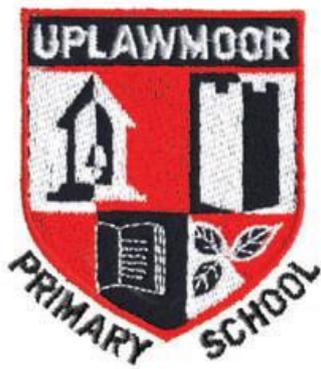


# Uplawmoor Primary School



## Standards and Quality Report

**Session 2018 - 2019**



## Context of the School

Uplawmoor Primary is a non-denomination school, situated in the village of Uplawmoor. We form part of the Eastwood Cluster which includes Neilston, Crookfur and Mearns Primaries, Madras Family Centre and Isobel Mair School and Family Centre. The present roll is 71 pupils organised into 4 composite classes. This includes pupils from outwith the catchment including Barrhead and Neilston.

The teaching complement for the school is in line with national advice. This comprises of the Head Teacher, 4 full time teachers, 2 job-share teachers, and a 0.2 secondary PE specialist. The pupils also benefit from input from an instrumental music specialist in woodwind. Pupils at certain stages also benefit from weekly lessons from an ERC music specialist who teaches in partnership with class teachers.

Uplawmoor Primary implements an inclusive policy, which is supported by 3 Pupil Support Assistants who support children in their learning and help them develop essential lifelong skills.

The school has one Business Support Assistant, 2 janitor/cleaners and 2 catering staff.

The school is very well supported by its parents and has an active Parent Council and Fundraising Group. Parents have high expectations of the school and provide both encouragement and support for their children. Parents are always welcome and are encouraged to become involved in the life of the school.

The school is an integral part of the village community and we work closely with the Community Council to improve the local environment for the children of Uplawmoor. Links with Caldwell Parish Church and local businesses are welcomed and encouraged.

The main building is split level with 4 large classrooms located at either end of the gymnasium which is also serves as the dining room. There is an annexe building which hosts our computer suite and well-resourced library / nurture space. We have a large outdoor learning area which continues to be developed to extend and support learning.

All pupils and staff share a deep sense of pride in the school and its achievements and are keen to work together to make improvements to which impact both on the learning experiences and to enhance the school surroundings.

## Context of the School

### Our Vision

At Uplawmoor Primary, we strive to create a nurturing school community where everyone is included and respected. We want to inspire a love of learning and empower everyone to make changes to improve their lives and the lives of others, ensuring we all make a difference.

### Our Values

Inclusive

Nurturing

Supportive

Positive

Independent

Rights Respecting

Encouraging

### In Uplawmoor Primary we aim to:

- Create a school where the whole school community are learning
- Provide a safe, motivating environment where our children are independent in and take responsibility for their own learning
- Meet the needs of all our children promoting equality and equity of opportunities
- Equip or children with knowledge and skills preparing them for learning, life and work
- Support our children and their families educationally, emotionally and socially
- Empower the whole school community to be actively involved in the life of the school and the decision-making process to ensure continuous improvement

## Improvement Plan Priorities – Session 2018 / 2019

- To continue to develop resilience and confidence in learners to improve decision making in and leading their own learning
- To engage with families to improve learning and achievement
- To develop the curriculum to increase opportunities to develop skills for learning, life and work
- To enhance learning experiences in numeracy and Mathematics and Literacy and English leading to raised attainment and achievement

## Method of Gathering Evidence

As part of our procedures for monitoring school effectiveness, the school uses the HGIOS 4 toolkit to evaluate what is working well in our school and what needs to be improved to have a greater impact on all of our learners. A wide range of evidence is gathered including:

- regular formal and informal classroom visits, carried out to ensure high standards in learning and teaching;
- monitoring of forward planning, ensuring learners' experiences are consistent with the expectations of Curriculum for Excellence;
- staff peer evaluation through learning visits within our school and others across the authority;
- learners' evaluations of their learning experiences;
- benchmarking the quality of work with schools of similar characteristics and of identified good practice;
- moderation at school, cluster and authority level;
- surveys carried out with staff, pupils and parents;
- whole school evaluation through audit;
- analysis and interrogation of data
- themed audits focusing on a particular aspect of the work of the school which cuts across specialisms and quality indicators;
- observation of practices with learners and staff through learning visits and learning walks where the focus is on the experiences of the learners;
- pupil work samples;
- focus group discussions with learners, teaching and support staff, parents, users; and
- information from partners such as educational psychologist, social workers, school nurses and other health care staff.

