



1. Context of the school:

Kirkton Primary is a non-denominational school based within a residential area of Carluke, in Clydesdale, South Lanarkshire. Carluke is located in a semi-rural area of South Lanarkshire, with good transport links and considerable ongoing housing development. Kirkton Primary is situated in an area of mainly privately owned housing close to the town centre. We moved into newly built premises in 2014, providing a bright, spacious, modern learning environment. The anticipated roll for the 2019/20 session is 203 pupils, within 8 classes.

Within Kirkton Primary School we have 5 children residing in SIMD 2 of which 3 pupils receive Free school Meals/Clothing Grant. In addition, we have 14 children who are eligible for Free School Meals. We also have 5 children who are Care Experienced one of whom is currently on the Child Protection register.

Within the school we currently have 19 pupils who live in SIMD 1&2 and/or are in receipt of Free School Meals, this is 9% of our school population. The graphs show our poverty related attainment gap at June 2018. This information is a collation of the % of children who are attaining their expected CFE levels at P1, P4 & P7 according to teacher professional judgement, which is based on going class assessments and well as class work and activities. The school's vision is to have a positive impact on individuals, families and the community, with children achieving their full potential in academic, personal and social development and being equipped for the demands and opportunities of the 21st Century. Our school motto is "*Believe and Achieve!*"

The school strives to maintain a welcoming ethos and safe environment where children are actively involved in learning, increasingly understanding the need for responsibility in achieving personal goals. We aim to help every learner develop knowledge and skills for learning, life and work. The school is committed to raising attainment for all children as well as ensuring the health and wellbeing of individuals in our school community. These aims have formed the basis of school development priorities over recent years.

We also have a very active Parent Council and PTA who support school events, undertake valuable fundraising and promote the views of the Parent Forum, e.g. on the building of the new school, participation in local events, experiences of P1 children and parents, and homework. Pupils are also encouraged to take on responsibilities and participate in decision-making through the Health & Wellbeing Committee, buddying, Junior Road Safety Officers, Credit Union, House Captaincies and the Pupil Council.

Our self-evaluation takes account of current policy, guidance, tools and examples of good practice. Self-evaluation is a key feature of learning and teaching within Kirkton Primary School.

Our curriculum is improving, developing and refreshed regularly to ensure that learners benefit from the promotion of challenge, enjoyment, breadth and depth, progression, relevance, coherence, personalisation and choice in learning experiences.

Input from SLC colleagues and enhanced self-evaluation process and informed our school improvement priorities for session 2019/20.



2. Review of School Improvement Plan 2018/19

Priority 1

Raising attainment in Literacy by developing 'Active Literacy' approaches across all stages.

National Improvement Framework Key Priorities

- 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 wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI:

- 1.2 Leadership of Learning;** **1.3 Leadership of Change;** **2.2 Curriculum;**
2.3 Learning, Teaching & Assessment; **3.2 Raising Attainment & Achievement**

Progress and Impact:

All pupils are working on a progressive Literacy Curriculum which includes a focus on skills and the application on prior knowledge, core reading, writing and talking and listening skills. Our pupils are all working on a progressive writing curriculum which includes a focus on skills and the application of prior knowledge and a range of literacy skills including grammar and spelling. Through this an increased number of staff have familiarised themselves with the associated Benchmarks as more staff are referencing these during professional discussions regarding the progress of children.

Literacy planners are in place which are regularly updated in line with current implementations. Through this an increased number of staff have familiarised themselves with the associated Benchmarks as more staff are referencing these during professional discussions regarding the progress of children.

Targeted intervention (IDL Cloud) of pupils in P4 onwards who struggled with spelling skills has proved successful with all children reporting an improvement in their confidence with spelling. All pupils had made an improvement and were able to correctly spell common and 'word family' words. Our average gain is 13 months during a 6 month implementation period.

Results from P1 Standardised Assessments (SNSA) identify 30% achieving Band 6 & above which suggests these pupils are attaining higher than the national average. 57% achieved Bands 4 or 5 which suggests attainment in line with expectations and 13% of our children achieved Band 3 which is slightly below national expectations. This session no children achieved below Band 3 in literacy.

This mirrors our Teacher Professional Judgements which identify 87% of pupils achieved Early Level in Reading, 91% in Writing and 100% in Talking & Listening. In Primary 4 within Reading, 38% achieved

Levels 8 and above, suggesting they are working above national expectations, with 40% achieving Bands 6 and 7, working in line with national expectations and 22% achieving Band 5 or below, suggesting they are not meeting expected levels of achievement.

This is similar in Writing, with 42% achieved Levels 8 and above, suggesting they are working above national expectations, with 40% achieving Bands 6 and 7, working in line with national expectations and 18% achieving Band 5 or below, suggesting they are not meeting expected levels of achievement. SNSA focuses only on Tools for Writing.

Teacher Professional Judgements, indicate 69% have achieved First Level in Reading, 58% in Writing (which includes all aspects of Writing) & 84% in Talking & Listening.

Within Primary 7, SNSA Reading results indicate 22% achieving Bands 10 & above, suggesting they are working above national expectations, 65% are working in line with expectations achieving Bands 7, 8, or 9 and 13% have achieved Band 6 or below, which suggests they are working below national expectations.

This is similar for Writing with 17% achieving Bands 10 & above, suggesting they are working above national expectations, 74% are working in line with expectations achieving Bands 7, 8, or 9 and 9% have achieved Band 6 or below, which suggests they are working below national expectations.

Teacher Professional Judgements broadly mirror this with 70% achieving Second Level in Reading, 48% in Writing, 83% in Talking & Listening.

The majority of children believe their Literacy tasks are at the correct level for their age and stage of ability although some expressed the view that their work continues to be too hard or easy. Almost all pupils who received targeted literacy support are of the opinion that this has been beneficial and that their skills, knowledge and abilities within literacy have increased.

Almost all staff have expressed increased confidence in using Active Literacy within their class. (This has been in place for 2 years, although this was not consistently implemented)

Whole school training provided as well as staff professional learning opportunities arranged informally across the school. All staff attended sessions in other schools with a focus on implementing Active Literacy and effective teaching of writing. In addition, staff have been trained using the stage 2/3, Stage 4/5 and Stage 6/7 programme. There have been in-school CLPL session on Active Literacy (overview) and extended writing. All teachers also have access to all available support materials. Almost all staff have expressed increased confidence in using Active Literacy (Writing) pedagogy within their class. Whole school training has been provided as well as staff professional learning opportunities arranged informally across the school. All teachers also have access to all available support materials.

Active Literacy pedagogy is being implemented in all classes for writing with almost all classes beginning to implement phonics and spelling. This is beginning to positively impact attainment and achievement.

Staff are confident there is greater consistency in the learning and teaching of literacy across all stages, but there is still scope to develop this further. Staff constraints made peer observations and team teaching difficult last session, but this will now be a priority moving into the new session.

New resources have been purchased to target gaps. Reluctant readers in the upper school, particularly those with a poor reading stamina, have begun to benefit from new banded books covering First and Second Level. These resources have started to be used with promising results. They will now be embedded as core texts, sitting alongside our existing resources. They allow for higher order reading strategies to be developed, without the need to read multiple chapters each week, a task that some pupils find daunting or impossible.



Next Steps:

- Ensure all teachers have the skills, knowledge and understanding to identify where all children are within their learning and to ensure pupils are completing programmes appropriate to their age and stage of development.
- Fully implement Active Literacy Spelling into our curricular pathway.
- Develop confidence in teaching phonics and spelling.
- Continue to develop innovative approaches to Extended Writing.
- Continue to identify CLPL opportunities with regards to effective Learning & Teaching in Literacy
- Implement new Extended Writing jotters with a focus on Teacher, Peer and Self-Assessment.
- Continue to use IDL cloud to support targeted individuals.
- Adapt existing writing planners to incorporate 'Active Literacy, as necessary
- Create formal opportunities for writing moderation within school and, where possible, across learning community.
- Hold Parent information session and/or create leaflet detailing approaches and changes within the class.
- Work with parents to ensure greater understanding of where their child is and how they can help them.



Priority 2: Continue to raise attainment at all stages in Numeracy by embedding 'Big Maths' programme and by developing problem-solving skills.

