

Standards and Quality Report
Muirhead Primary School



& Early Years Centre

June 2019

Article 28 (right to education) Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children’s dignity. Richer countries must help poorer countries achieve this. (UNICEF UK/2009/Howard Davies)

Article 29 (goals of education): Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. (UNICEF UK/2009/Howard Davies)



Purpose - How good was our school in 2018-19?

The purpose of this report is to answer this question. This report tells you about the quality of education and how the children benefit from learning here in Muirhead Primary school and Nursery class.

Vision

Our vision was updated this session in collaboration with our whole community.

Motivating Muirhead taking Makaton forward

Understanding and supportive of our community

Inspire incredible individuality in all

Respectful, responsible and leader's in children's rights

Healthy and happy is our goal

Equality, equity and education for all

Achieving and active

Difference is supported and celebrated

Values

Honesty

Equality

Positivity

Respect

Responsibility

Aims

Statement of School Aims and Commitment

Our aims are to:-

- ✓ Enable everyone to reach their full potential.
- ✓ Celebrate and develop the skills and talents of all pupils.
- ✓ Provide support and challenge for each pupil.
- ✓ Involve our whole school community in the work and life of our school.
- ✓ Ensure that our school is a welcoming place for all.
- ✓ Ensure that children's rights are at the core of what we do.
- ✓ Make learning fun.
- ✓ Keep everyone safe.

Context of Muirhead Primary

Muirhead Primary is a non-denominational school in Troon. The current school roll is 135 primary pupils from P1-P7 and an additional roll of 32 morning / 32 afternoon nursery placements. We also have 10 pupils in our birth-3 provision. Placing requests across the school at August 2018 total 32; representing 22% of the school population and the percentage of pupils receiving free school meals is 4%, representing 6 pupils. As of 2018 we currently have 59 pupils in Deciles 1& 2 representing 42% of the school population. 35% of our pupil population are being supported at various levels through the stage intervention system. Attendance at the end of session in 2018-19 was at 94.02%.

Our staffing entitlement for this session was 8.3 and for the first time in 10 years we were in a position where it was necessary to offer a composite structure: primary 1, primary 2/3, primary 3/4, primary 4/5,

primary 6 and primary 7. The composite class structure this session has allowed for pupils to develop and strengthen relationships and engage in a range of opportunities and experiences across their levels. The school has benefitted from engaging with CLD and all classes have been involved in a programme of outdoor learning across the year. Children in primaries 4 and 5 have worked with the South Ayrshire Youth Music initiative and children have also benefitted from music instruction in brass and woodwind. We have also had a 0.4 pupil support teacher and a 0.2 pupil equity funded boost teacher to support children to achieve their full potential in literacy, numeracy and health and wellbeing. The school also developed a space to offer nurture and support for pupils who need it (*Article 29 develop talents and abilities*).

The school is in the Marr College cluster and is continuing to develop close curricular and transition links with all schools associated in the cluster. The cluster schools have been involved in various aspects of transition work with a focus in particular on a Literacy Assessment and Moderation. The Cluster continues to work on a P7 Critical Literacy transition project as well continuing work on Rights Respecting Schools through the links with Troon Churches Together and the LGBT community in respect of anti-bullying and positive relationships (*Article 19 be protected from harm*).

The school also works with Annbank, Barassie, Coylton and Dalmilling primaries as part of the Scottish Attainment challenge and work and collaborate closely in terms of planning and improving outcomes for young people (*Article 28 right to and education*).

As part of our commitment to building culture and ethos our school continues to promote and develop a Rights Ethos. As part of a Troon Community Cluster project primary 7 pupils across the cluster were involved in the creation of a positive relationships leaflet for parents and pupils which challenges prejudice and bias and give relevant and up to date information. Our p6 pupils across the cluster were also involved in fundraising for Unicef through Socceraid. The event was organised by Marr College PE department, rights ambassadors and school leaders. The children cluster p5 choir was also involved in singing at Wintertainment and with the South Ayrshire fiddle orchestra. This year we have also has successes with our Makaton initiative. We are now officially a Makaton friendly school and appear on the UK map. All children have been involved in learning Makaton on a weekly basis. The whole school has been successful this year in achieving RSPB Silver Award and Green Tree awards, bronze, silver and gold. Our parents and primary 1 pupils were successful in gaining an RSPB bronze award. Our football team was successful this year in winning the Struthers cup and across the year children across the school have had success and wins at the various sports events organised by Active Schools.

All children have also been involved in an outdoor learning programme in conjunction with Community Learning and Development Partnership to develop team building, orienteering, parent partnerships and leadership skills. P6 Pupils have gained a Dynamic Youth Award and P7 pupils have gained, John Muir and Award of Ambition awards this session.

What key outcomes have we achieved?

