

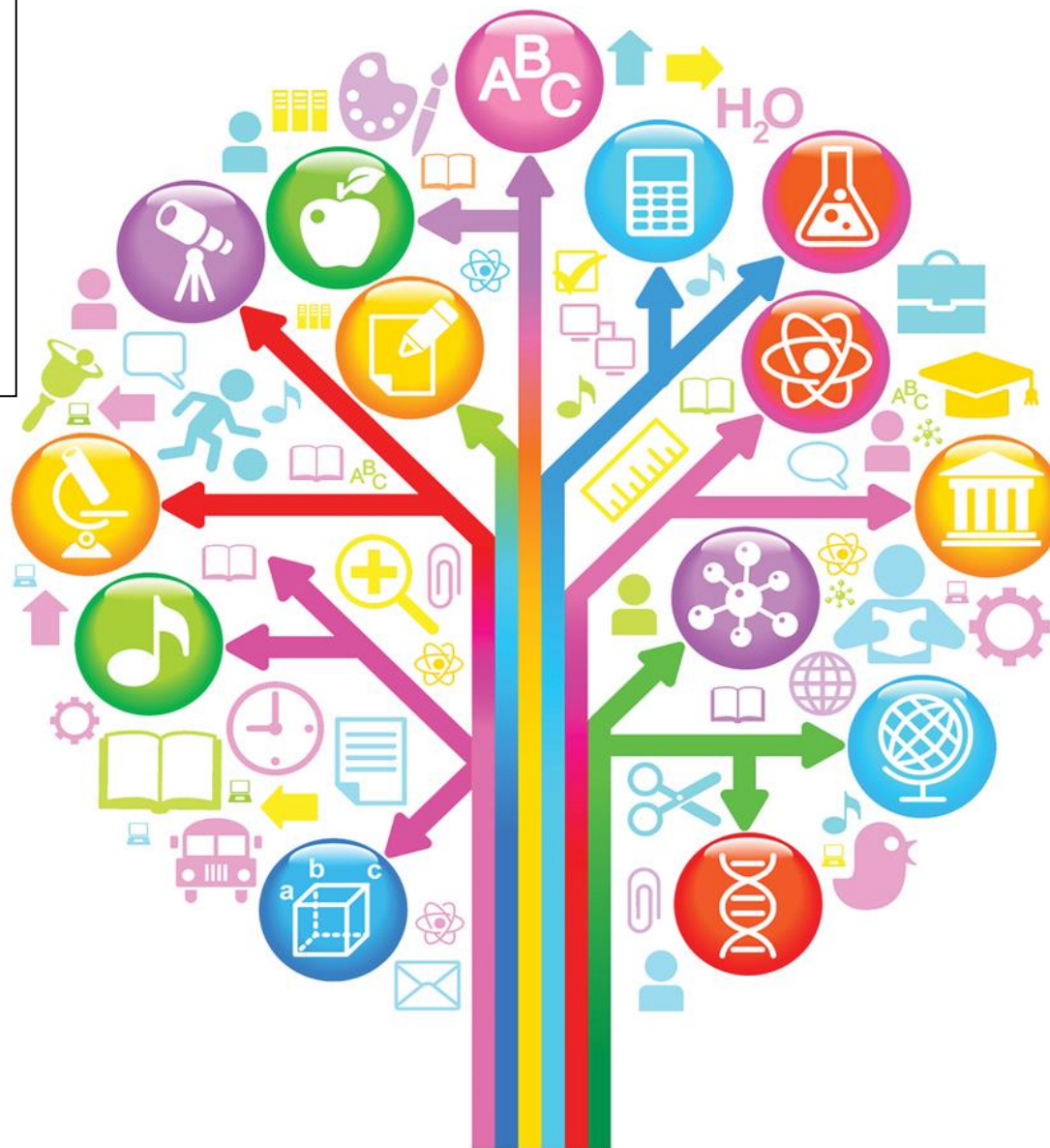
Standards and Quality Report

2021-22

James Hamilton Primary,

Sgoil na Coille Nuaidh &

Sgoil-àraich na Coille Nuaidh



Establishment Context

Including the following: what makes the establishment unique; local context; Scottish Attainment Challenge involvement; outcomes from authority review /HMIE inspection, strengths and priorities for next session etc.