National Improvement Framework Key Priorities

- 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 wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI:

1.2 Leadership of Learning;

1.3 Leadership of Change;

2.2 Curriculum;

2.3 Learning, Teaching & Assessment;

3.2 Raising Attainment & Achievement

Progress and Impact:

Our pupils are working on a progressive Maths Curriculum which includes a focus on skills and the application on prior knowledge, core Maths skills and rapid recall of facts. Through this an increased number of staff have familiarised themselves with the associated Benchmarks as more staff are referencing these during professional discussions regarding the progress of children. Almost all staff have a greater understanding of where the children within their class are as learners as well as identifying gaps in their knowledge. Staff have reviewed existing Numeracy attainment data to gain baseline levels. Almost all staff capacity for teaching Numeracy & Mathematics has been enhanced through consolidation of effective Numeracy & Mathematics teaching approaches. Almost all staff have a greater understanding of where our gaps are across the curriculum with a focus on Rapid Recall of skills.

Almost all staff have expressed increased confidence in using Big Maths within their class. (This has been in place for over 2 years, with whole school training provided as well as staff professional learning opportunities arranged informally across the school. All teachers also have access to all available support materials.)

In numeracy and mathematics, there has been a focus on Big Maths across the whole school. Observations of lessons confirmed that all pupils are being encouraged to think about their learning and develop mental agility strategies. Although the focussed resource may change this will continue to be a focus for next session.

MALT tests were purchased for all pupils and the assessments carried out at the end of the session. Staff identified that most errors made were not due to lack of mathematical skill, but an inability to apply knowledge. This will now be a teaching focus for next session. MALT test results, coupled with SNSA information and Teachers' Professional Judgement, have informed target groups and individuals who require support.



Results from P1 Standardised Assessments (SNSA) in Maths, 17% of our children achieved Band 6 and above, suggesting these pupils are achieving higher than expected levels. 70% achieved Bands 4 & 5, indicating they are achieving in line with expectations and 13% achieved Band 3, no pupils achieved below Band 3 this session. In Maths our Teacher Professional Judgement was 100% achieving Early Level.

In Maths (SNSA), 40% of our pupils are achieving Bands 8 and above, which is indication they are working above expectations, 49% achieved Bands 6 & 7, which is broadly in line with expectations and 11% achieving Band 5 and below, indicating they are working below national expectations. Teacher Professional Judgements, in maths 71% have achieved First Level.

In Maths SNSA 22% achieving Bands 10 & above, suggesting they are working above national expectations, 74% are working in line with expectations achieving Bands 7, 8, or 9 and 4% have achieved Band 6 or below, which suggests they are working below national expectations.

Teacher Professional Judgements broadly mirror this with 65% achieving Second Level in Maths.

There has been a greater emphasis on all staff being data-informed this year. SIMD information and Attendance statistics are analysed in conjunction with attainment data. Termly Pupil Progress Discussions have allowed for a more robust tracking and monitoring system throughout the school.

Next Steps:

- Continue to focus on application of Numeracy & Mathematics through Problem Solving Approaches as well as real life contexts.
- Increase knowledge and understanding of the language of maths.
- Ensure understanding of Numeracy & Maths through the pedagogy of **Concrete, Pictorial, Abstract**.



Priority 3: Continue to develop a robust Health & Wellbeing curriculum across the school.

National Improvement Framework Key Priorities

- 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 wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI:

1.2 Leadership of Learning;

1.3 Leadership of Change;

2.2 Curriculum;

2.3 Learning, Teaching & Assessment;

3.2 Raising Attainment & Achievement

Progress and Impact:

We have an effective Health & Wellbeing pathway in place for all our pupils based on SHANARRI indicators following the Healthy Programme. All staff engaged in CLPL with a focus on effective Learning & Teaching using the HEALTHY programme. Staff are consistently using planners to provide relevant learning experiences in HWB, linked to CfE Experiences & Outcomes and Wellbeing Indicators. Staff and children display good knowledge of Wellbeing Indicators and strategies to support wellbeing. To compliment this, we have introduced Emotion Works, to improve the emotional resilience of all our pupils. Almost all staff have introduced the 'Cog' framework to their classes allowing the children to allowing our children a greater understanding of how their emotions work. Many of our children can identify the links between the different cog categories such as, emotion triggers, body sensations, emotional behaviours and regulation strategies, supporting our children to become Confident Individuals and Successful Learners. Implementing Emotion Works is beginning to give our children a consistent language of emotions and a model of support which can be used across all areas of learning, in the playground. We started in January 2019 with a simple assessment with all our children in assembly about their emotion word knowledge. We then trained all teachers and have begun to incorporate the programme into our planning. This will continue and will be a focus for session 2019/20.

All pupils were involved in our Assembly launching UNCRC, with the majority of pupils having a greater understanding of their Rights and those of others in the class/school. Almost all classes have extended this work within their own class. All Staff have received CLPL based on UNCRC (Rights Based Learning), with a RRSA Pupil Voice Group being established. Our Bronze Award was achieved in April 2019. Parents have been invited to join our UNCRC Pupil Voice group. Our April Newsletter contained information for Parents on our UNCRC improvements.



One of our newly established Pupil Voice Groups has a focus on Health & Wellbeing, the pupils have taken the lead in organising a range of school events such as Walk to School Week. They have also worked to raise awareness of other health related themes such as Healthy Eating and Sun Safety.

Next Steps:

- Implement updated HWB planners
- Continue to add to bank of resources/activity ideas for HWB
- Introduce 'Rights Based Learning' across school – right of the month
- Launch Anti-Bullying Policy, in following issue of SLC policy.
- Review HWB planners to ensure coverage of Es & Os, responsibilities of all and wellbeing indicators.
- School Behaviour and Anti-Bullying policies have been updated in line with national guidance



3. Review of progress towards closing poverty related attainment gap

Amount allocated: £21,600 (2018 – 19)

How are we doing?

- The majority of our pupils have increased their reading age in line with their chronological age, some have exceeded this and our average increase in 11 months (9-month monitoring period).
- Our average increase in spelling age is 1 year 2 months, with some children exceeding this. For some children their attainment has been less than expected and we will continue to focus on ensuring the correct intervention is in place for all pupils.
- All classes are involved in reading for enjoyment. All pupils have increased access to quality books within class. This will continue in session 2019/20
- Our Teacher professional judgements suggest that our attainment at the end of first level (P4) writing is 86%. Within P4 we only have 1 pupil living in SIMD 1 or 2. This pupil has significant ASN and is working within first level.
- Our attainment is 70% in P5 which is an increase (this is less than planned due to children leaving the year group) In P5 we have 4 children in our targeted group 2 of whom are working in line with expectations. The other 2 have made progress this year but are still working below national expectations.
- Teachers report than pupils are more involved in their writing tasks and have a greater understanding of how to change and improve their own work.
- In P4, 88% of our children have attained first level. Within P4 we only have 1 pupil living in SIMD 1 or 2. This pupil has significant ASN and is working within first level.
- In P7 65% of our children have achieved second level in Maths. We have one pupil in P7 within our targeted group who came to Kirkton during this session. Attainment is not in line with expectations in Maths – as attainment is impacted by ASN as well as poor attendance.

How do we know? (Evidence measures of success)

Evidence of impact was gathered from:

- Teacher professional judgement
- Staff observation & feedback
- SNSA & GL standardised assessments
- Assessment Information
- Exclusion figures

What are we going to do now?

Moving forward, there should be ongoing focus on targeted literacy and numeracy support, particularly through Onset & rime phonics programme in P1 & P2, '5 minute box' programme at P2 & P3, IDL Cloud for P4-P7 pupils, all for pupils with spelling or phonics difficulties. Rapid Readers for pupils in P4-P7 with difficulties with fluency and additional reading materials for pupils where reading ages and chronological ages are significantly different.

There will be a focus on pupils requiring additional support and challenge in Maths. We will also be continuing with our implementation of Emotion Works.

Our funding allocation for 2019/20 will be spent on resourcing support materials as well as staffing to implement this.

