

Easter Carmuir Primary School & Nursery Class



Standards & Quality Report 2018-2019

Dear Parent/Carer,

Each year the government and the Council publish information designed to show how well schools and local authorities are improving pupil performance year on year. In similar fashion, we in Easter Carmuir's Primary School and Nursery Class would like to tell you how we are progressing in our school. This leaflet has been designed to do just that. It is our "Standards and Quality Report" for the last year, 2017-2018.

Inside, you will find a brief description of our main achievements and key performance information during last session. Whilst we do many things in the course of a year, we have focused on what we consider to be the most important areas. You can also follow the work of Easter Carmuir's Primary by following our Twitter stream, Facebook page, school website and ClassDojo. We also publish a School Improvement Plan and it lays out the main priorities for the upcoming session.

I hope you find the report helpful and interesting. If you have any questions about it, please do not hesitate to contact the school for an appointment and I will be happy to discuss this report in more detail.

Brian McLaren

Headteacher

Background to the Standards and Quality Report.

Like all schools in Scotland we work with the National Improvement Framework. Education is and continues to be the main priority of the Scottish Government. Raising attainment and, more importantly, closing the gap in attainment is at the heart of work in schools and nurseries across the country.

The current priorities for the National Improvement Framework are:

- Improvement in attainment, particularly in Literacy and Numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and well-being.
- Improvement in employability skills and sustained positive school leaver destinations.

These are also the priorities for our School and Nursery Improvement Plan.

Self-Evaluation

In compiling this Standards and Quality report we have used the following publications to help us gather evidence to evaluate how we are performing against nationally moderated standards, local authority comparisons and moderation within the Falkirk High cluster schools.

How Good is our School 4th edition

How Good is our Early Learning and Childcare

National Improvement Framework

Interventions for Equity

Delivering Excellence and Equity in Scottish Education

Key messages for schools from HM Chief Inspector for Education including A Statement for Practitioners

We also consider the performance information relating to Attainment and Achievement, Attendance and Exclusion data.

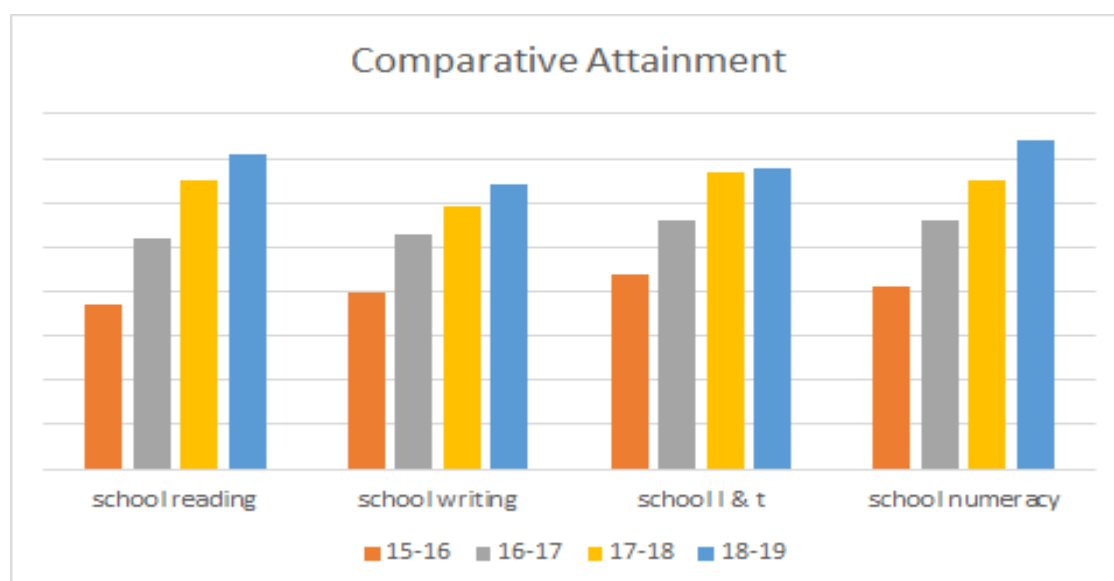
All of our work focuses on our curriculum rationale which provides the clear values based intention of our school.

