



MELROSE PRIMARY

School Improvement Report

2020-2021



Review of Progress 2020-21

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 August – December 2020 and school closure from January-March 2021.

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

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

Staffing – factors affecting progress

- The ELC increased hours resulted in a significant increase in staffing
- A class teacher resigned her post June 2020 - we were unable to secure a permanent replacement until late November 2020
- A number of Additional Needs Assistants (ANA) resigned their posts prior to Christmas 2020 - new staff took up posts in January 2021 during the second lockdown
- We ran the school without a janitor all year following the retirement of the previous janitor in August 2020

Teaching and Learning and Assessment

To improve teaching, learning and assessment by developing practitioners' understanding of Rosenshine's Principles of Instruction.

Improvements/changes

All teachers demonstrate a good understanding of the learning process, based on building schemata in long-term memory.

Develop a consistent approach to embed the 'no hands up' strategy to answer questions.

Class teachers and learners P4-7 surveyed:

- 'no hands up' strategy
 - 18% of learners felt this was used often
 - 78% felt it was used sometimes
- all teachers are using randomisers
 - 51% of pupils felt randomisers are used often
 - 48% sometimes
- opportunity to answer questions from the class teacher
 - 38% of learners felt they often had the opportunity
 - 60% felt they sometimes had the opportunity
- The majority of class teachers are embedding another best practice questioning technique

Next Steps

- Further develop consistency in all classes with the 'no hands up' approach
- Develop consistent approaches to support and encourage non-engaging or reluctant learners in answering questions
- Continue to develop practitioner understanding of use of Rosenshine's Principles

Home Learning

During Covid 19 lockdown, we further developed approaches for home learning to facilitate the progression of learning.

Class teachers and learners P4-7 surveyed:

- All teachers reported that they were able to progress learning in literacy, numeracy and health and wellbeing
- Parental/carer support in the early years had an impact on pupil progress
- 59% of learners felt they learned the same or more compared to when they are in school
- 76% of learners engaged in home learning for 5 days per week
- Daily check-ins, most learners took part in these 5 days per week (71%)
- The majority of learners (63%) engaged in daily learning set by the class teacher 5 days per week
- The majority of learners (59%) engaged in live lessons 5 days per week
- Some learners (41%) engaged in pre-recorded lessons 5 days per week
- Some learners (37%) reported they were working on assignments 5 days per week

Using Technology to Support Teaching and Learning

P4-7 learners

- used a wide range of iPad apps to support and enhance home learning
- varied use of apps to support and enhance teaching and learning

Next Steps

- P4-7 use of iPads
 - Plan quality assurance and moderation to ensure effective use

- Establish a progression of skills
- Teachers to continue to undertake continuing professional development with a focus on the use of technology/iPads to support and enhance learning and teaching

Teaching and Learning Recovery Intervention (PEF)

Through attainment consultation, we identified 11 learners for targeted literacy intervention. Short, frequent, low ratio interventions were planned and put in place with clear progress measures. The timescale for this was delayed; progress measures will be available in June.

Health and Wellbeing

Improvements/changes and impact for learners

Nurturing approaches

- staff knowledge and understanding of nurturing approaches and how this fits with the Scottish Borders Council (SBC) Inclusion framework improved
 - feedback from staff:
 - almost all - demonstrate a calm and mutual respect for others
 - most - demonstrate our values
 - feedback from pupils
 - almost all learners reported that :
 - they have friends in school
 - they follow the school rules
 - they keep trying even if the work is hard
 - teachers tell what they are good at
 - they stay calm even if they don't get what they want
 - the majority of learners reported that they would complain if they felt picked on by someone in school, learners within second level were less likely to complain

Recovery Plan

- developmentally appropriate interventions were planned for learners who were identified as needing support from evidence collected in August 2021