A very positive Care Inspectorate Inspection with very goods across all areas.

School Priority 1 Literacy including assessment and moderation – Evaluation and Impact

To improve attainment in literacy and close the attainment gap between the most and least disadvantaged children.	
<p>NIF Priority:</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>Links to HGIOS 4/HGIOELC</p> <ul style="list-style-type: none"> 1.3 Self-evaluation for self-improvement 1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement
<p>Standards:</p> <p>HT 4.1.2/4.1.4 Evidence informed practice/identify key areas of improvement</p> <p>HT 4.2.1 Take account of national guidance</p> <p>HT 4.3.3 High quality expectations regarding teaching and learning</p> <p>ML 3.2.1 Take National guidance</p> <p>ML 3.3.2 Good curriculum design underpins practice</p> <p>FR 2.1.4/2.3.1 increasing knowledge in relation to literacy and appropriate theories and pedagogies</p> <p>HT 4.3.2 ML 3.3.5FR 3.3.1 – Assessment</p>	
<p>Progress and Impact</p> <ul style="list-style-type: none"> N-P2 pupils are continuing to use Word Aware, Big Books and the 3 Read Approach. These approaches are making a positive impact on some of our pupils who require additional support in literacy. All early Years, P 1 & 2 teachers and Support Assistants have been trained in the 3 Read Approach –and staff are reporting that children’s confidence in reading has increased since it has been implemented in February. Our P1 pupils have engaged in a play-based learning approach during the second part of this session. The impact has been clearly documented in terms of creative thinking and applying skills across learning. All staff are using Active literacy to ensure consistency of approach and progression in order to support raising attainment. A programme of upskilling staff using partner schools has been rolled out this session. Staff evaluations regarding visiting other classes and engaging colleagues in professional dialogue has supported planning and practice in the classroom. Working across both our learning collaborative and cluster schools has involved staff in collegiate practice and sharing of ideas. All staff are using a variety of data to track and monitor pupil progress in reading to include; Burt, Schonell, Nelson, PM Benchmark, Developmental Milestones and NSA. Staff are using the Benchmarks in literacy to support professional judgements and triangulate evidence. This scrutiny of data through staff tracking meetings has involved a closer look at planning and support for children fully engaging both boost group and pupil support teacher. All children are able to enjoy the benefits of reading for enjoyment through an upgrade to our library stock and a reorganisation of the library environment. All staff are involved in shared termly planning meetings agreed across Early/First/Second levels to ensure progression and appropriate outcome coverage in literacy. Staff have also discussed and compiled holistic assessments which have supported assessment in reading and writing in literacy. All primary 7 pupils have benefitted and developed critical skills through the Cluster Primary 7 critical literacy transition Skellig project and data from Marr College shows improved attainment. Progressing across writing has been completed and staff are using the assessment tool to support assessment in writing. SNSA results both in P1 and P7 showed children progressing in writing at a higher level than Cfe judgements All children who have benefitted from a PEF funded boost group have developed in confidence and most have shown improvements in attainment in literacy. <p>Next Steps</p> <ul style="list-style-type: none"> Moderation of writing and looking at pace and assessment of writing across early and first levels. Develop a strategic approach to literacy across the school through satellite/cluster working and quality CLPL opportunity 	

- Refresh and upskill staff to ensure that they have the necessary knowledge and understanding to deliver a successful literacy programme with consistency and coherence.
- Language enrichment programmes to continue to be implemented and measured (PEF bid).
- Word aware embedded and monitored and monitored across whole school.
- Develop critical literacy across second level into P6 in Terms 2 & 3.
- Support staff to develop holistic literacy assessments – 1 per term.
- Use the new SAC planning tool to support consistency and progression across literacy & English.
- Offer CLPL session both at school/cluster and collaborative level looking at the foundation skills of literacy.

School Priority 2 Numeracy including assessment and moderation– Evaluation and Impact

To improve attainment in numeracy and close the attainment gap between the most and least disadvantaged children.

NIF Priority:

- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children's and young people's health and wellbeing

Links to HGIOS 4:

- 1.3 Self-evaluation for self-improvement
- 1.2 Leadership of Learning
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement

Standards:

HT 4.1.2/4.1.4 Evidence informed practice/identify key areas of improvement
 HT 4.2.1 Take account of national guidance
 HT 4.3.3 High quality expectations regarding teaching and learning
 ML 3.2.1 Take National guidance
 ML 3.3.2 Good curriculum design underpins practice
 FR 2.1.4/2.3.1 increasing knowledge in relation to literacy and appropriate theories and pedagogies
 HT 4.3.2 ML 3.3.5FR 3.3.1 – Assessment

