

Heathery Knowe Primary School and Nursery

Standards and Quality Report 2022/2023

Context of the school:

Heathery Knowe Primary School is situated in the Murray area of East Kilbride. The original school was opened in 1953 with the new school building being opened to pupils in August 2013. The new building provides an excellent, modern learning environment in which our children can learn and achieve. The current roll is 255 over 10 classes and the nursery has a role of 40. The Head Teacher took up post in August 2018 and is supported by two Depute Head Teachers who share the post. Heathery Knowe Primary School and Nursery Class were inspected by HMI in January 2019.

Heathery Knowe is a welcoming, caring and inclusive environment where the staff team strives to provide a challenging and motivating learning environment, promoting positive attitudes, self-esteem and self-confidence in all our children. This year there has been a focus on embedding our revised core values of:

‘Be safe, Be Kind, Be Ready to Learn’

We promote positive relationships within the school and foster an ethos that encourages all pupils to respect themselves and others. Our school vision is

‘Together we Achieve’.

Encouraging every child to meet their full potential is at the heart of everything we do at Heathery Knowe Primary School and Nursery and we aim to ensure that all our children are nurtured, safe, active, healthy, achieving, included, respected and responsible.

We have an active and engaged Parent Council who play an integral role in school life, particularly in relation to fundraising.

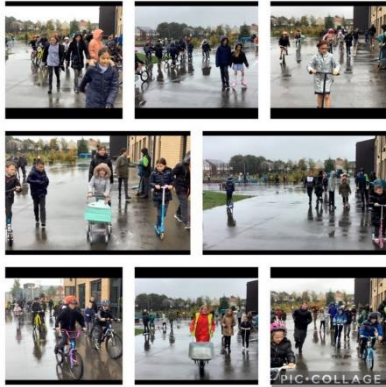
We actively develop local community links, with a particularly strong partnership with our local library being fostered for the benefit of our children. We are part of the Calderglen Learning Community and we have developed strong links with local schools. The majority of our children move on to Calderglen High to continue their education. We have strong partnerships with our secondary colleagues to ensure smooth transitions.



Overall Quality of Learners' Achievements

Highlights of Session 2022/2023

We have had a very busy session at Heathery Knowe Primary School and Nursery Class. Every year we further develop as a school community. Our staff are committed to ensuring pupils have the opportunity to learn and develop in an environment that is supportive, nurturing and driven by high standards.



Everyone in the school community participated in fundraising events for the school and local community charities. Wheelie Wednesday provided an opportunity for everyone to get active and develop the sense of school community. It marked the start of our OPAL (Outdoor Play and Learning) journey which has continued throughout the year.

Following consultation during 2021/2022, we have focused on working in partnership with Play Scotland and OPAL (Outdoor Play and Learning) to develop children's wellbeing, resilience, gross and fine motor skills, problem solving and creativity.

The creation of outdoor spaces such as water play, drama and role play, a music area, a wheelie zone, the reading hut, creative area, and loose parts, has encouraged, and promoted positive play and relationships amongst our learners. There has been a positive shift amongst playground staff who now support and 'play' with the children rather than supervising them.



The launch of our outdoor classroom and forest story with our school community was a huge success with many families attending our 'Stay and Play' session. Simon Knight from OPAL led a very informative session with parents. Parents commented on the variety of play opportunities now available to the children.



The children look forward to monthly OPAL assemblies and are fully consulted in creating the rules of play and areas they would like to be developed in the future such as a large sandpit and mud kitchen.

Children regularly comment about the school having 'the best playground ever'.

Overall Quality of Learners' Achievements

Highlights of Session 2022/2023

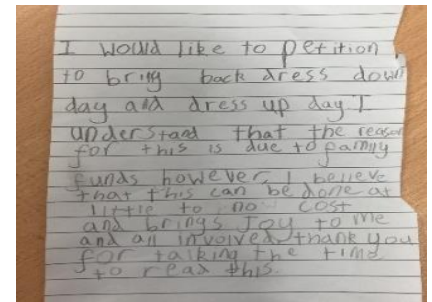
We introduced our reading café and invited parents / carers to the library to read with their children after school. The children enjoyed sharing their favourite books with family members. We provided forms for parents to join the town centre library and 17 children and their parents are now new members of the library.