How good is our leadership and approach to improvement? (1.1, 1.2, 1.3)		Evaluation: Very Good
<b>NIF Priority</b> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Improvement in children's and young people's health and wellbeing</li> </ul>	<b>School Priorities</b> <ul style="list-style-type: none"> <li>Self-evaluation</li> <li>Leadership of learning</li> </ul>	
<b>NIF Driver(s)</b> <ul style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>School Improvement</li> <li>Parental Engagement</li> </ul>	<b>Local Improvement Plan – Expected Outcome / Impact</b> <ul style="list-style-type: none"> <li>A culture of self-evaluation and continuous improvement in all schools and services</li> <li>A culture of professional enquiry in all establishments</li> </ul>	
<p><b>Progress, Impact and Outcomes</b></p> <p>Staff, parents and pupils have opportunities to share their views and to contribute to the identification of improvement priorities. For example, teaching staff identified the need for a more consistent approach to teaching writing through their collaborative self-evaluation activities and as a result this will be a focus for professional learning, school moderation activities and for some, the focus for their cluster collaborative enquiry. The Parent Council are consulted on all aspects of the School Improvement Plan and from this Focus Groups are identified to lead on improvements. Next session Parent Improvement Groups have been convened to develop Family Learning and Learning in the Outdoors. The wider parent forum have been consulted on our improvements and we are considering ways to ensure we include the views from all parents. Staff will be introduced to and engage with Education Scotland's <i>Engaging parents and families toolkit</i> to ensure we encourage our parents to express their views not only on the education of their own child but also on our arrangements for promoting parental involvement and engagement as well as other matters of interest to them.</p> <p>Pupils create their own improvements through the Pupil Groups Improvement Plan. Pupils set what they want to achieve, what they need to do and how they will know they have been successful. They evaluate this mid-way through the year and at the end of the session. This evaluation is used to help set the improvement plans for the next group. Next session we will be considering ways of engaging the pupils more fully with the How good is OUR school? pupil participation framework.</p> <p>Staff show a continued commitment to looking inwards, outwards and forwards when engaging in self-evaluation for improvement activities. They engage in a robust system of quality assurance through classroom visits by their peers and the head teacher, pupil dialogue and work sampling and tracking and monitoring meetings. This has proved effective in identifying strengths and areas for development across the school as well as ensuring pupils learning experiences are of the highest standard possible.</p> <p>Working collaboratively, all members of teaching staff engaged in a number of self-evaluation activities using the features of highly-effective practice and challenge questions from How Good is our School 4. These included: Transitions, Curriculum Design, Leadership of Change and Partnerships. In addition, staff engaged in evaluation of Family Centred Approaches to gain Silver Accreditation and re-accreditation of our Gold Sports Scotland Award. This continues to improve understanding of the self-evaluation processes and ensures that it is viewed as a collective responsibility and an integral part of school improvements.</p> <p>In November 2018, a review team visited the school as part of an Effective Transitions Review of the Eastwood Cluster schools. The inspection team found the following strengths in the school's work:</p> <ul style="list-style-type: none"> <li>The head teacher and her staff are highly committed to achieving the best outcomes for children and are actively engaged in wide ranging leadership activities. Learning and teaching is strong and consistent across the school and high quality relationships are in place between staff, pupils and parents and carers.</li> </ul>		

### ***Progress, Impact and Outcomes cont....***

- Pupils are empowered in their learning within a nurturing, whole school ethos and embrace a broad range of leadership opportunities within the curriculum and across the wider school context
- Arrangements for transition at all stages are very well planned and executed. Strong curricular, pastoral and planning links with high school staff and positive relationships with parents support this.

The following areas for improvement were identified:

- The school should explore the range of ways in which parents can contribute to strategic planning and engage them further in this.
- As planned, the school should further strengthen its work in learner participation by introducing the How good is OUR school? framework to support self-evaluation and demonstrate progress.
- Building on work already undertaken to promote the development of skills for learning, life and work, the school should continue to take forward the Developing the Young Workforce agenda and Career Education Standard.

Peer learning visits continue to be used to moderate learning experiences. This session the focus was on reading approaches mainly, Reciprocal Reading which was being rolled out across the school following professional learning led by our Literacy Champion. Teachers worked in trios to visit classrooms to observe reading approaches considering the aspects above and in addition consistency of experiences and progression. From this planned interventions using a variety of props and resources were introduced and their effectiveness evaluated. Improvements in reading engagement was evident during classroom visits and attainment in reading is evident through Standardised Test results.

The Building Learning Power approach is fully embedded across the school. Children have increased opportunities to lead their own learning through “Free Choice” which is part of their learning programme. Children understand themselves as learners and can reflect on their learning and progress. A more robust method for pupils recording their targets and progress has been developed and will be implemented next session.



A member of the Parent Council has assisted in the audit and action plan for our Silver Accreditation of Family Centred Approaches which we achieved in June. Actions from this include developing our Family Zone for family and community learning and identifying ways in which to engage more parents in improvement activities.

Following consultation with pupils, staff and parents, our new vision, values and aims were launched by our Primary 6 pupils via a short film they created detailing what our values mean to us. This was shared with pupils and new intake parents and will be shared with wider parent body at our annual Meet the Teacher. Our values and new motto were created by 2 pupils following a homework competition and are now displayed around to the school. Our values will be embedded in our actions across the school and our school community through continued reference to them where appropriate.

Through the Professional Review and Development (PRD) process, staff undertook self-evaluation against the relevant GTCS Standard and linked their personal development targets to the standard and school, cluster and local development plans. Career Long Professional Learning (CLPL) was again dominated by Building Learning Power through our year 2 activities. In addition teachers undertook professional learning on Career Education Standard to assist in redesigning our curriculum to build skills for learning, life and work, Reading Methodologies, Numeracy and Maths and moderation. One member of staff undertook professional learning in early year's pedagogy through play, sharing their knowledge and understanding whilst mentoring a newly qualified teacher and with colleagues across the school.

### ***Progress, Impact and Outcomes cont....***

All members of teaching staff have engaged in professional enquiry including; Building Learning Power, Nurturing Approaches, Career Education, Motivation for reading, Motivation for writing and times tables fluency. Findings and conclusions will be showcased and shared at a collegiate meeting next session with a view that successful interventions be rolled out across the school to support our future improvements.

The impact of professional learning is demonstrated in the enhanced learning experiences evidenced through learning visits and through the authority Transitions Review.

