

## **Exemplar School 5 - Self-evaluation Summary Paper**

### **School aims**

#### **Our Vision**

As a school community we want to provide a high quality, dynamic education which inspires us all to achieve our full potential, and equips us with the confidence and skills for a healthy, happy life.

We will:

- Value the whole child – celebrating strengths and achievements, and supporting learning needs.
- Provide a welcoming, safe, accessible and nurturing environment which listens to and values the opinions of all.
- Promote independence and resilience so learners feel confident in making choices and embracing change.
- Deliver a fun, stimulating and skills based curriculum.
- Emphasise literacy and numeracy as key skills for life.
- Learn about the importance of a healthy lifestyle and keeping ourselves safe.
- Ensure learners experience and recognise progress.
- Give many opportunities for active learning, allowing learners to co-operate, persevere and achieve.
- Encourage respect for ourselves and others.
- Recognise positive ways of expressing and managing our feelings and emotions.
- Play a positive role in our community in valuing diversity and equality.
- Work in partnership with others to enable all learners to reach their full potential.
- Develop an understanding of our role as citizens of the wider world.

#### **The school in context**

It has a roll of 218 pupils, with a further 48 pupils in the nursery class. The catchment area is largely council accommodation with high unemployment and many families facing multiple challenges. The school is in an area of positive action, and over half of pupils receive free school meals. The SMT currently comprises HT and acting DHT. There are 10 classes (including 3 composite classes), plus the nursery class. There are 2 probationer teachers, 2 new permanent members of staff and 2 temporary members of staff covering maternity leave. The school vires funds to provide additional support staff in order to address the high number of challenges faced by pupils. There is a strong collegiate ethos.

The current session has been particularly challenging with two key members of staff being off for a prolonged period, both required other staff members to adopt changed roles and support temporary staff. This session our numbers have increased significantly, partly through receiving children after a school closure and partly

through children moving to us from other schools. Many of these children arrived with significant learning, behavioural or social needs.

The school has after school provision in partnership with Exemplar Childcare, and also offers a joint campus breakfast club with a local Primary. The school has achieved its second ECO flag and Health Accreditation 3.

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

The school recognises the very high social and emotional needs of our children and the very significant impact it can have on learning and achievement. We work proactively to have a supportive and nurturing environment including a robust emotional literacy and health programme, and a restorative justice approach which builds life skills. EAL children are supported weekly with visiting teacher and additional LA input. At baseline testing in P1, a number of our children have been identified as being in the lowest 20% of attainment within the City and often present with ongoing challenges.

#### **Existing Strengths**

Attainment across the curriculum has improved steadily over the last 3 years moving from fair to good as evidenced in QIO's attainment report. The school has maintained a strong focus on pedagogy eg bedding in success criteria and learning intentions for explicit learning; using formative feedback to inform next steps; and promoting active learning strategies, including developing co-operative learning to ensure depth and engagement. Engagement with ongoing development in PLPs which including mid & end session reports. Established emotional literacy programme to build confidence and resilience and to impact positively on learning. We celebrate wider achievement through assemblies and our Good News wall. Initial engagement with broad brush tracking approaches through Forward Plan formats.

#### **Priorities for future development**

Developing staff confidence and competence in using the developing, consolidating and secure assessment criteria, including looking at effective models of moderation. Reviewing and refining our reporting procedures to embrace BtC5 guidance. Exploring next steps in tracking, monitoring and evaluation.

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

#### **Existing Strengths**

The school vires considerable funds into additional NN and LA provision to support learners. Staff, pupils and parents worked together to develop vision and aims. A High level curriculum map, based on an entitlement model, is in place to underpin young people's breadth and depth of school experience. Children benefit from residential experiences in P4 and P7. A wide range of clubs is encouraged, with

good support from the Active Schools co-ordinator. Co-operative learning is addressing the challenge of meeting both academic and social goals. Pupil voice is encouraged through class and school based such as Pupil Council, Circle Time, Home Teams, JRSOs, celebrating achievement assemblies. School has achieved Health Accreditation 3. HWB outcomes used to develop a robust programme of experiences. Specific P7 transition programmes are in place at Nursery and P7. The SMT & Nursery teacher have had CEC GIRFEC training. The school has well established use of welfare procedures. We have very good participation in statutory provision ie Reporter hearings; Core Group meetings; LAAC reviews; Child Protection Case Conferences. We have strong Partnership working with a large range of external groups - Community Support Team; Outreach; SALT; Early Years at Children and Families Centre; ADHD Team; Social Work team. This includes joint work to support nurture groups at nursery, P2/3 and P4.

### **Priorities for future development**

Deepening pupil and parent engagement in pupil's learning/targets.  
Engaging in cluster wide initiatives in writing and mathematics.

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

#### **Existing Strengths**

School has a strong ethos of collegiate decision making and has made a positive start to self evaluation. Learning and Teaching and Leadership for Learning audits identifying strengths and next steps will inform improvement planning. All staff-teaching and non-teaching are fully involved in the annual Standard Qualities and Improvement Plan. Initiatives are fully discussed with the Parent Council. Inservice, CAT activities and Departmental agendas are planned to reflect and deliver Improvement Plan priorities. Staff access further CEC CPD opportunities to support Improvement plan and PRD priorities. Shared Class Practice feedback forms have been developed based on the HMle transformational grid. Forward Plan feedback formats have been developed on the principles for curriculum design. PLPs and the trialling of parents/carers being invited to share in end of topic celebrations have increased parental engagement in the work of the school. Pupils are engaged in annual online evaluation surveys.

### **Priorities for future development**

Embedding cycles of Shared Class Practice based on Improvement Plan Priorities.  
Roll out CEC online parental surveys.

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

Exemplar School 5 has an increasingly diverse school population and promoting diversity and equality is an annual feature of 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. Children have been involved for three years in a Global partnership with a Burmese refugee school exploring equality and cultural diversity. Schools robust care and welfare policy and partnership links ensure vulnerable children's needs are identified and met wherever there is capacity. EAL teacher provides additional support for children with limited English. SfL tracks children who are on Pathway 1 and ensures support for pupils moving to Pathway 2. The ASL Group ensures appropriate referrals/interventions for children moving to Pathway 3.

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

- Health and Wellbeing
- Care, Welfare and Development
- Co-operative Learning