“Every Child Prepared for Success”

For session 2018-19 all school priorities were focussed around the stated aims of improving outcomes for our children. We built a plan focussed on three main priorities. Raising attainment; primarily in reading but also more broadly, another focus on identifying and supporting individual needs through developing a more nurturing environment and a final priority developing teacher leadership. This report will define our progress against each of these aims. This report will also highlight where interventions were supported by Pupil Equity Funding.

| Improvement Priority : Raise overall attainment in reading | |
|---|--|
| NIF Priority | Improvement in Attainment, particularly in literacy and numeracy |
| | Closing the attainment gap between the most and least disadvantaged children |
| NIF Driver | School Improvement |
| HGIOS Quality Indicators | 3.2 Raising attainment and Achievement 2.3 Learning Teaching and Assessment |
| FC Service and School Improvement Priority | Raising attainment and achievement |

Key performance information shows that attainment has risen in all areas this session, not just reading. Attainment is correlated using the Teacher Professional Judgement Survey; where staff describe each child's attainment in terms of nationally moderated benchmarks. This survey is a snapshot of each child's progress through their education which is regularly tracked and monitored using formative and summative strategies, moderated assessments and baselines alongside a range of diagnostic assessments and observations. Attainment levels in Reading, Writing, Listening and Talking, and Numeracy are measured at the end of p1, p4 and p7 ie Early level, First Level and Second Level within Curriculum for Excellence.



This year we increased the focus on providing additional support for learning for our highest attaining children. A support for learning teacher was available to 2 days per week to provide additional challenge for a range of children across the school. This challenge was particularly targeted at reading comprehension and this supported the overall improvement in attainment.

| Improvement Priority : Closing the gap – identifying and supporting need | |
|---|--|
| NIF Priority | Improvement in Attainment, particularly in literacy and numeracy |
| | Closing the attainment gap between the most and least disadvantaged children |
| NIF Driver | School Improvement |
| HGIOS Quality Indicators | 2.4 Personalised Support 3.1 Ensuring Wellbeing Equality and Inclusion |
| FC Service and School Improvement Priority | The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced |

Easter Carmuir catchment is described nationally as within the 20% most deprived areas in Scotland with 97% of our intake within deciles 1-4 against a local authority average of 41% and 64% of our intake from deciles 1 & 2 against a local authority average of 15%. Additional information regarding deciles and deprivation can be sourced at <http://simd.scot/2016>

Closing the Gap is considered as a shorthand description of all the strategies and interventions put in place by schools to mitigate the poverty related attainment gap. This session again Easter Carmuir was allocated £72000 from the Pupil Equity Fund (PEF) to establish strategies that we feel will allow our children to reach higher levels of attainment and fulfil their potential. Using this information alongside operational guidance and the views of pupils, staff and partners a contextual analysis was created. In broad terms there are two main overarching aims to our PEF interventions.

1. To improve attainment in literacy and numeracy including focussed work in early years on readiness to learn, play based approaches and outdoor learning.
2. To support our most vulnerable learners to achieve and attain to their highest level

To support these overarching aims the largest single spends were targeted at

- **Additional staffing within early years to support the development of play based approaches.**

The employment of an EYO has supported the teachers in developing and resourcing a play based approach to our curricular offering which has raised engagement and enjoyment of learning for our pupils. This has also supported the phonological approach to literacy, ensuring that all children know their initial sounds, blends and phonemes and can blend confidently. This approach has seen an excellent return in terms of attainment. Utilising

the skills of a member of staff with a background in play based pedagogy has allowed us to develop our approaches in line with the needs of our children. We will sustain this staffing through our PEF spend next year and develop play based approaches through the whole school.