The children in Heathery Knowe Nursery Class have been fully involved in improving the dining experience at lunch time. The children benefit from a 'home from home' dining experience and are able to self serve food and sit with their friends to enjoy eating together.

Hugo Post continues in the school as a way of celebrating the success of learners and embedding literacy across the school. Each week, the Head Teacher writes to classes with an update on the week. Teachers, support staff and visitors add good news and certificates to the post box. Primary 5 children have the leadership role of collecting, sorting and delivering the Hugo Post each Friday. This year, Hugo Post was extended to provide opportunities for children to be fully involved in school improvement.

Hugo Post



Once again the children participated in the 'Gift of Giving' creative art project. This year's creative project was made possible thanks to the generous donation by PTC. All children in the school and nursery used ceramic paint to create a personal plate which were displayed at our Winter exhibition then carefully wrapped and taken home to gift to a family member. It enabled children to experience the joy of creating and gift giving at no cost to families and reinforced the message that the most precious gifts are thoughtful and personal.

107 families benefited from support over Christmas with the provision of Christmas Eve boxes. Each box contained pyjamas, fluffy socks, book, gift and treat along with a dessert for Christmas Dinner. We are very grateful for the contribution made by families to those who needed a little extra support over the festive period. As a result, many of our children received high quality books and gifts on Christmas Day.

Overall Quality of Learners' Achievements

Highlights of Session 2022/2023

In September 2022 Heathery Knowe Primary School and Nursery were accredited as a National Nurturing School by Nurture UK. This was the culmination of a three year journey towards accreditation and fully involved the whole school community.



The assessor reported the following examples of excellent practice:

- The journey and change in school ethos and culture, despite the disruption of the Covid pandemic. The Head Teacher's vision and leadership and commitment to whole school nurturing approaches has been pivotal. 'The NNSP has been very worthwhile.' she told me.
- Following praise from HMle for the initial establishment of a nurture group, staff took forward the whole school approach. The nurture lead and PT told me the staff 'took ownership, warmly and passionately of nurture from P1 to P7 and all that staff see the benefit'. Nurture Group staff talked confidently and with great knowledge about the work they do with the most vulnerable children. 'We create the space for them to feel safe, grow in confidence and practise their independence.'
- Staff across the school have accessed and shared quality CPD opportunities such as the local authority training on trauma informed practice. Several across the school have completed nurtureuk's Theory and Practice of Nurture Groups. As a result, staff show a strong understanding of the very basics of social interaction. By knowing their children well, they create individual solutions to support needs as they arise.
- The Boxall Profile is embedded across the school and is used in conjunction with attainment data to obtain a really good understanding of each child's learning developmentally.
- The school's use of the resource Positive Alternative Thinking Strategies (PATHS) is having benefits out of school as parents cite emotional literacy and emotional intelligence strategies as being used at home.
- Approaches such as scripts for staff and Outside Play and Learning (OPAL) add to the consistency and predictability of adults which increases pupils' feelings of safety and allows them to relax and learn. The play-based curriculum adds to this 'brain building' approach.
- Family links and support start early with well thought out transitions, settling in meetings and meet the teacher events being well planned to support the family from the start of the year.
- Parents feel listened to and respected. Meeting several parents who have been supported while seeking a diagnosis for their child or who required additional support for their child, they told me, 'The school support the family and in doing so help the children', 'They know my child and bring out the positives, they see the lovely boy my son is not just his difficulties.' In praising forest school one parent told me, 'They teach him in an environment he enjoys'.
- The children I met were relaxed and cheerful, happy to chat to the 'woman on the screen'. They talked about PATHS and the strategies they use when they are aware of uncomfortable feelings and emotions, they know what to do and that adults will help them. They love their outside spaces and the thought that has gone into enhancing these.