Local context

The school was built to replace and amalgamate two local schools, Silverwood Primary and New Farm Primary. It was decided that the Gaelic School, and Early Childhood Centre would also be facilitated here. The new school opened in April 2018, and at that time Silverwood and New Farm Primary's still ran as separate schools, until the new session 2018/19 when they were fully integrated as James Hamilton Primary.

James Hamilton Primary is part of the William McIlvanney Campus. This 3-18 Campus serves the Dean and New Farm area of Kilmarnock as well as having children registered with us by placing requests. The school roll for 21/22 was 372.

East Ayrshire only Gaelic provision is also located within the William McIlvanney Campus. Sgoil na Collie Nuaidh have 39 pupils registered to attend and there are 15 children attending the Gaelic Early Childhood Centre, Sgoil – àraich na Coille Nuaidh. Although this is a separate provision we look to include all the school together in learning experiences as appropriate.

The Primary and Early Childhood centre are located on the Ground and First Floor levels. The building is bright, modern and has good technology throughout. As James Hamilton Primary School is part of a 3-18 Campus we share a number of facilities with Kilmarnock Academy: Gym Hall, Dance Studio, Atrium Hall, Dining Facilities and outside space.

The schools were without a Head Teacher from March 2021 but were supported by an Acting Head Teacher. The current Head Teacher took up post in January 2022.

James Hamilton Primary

In session 2021/22 attendance rate was 89%. The 11% absence was divided between 6% authorised absences and 4% unauthorised absences. Although unauthorised absences are relatively low our intention to adopt procedures to reduce this further was hindered by the ongoing health pandemic, COVID-19. Although the records show that the attendance was relatively good, this is because there was a special code for covid related absences and we also noted that a number of the same children were regularly absent from school with covid symptoms.

The school supported 3 young people with significant social, emotional and behavioural needs with a hub provision, which was funded by Pupil Equity Funding and additional staffing from the local authority.

There was 1 day of exclusions in James Hamilton across the session.

SIMD data indicated that 32% of the school population was in decile Bands 1-2 and 38% in SIMD decile Bands 3 and 4. Free meal entitlement was 27% of pupils.

Sgoil na Coille Nuaidh

In session 2021/22 attendance rate was 94%. The 6% absence was divided between 5% authorised absences and 1% unauthorised absences.

There were no exclusions in Sgoil na Coille Nuaidh across the session.

Sgoil-àraich na Coille Nuaidh

Sgoil-àraich na Coille Nuaidh are registered to provide a day care of children service to a maximum of 21 children at any one time aged 2-5 years old (ratio depending for age range of children attending).

The centre is managed by the Head Teacher and the day-to-day running of the centre is overseen by the Depute Head Teacher. The centre is staffed by 2 Early Learning and Childcare Practitioners and supported by a Support Assistant, 4 hours per session. We offer 1140hours and run sessions 5 days per week, term time. Sessions are 8.35am-2.35pm, Monday- Friday.

Scottish Attainment Challenge involvement

During session 2021/22, all EAC schools participated in training delivered by the Scottish Attainment Challenge Team focused on Literacy. The Active Literacy Programme provides a clear framework for teaching reading and writing from Early Level through to Second/Third Level. Children are actively engaged in the methodology and the strategies employed by teachers. This consistent, research-based approach has been evidenced to raise attainment across all areas of Literacy.