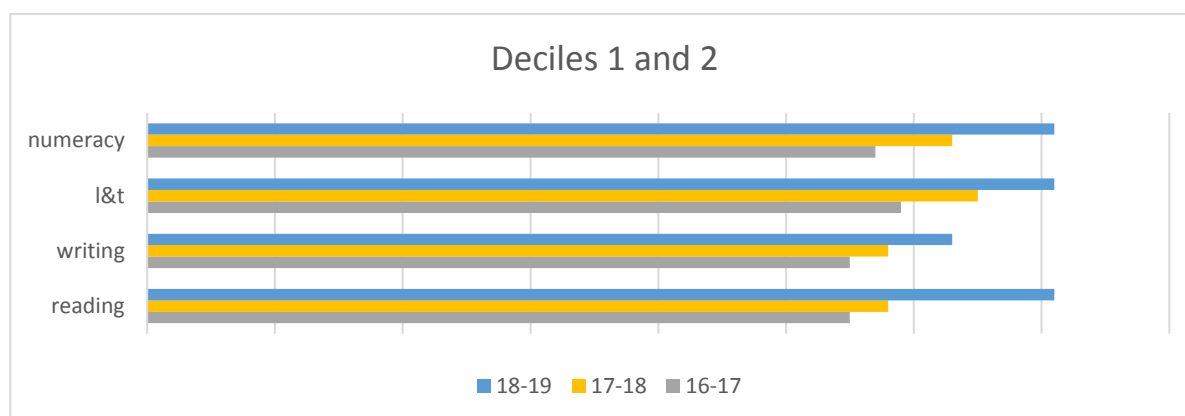
- **Promoting Reading for Enjoyment**

Reading for Enjoyment has become a much more significant focus this year (please see library leaders report which is appended) The library has been refurbished and a reading spine of high quality children's literature has been purchased. The profile of reading for enjoyment has been raised and involves all members of staff as well as pupils. Bookbug sessions are firmly established in our ELC and Library Leader pupil group is in place and providing a consistent focus on reading for enjoyment. This priority will continue as a maintenance item for forthcoming plans and a full launch of the library will be held next session. Further allocation of PEF money has been made to ensure pupils can continue to be part of the book choices with the support of library services. As can be seen by the attainment information this work has supported the increased attainment in reading.

- **Commissioning of Aberlour Children's charity**

This partnership has provided bespoke work for children with specific social, emotional and behavioural barriers to learning. Aberlour worked with wider families in order to establish support plans and interventions for our children to allow them to flourish and attain closer to their potential. Individual children have made huge progress socially and emotionally and there is a direct transfer into their wider achievement and success.

With regard to Closing the Gap figures the increased attainment noted has made significant inroads to this journey. For the learners identified as residing in deciles 1 and 2 attainment increases are noted on the graph below



Pupil Equity Funding was also allocated to specific resources and training for children with the most significant learning challenge. These Fresh Start, IDL and Nesy programmes supported developments in literacy for targetted children. This provided some very clear gains for children in attendance, achievement and wellbeing.

We have continued to support wellbeing and inclusion through the PEF intervention of a guitar club and now have two cohorts of children who are supplied with instruments and weekly tuition. The groups regularly perform for the school and have also performed at transition events. This has shown a positive effect on children's confidence which has been a key target over previous years.

Would you say you have become more confident since joining guitar club?



Would you say your child has become more confident since joining guitar club?

In terms of wellbeing our pupils and families have undertaken surveys and key information from these surveys is reflected below and items of concern feed through into the School Improvement Plan for session 19/20. For example despite the positive feedback in terms of Wellbeing, Equality and Inclusion, bullying has been highlighted as an issue for our school and this will be further addressed next session.

| Q1 3.1: Ensuring wellbeing, equality and inclusion | | | |
|--|----------------------|----------------------|----------------------|
| Stakeholder | Overall HGIOS Rating | Average Theme Rating | View |
| Parent / Carer | Very good | 5.02 | View |



There is a clear correlation between attendance and attainment i.e. in general higher children's attendance relates to higher levels of attainment. In Easter Carmuir's our annual attendance remains low when compared to the Falkirk average.

| Attendance | |
|------------|-------|
| 2016/17 | 91.9% |
| 2017/18 | 92.8% |
| 2018/19 | 92.6% |

As a school we are working hard to address this. Absence monitoring procedures have tightened and we have employed a number of partners and strategies to support families using PEF support to increase learning opportunities.