Review of progress for session Aug 2022- June 2023

School priority 1:	
<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Curriculum and assessment Choose an item.	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.3 Learning, teaching and assessment 2.2 Curriculum 1.3 3.2 Raising attainment and achievement
<u>Building Learning Power – Metacognition and Skills Based Learning</u>	
<p>By focusing on skills based learning and the development of metacognitive thinking, it was planned that all curricular areas would be reintroduced in a planned and progressive manner whilst making use of cross curricular themes linking back to Literacy, Numeracy and Health and Wellbeing. leading to higher levels of motivation, interest and enjoyment of learning alongside an increasing ability to apply core skills in contexts for learning, life and work.</p> <p>Introduce all staff to metacognitive teaching approaches through the implementation of 'Building Learning Power'.</p> <p>Establish a baseline of each pupil's sense of autonomy and responsibility for learning. As a result, children are aware of their identity as a learner and this positively impacts on each child's enjoyment and motivation for learning.</p> <p>Progress and Impact</p> <p>Expressive Arts, Science and Technologies were reintroduced in a planned and progressive manner. Teaching staff have developed progression plans and curriculum maps which are relevant and meaningful to Heathery Knowe PS and link experiences and outcomes in Expressive Arts to Literacy, Numeracy and Health and wellbeing.</p> <p>All teaching staff participated in CLPL related to skills-based learning and Building Learning Power. Teaching staff are at the early stages of implementing this in the classroom and a few teachers are confidently using this as part of classroom pedagogy. Teacher learning sets will be established early next session to support the development of pedagogy and practice.</p> <p>Most pupils reported that their skills and understanding of themselves as a learner had improved and that they understood the ways in which they learn best. Most learners felt they made significant progress in Numeracy, Literacy and Health and Wellbeing.</p> <p>The majority of pupils reported high levels of motivation and enjoyment in learning. Further analysis and discussion with stakeholders indicated that this was in part related to significant teaching staff changes throughout the school year.</p>	
Next Step(s) to inform SIP for 2023/2024:	
<ul style="list-style-type: none">• Build confidence and expertise in teaching and delivery of STEM learning activities through engagement in the SSERC PCC initiative.• Develop knowledge and understanding of the skills framework with a focus on STEM learning activities and metacognition.• Develop systems for regular learning conversations with learners with a focus on working collaboratively to increase pupil enjoyment and motivation in learning.• Develop focused curriculum maps to interconnect learning experiences across curricular areas with cohesion, progression, breadth and depth.	

School priority 2:

NIF Priority (select from drop down menus)
Improvement in children and young people's health and wellbeing
NIF Driver
Curriculum and assessment
Parental engagement

HGIOS?4 QIs (select from drop down menus)
2.2 Curriculum
3.1 Ensuring wellbeing, equality and inclusion
3.3 Increasing creativity and employability

Outdoor Play and Learning – Health and Wellbeing

The school and nursery community (parents, pupils and staff) will work together with OPAL (Outdoor Play and Learning) to improve health and wellbeing in the playground, improve peer relationships and increase engagement in learning in the playground. By further developing outdoor play and learning, children will develop skills in resilience, gross and fine motor skills, problem solving, conflict resolution and creativity.

We recognise the importance of children's social and emotional wellbeing and development and worked towards the National Nurturing Schools award.

Progress and Impact

The school achieved the National Nurturing Schools Award in October 2023. The report commended the school, including comments such as, ***'In Heathery Knowe everyone matters, no matter what,'***. It operates with a ***'sense of belonging in action'***. The full report has been published on the school's web page.

The school playground space has been developed to include a wheelie zone, creative zone, reading area, stage (performance) area, loose parts play area, den building area, small seating areas, games area and football zone. Observations using the Leuven scale highlight almost all children are highly engaged during break and lunchtimes.

Evaluation of staff feedback highlights that almost all children are involved and engaged in their play with average or above average levels of happiness. The staff note that resilience continues to be lower than expected and children still need support to resolve conflict. This is not consistent across all classes yet with some children requiring further support to play independently, negotiate space and resources and resolve conflict. Some teachers report that this is having a positive impact on the return to class. For example,

"Based on my current class there are far less tales coming in from the playground, either after playtime or lunchtime. This is from children and adults. Children are usually fairly settled and ready to get back into their learning immediately after breaks."