This year we were supported by a member of the SAC Literacy Team in Term 4 for 4 days per week over a 6 week block. The SAC Team member supported 3 classes in P4-7 with writing and reading strategy work and P4-7G in writing. Further to this, they worked collegiately with the Literacy principal Teacher to create resources to support new non-fiction texts which the school had purchased. The SAC Team member met once a week with the Literacy Principal Teacher to share good practice, support improvement plan priorities and evaluate literacy work in the school.

Strengths and priorities for next session

Our priorities from the Establishment Improvement plan linked to the National Improvement Framework and working in a Scottish Attainment Challenge authority, this session our school was part of the literacy initiative. We linked this work to our spending in the Pupil Equity Fund. However, COVID-19 continued to impact this work.

James Hamilton Primary and Sgoil na Coille Nuaidh

Identified Key Strengths:

General:

- Consistent approach to Rights Respecting School approach and class charters in all classrooms.

- Most children are motivated, hardworking children who are proud of their school.
- Enthusiasm and teamwork of staff and their commitment to provide a positive climate for learning.
- Good communication with parents and the wider community.
- Development work in IT and Computer Science have improved children's access and knowledge and skills in this area.

HWB:

- Children requiring access to counselling or other similar supports have had these opportunities via our partners in Children's First and Barnardo's.
- The schools have fully engaged and delivered on 'Staying Period Protected'.
- The schools have continued work towards Rights Respecting School Silver Award.
- The schools used the Glasgow Motivation and Wellbeing Profile to identify and support children and young people who had needs identified using this tool.
- The Schools have started to embed the principals of RespectMe anti-bullying across the school.

Literacy:

- Consistent approach to the teaching of Literacy agreed and engagement with SAC Literacy Team has had a positive impact on learners
- The moderation of writing and professional discussion around levels improved staff confidence and engagement with the benchmarks
- ELC support to embed early literacy pedagogy in P1 had positive impact in the attainment of children in P1.

Numeracy:

Numeracy developments were hindered by the impact of staffing due to covid related absences.

- New resources were identified and purchased to support active maths and numeracy sessions.

Sgoil na Coille Nuaidh

- Resources from the Active Literacy Team were adapted from English to Gaelic in Literacy. This ensured learners could benefit from the strategies to support Literacy in both Gaelic and English.
- Moderation with another Gaelic school supported professional discussion around levels improved staff confidence and engagement with the benchmarks.

Sgoil-àraich na Coille Nuaidh

Identified Key Strengths:

- Parents/carers have stated that:
Communication is a particular strength both in person and digitally.
Staff are the best.
I highly recommend them to everyone.
I feel secure and happy knowing that my children are with them.
They provide useful resources to help us with the Gaelic language at home.
- Staff are warm and welcoming and have a sound knowledge of the child's needs and interests.
- Almost all children are making progress in their learning and development.
- Staff share children's achievements and observations with parents/carers on Learning Journals, digitally.

- Targeted support is given to challenge and support individuals needs through small groups and 1-1 time, this is reflected in their Personal Plans.
- Meal times are used as an opportunity to explore and learn new Gaelic vocabulary and engage in conversation in relaxed environment. Positive social interactions re also modelled at these times.
- The staff promote independence and encourage children to tidy up.
- Robust child protection and safeguarding procedures are in place. Staff are aware of and implement their role and responsibilities to protect children from harm.
- Home learning is in place to support parents and carers in developing their skills in the Gaelic language. This takes the form of parental online workshops and resources sent home to access as required.

Establishment Vision, Values and Aims

As a school we regularly engage with our vision, values and aims statement. These values are promoted through our use of Class Charters and the UNCRC. This information has been shared with the school community and we refer to this consistently through our school rules, class charters, and Rights Respecting Schools journey.

Vision

To have a happy, nurturing and inclusive school community, where everyone is valued, shows respect and strives to be the best that they can be.

Coimhearsnachd sgoile a tha toilichte, ag àraich agus in-ghabhaltachd, far a bheil luach air a h-uile duine, urram air a shealltainn agus uile a' strì gus a bhith cho soirbheachail 's a 's urrainn dhuinn a bhith.