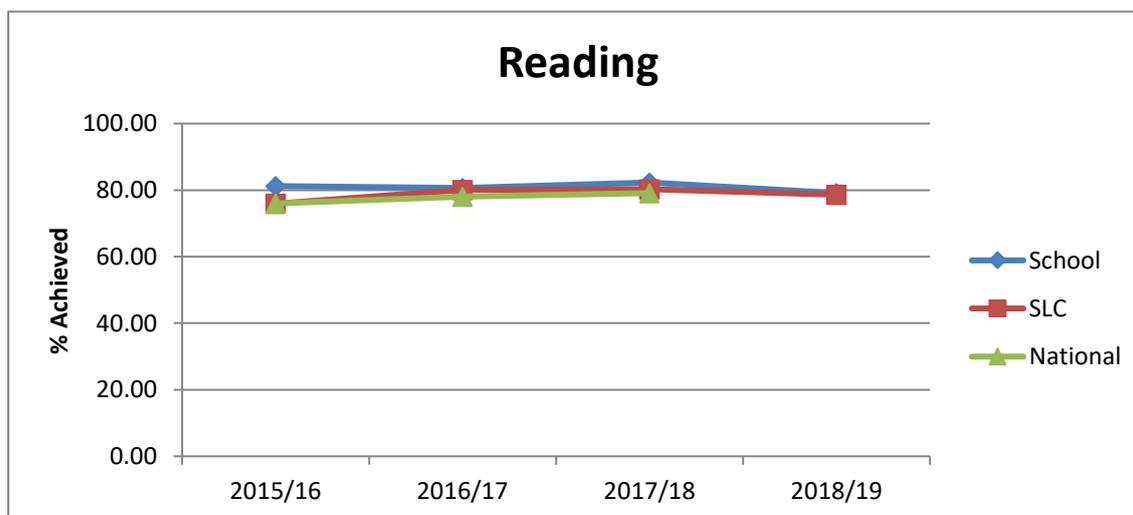


4. Attainment Data

Data from 2018/19 is not available yet.

	SLC	SLC	SLC	SLC	Nat	Nat	Nat	Nat
	2015/16	2016/17	2017/18	2018/19	2015/16	2016/17	2017/18	2018/19
Reading	75.94	80.10	80.28	78.94	76.00	78.00	79.10	
Writing	69.76	75.56	74.79	74.89	71.00	72.00	74.30	
Listening & Talking	82.09	85.91	85.75	85.75	81.00	83.00	91.20	
Numeracy	74.18	78.27	78.86	78.27	75.00	76.00	78.40	

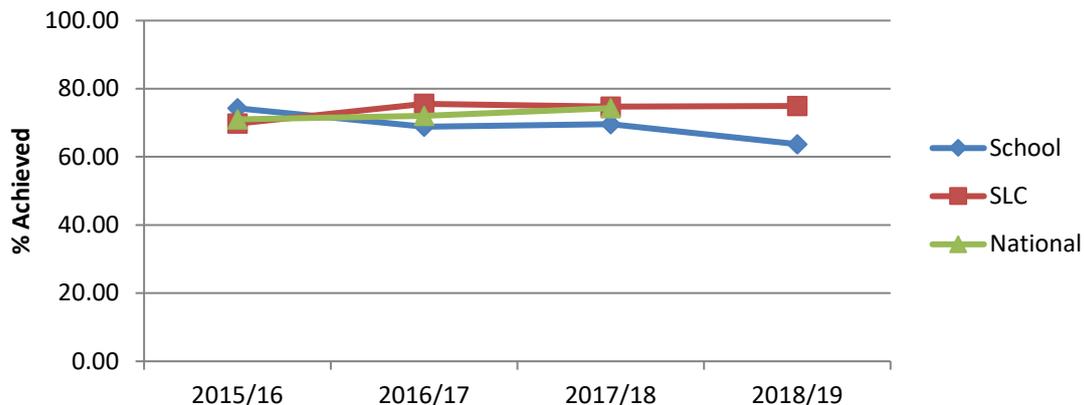
		School	SLC	National
Reading	2015/16	81.19	75.94	76.00
	2016/17	80.65	80.10	78.00
	2017/18	82.28	80.28	79.10
	2018/19	79.12	78.60	



		School	SLC	National
Writing	2015/16	74.26	69.76	71.00
	2016/17	68.82	75.56	72.00
	2017/18	69.62	74.79	74.30
	2018/19	63.74	74.89	



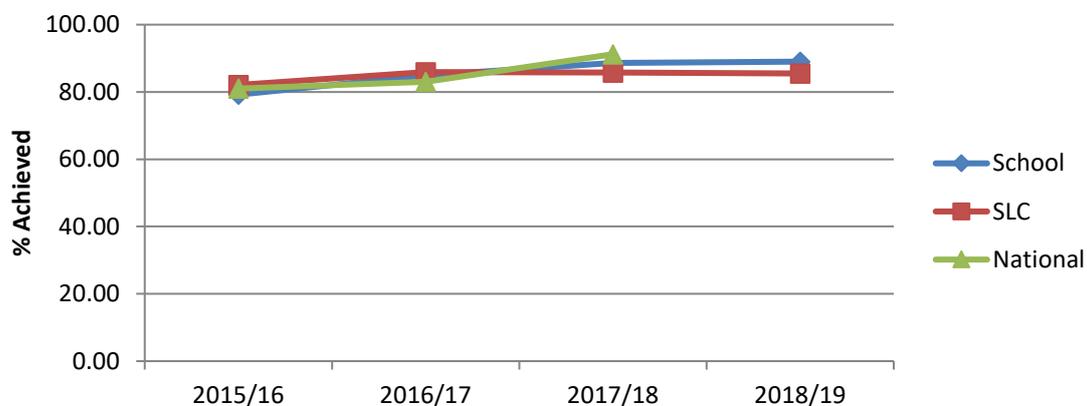
Writing



Listening & Talking

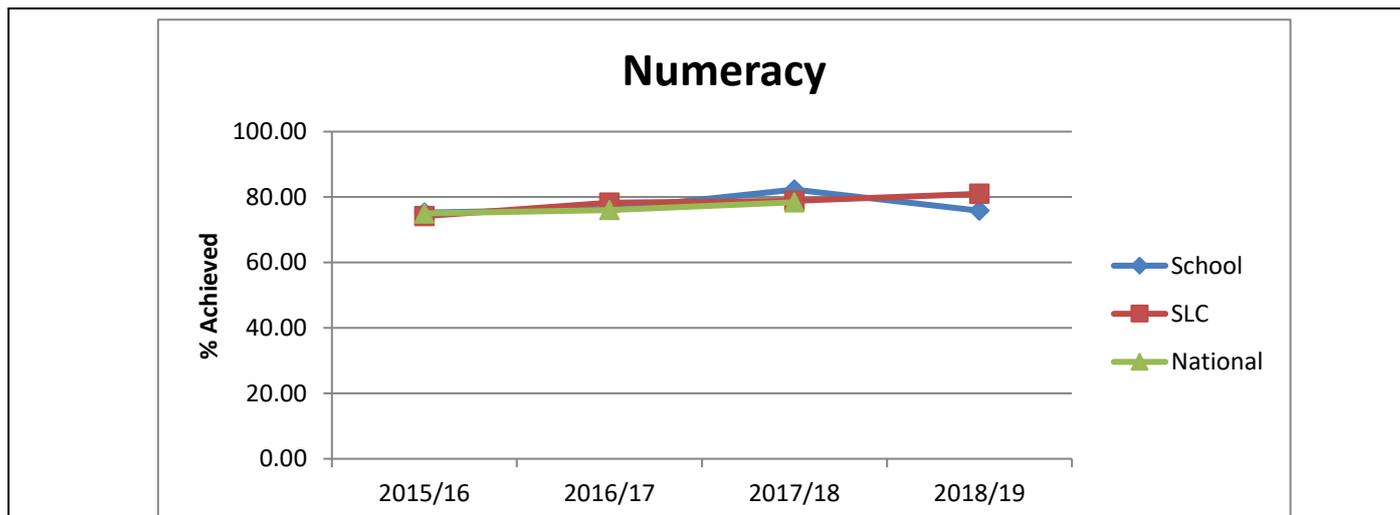
	School	SLC	National
2015/16	79.21	82.09	81.00
2016/17	84.95	85.91	83.00
2017/18	88.61	85.75	91.20
2018/19	89.01	85.45	

Listening & Talking



Numeracy

	School	SLC	National
2015/16	75.25	74.18	75.00
2016/17	76.34	78.27	76.00
2017/18	82.28	78.86	78.40
2018/19	75.82	80.99	