A member of the teaching staff has been involved in a School Improvement Partnership with St Thomas' Primary using enquiry action research to increase motivation for reading through targeted reading methodologies. The intervention has had a positive impact on reading attainment with all pupils who were targeted performing above the authority average in their Reading Standardised Test.

All teachers led a Pupil Group including; Pupil Council, Eco Committee, Rights Respecting Schools, JRSOs and Digital Leaders and support staff the Health Committee and Garden Committee. Parents led activities during Maths Week Scotland and others shared their expertise in Mental Health and Enterprise. We have identified further opportunities to involve parents in aspects of curriculum next session and in our extra-curricular programme for pupils. Staff share their expertise and improvement activities through collegiate and In-Service sessions throughout the year. There is a strong capacity for leadership across the school with an allocation of time given to allow staff to share their learning and expertise.

### ***Next Steps***

- Pupils will engage in a 1:1 meeting with their teacher to set targets and discuss their progress in learning
- Engage pupils with How good is OUR school? Resource to allow them to engage further in self-evaluation activities
- Explore the range of ways in which parents can contribute to strategic planning and engage them further in this

How good is the quality of care and education we offer? (2.2, 2.3, 2.4)		Evaluation: Very Good
<b>NIF Priority</b> <ul style="list-style-type: none"> <li>• Improvements in attainment, particularly in literacy and numeracy</li> <li>• Improvements in children and young people's health and wellbeing</li> <li>•</li> </ul>	<b>School Priorities</b> <ul style="list-style-type: none"> <li>• Curriculum Design</li> <li>• Raising Attainment and Recognising Achievement</li> <li>• Learning and engagement</li> <li>• Engaging families in learning</li> </ul>	
<b>NIF Driver(s)</b> <ul style="list-style-type: none"> <li>• Parental Engagement</li> <li>• Assessment of Children's Progress</li> </ul>	<b>Local Improvement Plan – Expected Outcome / Impact</b> <ul style="list-style-type: none"> <li>• A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally</li> <li>• Higher levels of parental engagement in their children's learning and in the life of the school</li> </ul>	
<p><b>Progress, Impact and Outcomes</b></p> <p>The Head Teacher knows the learners and their families well and is well-placed to support teachers in improving attainment in Literacy and Numeracy as well as providing pastoral support. A wide range of evidence is drawn upon to make robust teacher judgements which are also supported by school, cluster and authority moderation. Target setting dialogue between the Class Teachers, Support for Learning Teacher and Head Teacher includes focused discussion on those children who require targeted support and an evaluation of the child's wellbeing plan where targets and strategies are reviewed along with the impact on wellbeing, attainment and achievements where appropriate. Ongoing tracking of changes in circumstances, which may impact on wellbeing or progress, are in place to ensure support is responsive and information is shared with appropriate partners to ensure the right person is supporting the child's progress and development at the right time.</p> <p>Staff in the school have made very good progress in redesigning the curriculum using a master class approach to deliver interdisciplinary experiences developing skills for learning, life and work. Parents, staff and pupils were consulted on learning pathways and from this staff engaged in collaborative planning for delivery of experiences. As part of a Cluster Group, a member teaching staff was tasked in implementing this approach through the technologies pathway. The learning was delivered in collaboration with a colleague from Eastwood High School which resulted in increased teacher confidence in delivering the learning experiences. The children benefited from a more active, inquiry-based and experiential approach to their learning allowing them to make links with the world of work through their jewelry creations. This approach will be extended this year to cover 9 learning pathways across the course of the year and will ensure clear progression as well as stimulating experiences.</p> <p>As a Silver Accredited Rights Respecting School, the United Nations Convention Rights of the Child (UNCRC) are central to the ethos and culture of the school. Class, school, lunch and playground charters are displayed and referenced where applicable to ensure everyone understands and contributes to the rights of the children in the school.</p> <p>Learning in Digital Technology has continued to be improved through the leadership of our ICT Co-ordinator. Team teaching opportunities were facilitated to allow staff to develop their skills within their classrooms. As the session progressed, this approach became responsive to the needs of the teachers. This has gone a long way to build capacity in the staff and it was recognised in the Transitions Review that pupils were engaged in digital learning using a variety of media e.g. Google Classroom is being used widely across the school and supports homework, teacher feedback and encouraged independent learning. iPads are used to evidence independent learning.</p>		

## **Progress, Impact and Outcomes cont .....**



During Maths Week Scotland, activities were planned around the theme of house building using McTaggart and Mikel who were building properties adjacent to the school. The focus of activities were on shape, number processes, money, pattern and area. As well as input from McTaggart and Mikel, parents led workshops to demonstrate how they use Maths in real life in their careers. Pupils benefited from learning about thermal imaging used in buildings to measure heat loss to ensure economically designed homes, how drones are used to

Identify where repairs are required and the role of an accountant in these processes and banking and mortgages. Other activities across the week included; designing and building houses, buying resources for moving into a new house, designing wallpaper using repeated pattern using area to design a garden. All of these experiences were planned progressively and used to motivate the children as well as allowing them to develop their skills in a real life context.

Assessment and moderation activities have continued across the year with all teaching staff taking part in school moderation activities relating to teaching reading and data analysis, cluster moderation activities linked to reading and the annual authority moderation event. Our Moderation Facilitator led a development session detailing the expectations of the authority moderation using the moderation template and highlighting the need for accurate and concise annotation of evidence. In addition, time was allocated to joint planning of evidence to ensure progression in relation to data and analysis. All evidence submitted met the standard. As well as ensuring progression in approaches, the focus being on the same area by all staff across the levels, highlighted developments required within the school in relation to data and analysis. These activities were evaluated as very good by teachers as they report increased confidence and consistency in making professional judgements which is evident during Progress and Tracking Meetings.