Almost all children reported that they enjoyed playing and learning outdoors. Most parents share the view that the children are benefitting from the development of outdoor play and learning and almost all report their children enjoy outdoor play and learning.

"I think the school are doing a good job with giving the children many options and opportunities that not all schools offer."

Next Step(s) to inform SIP for 2023/2024:

- Implementation of PATHS to support children to develop skills in resolving conflict.
- Track children's Health and Wellbeing using GMWP.
- Continue to develop outdoor play learning and evaluate progress using OPAL accreditation process.

School priority 3:	
<p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Curriculum and assessment Performance information</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p>
<p>Improve Attainment in Literacy (Writing)</p> <p>Over the past year, the school has implemented a pedagogical framework for teaching literacy with a focus on the development of writing through a mastery approach which interweaves talking and listening, reading and writing.</p> <p>Trios of teaching staff have worked together to implement pathways for writing. There has been opportunity for shared planning, teaching, evaluating and moderating throughout the school year.</p> <p>Progress and Impact</p> <p>There have been targeted intervention groups for children who require it which has supported 30% children in the target group to reach expected levels of attainment in writing.</p> <p>Teachers have made progress in moderating and validating writing samples to reach shared professional judgement of a level with most teachers in agreement of the level awarded. This is an area that requires further focus next session.</p> <p>Most children report that they have made very good progress in writing and feel motivated to learn in this area. The majority of children find writing challenging and report that they need to focus in order to make progress.</p> <p>Analysis of samples of children’s writing demonstrate that technical aspects of writing require more focused attention. Of the children not achieving expected levels of attainment in writing, almost all have not achieved the benchmarks related to technical aspects.</p>	
<p>Next Step(s) to inform SIP for 2023/2024:</p> <ul style="list-style-type: none"> • Participate in West Partnership ‘Improving Our Classrooms’ with a focus on data literacy and robust professional judgement of a level across the school and learning community moderation trio. • Develop systems for meaningful learning conversations with pupils to ensure children are fully involved in their individual learner journey and success. • Ensure there is a consistent and progressive approach to teaching technical aspects of writing and there are sufficient opportunities to apply this in context. • Develop online and in person workshops to support parents in understanding how writing is taught and the ways they can support their child’ development. • Link SSERC Science priority with the development of writing within a purposeful context. 	

National priority: How we are ensuring Excellence and Equity?

Ensuring Excellence and Equity

There has been a significant focus on improving attendance and punctuality across the school with a particular focus on a target group of children.

The Cost of the School Day position statement was redrafted in consultation with parents and carers. An annual planner ensures costs are minimised and spread throughout the school year.

Accelerated progress teaching groups have been in place throughout the school session to close the poverty related attainment gap in Numeracy and Literacy.

Parent stay and play sessions were established to promote family learning and included arts and crafts, rhyme time and a reading café.

Improving outdoor play and learning has been established to improve children's physical and emotional wellbeing.

Progress and Impact

Children in attendance target group 1 improved their attendance by on average 17 days in comparison with the previous session.

Attendance support plans are used to identify and minimise barriers and promote regular attendance at school.

We have made full use of the travel pass scheme with children travelling on public transport (or walking) as often as possible. This has significantly reduced the cost of the school day.

39 families attended stay and play sessions and evaluated the sessions as very good or good. Of the 39 families, 12 had not previously attended family learning events in school.

The outdoor classroom and learning zones in the playground ensures children have access to a wide range of resources to play and learn outdoors. It has led to higher levels of engagement and lower instances of unsettled behaviour.

107 families benefited from support over Christmas with the provision of Christmas Eve boxes. Each box contained pyjamas, fluffy socks, book, gift and treat along with a dessert for Christmas Dinner. We are very grateful for the contribution made by families to those who needed a little extra support over the festive period. As a result, many of our children received high quality books and gifts on Christmas Day.

Next Step(s) to inform SIP/PEF Plan for 2023/2024:

- Continue to promote family engagement through the provision of the HK Community Café and HK Community Podcasts.
- Continue to focus on improving attendance and punctuality with the assistance of Barnardo's support worker.
- Continue to focus on improving attainment in literacy and numeracy with the focused intervention of accelerated teaching groups