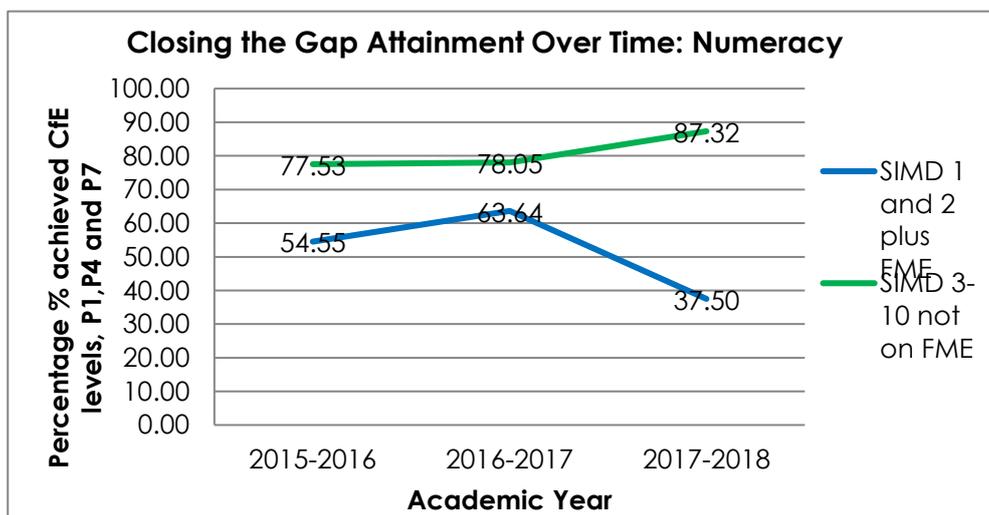
5. Data related to the poverty related attainment gap

Within Kirkton Primary School we have 5 children residing in SIMD 2 of which 3 pupils receive Free school Meals/Clothing Grant. In addition, we have 14 children who are eligible for Free School Meals. We also have 5 children who are Care Experienced one of whom is currently on the Child Protection register.

Within the school we currently have 19 pupils who live in SIMD 1&2 and/or are in receipt of Free School Meals, this is 9% of our school population. The graphs show our poverty related attainment gap at June 2018. This information is a collation of the % of children who are attaining their expected CfE levels at P1, P4 & P7 according to teacher professional judgement, which is based on going class assessments and well as class work and activities.

Numeracy

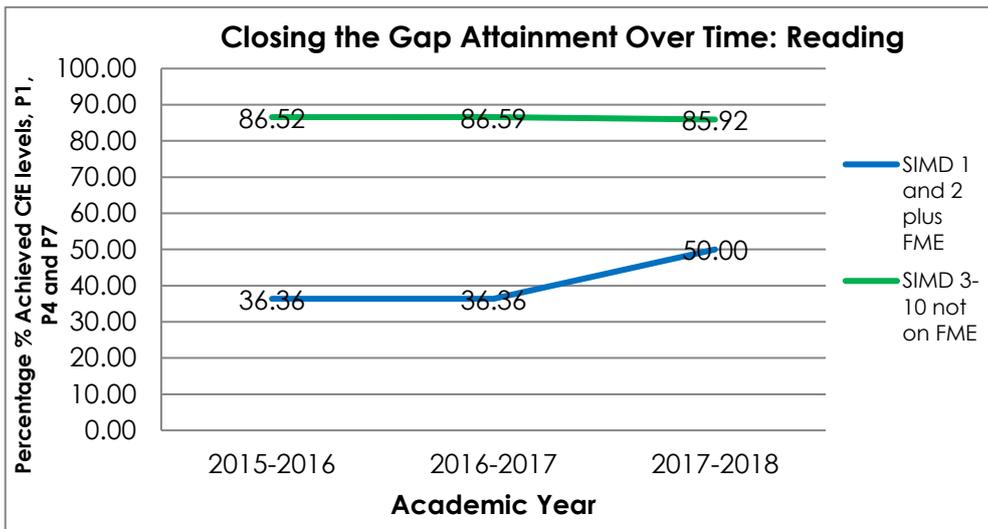
We currently have a significant attainment gap in Numeracy for pupils living in SIMD 1&2 and/or in receipt of Free School Meals, which increased during session 2017/18. We are aware of this gap and during session 2018/19, pupils were supported through targeted interventions within class as well as, for some children, additional support out with the classroom. This gap has reduced during session 2018/19, and our School Improvement Plan for session 2019/20, identifies further supports and improvements we are planning to make.





Reading

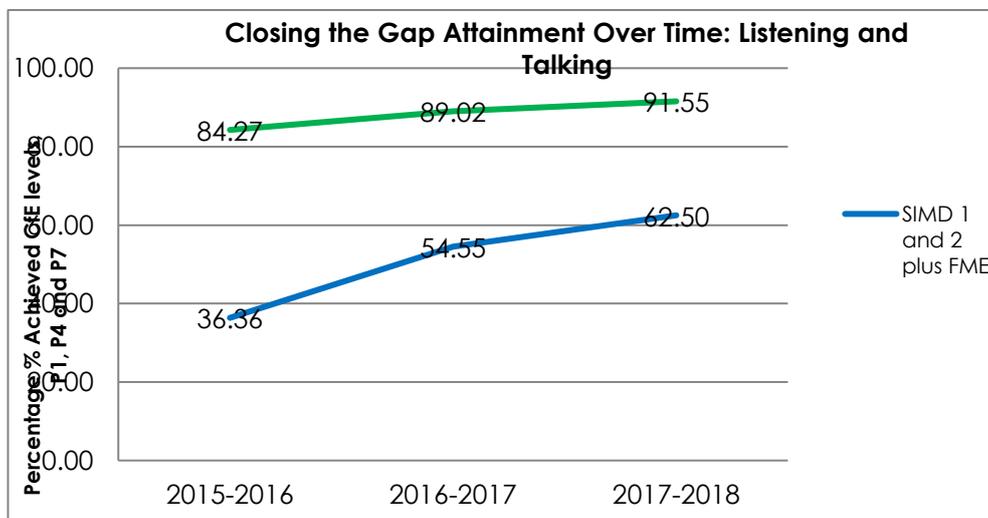
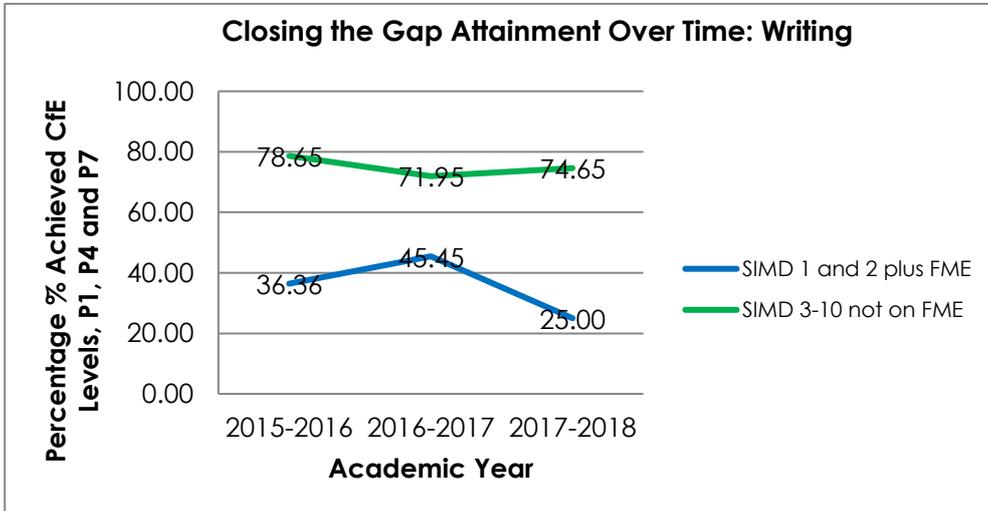
The gap within Reading is decreasing over time with overall attainment remaining static. A focused approach to School Improvement and ensuring our children are receiving high quality teaching across the school. We have introduced some targeted interventions aimed at improving decoding, phonics and sight vocabulary.