Pupil voice is strong across the school which was recognised during our RRS Silver accreditation visit. Pupils report they feel valued, consulted and that their contributions helped to make the school a better place. Pupil dialogue is used to discuss learning and improvements. Their comments are shared with staff and included in next steps for improvement.

Robust self-evaluation approaches are used to evaluate progress. Learning visits / rounds, learner conversations and pupil focus groups are used to ensure pupils are stimulated, challenged, and actively engaged in their learning. All staff track and monitor progress in literacy and numeracy through engaging in regular tracking meetings which focus on individual children's progress. Targeted interventions are put in at the earliest stage to ensure continuing progress and appropriate pace and challenge for all learners. Staff work collaboratively to evaluate all interventions and improvements to ensure they have a positive impact on learning and attainment. Children are appropriately challenged in all classes across the school. Differentiation is used effectively to support progress and child led learning and resources are used to motivate the children to learn.

Planned transitions from early years to Primary 1 and from Primary 7 to Eastwood High take account of the needs of all pupils and extended transitions are in place for those who require this. The Primary 1 programme runs for 4 weeks and parents feedback that they feel reassured that their child's transition into Primary School is well supported. There are a number of activities that take place as part of the Primary 7 to High School Transition. These include; visiting teachers from Eastwood working collaboratively with our teacher within the Primary 6/7 classroom, a cluster athletics day, a 2 day visit where pupils follow a typical S1 timetable and a cluster P7 residential. All of the activities allow the pupils to become familiar with the teachers, the building and the routines of High School allaying some of the fears and anxieties they may have about the transition. In addition, dialogue takes place between the Primary 7 teacher and those at Eastwood to discuss progress and attainment. All of the transition activities ensure that learning is progressive and there is consistency in terms of planning.

### ***Progress, Impact and Outcomes cont .....***

Family learning continues to be a focus to encourage further engagement in learning and to increase involvement linked to school improvements. Open classroom events included family learning during Maths Week Scotland, child led classroom and learning tours and play. Curriculum workshops were facilitated with a focus on; Child Led Learning, Reading, Digital Technologies and Numeracy and Maths. Feedback was very positive in relation to increasing knowledge about curriculum delivery and approaches to teaching and learning. In addition, almost all parents who attended the Numeracy and Maths workshop reported an increase in confidence in supporting their child's learning at home.

A Family Zone has been introduced which offers a space for parent groups to meet on a more informal basis. A Family Learning Group has been established to develop the learning area further. The group plan to survey parents on their learning needs and to establish groups to meet to have Coffee and Chat. This session we have been mindful of the Cost of the School Day. This was discussed with staff and the Parent Council to raise awareness as to the cost for some families through e.g school trips, charity events and badged clothing. With this in mind, we have established a Uniform Swap within the Family Zone which some families have made good use of. In addition, we have introduced an Iron-On school badge which has greatly reduced the cost of items of uniform. A number of parents have expressed an appreciation as to these initiatives and we will continue to consider further ways to support our families when considering the cost of trips and engaging in charity fundraising activities.

### ***Next Steps***

- We will continue to develop our curriculum through planning and delivering learning experiences across the levels of the curriculum using a master class approach
- We will review and enhance the role of our parents and families in their child's learning through further development of our family learning opportunities

**How good are we at ensuring the best possible outcomes for all our children / learners?  
(3.1, 3.2)**

**Evaluation: Very Good**

**NIF Priority**

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most disadvantaged children
- Improvement in children’s and young people’s health and wellbeing

**School Priorities**

- Raising Attainment and Recognising Achievement
- Skills for learning, life and work
- Equity for all learners

**NIF Driver(s)**

- Teacher professionalism
- Assessment of Children’s Progress
- Performance information

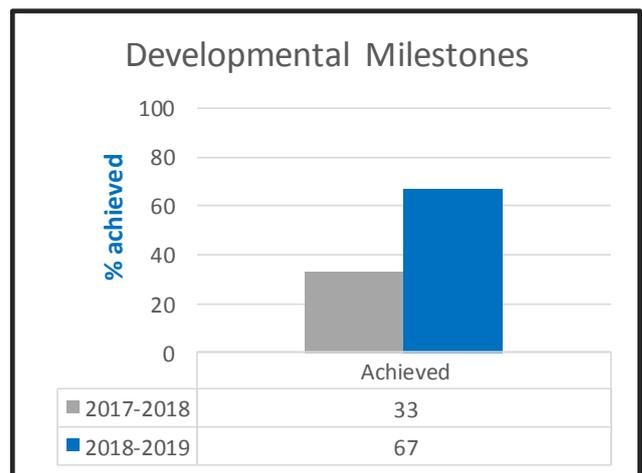
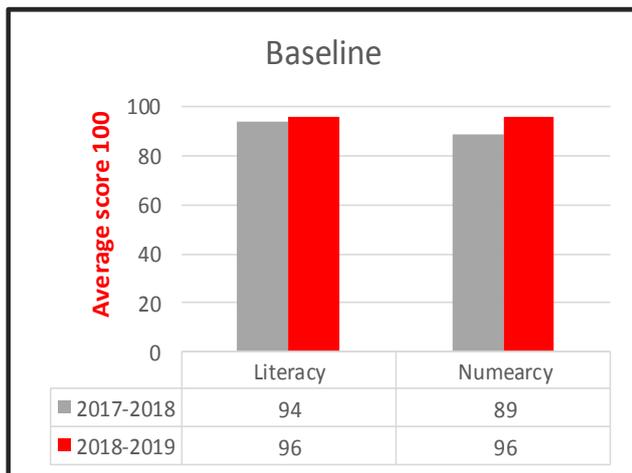
**Local Improvement Plan – Expected Outcome / Impact**