Values

These are the values that we want the whole school community to be showing every day. We want everyone to live by our school values and show this in how they behave around our school and our community. That includes all of the children and young people, the teachers, the classroom assistants, the dinner ladies, the cleaners, the janitor, other people who help and support in our school including our parents.

Respected, Included, Achieving, Happy, Nurturing
Urram, In-ghabhaltas, Soirbheachas, Àraich, Toileachas

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p><u>Numeracy</u></p> <p>Improved outcomes in numeracy for all pupils (implementation of 'Raising Attainment in Numeracy' practice)</p> <p>Improve outcomes across key numeracy and maths concepts including counting, place value, addition and subtraction, multiplication and division, fractions, decimals and percentages, time and integrating problem solving (access to SAC training and universal CLPL menu)</p> <p>Improve outcomes across mathematical concepts beyond number and the development of mathematical reasoning and task design.</p>	<p>Rationale for improvement priority based on evidence</p> <p><i>The 'Raising Attainment in Numeracy' Programme contains very clear methodology and strategies for teachers and pupils which supports consistency in learning and teaching and increased attainment. The programme focusses on developing procedural fluency, conceptual understanding and mathematical thinking. The programme supports the integration of robust and reliable assessment approaches into teaching and learning episodes to ensure attainment can be tracked effectively against the structured progression within and across stages.</i></p>
<p>NIF Priorities</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver</p> <p>Performance information</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4 3.2</p>
<p>Progress and Impact</p>	<p><i>Due to staffing issues there was limited work carried out in this area. Staff continued to work towards developing appropriate and effective assessment approaches to help inform their teacher judgements. Most staff made use of the EAC Numeracy Assessment Tools for counting, addition, subtraction, multiplication, division and fractions, decimals and percentages. The PT for Maths and Numeracy is beginning to analyse and make use of a range of appropriate and effective collection of data to identify professional development needs of staff.</i></p>	
<p>Next Steps</p>	<ul style="list-style-type: none"> • Improve the confidence of all staff in teaching maths and numeracy at their stage and ensure consistency in approaches to learning, teaching and assessment • Raise attainment with a focus on closing the poverty related attainment gap in relation to numeracy and mathematics. • Improve parent/carer engagement in order to support children's learning through parents in partnership working. • Support closing the attainment gaps for children in SIMD 1 and 2. 	

Improvement Priority <i>(Expressed as outcomes for learners)</i>	<u>Literacy</u> <ul style="list-style-type: none"> Improved outcomes in reading and reading into writing for all pupils. Improved outcomes in Tools for Writing and Literacy across learning. 	Rationale for improvement priority based on evidence <p>The Active Literacy Programme (ALP) contains clear methodology and strategies for teachers and pupils which supports consistency in learning and teaching and increased attainment. Regular assessments are built in to ensure attainment can be tracked effectively against the EA Literacy & English progression frameworks, within and across stages. (Implementation of ALP: recorded sessions available)</p>
NIF Priorities Improvement in children and young people's health and wellbeing	NIF Driver School Leadership	HGIOS/ HGIOSELCC QI's for self-evaluation 1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4 3.2
Progress and Impact	<p><i>All staff are using regular assessments for Phonics and Spelling provided within the Active Literacy Programme, including the EAC Literacy Assessment Tools for Reading, Writing, Listening & Talking. These, alongside other high quality assessments created as part of the Planning, Learning, Teaching, Assessment cycle and are supporting teachers to measure children's progress and identify the areas to develop next, including any gaps in their learning. The Phonological Awareness assessment tool is being used by P1 staff alongside ELLAT data to support the identification of gaps in phonological awareness and support learners as appropriate to their needs. This has led to improved outcomes for most of the P1 children. Staff are growing in confidence using appropriate and effective collection of data to support increased pace and challenge or to identify when a learner needs support.</i></p>	
Next Steps	<ul style="list-style-type: none"> Increased number of children attaining at the appropriate level in writing. Increased number of children attaining at the appropriate level in reading. Improve staff confidence in interrogating and analysing data and use of this knowledge to inform professional judgements. Use child friendly targets consistently across the school for all areas of literacy. Improve attainment and confidence in literacy across all stages. Gaelic Medium Education children to have access to Literacy resources adapted to Gaelic Medium. Consistently embedded high quality approaches to delivering literacy and numeracy experiences leading to improved outcomes for children. Identified groups of children supported in their learning. Targeted interventions will lead to attainment being raised for identified children. 	