Writing

During session 2017/18, there was a significant gap in attainment, this can, in part, be directly linked to the attainment of 3 pupils. Due to our attainment in writing across the school, this was part of our whole school improvements during session 2018/19. Our pupils are more effectively supported

with lessons focusing on genre and specific knowledge and skills. Staff have a greater understanding of genre features as well as benchmarks. Some pupils have also been supported using a spelling programme aimed at pupils with specific spelling difficulties.



Talking & Listening

Our gap is declining over time and we are continuing to focus on specific skills for identified individuals.

Attendance & Exclusions



Our children living in SIMD 3-10 with no FSM attend better than children living in SIMD 1&2 and/or in receipt of FSM. Children living in SIMD 1&2 and/or in receipt of FSM had less exclusions than our children living in SIMD 3-10.

If the gap shows as a negative, there is a poverty-related gap in attendance/exclusion.	% Absence			% Attendance			Number of Exclusions		
	SIMD 1+2 +FME	SIMD 3-10	Gap	SIMD 1+2 +FME	SIMD 3-10	Gap	SIMD 1+2 +FME	SIMD 3-10	Gap
Kirkton Primary School	9.7	3.3	-6.4	90.3	96.7	-6.4	1.0	2.0	1.0
SLC Primary School Average	7.2	3.7	-3.5	92.8	96.3	-3.5	28	17	-11

6. Progress with the National Improvement Framework

Literacy

Progress	satisfactory	good	very good	excellent
		✓		

Strengths

- Teachers continue to develop skills, knowledge and resources to support the teaching of Literacy and lead school developments such as the introduction of Active Literacy. Class visits and focus group discussions with children suggest pupil confidence in applying higher-order reading skills is improving. A range of evidence would suggest we have a greater understanding of where children are in their learning as well as their next steps.
- Teachers report increased levels of pupil engagement and confidence in Reading and Writing, with some related improvement in Listening and Talking.
- All staff have increased confidence when supporting children with specific literacy difficulties, all teachers have a greater understanding of how to effectively use the Dyslexia Toolkit
- We have continued to work to 'close the gap' for children affected by poverty, particularly in middle and senior stages, through targeted support activities, e.g. IDL Cloud

Results from P1 Standardised Assessments (SNSA) identify 30% achieving Band 6 & above which suggests these pupils are attaining higher than the national average. 57% achieved Bands 4 or 5 which suggests attainment in line with expectations and 13% of our children achieved Band 3 which is slightly below national expectations. This session no children achieved below Band 3 in literacy. This mirrors our Teacher Professional Judgements which identify 87% of pupils achieved Early Level in Reading, 91% in Writing and 100% in Talking & Listening.

In Primary 4 within Reading, 38% achieved Levels 8 and above, suggesting they are working above national expectations, with 40% achieving Bands 6 and 7, working in line with national expectations and 22% achieving Band 5 or below, suggesting they are not meeting expected levels of achievement.

This is a similar in Writing, with 42% achieved Levels 8 and above, suggesting they are working above national expectations, with 40% achieving Bands 6 and 7, working in line with national



expectations and 18% achieving Band 5 or below, suggesting they are not meeting expected levels of achievement. SNSA focuses only on Tools for Writing.

Teacher Professional Judgements, indicate 69% have achieved First Level in Reading, 58% in Writing (which includes all aspects of Writing) & 84% in Talking & Listening.

Within Primary 7, SNSA Reading results indicate 22% achieving Bands 10 & above, suggesting they are working above national expectations, 65% are working in line with expectations achieving Bands 7, 8, or 9 and 13% have achieved Band 6 or below, which suggests they are working below national expectations.

This is similar for Writing with 17% achieving Bands 10 & above, suggesting they are working above national expectations, 74% are working in line with expectations achieving Bands 7, 8, or 9 and 9% have achieved Band 6 or below, which suggests they are working below national expectations.

Teacher Professional Judgements broadly mirror this with 70% achieving Second Level in Reading, 48% in Writing and 83% in Talking & Listening.

Next steps

- Continue to give teachers confidence in making professional judgments in Literacy through the use of robust assessments, moderation activities, interrogation of data and ongoing professional dialogue.
- Ensure high-quality teaching and learning in all classes through consistent use of Tools for Reading, Talk for Writing and of Active Literacy approaches.

Numeracy

Progress	satisfactory	good	very good	excellent
		✓		

Strengths

- Teachers have led the introduction of 'Big Maths' programme across the school. As noted earlier, teachers have observed an improvement in mental recall of core number facts. They report that children are more engaged in Maths lessons and are able to apply different strategies to solve calculations and problems. Teachers also report that it is easier to identify gaps in children's knowledge.
- Pupils have had increased opportunities to apply their maths and numeracy learning to new contexts through problem-solving. This will be extended next session.

Results from P1 Standardised Assessments (SNSA) 17% of our children achieved Band 6 and above, suggesting these pupils are achieving higher than expected levels. 70% achieved Bands 4 & 5, indicating they are achieving in line with expectations and 13% achieved Band 3, no pupils achieved below Band 3 this session. Our Teacher Professional Judgement was 100% achieving Early Level.

In P4, 40% of our pupils are achieving Bands 8 and above, which is indication they are working above expectations, 49% achieved Bands 6 & 7, which is broadly in line with expectations and 11% achieving Band 5 and below, indicating they are working below national expectations. Teacher Professional Judgements, indicates 71% have achieved First Level.

SNSA results identify 22% achieving Bands 10 & above, suggesting they are working above national expectations, 74% are working in line with expectations achieving Bands 7, 8, or 9 and 4% have achieved Band 6 or below, which suggests they are working below national expectations.

Teacher Professional Judgements broadly mirror this with 65% achieving Second Level in Maths.



Next steps

- Ensure procedures are in place to support children at risk of missing out, those with gaps in their knowledge or those additional practice of particular areas.
- Data analysis on children who made lower than expected progress in standardised tests, providing targeting support as necessary.
- Further develop Problem-Solving learning resources & activities.
- Increase confidence in accessing, recording, analysing and using assessment data to support the learning and teaching of numeracy.

Health and Wellbeing

Progress	satisfactory	good	very good	excellent
		✓		

Strengths

- We have an effective Health & Wellbeing pathway in place for all our pupils based on SHANARRI indicators following the Healthy Programme.
- All staff engaged in CLPL with a focus on effective Learning & Teaching using the HEALTHY programme.
- Staff are consistently using planners to provide relevant learning experiences in HWB, linked to CfE Experiences & Outcomes and Wellbeing Indicators. Staff and children display good knowledge of Wellbeing Indicators and strategies to support wellbeing.
- To compliment this, we have introduced Emotion Works, to improve the emotional resilience of all our pupils. Almost all staff have introduced the 'Cog' framework to their classes allowing the children to allowing our children a greater understanding of how their emotions work. Many of our children can identify the links between the different cog categories such as, emotion triggers, body sensations, emotional behaviours and regulation strategies, supporting our children to become Confident Individuals and Successful Learners. Implementing Emotion Works is beginning to give our children a consistent language of emotions and a model of support which can be used across all areas of learning, in the playground.
- All pupils were involved in our Assembly launching UNCRC, with the majority of pupils having a greater understanding of their Rights and those of others in the class/school. Almost all classes have extended this work within their own class. All Staff have received CLPL based on UNCRC (Rights Based Learning), with a RRSA Pupil Voice Group being established. Our Bronze Award was achieved in April 2019. Parents have been invited to join our UNCRC Pupil Voice group. Our April Newsletter contained information for Parents on our UNCRC improvements
- One of our newly established Pupil Voice Groups has a focus on Health & Wellbeing, the pupils have taken the lead in organising a range of school events such as Walk to School Week. They have also worked to raise awareness of other health related themes such as Healthy Eating and Sun Safety.

Next Steps:

- Implement updated HWB planners
- Continue to add to bank of resources/activity ideas for HWB
- Introduce 'Rights Based Learning' across school – right of the month
- Launch Anti-Bullying Policy, in following issue of SLC policy.



- Review HWB planners to ensure coverage of Es & Os, responsibilities of all and wellbeing indicators.
- School Behaviour and Anti-Bullying policies have been updated in line with national guidance

Employability Skills/Positive Destinations

Progress	satisfactory	good	very good	excellent
	✓			

Strengths

Our curriculum focus is ensuring we are teaching skills for learning, life and work.