- Improved reading, writing and mathematics throughout the years of the broad general education
- An increase in percentage of pupils agreeing they have opportunities to celebrate personal achievements
- A culture based on Getting It Right For Every Child
- Develop pupil skills for learning, life and work

**Progress, Impact and Outcomes**

**Baseline Assessment and Developmental Milestones**

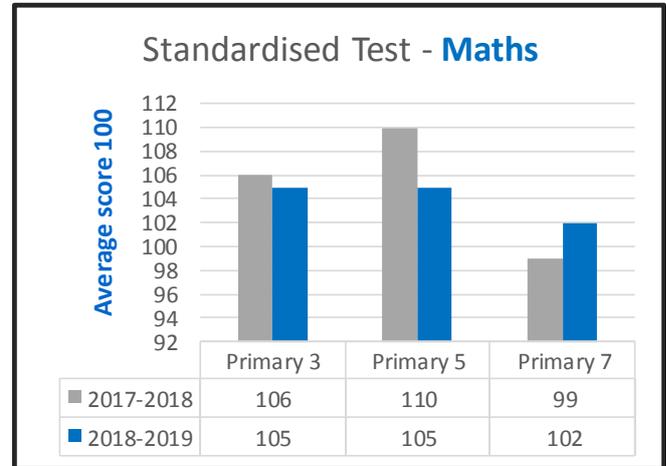
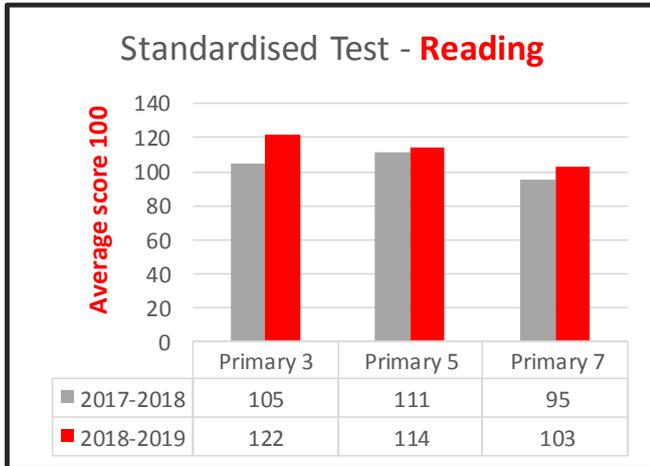
Primary 1 pupils undertook a Baseline assessment scoring an average of 96 in both Literacy and Numeracy. In addition 67% of this cohort achieved their Developmental Milestones assessment. Individual targets were set for learners from the results of the Developmental Milestones assessment resulting in 100% of pupils having achieved these 3-4 months into the session. Partnership working with the local family centre and cluster activities will continue to focus on the analysis of baseline and developmental milestones results to identify areas for further improvement. This will include reciprocal visits to allow staff to gain a deeper understanding of progress and progression in learning at the early level.



## Progress, Impact and Outcomes cont....

### Standardised Tests

Overall, our children are performing above the authority average. Overall attainment in Reading showed an increase from last session, with the average standardised score being 113. Attainment in Maths has slightly decreased from last session, with the average score being 104. Overall girls and boys are performing equally in Reading and with girls performing slightly better Mathematics. Support, next session, will focus on pupils performing below the average.

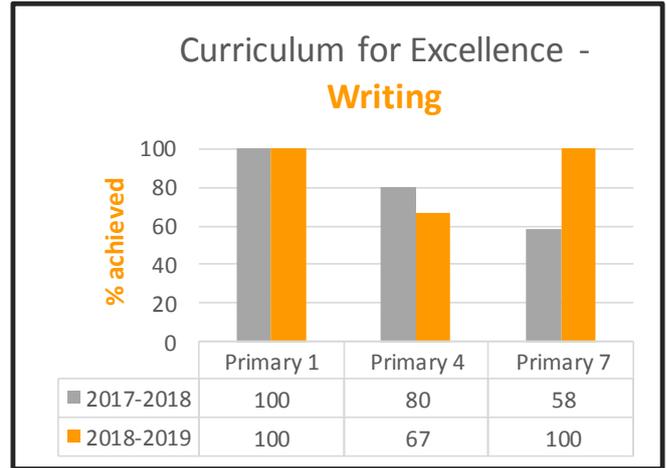
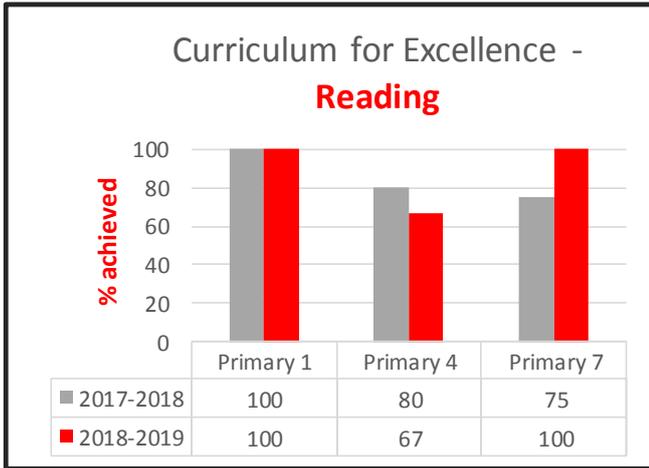