<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p><u>Closing the Poverty Related Attainment Gap</u></p>	<p>Rationale for improvement priority based on evidence</p> <p><u>PEF</u>- Pupil Equity Funding allows us to provide the best possible opportunities for children's learning when its allocation and use is particularly focused on supporting children and young people affected by poverty to achieve their full potential.</p> <p><u>NME</u>- The Neurosequential Model in Education (NME) draws upon the NMT (a neurodevelopmentally-informed, biologically respectful perspective on human development and functioning) to help educators understand student behaviour and performance.</p> <p>As a global evidence-based practice (EBP) and coupled with the NMT's brain mapping matrix, the model supports providers in identifying specific areas for therapeutic work and in selecting appropriate therapies, including evidence-based therapies (EBTs), within a comprehensive therapeutic plan.</p>
<p>NIF Priorities</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Driver</p> <p>Assessment of children's progress</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.2, 1.5 2.1, 2.2, 2.3, 2.4 3.1, 3.2</p>
<p>Progress and Impact</p>	<p><i>Children have improved wellbeing with regards to social and emotional skills. Children were offered additional SEB support both within the school and via external partners. Children developed meaningful relationships with staff and staff have identified. Children were explicitly taught about stress and brain development. There was a reduction in low level behaviours in class. Some staff participated in NME Training and this has increased their understanding of trauma, trauma responses and has set the building blocks for a whole school approach to integrated inclusion.</i></p>	
<p>Next Steps</p>	<ul style="list-style-type: none"> • Developing Reading for Enjoyment • Work towards Reading Schools award • Integrating updates from Active Literacy Programme to support phonics • Boost Groups to support learners to stay on track with their learning • Development of a new approach to inclusion 	

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p><u>Health & Wellbeing</u></p> <ul style="list-style-type: none"> To continue to develop Respectme programme in school and in the community. To achieve our Silver Rights Respecting School Award. To ensure effective implementation of the Schools' counselling service – The Exchange and evaluate its impact. To embed the Stay Period Protected initiative within our school. To further develop the Monitoring and Tracking of pupil wellbeing throughout the school. To develop Cyber Resilience and internet safety skills for all staff and pupils. 	<p>Rationale for improvement priority based on evidence</p> <ul style="list-style-type: none"> Respectme, Scotland's anti-bullying service is aimed at working in partnership with parents and staff to promote our anti-bullying and positive relationships messages. By educating pupils, parents and staff how to recognise bullying behaviour and strategies to deal with it we aim to build children's resilience and improve their mental, emotional and physical health. The Rights Respecting Schools Award puts children's rights at the heart of the school thus create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens. As a result of the increasing demand for Mental Health supports for pupils the Scottish Government has allocated funding to East Ayrshire to allow Children to access a counselling service – The Exchange. To meet our obligation of providing free period products to anyone who requires them, we are embedding the Stay Period Protected initiative within our establishment to help reduce the poverty gap. The Wellbeing Profile (Glasgow Motivation and Wellbeing Profile GMWP) allows children and young people themselves to assess their own wellbeing in line with the principles of Getting it right for every child (GIRFEC).
<p>NIF Priorities Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver Assessment of children's progress</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation 1.1, 1.2, 1.3 , 2.1, 2.2, 2.3, 2.5</p>
<p>Progress and Impact</p>	<p>Due to staffing issues related to covid some aspects of this development work were not completed. Initial work was started on the Respect for all Policy and children were taught about respectful relationships and are understand what bullying behaviour looks like. Staff are developing confident in referring pupils who require additional wellbeing supports. Children's Rights are at the heart of all that we do in school and we continued to work towards being a silver RRS. Pupils/Staff/Parents are accessing period products from school. Initial CPD sessions with staff to introduce GMWP to help monitor and track wellbeing-further consistency is needed here to ensure all children who require support are identified in a timely fashion. Pupils are more confident in the safe use of the internet through cyber resilience.</p>	
<p>Next Steps</p>	<ul style="list-style-type: none"> Developing play in P1-3 to support improved social skills, learning and wellbeing. Dyadic Developmental Practice-using PACEful conversations to support children and young people. Developing pro-social behaviour and children's sense of their rights in the world through work in RRS and RespectME. Improving children's physical wellbeing and fitness 	

