



# **MELROSE PRIMARY**

## **School Improvement Report**

### **2021-2022**



## Review of Progress 2021-22

### Context of the school

Melrose Primary School 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
- Actively engage and collaborate with our learners, families and community

and our five values:

- Responsible
- Respectful
- Receptive
- Reflective
- Resilient

Act as guiding principles and standards to achieve the school's aims.

The delivery and progress of the planned developments were impeded by Covid 19 restrictions and recovery. The Senior Leadership time to lead teaching, learning and assessment and implement quality assurance was greatly reduced. This was due to covering the teaching of classes and supporting individuals in aspects of Health and Wellbeing including pupils' behaviour. Staff absence was significantly high between January and April 2022.

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 literacy

### Improvements made this year

Practitioners developed an increased understanding of learning, teaching and assessment through a research based approach (Rosenshine's Principles). This included summative assessments and one coaching session. Additional coaching sessions were planned but were not facilitated due to high staff absences.

Early Learning and Childcare (ELC) staff engaged in SHOWBIE training and applied their knowledge to develop SHOWBIE as a digital learning journey and a platform to communicate with parents/carers about their child's learning, experiences and achievements.

In ELC the PDSA cycle was developed, tested and implemented for Early Years practitioners. The focus was the children's understanding of 4 health and wellbeing indicators. This developed practitioners' knowledge and observations showed that within the indicator 'responsible' children would need to be supported through improvements in the use of provision. Through self-evaluation, staff recognised the need to evaluate and improve the provision, which resulted in the implementation of 'In the moment planning.' 'In the moment planning' led to the creation of skills based plans to ensure there is progression in literacy, numeracy and health and wellbeing.

Coaching was used successfully as a health and well-being intervention (recovery) for identified learners. Almost all learners improved their health and well-being scores (using health and well-being indicators). Coaching for early years learners was developed and implemented at cluster level. The coaching model was recognised by South East Improvement Collaborative (SEIC).

We have made progress in further implementing nurture approaches to support inclusion and wellbeing. Parents/carers identify the approaches as one of our strengths.

We created a positive relationships framework, called the Melrose Blueprint, to provide staff, learners and the school community, with a shared understanding of agreed behaviour and relationship conventions at Melrose Primary School. Some progress with implementation. The next step is to develop a consistent understanding and use of the blueprint by all relevant stakeholders.

#### **Improvements not actioned as planned**

- All ELC pupils to be aware of their targets
- To ensure a consistent approach of Emerging literacy in ELC
- Scripting of restorative approaches, gather evidence and monitor the impact
- Monitor learner's understanding of zones of regulation
- Monitor and evidence the impact of Building Resilience
- Monitor and evidence the impact of 'Zones of Regulation'

#### **What has improved for learners?**

The P4-7 teaching, learning and assessment surveys showed that from October to March there was minimal improvement in our teaching, learning and assessment provision.

From the Parent/carer school improvement survey there was positive feedback about:

- the wellbeing and inclusion of our learners
- the learning environment is positive
- providing personalised support for our learners
- celebrating and recognising achievements and successes

From the Parent/carer school improvement survey the school could improve on

- timely response to communication and giving advance notice of events
- more advice regarding home learning

Career/long professional learning opportunities for staff have improved their knowledge and understanding of learning, teaching and assessment.

Staff have an increased understanding of:

- how children learn and strategies to support learning
- Rosenshine's Principles for learning

Staff feel they have an improved understanding of teaching, learning and assessment.

Attainment at Melrose Primary school is very good.

- In Numeracy the attainment in almost all stages exceeds 90%
- In Listening and Talking the attainment in all stages exceeds 95%
- In Reading the attainment of most stages exceeds 90%
- In Writing the attainment of almost all stages exceeds 85%

Staff have consistently shared in and out of school achievement, weekly.

Some classes have engaged well in outdoor learning.

Most learners who have received coaching support have made improvements to their well-being.

#### **Next Steps in relation to learning, teaching and assessment and inclusion**

- Increase attainment in writing.
- Improve the accuracy of practitioner judgements through higher quality moderation.
- Continue to improve practitioner knowledge and understanding of teaching, learning and assessment (Rosenshine's Principles).
- Ensure we have processes in place that allow us to make data informed evaluations on our progress.

#### **Quality Indicator Evaluations:**

1.3 – Improvements made in learning, teaching and assessment using a research based approach.

Next step: parents and learners need to be supported to understand the vision, aims and values

2.3 – attainment, pace and challenge consultations were implemented resulting in high quality professional dialogue.

Next step: facilitate more robust attainment analysis.

3.1 – Relationships across the school are mostly positive and individuals are supported in health and well-being.

Next step: monitor and evidence the impact of 'Zones of Regulation' and 'Building resilience.

3.2 – We have managed to maintain high levels of attainment in literacy and numeracy for nearly all learners

Next step: Ensure planned quality assurance is completed.

**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 remains 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	Early Learning and Childcare self-evaluation
1.3 Leadership of change	Satisfactory	Good
2.3 Learning, teaching and assessment (Including digital)	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good
3.2 Raising attainment and achievement/ Securing children's progress	Good	Good

Our capacity for continuous improvement is good.