### Curriculum for Excellence Attainment (CfE)

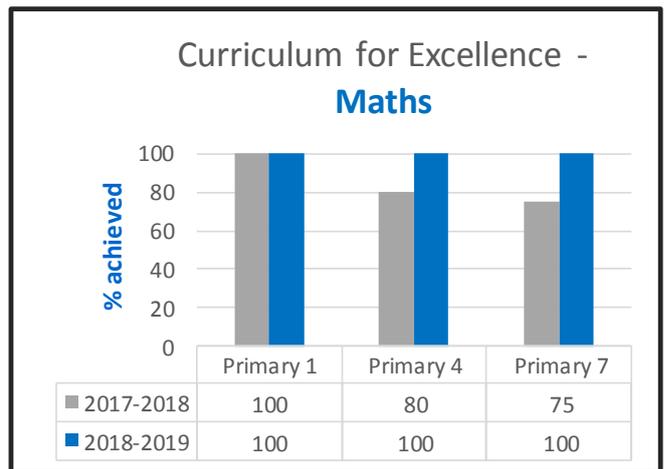
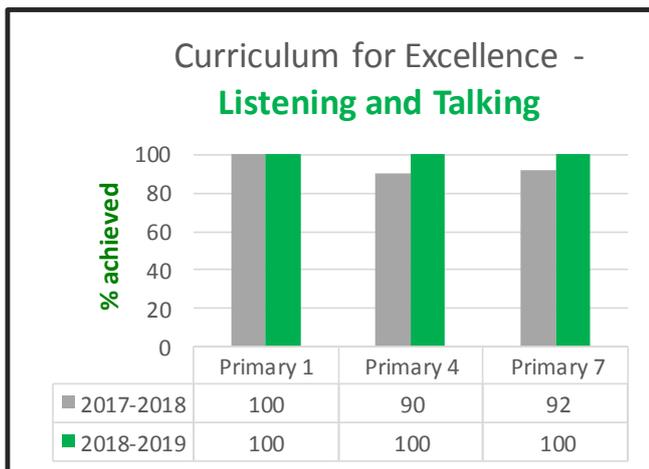
Teachers make confident judgements on pupils' progress in literacy and numeracy using a range of evidence and the CfE benchmarks have enabled staff to report on the national standards expected within each level. Progress in reading, writing and mathematics related to Curriculum for Excellence (CfE) levels based on the percentage of pupils achieving the expected levels by the end of P1, P4 and P7 in reading, writing and mathematics. Our pupils performed above the target set for us by the authority in all areas and are as follows:

- Attainment overall in reading is very good showing 89% of pupils achieving a breadth of learning across almost all of the experiences and outcomes at the level they are working within. 100% of Primary 1 pupils achieved Early Level, 67% of Primary 4 pupils achieved First level and 100% of Primary 7 pupils achieved second level. Ongoing moderation activities, comparing judgements and attainment results within the school, cluster and authority level have ensured consistency and a shared understanding of standards. Next session, a teacher has been identified to be trained in Reading Recovery to deliver targeted support at Primary 2.
- Attainment in Writing is very good with 89% of pupils achieving their expected levels. 100% of P1 pupils achieved Early Level, 67% of Primary 4 pupils achieved First level and 100% of Primary 7 pupils achieved second level. Next session teachers will undertake professional learning on a new writing approach to be used across the school.

**Progress, Impact and Outcomes cont .....**



- Attainment in Talking and Listening is very good with 100% of pupils achieving their expected levels. 100% of P1 pupils achieved Early Level, 100% of Primary 4 pupils achieved First level and 100% of Primary 7 pupils achieved second level.
- Attainment overall for Maths is good very showing 100% of pupils achieving a breadth of learning across almost all of the experiences and outcomes at the level they are working within. 100% of Primary 1 pupils achieved at Early Level, 100% of Primary 4 pupils achieved First level and 100% of Primary 7 pupils achieved second level. Daily Number Talks ensure pupils articulate their thinking and share strategies in reaching solutions. This along with strategies from Building Learning Power and Play Pedagogy, has led to improvements in pupils tackling problems more independently and in reducing anxiety by encouraging reasoning and not speed and accuracy. Exploration, investigation and critical thinking has improved number sense and allowed pupils to lead their own learning.

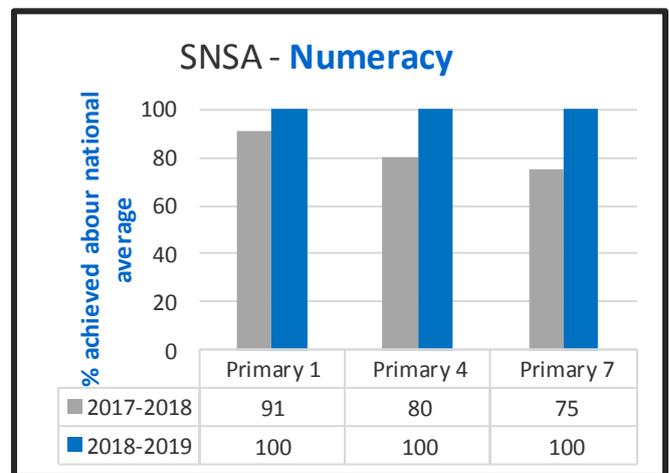
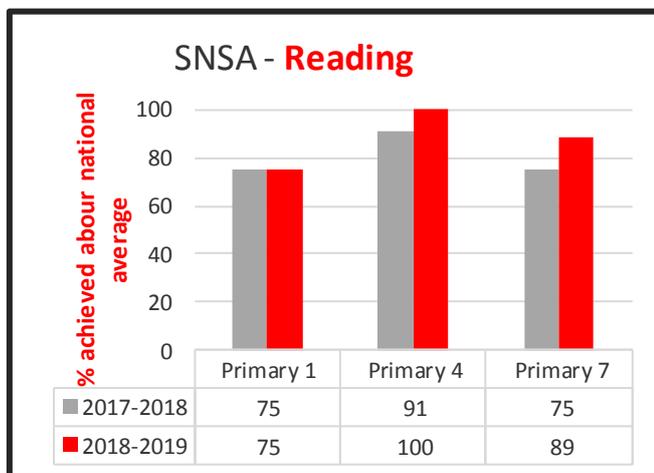