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p><u>Positive Destinations</u></p> <ul style="list-style-type: none"> To continue to embed digital technologies to support the development of digital skills. To enhance use of digital technologies to ensure greater support for learning and teaching. To further develop parental engagement through the use of digital technologies. 	<p>Rationale for improvement priority based on evidence</p> <p>Rationale for improvement priority based on evidence</p> <p>Computational Thinking, critical thinking and problem-solving top the World Economic list of skills that employers believe will grow in prominence in the next five years. It is therefore important that children learn computing science and the key computational thinking skills and then apply these within computer programming. These skills are transferable across the curriculum and can be used within numeracy & maths and literacy & language and can help to develop a growth mind-set. Having a progression pathway for Technologies will provide clear methodologies and strategies to allow for a consistent approach. This ensures pupils can build on and develop their skills whilst continuing to engage and interest children through using a variety of resources.</p> <p>Learning Journals will provide a digital method for parental engagement, to foster an open line of communication between school and home where learning and achievement can be shared. For the ECC, it also provides a robust tracking and monitoring system</p>
<p>NIF Priorities</p> <p>Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>NIF Driver</p> <p>School improvement</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.1 1.2 1.3 2.2 2.3 2.5 3.2 3.3</p>
<p>Progress and Impact</p>	<p>Learning Journals -Staff feel supported and confident in using Learning Journals. Weekly reports were sent from Learning Journals to document usage from both staff and parents/carers. Feedback from parents/carers through Microsoft Form about Learning Journals was positive.</p>	

	<p>Digital Technology, Skills & Pedagogy- <i>staff have developed in confidence about delivering new Technology progression pathway and all staff are using these consistently which give learners a consistent pathway of learning in this area. Learners are getting good opportunities to develop their computer science knowledge and skills.</i></p>
Next Steps	<ul style="list-style-type: none">• All children and young people will be supported to further develop CR-IS (Cyber Resilience and Internet Safety).• All children further developing IT skills while working towards achieving the Digital Schools Wellbeing Award.• We will take a 'campus approach' to working towards being Promethean Ambassadors.• CoACH-Outdoor Learning for targeted groups.