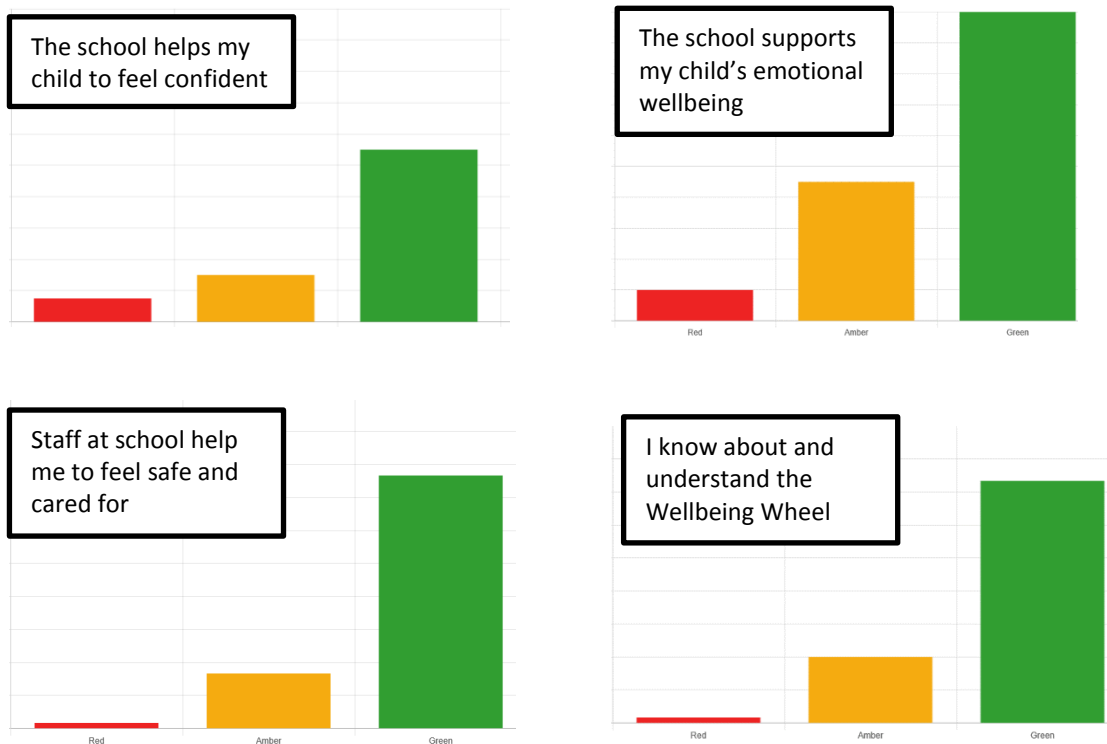
| Improvement Priority : Teacher Leadership of Learning. | |
|---|--|
| NIF Priority | Improvement in attainment, particularly in numeracy and literacy Closing the attainment gap between the most and least disadvantaged children |
| NIF Driver | School Leadership |
| HGIOS Quality Indicators | 1.3 Leadership of Learning 3.2 Raising attainment and achievement |
| FC Service and School Improvement Priority | Raising attainment and achievement |

“Leadership is recognised as a key driver of the success of any school. Leaders at all levels who are empowered and collaborative, and who empower others to take ownership of their own learning and teaching in a collaborative way have a strong track record of ensuring the highest quality learning and teaching. This in turn helps to ensure that all children ...achieve the best possible outcomes” National Improvement Framework 2019

Teacher leadership has been a significant focus of our improvement work this year and has been highlighted on the cluster improvement plan. Almost all of our teaching staff have explored the concept of teacher leadership within the framework supplied by the Scottish College for Educational Leadership (SCEL). One member of staff has completed the Teacher Leadership Programme with SCEL and two further teaching staff are undertaking masters level study. Teaching staff are leading developments within nurture, leading the school towards the national nurturing schools award and further teaching staff are leading on developing the communication environment; working in concert with colleagues from Speech and Language Therapy. Across the school teachers are leading on the development of play based approaches, on alternative modes of numeracy teaching, trialling approaches to writing and to comprehension. Other teachers are leading on the development of pupil nurture groups and developing an understanding the role of Boxall profiling. Teachers are developing a range of leadership opportunities from whole school events to individual tests of change using the Model for Improvement.