**Progress, Impact and Outcomes cont .....**

The Scottish National Standardised Assessment (SNSA) provides a national benchmark of where our learners are at the end of early, first and second level within Curriculum for Excellence framework. The graph below demonstrates the attainment trend for our school against the national standard across Scotland.

We are performing well nationally in reading, with 88% of learners performing within or above the national norms by the end of each curricular level.

Within Numeracy, 100% our learners performing within or above the national norms.



Attainment information is shared and analysed by staff and used for future planning for individuals and groups of pupils across the school.

Attendance levels continue to be high meeting or just exceeding our three year attendance target of 97%. We continue to monitor attendance and punctuality, meeting with parents and implementing our follow up procedures. The rate of exclusion is nil.

All members of staff have a clear understanding of GIRFEC approaches and ensure that children’s wellbeing is at the centre of their thinking and actions and supports their daily practice. Full use is made of the National Practice Model in assessing and reviewing progress and actions and to identify interventions or support for individual pupils to ensure this is timeous and from the right person. The school worked closely with partners from Psychological Services, Social Services and Health including School Nurse, Occupational Health, Sensory Support and Speech and Language Therapy. This has ensured that the needs of pupils are met whilst working in partnership with parents to assist them in supporting their children progress and learning at home. Joint Support Team Meetings offered a multi-agency approach to addressing barriers to learning and has ensured that the views of both parents and pupils are taken into account in planning next steps.

Staff have worked alongside the Head Teacher and Support for Learning Co-ordinator to ensure consistency in Children’s Plans, targets are SMART and they are reviewed and updated regularly. Moderation of plans are included as part of moderation activities.

Teaching staff are skilled in identifying when pupils require targeted support to help them deal with their emotional needs. Nurture groups, led by the ASN Co-ordinator, addressed a number of these which included; Seasons for Growth, Conflict Resolution, Lego Therapy, Friendships. This approach has allowed timeous support to address needs as they arise and pupils reflect positively on the impact of these and on their ability to deal with challenging situations. Nurturing approaches are incorporated into classroom practice.

## **Progress, Impact and Outcomes cont .....**

Pupil achievements are recorded and tracked both in and out of school. This information is monitored by the head teacher to identify pupils who are not celebrating achievements. This is shared with class teachers to allow them to engage in dialogue with pupils about their interests and any achievements they may not have reported. Parents are consulted on their child's achievements through the jotter home programme where they complete a paper form. Next session, we are looking at a way of doing this electronically. All pupils set targets and reflect on progress. This has built confidence in pupils in sharing their learning and achievements with their peers in class and at school assemblies. Achievements are also shared on Twitter allowing pupils to share these with parents and families.

Development of the outdoor space is ongoing. A Reading Shed has been added to the outdoors which allows those children, who wish to do so, to read during breaks. Teachers plan outdoor learning activities using an increasing number of resources to allow exploration and investigation to take place outdoors. A number of large loose parts including wire drums, logs, pallets and chairs allow the children freedom to develop their imagination and creativity through play. A project manager has been appointed from within the parent body who has organised a team to erect outdoor storage and is the process of organising materials to create pathways around key areas. The Multi Use Games Arena (MUGA) has been an invaluable addition to the outdoor space and the arena is used regularly for physical education. Next session, we plan to increase the number of teacher / parent led clubs in the MUGA.

Opportunities for engagement in physical activity are very good. Re-accreditation with the Gold Sports Scotland Award programme was achieved for our commitment to promoting health, fitness and involvement in sports. Pupils were runners up in the ERC Badminton Championships, took part in the Cross Country Championships and were offered extra-curricular badminton, football, multi- sports, dance and gymnastics. We were also re-affiliated as a cycle friendly school with a high number of our children cycling or scooting to school. Primary 6 completed their Level 2 Bikeability. These sessions were delivered by a trained member of the teaching staff along with an ERC mentor.



Our Primary 6 Sports Leaders led activities as Playzone Leaders in our playground and supported pupils at Isobel Mair School during their Sports Day. Our Health Heroes organised another very successful Health Week where pupils participated in cycling team games, bowling, taekwondo and engaged in Bodyworks activities led by the Science Centre.

The Active-Schools co-ordinator has supported the development of strong links with local community sports clubs. Pupils benefit from attending a local fencing club, rugby club, running club and tennis club sharing their successes in school. Effective tracking of engagement in sport takes place to ensure that there are opportunities for all to take part.

Primary 4-7 benefitted from a block of swimming lessons led by our Eastwood High colleagues. All of these activities ensure our pupils engage in regular physical activity and have a broad range of activities to participate in, in our on-going pursuit in encouraging a healthy and active lifestyle.