- Personal and learning skills that enable individuals to become effective lifelong learners.
- Literacy and numeracy.
- The five core skills of communication, numeracy, problem solving, information technology and working with others.
- Vocational skills that are specific to a particular occupation or sector. Skills for learning, life and work are often cross-cutting and transferable across the whole range of curriculum areas, contexts and settings.

These are skills that can be developed by all our children, whenever and wherever they are learning. Importantly, our children are beginning to develop skills in personal reflection of their learning and development. This supports of children to be able to identify and articulate their strengths, achievements, skills and next steps.

- All our children are being given more regular opportunities to develop reflection skills through the profiling process.
- We have a range of roles within the school to allow children to develop leadership and team-working skills, such as Pupil Council, House Captains, Buddies, Monitors and Health & Wellbeing Committee. For many of these roles, pupils have to give a public speech to peers.
- We have an established Credit Union run by P6 pupils, who have to complete forms and undergo an interview. The Credit Union is used by children and adults across the school, supporting financial awareness.
- For the last 3 years we have run a 'Code Club' for senior pupils, run by an IT specialist parent volunteer to develop their programming skills.
- Primary 6 children have participated in a block of Mandarin lessons.

Next steps

- Develop children's understanding of skills of learning, life & work.
- Continue to develop links with local businesses and charities.
- Continue to develop children's ability to lead their own learning through, for example, Personal Learning plans, target-setting, sharing criteria, self- evaluation skills, updated personal profiles.
- Ensure teachers are increasingly confident incorporating a range of digital technology into learning experiences e.g. animation or Scratch programming.
- Ensure a progressive Spanish programme is embedded across the school.
- Work towards French being introduced to P5 to 7 as a third language.



7. Overall quality of our learners' achievements

Written by the staff, pupils and parents of Kirkton Primary School.

We started our school year off by welcoming our new Head teacher, Mrs Brennan to Kirkton Primary School. With a clear focus on our children and their individual learning journeys, work began across the school to develop the talents and skills of every pupil.

Our pupils are at the centre of our learning provision and our aspiration is that they should all develop the four capacities to become:

- successful learners
- confident individuals
- effective contributors
- responsible citizens.

This session they have demonstrate this by becoming more independent and successful in their learning, by having greater knowledge and more secure understanding, and by being able to use the knowledge that they have gained more effectively. Our children have had the opportunity to process new information and apply knowledge learned in a variety of contexts inside and outside the classroom setting. They have developed independence and confidence in tackling new and challenging tasks and they have a better understanding of their responsibilities within society.

Pupil Voice Groups: Confident Individuals, Effective Contributors and Responsible Citizens

Our Pupil Voice groups have given our children a voice and an opportunity to improve our school. There are 7 different pupil groups and children from across P1-P7 are split across the groups to promote collaboration and team working skills. The groups meet regularly and each committee worked hard throughout the year toward their committee events or goals. Our groups:

- School Improvement
- Rights Respecting
- Eco
- Global Citizenship/Fairtrade
- Tech Support
- Fundraising
- Health/JRSO
- Playground PALS

Our group's activities rage greatly but have a core theme of developing confidence in our pupils, to apply their skills in new contexts. They have the opportunity to work in teams and effectively contribute to events that have a positive impact locally and globally, for example, our Tech Support group support us with how to use the stage equipment, including lights and sound. This ensures the best effects for our weekly whole-school assemblies and for invited audiences at our class assemblies and Christmas Show. With a global focus, our Fundraising group led Red Nose Day events in March 2019 and raised over £340 for the most vulnerable and poorest communities worldwide.

Rights Respecting Schools Award: Confident Individuals, Effective Contributors and Responsible Citizens

This year Kirkton Primary gained their Bronze Rights Respecting Schools Award. The Award puts children's rights at the heart of the school and our RRSA committee led us as we started our



journey to create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Moving forward we are now focusing on embedding these values in daily school life and we are working toward our Silver Award.

To support our understanding of pupil rights, our Rights Respecting Schools Pupil Voice Committee have led assemblies and shared the [UN Convention on the Rights of the Child \(UNCRC\)](#) with all our pupils. These rights are shared and displayed around our school to help us use them appropriately and develop our understanding of them.

Emotion Works: Successful Learners, Confident Individuals and Responsible Citizens

This year, Kirkton Primary children were introduced to Emotion Works, a visually stimulating programme that develops children's emotional language and understanding. Through whole-school assemblies and classroom based lessons Emotion Works has allowed pupils to begin to understand their feelings and resulting behaviours and support their ability to manage these by building coping skills and developing resilience. Our pupils are being taught these skills across different curricular areas, such as art, drama and literacy as our staff seek new and exciting ways to teach emotional literacy. This is to ensure consistency of understanding and approach from P1-P7.

Celebrating Success: Successful Learners and Confident Individuals

We value the achievements of all our pupils and regularly share and celebrate success in our school and with our community.

Within School:

- Star Writers
- Stars of the Week
- Twitter Post of the Week
- Dinner Hall awards
- Movie Mornings at end of Terms 1 and 3

In our local community:

Our Kirkton Primary School Glee Choir regularly entertain members of our local community at school events at Kirkton Church and by visiting those living in sheltered housing.

Excursions: Successful Learners

Our calendar of curricular excursions allows our pupils to link and apply different kinds of learning in new situations.

Our first outing of the year was also our most significant for Primary 7 as they went on a residential trip to Lockerbie Manor. The children who went overcame challenges they likely wouldn't have encountered otherwise and developed positive mind-sets whilst building resilience and team working skills.

Trips to the Science Centre, New Lanark, Clyde Valley Family Park, Five Sisters Zoo, Dynamic Earth, Scottish Parliament and our local woodland allowed our pupils to gain real life experiences about the topics they would have otherwise encountered only within the classroom. They gained new knowledge and skills to develop them as successful learners.



8. Consultation Strategies

Throughout the year we consult with all our stakeholders using a variety of methods

Pupils

Our children are encouraged to share their views within their classrooms through class discussions, circle time, discussions and debates, written work and votes.

Our newly established Pupil Voice Groups are actively involved in the decision making process within the school. These groups include pupils from all stages of the school.

Staff

Our programme of INSET days and CAT nights has focused on self-evaluation, staff leadership of change, moderation and professional dialogue. We work together to create an inclusive environment in the school and seek to include all members of staff in planning for improvement and in raising attainment.

Parents

We have an active Parent Council and PTA who work closely with the school to raise funds, secure resources and resolve issues raised by staff, pupils or the wider Parent Forum. We have excellent attendance at Parents Nights, class assemblies and fundraising events. We have a range of Parent Helpers within the school, who support our children well. We have effective procedures in place to gather the views of parents.

Community

We have good links with the local church and run a weekly Scripture Union group. The church youth worker also offers lots of secular wellbeing support to pupils and staff. We are working hard to be active members of our local community.

Evidence can be found in the following (this is not an exhaustive list)

- Classroom Practice
- Discussions with our pupils
- Written evaluations
- Professional Dialogues
- CAT/INSET planners and meeting records and decisions
- Staff HGIOS 4 self-evaluation notes
- Parent Survey responses
- Pupil Voice Groups
- Parent Council minutes
- Tracking & Monitoring spreadsheet
- Improvement Group evaluations
- Class visits, forward plan monitoring and pupil focus groups
- Feedback from visitors and partner agencies



9. QI Analysis & Evaluations

Quality Indicator - 1.1 Self-Evaluation for Self-Improvement

How are we doing?

Almost all teachers evaluate pupils' learning on a regular basis to respond to their needs. A focus for all forward plan meetings is the evaluations, monitoring and tracking of pupils' attainment. Through professional dialogue and classroom observations by SMT and colleagues, we have clear knowledge of how our learners are progressing. Manageable monitoring and assessment systems are being introduced to provide a range of information, which can be used for supporting pupils and curricular development.

All staff understand that self-evaluation is an integral part of our approach to continuous improvement. All staff are actively involved in the improvement planning and reporting cycle. They use Curriculum for Excellence, How Good Is Our School 4 as well as local moderation to identify and implement good practice. We take a collaborative approach to self-evaluation, focusing on the HGIOS 4 Q's. We use a range of approaches to ensure all staff, learners, parents and partners are involved in our on-going self-evaluation. All teachers have opportunities to develop their leadership skills through taking responsibility for aspects of the curriculum, with an increased number of staff leading as coordinators and/or participating in working groups, drive forward the school improvement plan and have greater ownership of school developments.

