

# Paradykes Primary School and Family Learning Centre

Summary of Standards and Quality Report 2021-22 and Improvement Plan 2022-23



## Successes and Achievements in Session 2021-22

Despite the continuing challenges of Covid, there were many successes and achievements throughout the year.

We asked some of our children what they thought...

<https://www.youtube.com/watch?v=mbEkeeHKKSU>

### **Ethos and Life of the School**

The leadership team was secured within this session, bringing a sense of stability following significant change in the last few years.

Our 5 school values (High Expectations, Enjoyment, Respect, Community and Nurture) and 3 expectations (Ready, Respectful, Safe) are underpinned by kindness, which is explicitly referred to by all in our school community.

The calm, positive, nurturing ethos has been commented upon by visitors to the school.

When asked, both parents and staff highlighted the fact that the health and wellbeing of our children is at the centre.

We have a nurture room in school which has been used by many of our children over the course of the year. We work hard to ensure that we follow the nurture principles.

Our play therapist provides drop-ins and emotional check-ins as well as therapeutic work with individuals.

At the beginning of the session, we maintained a sense of community by sharing Google Meet assemblies.

As restrictions have lifted, we have embraced every opportunity to come together. Particular highlights include our Jubilee Celebration and our Sports Day Picnic, where families joined us for potted sports in the morning, followed by a picnic lunch and then flat races in the afternoon. Our Jubilee Celebrations can be viewed here... <https://youtu.be/8KMh4nbZWAA>

We have also started to welcome in parents/carers and families for events such as our Celebration of Learning in P1 and our P7 Leavers' Show.

Buddying across the school has been a huge success. As well as our P7s supporting our P1s in both their learning and play, buddies have also been widely used across all year groups in school to support learning, such as phonics and reading.

### **Curriculum**

Forward planning formats were streamlined to allow more time for teachers to focus on their pedagogy in the classroom.

The Talk For Writing approach has been implemented across the whole school.

Teachers now use the MUMP planners to ensure that different aspects of maths and numeracy are taught across the week, which is viewed positively by teachers.

In digital technology, the introduction of 1:1 devices has had a positive impact in supporting access to the curriculum and raising attainment.

Support for Learning, despite Covid and class cover, has been more consistent this session and targeted interventions, focussed on literacy, have been delivered by the SfL teacher and Learning Assistants.

A teacher from the Recovery Team came into school each week to support attainment in reading and writing. They worked with groups of children as well as team teaching in the classroom. Teachers plan together within and across stages which allows for the moderation of planning, and teaching and learning experiences.

### **Interdisciplinary Learning**

Our Community Garden was developed this session and has already provided many children with outdoor learning opportunities. It is a wonderful space which has already had a positive impact on the local community as well as the school.

Our learning and teaching has focussed on skills based learning intentions, and their transferability explicitly discussed with children.

Interdisciplinary learning has been able to be supported by trips and excursions since Easter. Many classes have been out and about, from walks around the local community and visits to Straiton pond, to Vogrie, Dynamic Earth and The Museum of Scotland.

### **Opportunities for Personal Achievement**

Our P4 and P4/5 classes took part in a block of swimming.

All of our P6s and P7s went skiing at Hillend.

P6 completed their Level One Bikeability training and P7 completed both Level One and Two.

Our P7s went to Benmore in January, which was for many a highlight of their primary school years. A summary of their time there can be viewed here... <https://youtu.be/bBQQuiKDJTo>

The school has taken part in many sporting events and competitions, including hockey and football.

Our P6s and P7s have taken part in a House Sporting Challenge including football, dodgeball and hockey, supported by Active Schools and local coaches.



## **Review of Progress and Impact**

### **Improvement Priority 1: Raising Attainment in Literacy**

All teaching staff have been trained in Talk for Writing this session, over 2 days of in service training - one through zoom and one face to face alongside Bonnyrigg Primary School

We are on the way to embedding this and all staff are positive about the approach and are looking forward to trying it in new stages next session.

Writing is now taught every day in either 'short burst' or extended sessions

The Talk for Writing trainer came to school and observed or modelled the T4W approach within classes

Our Literacy Champion attended the Stephen Graham training on reading and writing, including the new PM Benchmarking Tool

We had a successful Book Fortnight around World Book Day, with competitions, class events, suggested home learning tasks, book/character hunts and a whole school Cluedo game.

P4 began collecting books for a community book shed and this will be ready to share with families early next session.

Through liaison with families, staff and children, we have created and shared our new home learning policy, including specific advice for Reading for Enjoyment.

We have re-established community links with our local library, following COVID restrictions lifting, and most classes are visiting on a weekly basis.

We have signed up for Reading Schools and are aiming to achieve our Core accreditation next session.

