

# Paradykes Primary School and Family Learning Centre

Summary of Standards and Quality Report 2022-23 and Improvement Plan 2023-24



## Successes and Achievements in Session 2022-23

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

[Our Successes and Achievements](#)

### Our wider achievements and successes this year include:

#### Curriculum Areas & Subjects

Implementation of Midlothian's writing progression, using the planners and matrices to support progression and teacher's judgement of achievement of a level.

Implementation of Midlothian's numeracy progression, using the planners and Diagnostic Numeracy Assessments to support progression and teacher's judgement of a level.

Support for learning - literacy and numeracy interventions and supports across the school.

Clicker has been piloted across the school and has been pivotal in removing barriers to learning.

Soft Start across the school has promoted play and the development of skills.

The Relationships, Sexual Health and Parenting programme has been implemented across the whole school.

Digital learning has been enhanced by micro:bits training and technician support.

Multicultural experiences & opportunities working alongside parents in the nursery.

Outdoor learning & play (Nursery & P1)

Learners asked what they'd like to learn, and how to share their learning

#### Interdisciplinary Learning

Sessions with Alan Duffin, exploring different aspects of the Christian faith

We have explored the festivals of other world religions through assemblies

Development of play pedagogy in P1

P1 explored the use of floorbooks in order to promote responsive planning and pupil voice

All teachers received micro:bit training and classes have been supported by our Learning Technologist

We have invited parents in to share the learning in many classes

Outings and trips have supported the learning in many classes

#### Ethos & Life of the School

We have embedded a Soft Start across the whole school where children have the opportunity to develop skills through play

We have a lunchtime club to support children who find being outside a little overwhelming

We have continued to benefit from our Play Therapist this session

Health and Wellbeing interventions have included Kit Bag, Hidden Chimp, Nurture Breakfasts and Friendship Groups

We have nurtured connections with our community through our choir by performing in the local library and church

We have been able to invite parents in for stay and play sessions across the whole school

We have a very active and supportive Parent Council who have organised amazing fundraising events and discos

Book bugs sessions have been highly successful in the nursery  
 Nursery joining assembly has supported their inclusion in the life of the whole school  
 ELC eating in dinner hall has been a really effective in supporting transition  
 The Parent Council have organised extremely successful Christmas and Summer Fayres as well as a disco for the whole school, alongside Christmas cards, Bags2School collections and P7 hoodies.  
 We have been able to invite parents in for Stay and Play sessions across the school as well as sharing the learning events.  
 We have House Families that meet to evaluate various aspects of school life. These encompass children from P1 - P7.

### Opportunities for Personal Achievement

We have organised and funded lunchtime Active Schools Clubs to promote wider achievement and target those children who are not involved in clubs outside of school.  
 Our P6s and P7s took part in Bikeability training  
 Our P5s and P6s went skiing  
 Our P7s went on a week's residential to Benmore  
 We have Hot Chocolate certificates each week for going above and beyond and all adults in school give Positive Notes home  
 Our P7s organised a lunchtime gymnastics club for younger children in the school  
 Our P6s visited the National Robotarium at Heriot Watt University  
 2 more EYP's have received Froebel Training  
 Our P4 - P7s have taken part in Hockey Taster sessions  
 We share personal and wider achievements through Twitter.



## Review of Progress and Impact

### Improvement Priority 1: Raising Attainment in Writing and Numeracy

What happened?	Impact on improvement
<p>Teachers and Learning Assistants attended Stephen Graham's training session on writing in order to develop strategies to support and enhance our writing approach</p> <p>Continued to revisit and embed the pedagogy developed through Talk for Writing</p> <p>Developed a genre coverage tracker to support consistency and progression</p> <p>Allowed time for teachers to share practice and moderate.</p> <p>Phonics training delivered to all teachers and LAs.</p> <p>Staff attended training in the new Midlothian Writing Progression</p>	<p>All staff teach writing using the Talk for Writing approach within the Midlothian Writing Progression.</p> <p>Staff confidence in judgement of achievement of a level has increased due to the writing progressions, matrices, and moderation.</p> <p>The number of children achieving their expected level has increased</p>

<p>Nursery staff engaged with Midlothian progression pathways.</p> <p>All teachers attended training in the new numeracy progressions.</p> <p>Nursery staff engaged with Midlothian progression pathways.</p> <p>All staff deliberately planned for literacy and numeracy in most areas of the nursery within responsive and seasonal planning.</p>	<p>Majority of pre school children are exploring numbers between 0-10 and some are exploring numbers between 0-100.</p>
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### Improvement Priority 2: Digital Literacy

What happened?	Impact on improvement
<p>Almost all staff have achieved Gold in Google Workspace Skills.</p> <p>Introduced all staff to micro:bit and support teaching staff in using micro:bits with children</p> <p>Developed consistency of planning</p> <p>P1 have been using the grab and go activities and developed these further. This has been used with the support of p7 buddies. This collaboration has been acknowledged at authority level.</p> <p>Children are using the read write toolbar and Clicker to help remove barriers to learning</p> <p>All nursery children have an online learning journal that is updated by the key worker. Learning journals are accessed by almost all parents/carers.</p> <p>All nursery children have access to ipads to take photographs of something they are proud of.</p>	<p>Pupils and staff are more confident in exploring and using technology.</p> <p>Embedding the use of chromebooks, particularly in writing, has supported the raising of attainment as barriers to learning have been removed.</p>

