

## **Exemplar School 3 – Self-evaluation Summary Paper**

### **Context of the school**

Exemplar School 3 serves a catchment area which is socially, economically and ethnically diverse. Many of our children have complicated and complex home lives and present challenges in their learning, emotional development and their behaviour. 58% of our families are perceived as being entitled to free school meals. 28% of our children have English as an Additional Language and 28% receive support for learning. Many of the EAL children, particularly those who spend a number of years at our school, will out pace our local children in reading by the time they reach P7. 28% of our children from P2-P7 fall in the lowest 20 percentiles in reading, whilst in the current Primary 1 this is 11%. 10% of children are in the highest 20 percentiles from P2-7 whilst the baseline this year illustrates that 23% of our current P1s are in that same bracket. Tracking information, started last session will ensure that we are able to strive to improve on these figures over the next few years. Historically some cohorts within the school, are identified whilst within our nursery as having complex needs. These year groups have targeted support throughout their years at school but will still significantly impact on attainment levels as they progress through. One of the current P5 classes – recorded in the attainment figures for last session - has no one child achieving above 34<sup>th</sup> percentile for reading.

### **How well do the young people learn and achieve?**

Last year our 5-14 attainment levels fell below comparator schools particularly in writing. As a result of this, the staff have worked together to create an improvement plan which addresses the learning and teaching of writing across the school and throughout this session we have discussed and explored and identified the way forward. Teachers have focused on teaching and learning and we are seeing a progression of skills being used by the staff and children. It will be more difficult this session to show the progress made with national assessments no longer in use. Staff have begun to engage with NAR. We continue to focus on our learning and teaching to support our children to make progress in literacy numeracy and the remaining areas of the curriculum. Staff are providing more active learning for their pupils and are piloting strategies which encourage cooperative learning. CPD on this methodology is planned for May. Much work continues to be done to support the social skills that need to work alongside a cooperative approach. The children are provided with many activities by Active Schools and local agencies which develop other skills and achievements. Our work in developing wider achievement continues to give opportunities to our children which they might not otherwise experience. A new system for gathering information about outside school activities is currently underway.

### **Existing Strengths**

- Early Years are striding forward with cooperative learning
- Collection of data to inform decision making

### **Priorities for future development**

- The development of literacy and numeracy skills in line with CfE
- Further use of data collected to inform decision making
- Further strategies for recognising wider achievement
- More targeted time for attainment meetings and developing assessment techniques

### **How well does the school support young people to develop and learn?**

Due to the complex nature of our children and their families, the school staff are skilled at supporting our learners. Inclusion is very much part of our ethos and by committing resources to personnel we manage a positive ratio of staff to children. This ensures that our children remain with us where possible, even if their behaviour or learning may suggest otherwise. Professional discussion between staff, and strong partnerships with parents and other agencies, allows us to create a support package for a child, as and when they experience difficulties. Staff are flexible and creative in their approach. The school promotes an ethos of respect and has high expectations for this and for behaviour. The children know what is expected of them and are encouraged, in the class and in the playground, to make the right choices. The support for learning team provides support for groups and individuals in a number of ways - through focused literacy sessions, social skills groups, memory mates, sensory circuits, consultation with staff, by providing programmes of work supported by the learning assistant and by assessing and screening children when a difficulty is identified. Target setting is becoming more embedded and children are becoming increasingly aware of their next steps for learning. Opportunities are provided for individuals to develop through ECO group, house captains, school council, JRSO, gardening club, girls and boys football, P5 and P7 camps and by taking a leading role in cooperative learning in the classroom.

### **Existing strengths**

- Ethos of respect
- Staff pupil relationships
- Support for learning
- Home/school/agency partnerships

### **Priorities for future development**

- Further development of cooperative learning approaches
- Recognising the financial constraints which will impact on support

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

The staff are all involved in the annual audit of our current position and in the identification of priorities for the following year. Parents and children have opportunities to evaluate our provision throughout the session and this contributes to

the improvement process. A programme of monitoring and evaluating our practice is agreed each session which includes sharing classroom experience, forward planning and viewing children's work. This session shared leadership is being developed through focus groups. The teachers, nursery nurses and learning assistants each committed to one of the 7 groups which have each taken forward one of the identified school priorities. Each group has a clear remit which they have worked together to achieve. Regular opportunities are given for the groups to feed back to the whole staff and encourage their involvement in the development. A timeline, which plots the tasks to be done to achieve our improvements throughout the year, is regularly updated on the staff room wall.

### **Existing strengths**

- Committed staff
- Clear way forward

### **Priorities for future development**

- Setting up a programme for SMT to meet more regularly with individual staff to discuss progress
- Developing an inhouse programme of CPD

### **How do you promote equality and diversity across the school?**

Exemplar School 3 has a diverse school population and promoting diversity and equality is an annual feature in the Creating Confident kids programme which is delivered through whole school assemblies and in the classroom. Our ethos promotes respect for all and systems are in place to record incidents where this may not have been the case. New children and their families are welcomed in class and into the school community. Our family worker, meets all new families and will establish a home visit after they have been with us for a few weeks to discuss how they have settled in. This may involve an interpreter if it is needed. Our family worker has an ever developing role to play and she supports the learning of our parents too through the raising children with confidence programme, (dads and mums) steps to success and through PEEP. These groups give parents the opportunity to network and to learn which impacts on their confidence and on their relationship with their children and the school.

### **Existing strengths**

- Family work
- Ethos of respect and recognition of the diverse culture of the school
- The impact of the diversity work covered through link with Hle Bee

### **Priorities for future development**

- Continued evolving work of family work
- Policy development

**What would you suggest as possible areas for focused attention by the inspection team?**

- Partnership with parents
- Forest schools and outdoor learning and the impact on health and wellbeing and children's experiences
- The challenge of inclusion on achievement