All of this work is feeding into the consistent improvement in outcomes and attainment for our children.

The development of work around wellbeing and nurture is reflected in positive returns from surveys.



As mentioned previously Pupil Equity Funding continues to provide high quality coaching and sporting activities for pupils of Easter Carmuir's Primary. This has led to involvement in extra-curricular clubs and activities continuing to rise. Participation rates are now above the Falkirk cluster average as can be seen from the graphs below.



| | 16/17 | 17/18 | 18/19 |
|--------------------------------|--------|--------|---------|
| | Term 1 | Term 1 | Term 1 |
| Distinct Participants | 30 | 112 | 148 ↑ |
| Total School Roll | 167 | 164 | 173 ↑ |
| % Participating | 18% | 68.3% | 85.5% ↑ |
| School to Community Club Links | 3 | 4 | 10 ↑ |
| Activity Sessions Offered | 18 | 98 | 107 ↑ |

In order to ensure sustainability, plans are in place to develop this by coaching our own pupils into a young leaders team who will support these activities in the playground.

Key Priorities for School Improvement Planning 2019-20

The key priorities and outcomes for session 19 – 20 are

Ensure educational outcomes for all learners are improving.

Outcome 1

Overall attainment of pupils from measurable stages will rise by 10% (over previous 3 yr average) in Reading, Writing and Numeracy.

Outcome 2

Overall attainment for identified pupils (SIMD 1/2) from measurable stages will be in line with whole school attainment in numeracy.

Outcome 3

Overall Attendance figures for the year will increase by 1% (over previous 3 yr average) by May 2020

Outcome 4

The number of pupils in deciles 1 & 2 with attendance less than 90% will decrease by 10% by May 2020

Outcome 5

100% of teachers embedding and demonstrating model for improvement within their practice.

Promoting inclusion and equality

Outcome 1

As a school we ensure that age, disability, race, religion, gender and sexual orientation are not barriers to participation and achievement.

Outcome 2

As a school we understand, value and celebrate diversity and challenge discrimination.

Outcome 3

All relationships are observed and evidenced as positive.

Outcome 4

We know and can demonstrate that all of our young people feel safe, healthy, achieving, nurtured, active, responsible, respected and included

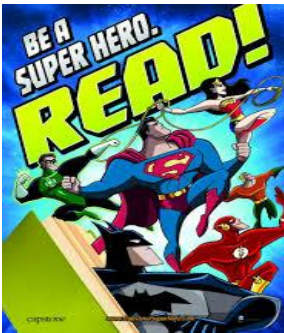
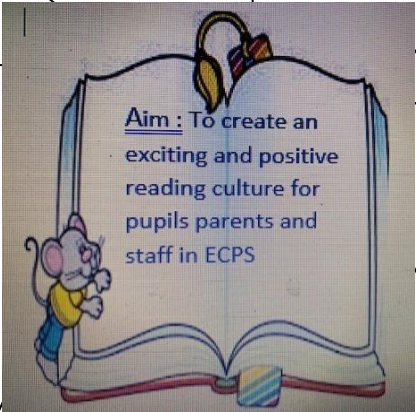
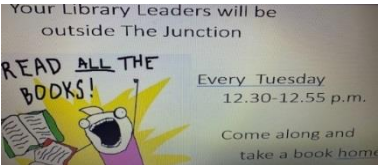
Capacity for Continuous Improvement