### Improvement Priority 3: Developing Nurture

What happened?	Impact on improvement
<p>Introduced a soft start play session each morning for P1 - P7, focussing on skills and social/emotional well being</p> <p>Continued to develop the use of 'The Den' - our nurture room.</p> <p>Kitbag, Hidden Chimp and Friendship groups up and running.</p>	<p>Most children enjoy and are engaged in a Soft Start play session in the morning.</p> <p>Percentage of children scoring between 7 and 10 on the statement:          'Adults look out for me in school' - 79.2%          'People in school help me if I'm upset' - 77.8%</p>

<p>Lunch and breakfast clubs established.</p> <p>Continued to embed the use of buddies across the school to support play and other forms of learning</p> <p>New Starts in the nursery will work with staff to explore emotions.</p>	
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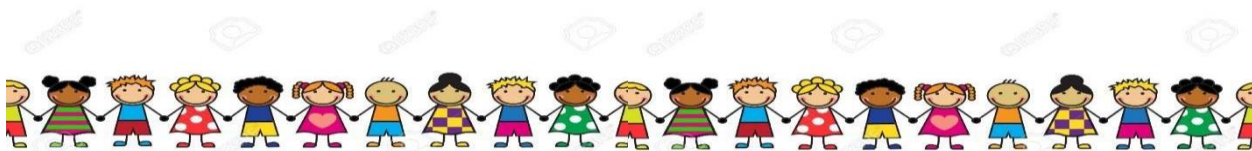
#### Improvement Priority 4: Improving Learning, Teaching and Assessment

What happened?	Impact on improvement
<p>Teachers took 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.</p>	<p>Attainment data has shown an increase in attainment when combining P1, P4 and P7.</p>

#### Improvement Plan

Where we are in Summer 2023	By Summer 2024
<b>Learning, Teaching and Assessment</b>	
<p>All teachers have engaged in evaluation against our Learning, Teaching and Assessment policy and carried out a collaborative enquiry.</p>	<p>All teachers engaged in professional development linked to the school's Learning, Teaching and Assessment policy in order to support the raising of attainment.</p>
<b>Curriculum</b>	
<p>All staff teach writing using the Talk for Writing approach within the framework of the Midlothian Writing Progression.</p> <p>Staff confidence in judgement of achievement of a level has increased due to the writing progressions, matrices, and moderation.</p> <p>All teachers are using Midlothian numeracy planners to ensure a consistent approach and progression.</p>	<p>All teachers engage with Midlothian Writing progressions and matrices to support moderation and understanding of achievement of a level.</p> <p>All teachers engage with Midlothian Reading Progression to ensure consistency, to develop confidence and to raise attainment in reading.</p> <p>All teachers engage in moderation in their stage groups, as a school and as an ASG, ensuring all teachers have a greater understanding of achievement of a level, leading to more accurate data.</p>
<b>Equity</b>	
<p>The majority of children are attending school regularly. Attendance is at 92.4%</p> <p>Attendance is monitored and procedures are in place to support families.</p>	<p>Most children are attending school regularly. Attendance is at 95%.</p> <p>Attendance procedures are robust and are applied consistently. Families are supported by partner agencies to promote attendance.</p>

Relationships	
<p>In a survey, percentage of children scoring between 7 and 10 on the statement:            'Adults look out for me in school' - 79.2%            'People in school help me if I'm upset' - 77.8%</p> <p>Families engage with the school for a variety of sharing the learning events, fundraising events and reporting of progress.</p>	<p>All adults have an understanding of relational practice and are beginning to implement Midlothian's framework for relational practice.</p> <p>Almost all families engage with the school for social events, as well as learning and fundraising events.</p>
Wellbeing and Care	
<p>Glasgow Wellbeing Profile delivered twice a year to assess children's wellbeing and mental health.</p> <p>Most children enjoy and are engaged in a Soft Start play session in the morning.</p>	<p>GWBP data is used to identify need and plan for intervention to support and promote wellbeing and mental health, meeting the wellbeing needs of our children so that they are ready to learn and achieve.</p> <p>Almost all children are engaged in purposeful, planned play in the morning, developing either specific aspects of learning or specific skills.</p>
Inclusion and Targeted Support	
<p>Children are identified who are not on track in their learning and appropriate interventions are put in place.</p> <p>Children's wider achievement is monitored and tracked. Children are targeted to engage in Active Schools sessions</p>	<p>To develop our approaches to meeting the wellbeing needs of our children so that they are ready to learn and achieve.</p> <p>To develop our approaches to monitoring, promoting and celebrating wider achievement, particularly for those children who are care experienced, have ASN and those who are neurodiverse.</p>



## 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.