In addition our pupils benefitted from extra-curricular clubs run by parents which included Drone Club and Chess Club and teacher led clubs including origami, reading, comic and debating. These clubs were well attended and allowed us to offer a non-sports related focus for some of our pupils to enjoy.

Global Week activities linked to both the United Nations Convention on the Rights of the Child and the Global Goals. Children engaged in activities such as; Show Racism the Red Card, water carrying activities, litter picking, Soccer Aid for UNICEF Playground Challenge, needs/wants activities linked to poverty, Gender Equality activities and civil emergency activities. They also benefitted from input from ERC Young Carers highlighting challenges and support for young carers. This has given our pupils the opportunity to consider real world issues relating to poverty, inequality, injustice and climate change.

### ***Progress, Impact and Outcomes cont .....***

A range of faiths and beliefs were explored through the RME and assembly programme. Primary 3 shared their learning on Sukkot and benefited from a visit from Rabbi Rueban from the synagogue at Giffnock, Primary 1/2 extended their learning in Islam through a visit to the Glasgow Central Mosque. Primary 4/5 visited Caldwell Parish Church to explore Easter Symbols and Primary 6/7 explored concepts of Humanism. These experiences supported our children to gain a better understanding of the beliefs and customs of others, as many of them have little or no experience of the wide range of beliefs and values which make up our multi-cultural Scottish society.

### ***Next Steps***

- Teachers will undertake professional learning in Big Writing to ensure we have a consistent approach to the planning, teaching and assessment of writing to increase the number of pupils who achieve the appropriate Curriculum for Excellence levels.
- Pupil Equity Funding will be used to target children in relation to Reading. It will fund a member of our teaching staff to be trained in Reading Recovery to improve skills for learners who find reading challenging leading to raised attainment.

## **Pupil Equity Fund – How are we ensuring Excellence and Equity?**

Pupil Equity Fund (PEF) was used on interventions focusing on Early Literacy and Numeracy, motivation for reading and enhancing our nurture provision. Analysis of data had indicated the need to target early literacy and numeracy skills at baseline particularly at Primary 1 and Primary 2. Phonological awareness was key area of focus to provide basic skills for reading, spelling and writing. A daily multi-sensory programme, Primary One Literacy Assessment and Action resource and play pedagogy were key interventions used in improving literacy skills. Primary 2 screening at the end of the session evidenced that the targeted pupils were reading at the same level as their peers and able to work more independently.

Through our quality assurance procedures, a group of children entering Primary 3 displayed challenges in decoding words, working independently and had little confidence in themselves as 'readers'. Baseline scores, P2 Screening and ongoing assessment were showing these children had the potential to fall into the bottom 20% of learners. As a result we formed a School Improvement Partnership with Thomas' to focus our intervention on raising pupil motivation and attainment in reading. Collaborative research led to the identification of Reciprocal Reading and Literacy Circles. PEF was used to fund a targeted reading



resource to motivate the children and give them 1:1 reading opportunities using a new resource which proved engaging as the themes or topics interested them. This resource has been added to and will be used to target struggling and reluctant readers across the school. Pupils in the group have increased their motivation for reading and all performed well above the authority average of 100 in their Primary 3 Standardised Reading Test.

Funding was used to develop an area in our annexe to support Nurture Groups and Family Learning. A number of Nurture Groups were created over the course of the year responsive to the needs of the children. This included; Seasons for Growth, Conflict Resolution, Lego Therapy and Friendship Groups. This approach has allowed timeous support to address needs as they arise and pupils reflect positively on the impact of these and on their ability to deal with challenging situations. Our Support for Learning Co-Ordinator attends learning opportunities and has undertaken Professional Enquiry on Nurturing Approaches to continue to improve her knowledge and understanding which she shares with colleagues to ensure the principles of nurture are embedded across the school. In addition this area is used for children to meet with some of our partners in a more informal and safe space where they can engage more and share their thoughts and feelings.

Next session, funding will be used to allow us to have a teacher trained in Reading Recovery and to buy the subsequent resources to ensure the success of this initiative.

## **What is our capacity for continuous improvement?**

Uplawmoor Primary has a very good capacity for improvement and through strong leadership and a clear vision will strive to deliver high quality learning experiences along with continued opportunities for learners to achieve, succeed and celebrate both individual and collective achievements.

Staff will continue to support each other within a highly collaborative environment with a focus on pedagogical practices, rich outdoor learning experiences and sharing their skills and expertise to build capacity across the team.

The head teacher will work closely with the Parent Council and wider parent forum to continue to create opportunities for family learning and further involvement in school improvement activities.

Community links will be built upon to continue to develop skills for learning, work and life.

Continued funding to support pupils performing in the lowest 20% will be in place from August 2019 which will ensure that pupils across the school will continue to benefit from targeted support with a particular focus on literacy and numeracy.

Pupil achievement and attainment will continue to be tracked through gathering and interrogating data to monitor progress and to plan next steps in learning to ensure we are working to adhere to the Education Department's vision statement *"Everyone Attaining, Everyone Achieving through Excellent Experiences."*

### National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	Very Good	N/A
2.3 Learning, teaching and assessment	Very Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Very Good	N/A
3.2 Securing children's progress / Raising attainment and achievement	Very Good	N/A

### School Improvement Priorities 2019-20

- To create opportunities for quality family learning experiences
- To develop the curriculum to increase opportunities to develop skills for learning, life and work through STEM and Career Education
- To build on partnerships in the community
- To enhance learning experiences in Numeracy and Mathematics and Literacy and English leading to raised attainment and achievement with a particular focus on writing