This has been another successful year for Easter Carmuir Primary School. Attainment continues to show an upwards trend. Staffing is stable and as previously noted; staff are skilled and committed. The school has a very supportive and challenging parent council who work in tandem with the school to ensure positive outcomes for children. We have extended our ELC provision to 1140 hours and a recent Care Inspection shows good progress as we establish our new team, learning areas and processes. The ASD base has opened successfully with a cohort of six young learners and a team of new staff. There have been a number of staffing changes throughout the year however this is beginning to stabilise under the leadership of our Principal Teacher

| Self Evaluation of Core QIs | | Care Inspectorate Gradings Nov 2018 | |
|-----------------------------|--------------|--------------------------------------|--------------|
| 1.3 | satisfactory | Quality of care and support | good |
| 2.3 | good | Quality of environment | Not assessed |
| 3.1 | satisfactory | Quality of staffing | Not assessed |
| 3.2 | satisfactory | Quality of management and leadership | good |

Appendix 1 Report from Library Leaders

Reading Journey
Library Leaders, Easter Carmuir Primary School, May 2019.



1. RACI – To create an exciting and positive reading culture for pupils, staff and parents/guardians at ECPS
2. RACI group comprises of parents, Sfla's and teaching staff. Library Leaders and Pupil Council to lead events with pupils.
3. Redesign school library. Pupil council held design competition for pupils and parents to incorporate their ideas and wishes. Also working with design team, The Design Concept, Glasgow.
4. The Library Leaders led a launch of "Lets Read" during Book Week Scotland. We had a surprise visit from some Superhero's. Pupils and parents danced alongside the Spiderman and Iron man in our assembly hall and had a wonderful and memorable time. The Superhero's spoke about their favourite books and created a great "buzz" of excitement about reading. This motivated our pupils in P5-7 who then wrote their own comic about a superhero. They then shared them with our infant classes.
5. We then began to get pupils and their parents connected to Borrow Box (our free online lending library). We have put information on dojo for parents so they can download the app at home and follow each step. Children and parents can log in from home with a copy of their glow emails. We carried out a survey about the use of Borrow Box with parents. We had 23 replies within a week. We plan to invite parents into school at the beginning of the next school year to share all the advantages for parents and children to access Borrow Box successfully at home.
6. At Parents evening in November the pupil council carried out a survey asking parents if they read to their children and for their own enjoyment. The majority of parents said they would enjoy reading more if they had time. Less than half said they read a book to their child every day. Next year we plan to invite parents into class and our new library for one afternoon a month to share our enjoyment of reading with them. We also plan to open up our new library to parents to come in for a coffee and chose a book to take home to read.
7. On world book day March this year the library leaders set a competition for all pupils to design their favourite book. We made them into raffle tickets which prefects give out at lunch for everyone who eats a healthy lunch and tidy's up. We love trying to find our own design.
8. Our Prefects created a "Reading Gives You Wings" raffle box as one of our "Pupil House Challenges". Our challenge is to see which House reads the most books. Pupils write the name of the book they have read, and how they recommend it, onto a butterfly. Max A said he enjoyed looking at the names of books pupils had recommend so that he could choose that book next. The butterfly raffle is drawn at assembly each week and then the butterflies are put on our Reading Gives You Wings Board outside our library. At assembly yesterday we announced that Antonine was the winning House this year.
9. Library Leaders created a Star readers book which hangs in our hall. Pupils send in pictures of the books they are reading at home and they get their picture in the book. Everyone who visits our school can look at our reading stars book. Lucy says she looks to see who has been added to the superstar readers book every lunchtime. Some of our superstar readers were invited to the First Ministers Reading Challenge Celebration in Glasgow on 10th June. They had a fantastic time and bought a new book to read. We have started our first FMChallenge for next year. All pupils have been given the FM Passport to fill in when they read a new book. Who will read the most books in our school?
10. On every door in our school the library leaders placed a "What are you reading?" card. The cooks, parent council, janitor, clerical staff, pupils, teachers and SMT all write what we are reading and we share this at weekly whole school assembly. We all read very different books.

11. The nursery hold Bookbug sessions once a week and P1-3 held a Learning Breakfast with their families to share Book Bug bags. Bookbug sessions have become very popular and enjoyed by many parents and families of nursery children. The nursery staff now hold bookbug sessions in children's own homes.

This is a short summary of our reading journey so far....

Library Leaders : Liam, Chloe, Callum, Brooklyn, Scott and Jasmina.