Progress and Impact

- All school staff including School Assistants are trained in Number Talks and mathematical mind-set. CLPL across the year with maths development officer has kept maths thinking current enhancing the experiences for learners. Children continue to make good progress in numeracy in particular.
- Quality Assurance learning visits demonstrate that Number Talks is being consistently implemented across the school and most children can talk confidently about the strategies.
- Most pupils showed numeracy and maths progression through Numbertalks assessments and thinking has been recorded in jotters and on whiteboards. All staff are using this data to support planning and next steps.
- All staff have been given practical resources to support the implementation of NT strategies. This has enhanced the support and experiences for pupils.
- Numbertalks assessments used to analyse the impact of the implementation of Numbertalks strategies across the school. Data shows positive impact from these assessments. Almost all pupils have shown improvement through Numbertalks assessments using Numbertalks strategies
- Some staff have begun to use Blooms Number questions in their maths planning. In some classes this is having a positive impact.
- All staff have benefitted from the sharing of good practice across cluster in terms of holistic assessments. Staff have a much clearer understanding of planning for holistic assessments in numeracy and mathematics.
- Staff are now using a range of assessments supported by the benchmarks and SNSA results to triangulate data which supports professional judgements. SNSA data at p1 & p7 shows that children are progressing well at expected levels.

- Progress and tracking meetings and data focused whole school meetings allow staff to engage in rich dialogue with the SLT and support staff to support judgements made.

Next Steps

- All staff to use Blooms Number questions and MTV approaches in their maths planning - ongoing
- Refresh Numbertalks and Big Maths strategies and progression of skills across school consistently.
- Fully implement new SAC progression pathways
- Implement new Primary Maths Scotland/Glasgow counts resources to support concrete/pictorial/abstract concepts.
- Provide high quality CLPL from development officers in CPA approaches.
- With collaborative finalise home learning wall for parents and support through workshops and short videos on twitter feed.
- Monitor progress and evaluate impact of whole school priorities and interventions in order to identify good practice e.g. developmental milestones of maths, Big Maths, Numbertalks.
- To develop Number Talks approaches at Early Level
- To organised opportunity for staff to look outwards and share practice in Maths and part of self-evaluation calendar. Improved teaching and learning / professional dialogue.
- Use the Benchmarks to improve assessment and attainment strategy and embrace and develop holistic assessments.
- Identify the gaps within mathematics and embed problem solving in practice.

School Priority 3 Health and Wellbeing– Evaluation and Impact

School Priority 3: To improve children and young people’s health and wellbeing.	
NIF Priority: <i>Improvement in children's and young people’s health and wellbeing</i>	Links to HGIOS 4 1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement
Standards: HT4.2.2 Develop a professional culture in relation to learning and improvement ML3.3.2 Develop Programmes ML 3.1.3 Review of the improvement agenda ML 3.3.5 Systematic use of assessment FR 2.1.5 Assessment systems	
Progress and Impact <ul style="list-style-type: none"> • All staff have had training on Growth Mindset and Mindfulness strategies and are using in daily practice. Children are able to think about learning and thinking strategies and apply them. • The cookery group which was initially targeted to support children who had targets to overcome in literacy and numeracy was well received and evaluations were positive in terms of learning and social development. Parents were given a small cookery book of recipes and some managed to repeat the process at home being taught by their children ((<i>Article 24 You have the right to good food and water and to see a Dr if you are ill</i>)). • For children with specific additional support needs community safety programmed offered inputs on anger management through kickboxing and team sports. We were also able to offer a programme working with horses to support the development of relationships. • Our community learning and development programme has continued to be a great success this session. P 6 & 7 have been trained by CLD and developed leadership skills to support P1 pupils and parents to achieve their RSPB Bronze award. Stages from P2-7 have achieved their RSPB Silver award. For the first time this year we presented for the Green Tree awards and achieved bronze, silver and gold as a school. The P7 pupils have also achieved their Award of Ambition (<i>Article 27 The right to a good standard of living</i>) • Through our pupil equity fund we managed to create a nurture/asn space in the school supported by 	

school assistants. This space has allowed children with additional support and emotional needs to work in a safe and quiet space. This provision has also had a positive impact on learners across the school where there has been less opportunity for disruption to class lessons.

- Our Early Years centre has also provided a wide range of outdoor opportunities for pupils. We have invested monies and time to identify a range of outdoor resources to enhance both the environment and experiences for our youngest learners. Staff in the early years centre have taken on leadership roles and the relevant staff have created a lovely outdoor learning environment. Early years staff have also been involved in the play on pedals initiative and this has seen pupil confidence and skills grow (*Article 36: You have the right to be protected from doing things that could harm you*).
- All children this session have been offered a coherent approach to PE using the skills of a member of our staff. Planners and assessments have contributed to sound judgements regarding pupil progress.
- All staff were involved in a collaborative approach to looking at staffs own health and wellbeing. The variety of workshops offered supported staffs thinking in terms of their own self-care. There were also elements of the workshops that supported skills development with pupils. Staff were positive about the experience through evaluations and would like this to be a feature in the future.
- Makaton was introduced across the school this session and we have achieved accreditation to become Makaton friendly. We now appear on the national map (*Article 23: A child with a disability has the right to live a full and decent life with dignity*).
- P3/4 completed a very successful Roots of Empathy programme. All evaluations were very positive, and children felt they had a greater understanding of self-regulation in terms of temperament.