Next steps

- Further develop consistent engagement in the use of reflective dialogue to promote excellence in behaviour and relationships
- Scripting of conversations using restorative language
- Consistent use of strategies – including Zones of regulation
- Raising children with confidence programme to be offered to parents/carers
- Continue to develop parent/carer knowledge and understanding of wellbeing indicators.
- Focussed work on peer pressure for second level learners

Coaching (PEF)

Improvements/changes and impact for learners

- Developed the use of the GROW model to structure the coaching sessions
 - A consistent approach has empowered children to express their emotions and set their own goals
- Improved relationships and behaviour in school and/or at home
- Coaching through play for children in the early years was developed
- Staff developed knowledge and understanding of coaching techniques

Next steps

- Continue to develop and deliver coaching for identified learners
- Work collegiately with Earlston High school coaching team (SEIC involvement) as part of a cluster improvements

Early Learning and Childcare**Improvements/changes and impact for learners**

Significant improvements were made to our Outdoor Satellite ELC opened in August 2020

- Staff have worked with the children to develop routines and ways of working that create a nurturing environment.
- The outdoor setting is a constantly evolving space that changes in line with the children's interests and needs
- Feedback from parent/carer survey:
 - 100% believe that the ELC setting provides a welcoming and safe learning environment for my child
 - 81% state that their child enjoys the Outdoor Satellite Setting.

Next steps

- Further develop the outdoor ELC learning environment focussing on interactions, experiences and spaces

Further development of STEM-based outdoor play and learning (specifically the outdoor ELC).

- The focus for this improvement changed following acceptance on a Scottish Government funded programme – Virtual Nature School. This is training for practitioners in nature and inquiry-based learning expanding their knowledge and expertise for working with children outdoors.

Next steps

- Further embed an inquiry based approach to learning in the outdoors

ELC practitioners use high quality observations to inform interventions and future learning

- Through CLPL and professional discussion practitioners reflected on their practice and identified within observations scope for improvement
- Observations were used as a key part of responsive planning, where responses to children are 'in the moment', and support and extend learning.
 - Practitioners use observations to identify the significant learning, needs and interests of children. This information feeds into planning and future learning.
- Monitoring of Personal Learning Plans (PLPs) identified areas for improvement

Next steps

- Continue to develop practitioner use of high quality observations to inform next steps in learning
- Children have increased ownership of their PLP and ability to talk about targets and when targets have been achieved

Other developments**Emerging Literacy****Improvements/changes and impact for learners**

ELC setting increased to 1140hrs , 60% increase in staffing

- Staff introduced to and began to use Emerging Literacy resources including developmental milestones and pre handwriting skills trackers

- Emerging Literacy tracking information used at point of transition to Primary 1 enabling P1 teacher to continue to develop children's skills
- P1 - Emerging Literacy assessment materials linked to the developmental continua used to identify learners' strengths and skills gaps in the four key skill areas. Intervention groups identified and relevant support put in place to address key skills gaps in the four areas.
- ELC environment, both indoors and outdoors, and adult/child interactions support children's language development both developmentally and across the curriculum.

Next steps

- Through ongoing CLPL and monitoring, ensure the continued use of the Emerging Literacy approaches and resources.

STEM

Improvements/changes and impact for learners

Develop teachers' knowledge and understanding of delivering high-quality STEM teaching and learning.

- The STEM ambassadors planned professional learning – COVID restrictions prevented further progression

Next Steps

- STEM ambassadors to deliver planned professional learning
- STEM is beginning to be embedded in everyday teaching

Dyslexia

Improvements/changes and impact for learners

Developed teachers knowledge and understanding of the SBC Dyslexia policy

- Majority of teachers using strategies outlined in policy to support identified learners
- Identified learners improved
 - confidence in approaching writing tasks
 - engagement in reading and use of tools to support decoding

Next steps

- Ensure consistency of approaches across all classes

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	Good	Good
2.3 Learning, teaching and assessment (Including digital)	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good
3.2 Raising attainment and achievement/ Securing children’s progress	Good	Good

Our capacity for continuous improvement is good.