### **Improvement Priority 2: Digital Literacy**

Successful rollout of 1-1 devices for 100% of children across the school - iPads for P1s and Chromebooks for P2 - P7s

All classes using Google Classroom to provide online learning within the classroom

Extensive staff training to 100% of teaching staff (Digital Learning Festival) provided by the Midlothian Digital Learning Team - August 2021 and January 2022.

Extensive training videos and Google classrooms available for 100% of ALL staff via Midlothian Digital Learning Team

Learning Technologist, Louise McCarte, from May 2022, has started visiting classrooms and staff to provide support and training.

2 members of staff have completed their Apple Teacher training. 1 Member of staff completed Google Workspace to Gold Level.

Digital contract created to be shared with all children and parents.

Internet Safety training delivered to our P4s and P5s by community police.

### **Improvement Priority 3: Developing Nurture**

Whole school nurture audit completed in June 2021

Nurture Lead appointed who attended relevant strategy group meetings

‘Nurture Room’ established, providing targeted children with breakfast, emotional check-ins, a safe space and small group interventions such as ‘Kit Bag’

Vertical groupings of children for potted sports to encourage a nurturing approach from our older children

Buddying across the school for a range of learning opportunities, from play to shared reading

Ongoing, consistent modelling of a nurturing approach from the majority of staff

CIRCLE document used across the school to identify specific strategies to support needs Play Therapy provides drop-ins, emotional check-ins and targeted therapy for specific children

### **Improvement Priority 4: Improving Learning, Teaching and Assessment**

All teaching staff took part in a session recapping the key messages of ‘Visible learning Feedback’ by John Hattie and Shirley Clarke

Teachers shared and evaluated learning intentions taken from forward planning. A focus was placed on the differentiation between the transferable skill and the knowledge.

In teams, teachers read different chapters of ‘Rosenshine’s Principles in Action’. They then prepared a presentation in order to feed back to the whole team.

A draft learning, teaching and assessment policy was created

The introduction of Talk for Writing has supported our pedagogy in the classroom

MUMP planners ensure that we are ‘interrupting the forgetting’, linking with Rosenshine.

Technology has supported and enhanced learning, allowing teachers to provide greater support and challenge

Consistent planning formats have ensured a clear progression pathway through the primary school years.



## **Improvement Plan**

### **Improvement Priority 1: Raising Attainment in literacy and numeracy**

Writing:

Teachers and Learning Assistants to attend Stephen Graham’s training session on writing in order to develop strategies to support and enhance our writing approach

Continue to revisit and embed the pedagogy developed through T4W

Develop a genre coverage tracker to support consistency and progression

Allow time for teachers to share practice

Allow time for teachers to moderate

Agree a consistent use of chromebooks and jotters when writing

New ASG planners introduced to ensure consistency and progression

Reading:

Phonics training given to all staff

Work towards Reading Schools core accreditation to develop our reading culture

New ASG planners introduced to ensure consistency and progression

Numeracy and maths:

Introduction of SfL for maths and numeracy

Principal teacher to meet with Claire Hadden (ASG Numeracy Coordinator) to discuss supports and interventions

### **Improvement Priority 2: Improve Learning, Teaching & Assessment**

Teachers to take part in a Collaborative Enquiry, working in trios to explore a shared question, carry out professional research and implement a test of change in relation to key aspects of our draft Learning, Teaching and Assessment policy

### **Improvement Priority 3: Developing our nurturing approach**

Introduce a soft start play session each morning for P1 - P7, focussing on skills and social/emotional well being

Continue to develop the use of 'The Den' - our nurture room

Continue to embed the use of buddies across the school to support play and other forms of learning

Extend nurture towards our families:

Invite parents in for coffee, cake and a chat so that parents from the same year group can meet each other informally

Seek parental views on how we can support our families

Organise a bedtime story at the library each fortnight for families

Hold a cooking class once a month looking at cheap healthy meals

### **Improvement Priority 4: Digital Literacy**

Support all staff to achieve Gold in Google Workspace Skills

Targeted support for three P1 teachers in relation to building on their iPad skills and using these to enrich learning and teaching

Introduce all staff to micro:bit and support teaching staff in using micro:bits with children

Develop consistency of planning within digital technologies

Hold parent/carer workshops to develop confidence to support children with learning at home

Create a ThingLink for parents/carers of how to use Google Docs etc.

Organise a group of Digital Leaders to audit and take forward use of devices to support learning



## **Pupil Equity Funding**

Our Pupil Equity Funding will be used to tackle the attainment gap between our most and least disadvantaged children, focussing on literacy, numeracy and health and wellbeing. This will include purchasing resources as well as increasing the number of our learning assistants to carry out interventions to support.