Next Steps

- Refresh the Ice-pack pedagogy and introduce personal pupil discussions through the knowing me resource. Time to be built in to the weekly timetable.
- Work with PE lead to develop coherent plans for PE linked to the benchmarks and to include early years.
- Consolidate staff understanding of word-aware programmes to maximise support.
- Create a consistent approach across the cluster to stage intervention target setting.
- Develop a network approach to Makaton and support schools.
- Introduce a fruit Friday across the school.
- Continue with Roots of Empathy with next years' P3 pupils.

School Areas for Development and Evaluation and Impact

Additional Areas of School Development	
<p>NIF Priority:</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>Links to HGIOS 4 / HGIOELC</p> <ul style="list-style-type: none"> 1.3 Self-evaluation for self-improvement 1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement
<p>Standards:</p> <p>HT 4.4.1/4.4.2/4.4.3/4.4.4 Implementing shared values/vision/aims+ working with the community</p> <p>HT 4.3.2/4.3.3/4.3.5 Plan and work with partners + engage with relevant literature</p> <p>HT 4.5.3 - Resources</p> <p>ML 3.3.1/3.3.2 Values/vision and planning</p> <p>ML 3.3.2 Developing Programmes</p> <p>ML 3.5.1 Teams and resources</p>	

Progress and Impact

- Staff have continued to use the **self-evaluation toolkit** which hosts all relevant research and improvement information to inform practice. Once again this will be developed with staff this session considering new government and local drivers and guidance.
- In relation to assessment and moderation staff have created holistic assessments in numeracy and mathematics and have shared their thinking with colleagues across the cluster. Staff have been given time for professional dialogue and to share ideas. Through evaluations staff have confirmed that they have a clearer understanding of how to plan for assessing holistically.
- Staff have begun to assess pupils using the new 4 stages of assessment strategy from south Ayrshire council. Staff are positive that this will make assessing pupil progress clearer.
- Children and young people were involved with the SLT in creating a **child friendly improvement plan** and a **positive behaviour and relationship policy**.
- Transition planning from birth – 5 has been developed across our early years provision
- All parents have been offered workshops and stay and play sessions to support learning and engagement.
- All parents have been offered workshops in early literacy, PE, active literacy, growth mind-set, internet safety.

Next Steps

- Parents and pupils to work together this session, in term 1, to create a community friendly improvement plan
- Inform parent body and finalise a strategy for including parents more formally and frequently in contributing to their child's plan at all stages
- Embed children's rights within each school improvement priority focusing on Standard D and pupil voice.
- Finalise and launch a cluster drama pack to support teachers and staff in developing a depth of understanding to rights thinking alongside FIB Youth Theatre partners
- Implement Ice-pack family learning programme

Evaluation Summary

Quality Indicator	School Self -Evaluation
1.3 Leadership of change	<p>Developing a Shared Vision: The Muirhead Community this session has undergone work to update and refresh the vision and aims at Muirhead Primary. All staff, parents and pupils and some of the wider community have been involved. Our vision is:</p> <p>Motivating Muirhead taking Makaton forward Understanding and supportive of our community Inspire incredible individuality in all Respectful, responsible and leaders in children's rights Healthy happy school is our goal Equality, equity and education for all All achieving, active and included Difference is supported and celebrated</p> <p>Our aims are to: Enable everyone to reach their full potential. Celebrate and develop the skills and talents of all pupils. Provide support and challenge for each pupil.</p>
Overall Good (4)	

Involve our whole community in the work and life of our school.
Ensure that our school is a welcoming place for all.
Ensure that children's rights are at the core of what we do.
Make learning fun.
Keep everyone safe.
Children (and community) now have understanding and ownership of the vision.

Going forward this information will be embedded in learning and teaching, displays and through House System sessions.