To ensure continuous improvement, staff make use of the Quality Indicators to evaluate our current performance and identify priorities for action. Staff take ownership of professional learning through effective use of professional review and development. Staff are encouraged to further their careers and mentoring and support for students and probationers is provided. Using relevant data, teachers have a better understanding of how identified learners from the least socially advantaged backgrounds are progressing and achieving in literacy and mathematics. Staff are collaboratively working towards reducing the attainment gap by considering current methods of support and sharing good practice. We have a range of moderation activities planned across the year to agree standards and expectations across the school. All teachers actively participated in a Professional Enquiry (alongside Learning Community colleagues) on an area of their choice. This has resulted in increased confidence in a number of areas.

We gather a range of data in order to ensure we are meeting the needs of all our pupils.

We have continued to strengthen opportunities for pupils, parents and the wider community to be involved in the improvement agenda within the school. This session we have increased the amount and altered the type of communication using twitter more effectively as well as text messages and emails. We seek parental views on a regular basis and this session our electronic parental questionnaire proved very successful.

Pupil Voice assemblies encourage all pupils to take an active role within the school. This year all pupils are actively involved in our Pupil Voice Groups and we have an increased number of pupil committees within the school. This session all pupils have been involved in a range of activities, which have contributed to our whole, school self-evaluation including, "What makes an excellent lesson". Pupils have also been increasingly involved in the quality assurance process through HT discussions as well as pupil focused questions and activities.

The school continues to operate an open-door policy with all staff responding to views, queries and concerns immediately or within a very short period of time. Parents and Carers are kept up to date with school events and information through a variety of methods including our Parent



Council, parental questionnaires, pupil discussions, assembly discussions, newsletters, text/app alerts to parents, report feedback and parents' night.

Staff are increasingly confident with the use of data to inform our decision making. We have improved our tracking of attainment and this data shapes professional judgments, next steps in learning and identification of improvement priorities.

Areas for Development:

- Increase 'ease of use' of tracking and monitoring tool
- Continue to embed staff self-evaluation as part of School Improvement projects
- Develop opportunities for staff to evaluate their own practice, e.g. peer observations and professional dialogue
- Encourage involvement of support and facilities staff in self-evaluation process.

School Self Evaluation – 4 (Good)



Quality Indicator - 1.3 Leadership of Change

How are we doing?

All staff are committed to ensuring that we achieve the highest possible standards and successes for all our pupils. Our school is well lead. Our school vision is shared by all members of our school community.

We have a welcoming, nurturing and supportive ethos across the school. We have established a culture where staff at all levels are engaged in the change process. All staff are motivated and committed to school improvement, and have driven change initiatives, e.g. 'Big Maths' and 'Active Literacy'.

The school committed to providing leadership opportunities at all levels. Almost all staff have a leadership role or additional responsibility within the school. Teachers' involvement in working groups, leading curricular developments and mentoring new colleagues are all contributing to a culture of distributive leadership. We have a more strategic overview of the progress of ongoing developments which is beginning to help guide the strategic direction of the school and ensure all changes lead to improved outcomes for all children.

There is an effective Professional Review and Development (PRD) process within the school. It is clearly linked to the General Teaching Council for Scotland (GTCS) professional standards. Teachers' targets take account of school priorities and their individual development needs. They

The senior leadership team carries out quality assurance activities including class visits, these include conversations with learners. These will become more effective during session 2019/20 by using an agreed format influenced by How Good Is OUR School (Pupil Version) The headteacher recognises the need for a more focused approach to self-evaluation. Reviewing the remits of senior leaders to ensure a stronger focus on the strategic leadership of the school will support this.

All children are involved in decision making through fortnightly Pupil Voice Groups as well as termly Pupil Voice assemblies. Our children talk very positively about changes that have happened as a result.

The positive, supportive, collaborative, pupil-focused ethos is commented on by staff and visitors to the school and the school motto is referred to regularly.

We seek feedback from all stakeholders on priorities for change. We encourage children and parents to take on leadership roles across the school, e.g. committees, councils and clubs.

The school is implementing its plans for Pupil Equity Funding (PEF). A part time support assistant funded through Pupil Equity Funding provides a range of literacy and wellbeing supports for children who require additional help with their learning.

Areas for Development:

- Create and embed Curriculum Rationale, Vision & Values .
- Establish further opportunities for practitioner enquiry, create a more structured approach with research being used to inform practice
- Further develop opportunities for stakeholder decision-making and consultation
- Increase number of support staff have an area of responsibility linked to school improvement and pupil participation.



- Agree quality assurance approaches which are regular and rigorous. It will be necessary for all staff to engage with these activities to further improve learning and teaching across the school.
- Review remits of all staff to ensure the impact of change and the quality of learning and teaching is central to their work.
- Increase pupil involvement in self-evaluating the work of the school.
- Continue to develop approaches to monitoring and tracking the impact of interventions on children's progress and attainment.

School Self Evaluation – 4 (Good)



Quality Indicator - 2.3 Learning, teaching & assessment

How are we doing?

There is a very positive, welcoming ethos in the school. Relationships amongst almost all children and between almost all children and teachers demonstrate mutual respect and kindness.

Overall, the quality of learning, teaching and assessment across the school is good with a few very good examples. In all classes, there is a calm, purposeful learning environment. Children value the importance of being a responsible member of the school community and the majority have opportunities to participate in committees and pupil groups. The

Almost all children are attentive and show good levels of concentration as they learn. In a few classes, children have opportunities for choice within their learning. Recent development of the literacy and numeracy curriculum is beginning to have positive impact on learners across the school.

All children have opportunities to share their views and to set termly class and group targets. In some classes, children make good use of digital technologies to practise numeracy and literacy skills using online games.

Almost all lessons start with whole class direct teaching followed by group and individual work. In the majority of lessons children have opportunities to work together in pairs and small groups. Overall, staff provide clear explanations and ensure children understand the purpose of their learning. Almost all teachers use questioning effectively and interact well with children to support and challenge thinking and build on prior learning. Teachers should ensure planned learning experiences meet the needs of all learners. Almost all staff implement new approaches to ensure quality learning and teaching, based on research and current guidelines.

Most children are beginning to develop a good understanding about what they are learning. In a few classes, children work effectively with their teachers to decide on what they will learn. Children are also beginning to benefit from ongoing 'learning conversations' with their teachers. These are helping them to understand and reflect on their learning more knowledgeably.

Almost all teachers give clear explanations to children to help them understand the purpose of their learning and how they can learn successfully. Most teachers meet the needs of the majority of our children through providing ongoing individualised support and ensuring that children are working at an appropriate level and pace. The majority of teachers use questioning effectively to develop and deepen children's learning, and to determine their understanding.

Teachers make appropriate use of a range of assessment information, including regular observation of children's learning, to monitor children's progress and plan their next steps in learning. Almost all staff are beginning to use data effectively to support their teacher professional judgement and understanding of pupil attainment, achievement and next steps.

We are beginning to develop a more consistent understanding of standards, through engaging regularly in a range of moderation activities with colleagues, in the school and across the Learning Community.

Most teachers are beginning to engage children in 'learning conversations'. This is helping our children to develop their understanding of how their skills in literacy and English, and numeracy and mathematics are progressing.

Almost all teachers adapt their planning regularly, taking account of assessment data to identify ongoing areas of improvement. Almost all staff are becoming increasingly confident in



analysing data to ensure that children make good progress in their learning. Through regular planning and tracking meetings with the headteacher, all teachers discuss children's progress in literacy and English, numeracy and mathematics and health and wellbeing. The headteacher and staff agree planned intervention strategies to support children who are not yet making appropriate progress. These are reviewed on a termly basis to ensure they continue to have a positive impact on children's progress.

