure learners feel confident before they are asked to engage in independent learning.

SBC priority 2: Develop inclusive practice with a focus on universal and targeted provision in all schools and settings.

What improvements have you made this year?

Developed practitioner understanding of the UN Convention on the Rights of the Child (UNCRC), giving practitioners opportunities to reflect on their current practice and next steps.

Continued and developed coaching for identified learners using both a one to one and group approaches.

Further developed consistent engagement in the use of reflective dialogue to promote excellence in behaviour and relationships including 'scripting' using restorative language and consistent use of Zones of Regulation (language used to describe emotions) across the school.

What has improved for learners? How do you know?

Almost all practitioners consistently use restorative approaches to ensure learners have ownership over decisions that impact their peer and adult relationships. Learners are more empowered by this approach and are developing the skills required to positive choices.

The majority of learners report that practitioners spend time talking about the Zones of Regulation during class time. Most learners are able to identify the Zones of Regulation, describing them with accuracy. Learners are beginning to be able to identify multiple strategies that could be used to help them get back to a place where they are ready to learn. Learners who are unable to communicate how they are feeling verbally have access to picture cue cards.

Most Coaching interventions resulted in increased wellbeing for the learners involved.

Next Steps

- Continue to develop and embed rights-based (UNCRC) approaches in school.
- Embed the use of the Zones of Regulation ensuring all learners gain regular experience of the language and ideas required to understand the Zones of Regulation.
- Develop pupil learning about the Zones of Regulation, with a clear focus on teaching learners strategies to help them regulate their behaviours and return to being ready to learn (the green zone).
- Ensure there are calming/nurturing spaces within all classroom environments.
- Continue to develop coaching for identified individuals using wellbeing scores to measure intervention impact.
- Ensure all practitioners revisit SBC Nurture Guidelines during session 2023/2024.
- Share SBC Parent Leaflets for Nurture with school parents and carers.
- Plan for and deliver training around the next two SBC nurture principles.
- Collect and analyse data relating to parent/carer views on nurturing approaches at MPS.

Early Learning & Childcare provision

What improvements have you made this year?

The outdoor satellite setting: A curriculum rationale for learning through nature and a plan for the outdoor core provision were created so that all practitioners are clear about what provision should be available. Opportunities for literacy including listening and talking and purposeful interactions was a key area for improvement. Cosy and nurturing spaces were created to ensure that the children, not matter what the weather, could be warm, rest and sleep. Additional resources and clothing were purchased. A drying room was created which is utilised as a changing room so that the children can change their clothes, if necessary through the day. Toilet privacy was addressed.

The indoor setting: We further developed the core provision. More appropriate resources are being used to support numerical understanding and independence through real life experiences e.g. the organisation and preparation of snack and the family service style lunch.

The developmental overviews were reviewed to ensure they are in line with other SBC settings.

We self-evaluated the physical environment and the way staff work and consequently re-organised the way the practitioners work. Practitioners now work in one area for a period of time, two weeks, consequently practitioners have the opportunity to work with all children. Practitioners are beginning to use the Leuven's Scale of Engagement to support their understanding of how the children use the spaces and the provision so that enhancements and provocations support the development of children's interests and the use of the spaces.

The Care Plan Plus and the Early Years CIRCLE documentations were introduced to record the needs and associated support strategies for children who have additional support needs.

Zones of Regulation were embedded both indoors and outdoors. Additional spaces have been created where children can go to self-regulate. The children continue to have free flow both indoors and outdoors.

What has improved for learners? How do you know?

The outdoor satellite setting: children demonstrate a good understanding of the routines of the day. Practitioners confidently support and scaffold open ended play, engagement is more positive and children follow their own lines of enquiry. Children are more independent and engaged in their play, gross and fine motor skills have improved alongside the children's willingness to try new 'things'.

The changes to the developmental overviews enable the key worker to identify gaps and next steps in a child's learning. Reviewing the developmental overviews is a shared process allowing for modelling, scaffolding and shared understanding amongst the practitioners. Practitioners are able to plan gather times based on areas of development that have not yet been observed in the children's play. There is more detailed planning based on the whole cohort's next steps and gaps in learning. The Early Years Officer (EYO) has an informed overview of the cohort's developmental needs and supports practitioners accordingly.

The changes to the way the provision is organised has improved practitioner confidence, ownership, teamwork and sense of wellbeing. The staff have a greater knowledge of all children rather than just their 'key worker' group. Planning and tracking of children's next steps in learning has become a shared process allowing for moderation of the process.

Care Plan Plus and the use of the Early Years CIRCLE document as enabled the children to be supported in a way that is consistent and appropriate to their developmental needs. All practitioners are aware of the needs of children who have a care plan plus.

The use of Leuven's Scale of Engagement increased practitioner understanding of how the environment is used and how play can be developed and supported.

Next steps

- Embed the way the 'zones' work indoors to include 'focus children' and 'in the moment planning'
- Review and consolidate literacy work in the outdoor setting - focus on interaction techniques
- Review and consolidate outdoor snack procedures
- Continue to develop numeracy opportunities outdoors – complete numeracy training with Learning Through Outdoors
- Review 'gather times' both indoors and outdoors: develop a numeracy and literacy focus including creating a bank of resources to support delivery
- Further develop practitioner independent use of the Early Years CIRCLE document and the link to the care plan plus documentation
- Further develop and embed the practitioner use of the Leuven Scale of Engagement
- Review of use of 'spaces' outdoors, supported by Inspire Scotland - adapt and enhance appropriately

Evaluate the following QIs against the six-point scale:

Excellent	this aspect of the school’s work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remain some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners’ experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	ELC self-evaluation
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment (Including digital)	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Good
3.2 Raising attainment and achievement/ Securing children’s progress	Good	Good

Our capacity for continuous improvement is: Very Good