Strategic Leadership

Over the past year staff have been engaged in data workshops which have allowed them to identify gaps across learning and in particular literacy, numeracy and HWB. With respect to the scrutiny of literacy data at some stages spelling attainment has dipped and interventions have been discussed with the pupil support teacher and class teachers. Children are however scoring consistently better in weekly spelling assessments in comparison to diagnostic annual assessments. Across our learning collaborative staff have been involved in looking outwards and sharing practice across literacy and writing. All staff involved have reported positively on the experience and have shared a wealth of strategies and ideas. The ethos in our school is that of distributed leadership. Staff across the school have taken on leadership roles. Our school assistants have led a cookery club, eco group and Makaton group. These have all been very successful and evaluations from both pupils and parents support. It has been important to ensure that staff are given time and CLPL opportunities to engage with their wider remit and these have been planned for across the year. The HT has also created a self-evaluation calendar for the year linking all meetings to HGIOS4, GTCS standards, SIP targets and PEF. Staff also have opportunities across the year to discuss progress and plan for change. Staff PRD targets are clearly linked to SIP priorities and developed through various meetings.

The SLT lead assemblies and community time inputs. These sessions with pupils offer the opportunity for discussion (*Article 13 You have the right to have your say*). Over the past session we have peer evaluated pupil targets in literacy and numeracy as well as had pupils peer comment on aspects of their success criteria in both their literacy and numeracy jotters. Pupils have also been involved in contributing to the school improvement plan and supporting the creation of an improvement leaflet. Primary 7 pupils across the Marr cluster have also been involved in creating an anti-bullying/LGBT leaflet for parents to support inclusion and help stop bullying behaviours which will be shared across the cluster early in session 19/20.

Implementing improvement and pace of change

Clear targets in relation to SIP priorities

Quality Assurance procedures are showing that they are having a positive impact on improving outcomes for children. Staff through professional learning visits and post meeting evaluations discuss knowledgeably next steps for pupils. Level planning meetings are organised for staff where HGIOS 4 questions are used to support and challenge thinking. Staff feedback their self-evaluative comments for consideration and action to the leadership team.

Specific pupils are benefitting from interventions that have been implemented as part of the Scottish Attainment challenge. Evidence from pupils show that Readingwise and word-aware programmes are supporting pupils in developing their confidence as well as ability in reading. Burt assessments show a clear progression across the school in terms of attainment. The school works effectively with Cluster and Learning Collaborative colleagues.

All children across the school have developed a variety of skills through our Outdoor learning and leadership programme. P1 pupils have received their RSPB Bronze award, P2-7 pupils achieved a RSPB Silver and Gold Awards Award, all pupils Woodland Trust Gold Awards and 19 parents their RSPB Bronze award.

<p>2.3 Learning and teaching</p> <p>Overall Good (4)</p>	<p>Learning and engagement:</p> <p>Quality of learning and teaching</p> <p>Staff have high expectations of learners and through quality assured learning visits staff show skills in using a range of approaches in learning and teaching, including digital technologies, to motivate learners.</p> <p>HGIOS 4 challenge questions support the direction of thinking and professional dialogue in our school. Staff consider questions through quality assured feedback meetings as well as level planning and staff meetings. Staff keep a self-evaluation folder with all relevant improvement and CLPL documents. Staff have also been engaged in peer learning visits across our learning collaborative as well as shared practice in school.</p> <p>All staff use nurturing principles and a range of resources and approaches to support individual pupils to meet their needs. Comments from parents endorse that our staff are very caring, and this has been reflected in our curriculum rationale and what makes Muirhead unique.</p> <p>Our rights respecting work is important at Muirhead primary and supports the development of aspects of the curriculum both at school and cluster level.</p> <p>Planning and Assessment</p> <p>Through effective planning where time is given for staff to meet through a negotiated working time agreement our teachers are becoming more skilled and confident in triangulating assessment information to support their professional judgements about their pupils. Staff have fully engaged with holistic assessments. They are using them consistently in numeracy and mathematics and are beginning to in literacy and English to support judgements. Staff are also engaging fully with the benchmarks to ensure confidence in agreeing end of level judgements.</p> <p>Staff have begun to use the 4 stages of assessment to identify pupil attainment.</p>
<p>3.1 Ensuring wellbeing, equity and inclusion (5)</p>	<p>Wellbeing</p> <p>Staff have a very clear understanding of their legal and pastoral responsibilities in terms on meeting pupil needs at all levels. There is a culture and ethos of inclusion in our school and this has been commented on by parents, LEA staff, partners and visitors to the school. Our rights ethos permeates the work of the school to support pupils.</p> <p>This session we refreshed our values and pupils clearly stated that our continued vision is to ensure that difference is celebrated. This session the cluster P7 pupils and Marr LGBT champions worked to produce an anti-bullying leaflet to ensure that the wellbeing of all pupils is at the centre of the work that we do (<i>Article 12: The right to have your say and be listened to</i>).</p> <p>Pupil voice has been a priority in our school and there is a 22 pupil strong group who are central to the development of Makaton in Muirhead. Weekly assemblies are used to develop a sign of the week and the group meets weekly to take Makaton forward. This year we have gained our Makaton Friendly schools award and appear on the national map.</p> <p>We have established a nurture space within our school and key staff have had full nurture training and all staff have had nurture principles input. As part of our nurturing school lunch approach we have been shortlisted for a national award as part of the LEA team. Various assessments including the wellbeing web are used to determine pupil need in terms of nurture. Pupils have commented that they have benefitted from the nurture space for a</p>