Pupil Equity Fund: Aims and Impact

<p><i>Principal Teacher</i></p>	<p><i>The Principal Teacher continued to further develop and promote Inclusive Practice throughout our school and offer updates/training regularly. The PT and working group created new planners to support learning and teaching in IT and Computer Science. The PT also developed the planners and resources to support improved delivery of Technologies as a key skills for life, learning and work. This will provide a more consistent delivery of this curricular area in the new session. The PT also took on the role of ICT co-ordinator and was the key member of staff in leading on-line learning and remote learning where needed, for children with covid related absences. She also regularly supported staff with IT related training.</i></p>
<p><i>Additional Staffing</i></p>	<p><i>PEF funding allowed us to continue with our bespoke class for pupils with ASN, staffed by 1FTE teacher and 1FTE Classroom Assistant. This targeted support had a significant positive impact on the behaviour and academic progress across the school but particularly in P4 and P7.</i></p> <p><i>Within both mainstream stages (P4 and P7):</i></p> <ul style="list-style-type: none"> <i>*SHE report numbers have significantly reduced.</i> <i>*Exclusion rate has improved.</i> <i>*Campus Police Officer input and support requirement has significantly reduced.</i> <p><i>The ASN teacher also supported other children across the school with SEB Needs and staff as appropriate.</i></p> <p><i>Additional teaching staff enabled us to have 3 small Primary 1 classes, who were also supported by an ELC Practitioner. This allowed staff to have more time to target children who needed extra support using an early intervention approach. This helped raise attainment in P1 across all areas.</i></p> <p><i>Additional teaching staff also enabled us to have targeted boost groups to help support a wide variety of learners who were off track or at risk of going off track in their learning, according to our data snap shot in December 21. This helped us target certain individuals/ groups of children to raise attainment across all year groups compared to the previous year.</i></p> <p><i>The additional Classroom Assistants have allowed us to provide a more targeted approach throughout both JHPS & SnCN. Classroom Assistants are working with specific stages, timetabled to support specific individual pupils or groups of pupils. Support offered included- 5 Minute Box, Reading Extra, Toe by Toe, Closing the Literacy Gap P2, Closing the Literacy Gap +, and Word Wasp.</i></p>
<p><i>Transition Teacher</i></p>	<p><i>The transition teacher supported a holistic approach to transition and worked with groups of young people in both Primary 6 and Primary 7 to offer literacy and numeracy support. The transition teacher also supported young people in their transition to high-school, and has continued to support some of them in their new S1 year.</i></p>
<p><i>Resources</i></p>	<p><i>Additional resources allowed us to support learners further in literacy, numeracy and technology areas. This also ensure equity of access to resources for all learners.</i></p>
<p><i>Clerical Support</i></p>	<p><i>This supported the input of data and provision of resources.</i></p>

Establishment Self Evaluation: How Good is Our Early Learning and Childcare? Quality Indicators	
Quality Indicator 1.3 Leadership of Change	<i>Good</i>
Quality Indicator 2.3 Learning, Teaching and Assessment	<i>Good</i>
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	<i>Good</i>
Quality Indicator 3.2 Securing Children's Progress	<i>Good</i>

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	<i>Satisfactory</i>
Quality Indicator 2.3 Learning, Teaching and Assessment	<i>Good</i>
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	<i>Satisfactory</i>
Quality Indicator 3.2 Raising Attainment and Achievement	<i>Satisfactory</i>

Establishment Capacity for Improvement
<p>Please refer to our Establishment Improvement Plan for session 2022/23 for details of our planned strategic approach to leading improvement.</p> <p>Over the past six months James Hamilton Primary, Sgoil na Coille Nuaidh and Sgoil-àraich na Coille Nuaidh have been in a stage of renewal as the new Head Teacher has begun to establish herself within the senior leadership team. She has worked with the SLT and the rest of the staff, through professional dialogue, robust self-evaluation, and renewed energy to develop a clear vision and plan for improvement for the session 22/23. Parents and carers have also been given the opportunity to share their view on this.</p> <p>Staff are now growing in confidence in assessing to improve outcomes for learners and are at the early stages of looking and analysing TJS data with the SLT to plan more targeted and integrated support.</p> <p>While the Covid-19 pandemic has changed many things, our curriculum rationale and our school visions and values remain unchanged. The core principles of Scotland's Curriculum for Excellence with the four fundamental capacities at its centre remain critical in putting learners at the heart of education. The flexibility the curriculum provides allows us to be adaptable and responsive to the diverse needs of individual learners and reflects the uniqueness of our setting. This is vital as we still recover to support learners who have gaps in their learning due to the impact of the pandemic on attendance.</p> <p>We will continue to prioritise the physical, mental and emotional wellbeing of children, families and staff as we recognise that good health and wellbeing is fundamental for all. A variety of approaches will be provided for learners to demonstrate their learning, skills, knowledge and understanding across the curriculum. We will work with children and their families to draw together evidence of learning and to determine their achievements and identify next steps in learning.</p> <p>Throughout James Hamilton Primary School , Sgoil na Coille Nuaidh and Sgoil-àraich na Coille Nuaidh, we aim to deliver excellence in learning and teaching for all learners. Our curriculum focuses on the child as a learner, and allows for breadth and depth of learning, offering challenge and enjoyment. We support the appropriate progression through levels and have high aspirations for all our learners.</p> <p>As establishments we are developing robust and regular self -evaluation processes with a culture of improvement and a focus on reducing inequality of outcome as a result of socio-economic disadvantage.</p>

