

Cornbank Primary School Learning and Celebrating Standards and Quality Report 2013-14



This report gives a brief outline of how Cornbank Primary School performed during session 2013-14.

It is organised into statistical information followed by information on how well children learn and achieve, how well the school supports children to develop and learn and, finally, how well the school improves the quality of its work.

Context of the School

During 2013-14 the combined school and Nursery roll was 278. There were 20 and 20 children in our respective Am and Pm Nursery. There were 10 primary stage classes, including two composite classes. The attendance rate was 97.14%, there were no exclusions and the free school meal equivalence was **5.5**.

The school aims to provide a welcoming, friendly community where everyone feels safe, valued and included. The beginning of session 2013-14 saw a complete change to the Senior Leadership team as well as 6 new teachers. The school is led by a team including Head Teacher, Depute Head Teacher, Principal Teacher, 10 full-time teachers, a part time Support for Learning Teacher, 4 learning assistants, 2 Senior Child Development Workers, 1 Child Development Worker and 2 support staff. There are also PE and Music Specialist teachers. The new session will see the staffing largely settled.

The whole school community recently developed our school vision and we are working together to promote our 'RESPECT' vision.

How well do children learn and achieve?

Children are motivated and eager to learn. At the very beginning of P1 all pupils completed a P.I.P.S (Performance Indicators in Primary Schools) Assessment. This is then re-done at the end of P1 about May, highlighting strengths and developmental needs. This is only one small part of our assessment procedures and Class Teachers receive training in how to interpret the data to support their professional judgments. In March all pupils from P3-7 completed standardised GL Assessments in reading and maths. P7 also completed a numeracy assessment booklet as part of their Transition Procedures for Maths/Numeracy. This gives the High Schools a very clear picture of every child's strengths and development needs.

Curriculum for Excellence standardised attainment at P4 and P7 evidences that children are performing well compared with other schools across Midlothian. Attainment in Reading in P4 and P7 continues to be above both Midlothian and National average. Our attainment in maths compares well with other Midlothian schools and there is an improving trend.

P7 pupils took part in the 3 day Transition Camp at Netherurd along with the P7 pupils transferring to Penicuik High School from other schools. This is a brilliant chance to meet new friends and some of Penicuik High School staff. This was thoroughly enjoyed by all who attended. Transition starts in P6 and there have been several opportunities for P6 and P7 pupils to meet up with pupils from other primary schools.

P7 produced their Personal Profiles for transfer to High School. Meetings for P7 Class Teachers to consult with High School Guidance Staff were held throughout the year. This was an opportunity to highlight and identify every pupils' needs and therefore a seamless transition was achieved.

Learners' achievements in and beyond school are celebrated at ACE assemblies and displayed on the ACE Notice Board and in the ACE Books. Many children attend Clubs at lunchtime and after-school operated by Active Schools/Staff/Primary 7 Pupils.

Many pupils learn to play a musical instrument –strings, woodwind, brass, clarsach,

How well does the school support children to develop and learn?

The overall quality of our curriculum is good. We have worked together to develop our curriculum, planning and timetables to ensure that they are responsive to the needs and interests of our children and take account of the entitlements of CfE. Our children are supported to learn and develop well and have many opportunities to work both individually and collaboratively across stages. Feedback from the Parent Partnership and focus groups of children has informed us that their children are very positive about being part of Cornbank.

Our school benefits from strong support from parents with very high attendance at parents' meetings and events. The Coffee Den run by the Parent Partnership after Class Assemblies allows parents the opportunity to meet informally. Termly Class Newsletters outline Learning and Teaching plans to parents. In November we held a 'Joining the Learning' morning where parents were welcomed to school and children took the lead in sharing the learning. After feedback from school community this has been built on for this session. Shared Start/Family Finish has been well supported by parents in Nursery – N3.

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

Across the session the whole school community has contributed regularly to the self evaluation of the life and work of the school and the development of the SIP. Staff is involved in policy writing and there is distributive leadership evident across the school. There are three enquiry groups leading SIP developments. We track assessment data and use it to inform our planning next steps. There is regular and meaningful dialogue between teaching and support staff. Our school is developing a strong ethos of collegiate decision making.

One of our class teachers is undertaking a leadership project which will focus on improving learning and teaching in her own classroom. The recently formed Senior Leadership Team (SLT) works well together and places high quality learning and teaching at the core of their strategic direction.

The SLT provide support and challenge for each other in order to drive improvement. The SLT has developed a range of new self-evaluation systems to evaluate the life and work of the school including learning and teaching.

Our self-evaluation processes have been supported by a peer Head Teacher, the Schools Group Manager and the Head of Education. Careful analysis of data gathered has led to changes improving learning and teaching.

The school has a very high standard of behaviour and a very positive ethos. We aim to ensure that every member of Cornbank feels supported and treated fairly. We have an inclusive approach to all we do and we take active steps to break down any barriers children may have to achieving their full potential.

Our Assemblies address themes which demonstrate our inclusive approach and children's achievements are recognised according to the 4 capacities. We have close links with additional support services which further ensure there is clear equality for all, responding to care and welfare concerns.

The school provides quality experiences for our learners to develop under the four contexts of Curriculum for Excellence

- The school gained recognition for its Fourth Eco School Green flag
- A Winner in the 2014 Fringe Poster competition
- P7 reached the final of the Rotary Quiz
- Merit Awards for Active School 10th Anniversary Competition
- Moscars IDL across Midlothian - 3 nominations
- Range of Charity Events
- Winners at range of Sporting Events including Basketball, Hockey, Cross Country
- Second Prize at the Penicuik Mystery Writing Competition
- P7 Show and N-P3 Nativity
- Residential to Benmore and Netherurd
- P6 and P7 Big Day at Penicuik High School
- Nursery Grandparents Day
- Hunter & Lass Talent Show and Art competitions etc
- Committees – Pupil Council, Eco Warriors, Fair-trade Champions
- Buddies and Chums



Main Priority 1:

Ensure that our curriculum reflects the increased expectations of Curriculum for Excellence in Maths/Numeracy. Health and Wellbeing and Literacy and English .

Agreed steps towards desired outcome.

- **Literacy and English**

Develop robust moderation processes in Reading and Writing across the school to raise attainment.

- **Maths/Numeracy**

Ensure consistency of learning and teaching and assessment of maths/numeracy across the whole school to raise attainment.

Involve Parents in the learning and teaching of maths/numeracy.

- **Health and Wellbeing**

Review learning and teaching and assessment of HWB across the school.

- Implementing the principles of GIRFEC to make sure we are meeting the needs of every child.

Main Priority 2:

Midlothian and Associated School Group initiative. Implement and develop the language of learning across the school, using the research of John Hattie's – Visible Learning – Maximising Impact of Learning.

Agreed steps towards desired outcome.

- Working with our cluster schools and the Educational Psychologist.
- Class teachers will evaluate their practice and choose strategies (Sharing Learning Intentions and Success Criteria, using High Order Questioning and giving Effective Feedback) to develop capable learners as this is the most important thing we can do, as a school, to raise achievement.
- Monitor and evaluate the impact of any changes to practice.