	<p>variety of reasons.</p> <p>Our school has worked closely with partners to ensure that interventions are creative and used to support specific needs of our pupils. Community safety have offered boxing, fitness programmes, internet safety workshops and working with animals to help support our pupils.</p> <p>Statutory duties All staff regularly engage in professional learning ensuring they are up-to-date with local and national legislation in terms of child protection and the staged intervention support process. The HT who is our Pupil Support Co-ordinator ensures staff are supported and reminded regularly of requirements and procedures.</p> <p>Inclusion and Equality Staff have a clear understanding of barriers to learning and plan appropriate activities and programmes to meet pupil need. Support staff have flexible remits to ensure that they are able to fully support pupils as and when required. Remits include: nurture, 3 read, Makaton, cookery, outdoor learning. Most Pupils with additional support needs and their parents are involved in setting targets accompanied by relevant strategies and interventions.</p> <p>Our school promotes a culture of respect regardless of race, colour religion. Our PSE, Multi-faith and RE programmes support and celebrate diversity and inclusion.</p> <p>Our school is also committed to developing skills for life and work and organise events across the year involving local businesses and parents</p> <p>Almost all children report that they feel safe and cared for and are encouraged and supported to do their best. Almost all parents report that their child feels safe and that their child is well supported. Children are very positive about their experiences both in their learning and in social aspects of the school (<i>Article 19: the right to be safe</i>).</p> <p>Children demonstrate their leadership roles through acting as prefects and taking on responsibilities through the pupil council, the house system, JRSO programme Eco schools and Rights Respecting School committee. Children report that they are well supported to do their best. All pupils are involved in target setting as part of their learning (<i>Article 15: the right to be part of groups and clubs</i>).</p> <p>All pupils are benefitting from the implementation of the Ice-pack wellbeing resource to support emotional health (<i>Article 24: the right to good healthcare</i>).</p>
<p>3.2 Raising attainment and achievement (4)</p>	<p>Attainment in literacy, numeracy and health and wellbeing</p> <p>Majority of pupils have achieved all Communication and Language developmental milestones.</p> <p>Majority of pupils have achieved all Maths and Numeracy developmental milestones.</p> <p>Majority of pupils have achieved all Health and Wellbeing developmental milestones.</p> <p>CEM</p> <p>Below are the CEM Standards and Quality Statements for Muirhead Primary School. This session CEM assessments were only carried out with Primary 1 pupils.</p>

Percentage of children attaining expected or better levels of performance in Reading			Percentage of children attaining expected or better levels of performance in Maths		
2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
82%	93%	81%	97%	96%	88%

Reading

In P1, **most** pupils assessed in reading achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

Mathematics

In P1, **most** pupils assessed in mathematics achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

CfE OUTCOMES

At each CfE level it is expected that most children (75-90%) will be secure at the appropriate CfE level at key year stages:

- Early Level Secure by the end of P1
- First Level Secure by the end of P4
- Second Level Secure by the end of P7

CfE data - % of children who have achieved expected levels.

LANGUAGES	2016-17	2017-18
Primary 1	83.3%	81%
Primary 4	73.1%	78%
Primary 7	100%	95%

Languages:

In Primary 1, most pupils achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age.

In Primary 4, the majority pupils achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age.

In Primary 7, almost all pupils achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age.

CfE data - % of children who have achieved expected levels.

MATHEMATICS	2016-17	2017-18
Primary 1	92%	88%
Primary 4	81%	94%
Primary 7	100%	80%

Mathematics:

In Primary 1, most pupils achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age.

In Primary 4, almost all pupils achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age.

In Primary 7, most pupils achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age.

CfE data - % of children who have achieved expected levels.

HEALTH & WELLBEING	2016-17	2017-18
Primary 1	100%	100%
Primary 4	89%	89%
Primary 7	89%	98%

Health & Wellbeing:

In Primary 1, all pupils achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age.

In Primary 4, almost all pupils achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age.

In Primary 7, almost all pupils achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age.

SNSA

The introduction of Scottish National Standardised Assessments (SNSA) brings an additional statistic to our assessment toolkit.