We will continue to make effective use of analysis and intelligence data to track attainment over time and parental and pupil surveys will be used to gather views, evidence impact and identify next steps. At collegiate meetings, teachers self-evaluate using HGIOS4 and HGIOELC. The Senior Leadership Team use this information to inform professional dialogue and school priorities. Pupils, parents/carers and staff are being more regularly consulted and have an input into the establishment improvement plan and PEF plan.

Leadership and Management: How good is our leadership and approach to improvement?

“The very effective leadership of the head teacher supported by the strong teamwork among staff which creates the conditions for further school improvement”.
(HMIE January 2018)

The relationship identified above is key to the success of this area. As we began to move out of covid restriction we have been able to involve staff, children, parents/carers and partners more appropriately in the school’s self-evaluation processes we seek to improve.

The school’s annual quality assurance calendar contains a wide range of appropriate approaches for the school’s leadership team to gather information and data about the quality of learning and teaching, and children’s progress, helping to shape the School Improvement Plan moving forward.

From the School Improvement Plan it is evident that leadership at all levels is a key feature of the school’s work and results in continuous improvement across the curriculum. Quality Career Long Professional Learning is becoming better planned and takes full account of PRD arrangements linked to the GTCS Professional Standards and to the School Improvement Plan.

Learning Provision: How good is the quality of care and education we offer?

An inclusive and nurturing ethos is evident throughout the school and ensures that most children are happy and have opportunities to learn and achieve. A variety of creative teaching approaches are used across all stages. In most classes, teachers successfully relate learning to real life situations to assess children’s understanding of skills and to make learning more meaningful to the children.

Across the school assessment is integral to our planning of learning and teaching. Processes for assessment and reporting are manageable and now being used to inform improvements in learning and teaching. We have reviewed our planning system in collaboration with all staff, with a view that planning is proportionate and manageable and clearly identifies what has to be learned and assessed across all curricular areas.

The role of our Home Link Practitioner will be to engage families in family learning opportunities and providing targeted and universal support to those children and families who need it, including children who have poor attendance at school.

Successes and Achievements: How good are we at ensuring the best possible outcomes for all our learners?

Due to the development of our work in UNCRC and Rights Respecting Schools over the past sessions, all staff have a shared understanding of wellbeing and children's rights. The majority of members of staff model positive behaviour successfully and as a result have created a nurturing environment within their classrooms and across the school for our children. All classes have a class charter.

Attainment in Literacy, Numeracy and Health and Wellbeing is tracked using East Ayrshire's tracking and monitoring system to ensure learners are making good progress from their prior levels of attainment. Groups and cohorts are now being well supported to raise attainment through specific targeted interventions. Overall, staff are growing in confidence that most children are making good progress over time.

As a school we are digitally well resourced. As a result of this our children show confidence and are responsible in the use of technologies. Digital technologies are used to enhance and personalise learning in school where appropriate.