SNSA	Reading		
	HIGH	MED	LOW
Primary 1	75%	25%	0%
Primary 4	35.3%	47.1%	17.6%
Primary 7	86.2%	15.8%	0%

SNSA	Writing		
	HIGH	MED	LOW
Primary 1			
Primary 4	29.4%	35.3%	35.3%
Primary 7	85%	15%	0%

SNSA	Maths		
	HIGH	MED	LOW
Primary 1	68.8%	31.3%	0%
Primary 4	27.8%	66.7%	5.6%
Primary 7	73.7%	21.1%	5.3%

The overall results are very positive with the majority of children in the MED/HIGH Categories.

Attendance

	2015/16	2016/17	2017-18
Muirhead	95.3	95.7	94.0
Authority	95.2	95.1	94.8

The attendance has been a priority this session and we have sent out termly letters to parents letting them know the missed learning hours that their child has missed due to absence. The head teacher also follows letters up with phone calls to parents in a supportive role.

The school is committed to providing high quality professional learning to ensure that all staff, including support assistants, are skilled in using strategies which will impact positively on children's attainment. Children are clearly motivated when engaged in number talks. Staff speak positively about recent developments in pedagogy e.g. number talks and active literacy. The school's focus on reading is leading to improvements especially in Primary 4 and 5.

Children are developing a range of skills and attributes through a wide range of activities and accreditation opportunities including Saltire Award, Award of Ambition, Dynamic Youth, John Muir Award and the RSPB and Woodland's Trust award. We are also awaiting our final accreditation for our School Sports Award.

Boost groups have been used to consolidate reading development, based on pupil support and decile information. Pupils report that Boost group interventions are helping confidence.

Next Steps:

- Focus on high quality literacy experiences with a focus on learning intentions and success criteria in writing.
- Offer time and support through staff meetings and CLPL opportunities to re-engage with writing through Active Literacy pedagogy – DHT to lead.
- Introduce the new Primary Scotland maths resource and develop concrete/pictorial/abstract thinking through planning and assessment – HT to lead.
- Roll out the new 4 stages of assessment model.
- Use the BGE assessment tool to support moderation.
- Use the benchmarks across all areas to support professional judgements.
- Triangulate assessment data looking at stage intervention targets and providing professional dialogue opportunity and robust feedback through planned progress and tracking meetings.
- Continue to use holistic assessments to support assessments in both literacy and numeracy. These will be planned on a termly basis.

Attainment over time

At Muirhead we continually monitor and track pupil progress using a wide range of data alongside professional judgement. Each session staff analysis a range of data, such as SNSA, CfE, SIMD, Burt, Nelson, Numbertalks, etc., which allows them to have in-depth knowledge of where each child in their class is, in terms of progress and attainment. They are then able to plan more effectively to support all children.

Staff also pass on other relevant information to the next class teacher at the end of the session and have planned transition meetings allocated through working time agreement. This ensures staff are able to fully plan for their new class and have good knowledge of additional support needs. There is a particular focus on children who are Care Experienced or have ASN to ensure appropriate strategies are put in place and reviewed regularly.

Progress and Tracking meetings take place termly throughout the session to monitor attainment, highlight children who require support/challenge or further interventions and to allow staff to share practice. The SLT and both teaching and support staff are fully involved in these meetings and uses the information gathered to feed in to Staged Intervention plans. Where appropriate children also contribute at the meetings and to their plans. This allows staff to reflect on deployment of support, give consideration to resources, highlight CLPL needs, etc. in order to continue to provide high quality experiences for all.

The HT has compiled an attainment over time report which has been shared with staff to support identifying the poverty related attainment gap to allow focused planning for next steps. Assessment and Moderation has continued to be a key priority across South Ayrshire. Staff have increased confidence and have a greater understanding of assessment, moderation and gathering holistic and robust evidence with a particular focus on literacy and numeracy.

Quality of learners' achievements (*Article 29: the right to be the best you can be*)

- Almost all children are making good progress in health and wellbeing and developing a good range of early language and communication skills.
- Attendance at the school has been consistently high and above the local authority average for a number of years until this session where our statistics have fallen

	<p>slightly below the authority average</p> <ul style="list-style-type: none"> ➤ The school is committed to providing high quality professional learning to ensure that all staff, including support assistants, are skilled in using strategies which will impact positively on children’s attainment. ➤ Children are clearly motivated when engaged in number talks. Staff speak positively about recent developments in pedagogy e.g. number talks and active literacy. ➤ The school’s focus on reading is leading to improvements especially in Primary 4 and 5. ➤ Children are developing a range of skills and attributes through a wide range of activities and accreditation opportunities including Saltire Award, Award of Ambition, Dynamic Youth, John Muir Award and the RSPB and Woodland Trust Award. ➤ Our whole school is Makaton friendly. ➤ Staff discuss data to inform planning and support through progress meetings and discussions are leading to improvements in planning to support curriculum development and raised attainment. ➤ Boost groups have been introduced based on pupil support and decile information and pupils report that Boost group interventions are helping confidence. ➤ Through our RRS journey children in P4/5 have had the opportunity to sing at various community events as part of a cluster choir. <p>Equity for all learners</p> <ul style="list-style-type: none"> ➤ Targeted support is delivered through effective deployment of our Pupil Support Teacher, School Assistants, working with agencies such as Barnardos, appropriate use of space, etc. We regularly review timetabling and deployment of resources to ensure we are effective in meeting individual needs. Support staff also offer cookery sessions, Makaton groups, nurture, Boccia and Eco opportunities. ➤ Targets for individual children are clearly set out in Staged Intervention and parents are kept fully informed of supports and progress through regular communication and Team Around the Child meetings. Children also set their own targets for health and learning which are monitored by teachers and the SLT. ➤ Our school works closely with partners e.g. CLD, Community Safety to build specific programmes for pupils to allow them to meet their full potential. ➤ Enhanced transition at all stages is key in supporting our children as they move through the school and on to secondary. We are successful in sharing relevant and appropriate information particularly at key transition points and support our children effectively.
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What are the key priorities for improvement in 2018/19?

Focused one year plan which should support the development of SMART improvement targets.

2.3 Learning, Teaching and Assessment

- Continue to develop coherence across all curriculum areas and offer a wide range of high quality learning experiences using the SAC Frameworks/Relevant Early Years documents as support tools
- Further engagement with the Benchmarks and in particular, literacy, numeracy and health and well-being to support pace and challenge across learning

- The school will continue to develop tracking, assessment and moderation across all areas of the curriculum and at all levels to address the gap and stretch the top in line with SAC's Assessment and Moderation policy and the new Benchmarks
- Continue to develop approaches to children leading, contributing to and planning learning
- Underpin learning and teaching through the development of making thinking visible and growth mind-set philosophies

3.1 Ensuring Wellbeing, Equality and Inclusion

- Continue to embed new Management guidance on Staged Intervention and monitor and track pupil wellbeing to ensure that all legal requirements are being met.
- Continue to develop use of the wellbeing web to track and monitor stage 3 and LAC pupils in the first instance, and personal learning plans to support children tracked through our Pupil Equity Fund
- Ensure that staff have professional learning opportunities to engage with guidance and updates relevant to legislation.
- Continue to be creative and adaptive in terms of supporting pupils' individual needs to include the introduction of nurturing principles across the school

3.2 Raising Attainment and Achievement

- Monitor and track through the various literacy and numeracy assessments to ensure that there is a positive impact on pupil learning and amend and adapt where necessary. To raise attainment in numeracy and mathematics in P1 – P7 by 10% in family and collaborative +schools by June 2019. 90% of P2 pupils will achieve their chronological Reading age or above by the end of P2 Aug-June 2019
- Develop confidence and strategies across the school to challenge more able pupils to achieve their potential
- Through an audit of practice across our cluster and teaching and learning collaborative groups of schools, develop approach to tracking and monitoring all aspects of the HWB curriculum and to use the support of the Ice-pack resource to measure impact
- Continue to embed new benchmarks across all curriculum areas and revisit our assessment strategy
- Engage with LEA Assessment and Moderation as part of our improvement journey with a particular focus on termly holistic assessments in both literacy and numeracy
- Develop our partnership working with CLD and enhance our outdoor programme to promote health and wellbeing

What is the capacity for improvement?

There is always room for improvement and through the self-evaluation process it is clear what needs to be improved. We will continue to strive to ensure that there is a consistency in curriculum planning both at cluster, collaborative and at school level. We will continue to use the strengths of staff both at school, cluster and collaborative level to support curriculum development and widen the educational experiences for pupils. There has been an improvement in some of our assessment results particularly in reading and numeracy, and, as a school, we will continue to develop and refine our curriculum and continue to evaluate and monitor our approaches to literacy and numeracy to meet all learners' needs.

Our focus this year is to continue to ensure that effective systems are in place to consistently track pupil progress; intervene early to identify and support difficulties, work very closely with partner agencies and have a hard working, committed staff. The above strategies combined should continue ensure improvement at all levels. We have also engaged in development of a whole school approach to reading and Blooms thinking. P5/6/7 staff have also developed an approach to literature circles using the successful Marr P7 transition mode. We have also introduced a cluster transition project at early level and

will continue to monitor the impact of the project. The school will also look to progress our programmes across literacy, numeracy, HWB and social subjects. We also want to develop our pupil voice strategy through our Rights Respecting School initiative and also to involve our parents more in sharing learning. We have also introduced growth mind-set and nurturing principles this session which should support and develop resilience across our school community. In conjunction with playback learning we are intending to pilot and deliver a family learning programme as well as developing pupil voice sessions across the year using a personal learning plan approach.