Areas for Development:

- Continue to share good practice to further improve approaches to learning and teaching across the school. Planned work to agree on the features of high-quality learning experiences at Kirkton Primary will positively impact this during session 2019/20
- Increased opportunities to access a wide range of digital technology across the curriculum.
- Increase pace and provide more challenge for all children, especially higher attaining pupils, in their learning.
- Ensure all children are provided with positive and encouraging feedback about their learning, particularly in writing. To ensure most children understand their next steps and are making good progress.
- Children will have increased opportunities to self and peer assess their literacy work, especially within Extended Writing.
- Ensure all children receive regular feedback from their teachers and from one another and are regularly involved in discussions with their teachers about what they need to learn and how they will know if they have been successful.
- Increase effective use of digital technologies to enhance numeracy and literacy skills.
- Continue to develop approaches to assessing children's learning, which will help children to reflect on their prior learning more regularly and apply their knowledge and skills across a range of contexts. It will also help children and teachers to develop a better overview of children's learning over time.
- Through regular dialogue, ensure all staff are improving their skills in reflection and analysis, to further develop their knowledge and understanding of the National Assessment Benchmarks. This will enable them to assess children's progress confidently and consistently.
- Support all children to set appropriate targets for their learning more effectively.

School Self Evaluation – 4 (Good)



Quality Indicator - 3.1 Ensuring wellbeing, equity and inclusion

How are we doing?

Our children are confident in understanding the relevance of the Health and Wellbeing indicators. They can discuss these with each other and with the adults with whom they come into contact. They can apply these concepts into their own contexts and real life situations. Children are treated as individuals and diversity is celebrated. The wellbeing indicators are evident in classes across the school. Children understand the wellbeing indicators and what they mean for them. They are able to identify and articulate their strengths in relation to each of the indicators. Our children feel safe, healthy, active, nurtured, achieving, responsible, respected and included. The majority of our children report the school helps them to feel safe, to respect and understand other people, and to lead a healthy lifestyle. They also say that staff treat them fairly and with respect. Almost all of our children talk confidently about the importance of making good choices on their health and enjoy learning about these in classes.

Approaches to healthy minds and healthy bodies are becoming more embedded within the life and work of the school. An increased number of children are aware of self-regulation strategies and some children are beginning to implement these within their daily lives. An increased number of our children know who to talk to in school in the event of a concern or difficulty. Some children can articulate strategies that support them as individuals if they become overwhelmed in school during class time. They use time out areas within the classroom and opportunities for reflection with confidence.

Children, staff and parents feel valued and relationships are on the whole positive. The ethos is promoted by all members of the school community. Strengths of children are recognised and used more widely across the school as a whole. Children understand a range of ways to stay healthy through physical health, mindfulness and healthy eating. The school operates a 'buddy' system where older pupils take responsibility for the guidance of their younger school friends.

There are appropriate arrangements in place to comply with statutory duties. The headteacher and staff are committed to the children's wellbeing. Staff engage in professional training and regular updates to support them in their care for the children. They keep up to date with important developments and the legislation affecting child care.

All teachers have an increased awareness of SLC's authority's stage intervention process and almost all are beginning to apply this to meet the needs of children. Individual children who require support with either short term or long term barriers to learning are supported by staffing resources, we are becoming increasingly skilled at offering well-judged and appropriate interventions. The majority of children enjoy this additional support and are making progress in their learning.

Children receive regular high-quality physical education, in which they experience a variety of different activities. This is motivating them to develop their fitness.

Areas for Development:

- Increase all staff's understanding of barriers to learning as well as effective support strategies.
- Share information with parents about the importance of good attendance and timekeeping, as well as the amount of sleep which developing children require.
- In line with RRSA revise and update our relationships and behaviour policies and procedures within the school. Promote positive behaviour through 'Rights Based Learning' approaches

Kirkton Primary School Standards & Quality Report

June 2019



- Continue to build staff confidence in supporting children with Additional Support Needs especially Attachment Disorder and ASD.
- Increase dialogue with parents about specific issues related to maximising individual children's health and wellbeing, and ongoing learning.
- Review Health & Wellbeing programme to reflect new pedagogies.

School Self Evaluation – 4 (Good)



Quality Indicator - 3.2 Raising Attainment & Achievement

How are we doing?

The overall attainment in literacy and numeracy is good. The majority of our children are achieving appropriate Curriculum for Excellence levels. Children requiring additional support with their learning are making varied levels of progress from their prior levels of achievement.

Children's attainment shows that by the end of P1, P4 & P7 the majority of our children achieve early level in reading, writing, listening and talking and numeracy.

We predict that the majority of children will continue to achieve the appropriate Curriculum for Excellence levels for literacy and numeracy in the coming year.

Listening and Talking

Overall, attainment in listening and talking is good with most children attaining expected Curriculum for Excellence levels. Across our school, most children listen well to teachers and to one another. At early level, most children listen well and respond to others appropriately. They follow simple instructions and are beginning to use appropriate body language when listening to others. Most children recount experiences and stories in a logical sequence. At first level, most children listen and respond appropriately to others in a respectful way. They communicate clearly and audibly and contribute well to whole class and group discussions. At second level, most children contribute relevant ideas and give opinions when engaging with others. They build well on contributions of others by offering supporting ideas. They communicate clearly and audibly across a variety of contexts and use suitable vocabulary.

Reading

Overall, attainment in reading is good. Most children achieve the expected level at the appropriate stages. At early level, most children engage well with text which is read to them. They use their knowledge of sounds and letters to read words. At first level, children can explain confidently a preference for a particular text or author giving reasons for their response. Most children show an understanding of familiar texts and read fluently. They identify the main features of a text and are becoming more skilled at can discuss its main themes and characters. At second level, most children read with fluency, understanding and expression using appropriate pace and tone. They can talk about characters and the setting of some of the texts they have read. They have an understanding of genre and know a number of children's authors and discuss with confidence their favourite books. Almost all of our children know the difference between fiction and non-fiction text. They are becoming increasingly aware of how authors use of language can affect the readers' response to the text.

Writing

Overall, attainment in writing is satisfactory. Most children at all levels achieve the expected levels. Across the school, children have regular opportunities to write across a variety of genres with relevant links across the curriculum. At early level, most children form lower case letters correctly and retell the main ideas relating to their writing. The majority of children write sentences independently using capital letters and full stops. At first level, children are developing their understanding of sentence structure, the use of connectives and basic punctuation. Most children structure their writing in a logical order and include relevant information. At second level, most children have an increased understanding of the structure of different genres and use this effectively to share their thoughts and ideas.

Attainment in Numeracy and Mathematics



Our approaches to raising attainment in numeracy and mathematics are resulting in most children making good progress from their prior levels of attainment. A few children are exceeding this and developing their skills well. Teachers are developing children's problem-solving skills well, as well as their skills in using a range of strategies to help them make accurate numerical calculations.

Attainment Over Time

the end of P7, most children achieve second level. In addition to the progress that children make by the end of the second level most make good progress from their prior learning on an individual basis.

The school tracks attainment in literacy and numeracy over time looking at the progress of all individuals. Our data takes account of individual classroom teachers and end of level attainment.

Overall Quality of Learners' Achievement

Our children take responsibility and are developing skills that contribute to the ethos of the school and their own achievements.

Our children enjoy visits out of school, participating in sports events with other local schools from within the area. Our children take a pride in our school and community. All our staff promote healthy lifestyles through planned activities and with active school co-ordinators. Children are also offered sound nutritional advice at the core of their curriculum. They have access to a range of clubs, including a Lego, football, netball and Glee club, in school which all help them develop important team building skills.

Our staff are increasingly aware of the socio-economic context of the school and address any gaps children may have through the universal and targeted support. We allocate our pupil equity fund to improve outcomes outlined within the national improvement framework measures and sub-measures.

Areas for Development:

- Encourage all our children to be more independent and encouraged them to take more ownership of their talking and listening activities, taking turns at the appropriate time in a variety of contexts.
- Develop our children's understanding of the increasing complex and unfamiliar ideas presented by fiction and non-fiction texts.
- Ensure all children are able to use Concrete then pictorial then abstract pedagogy within their maths
- Across the curriculum our children's progress is less clear and our staff are further developing further their understanding of standards.
- With the implementation of curricular pathways and benchmarks their understanding of standards will continue to develop.
- The need for high expectations and standards across all areas of the curriculum that takes account of the structure of the school and classroom organisation.
- Ensure all our interventions lead to improvements in literacy, numeracy, attendance and health and wellbeing.
- Continue to monitor any gaps children may experience.



- Continue to develop and embed systems for accurately assessing and tracking progress in learning, making good use of data provided by this.
- Provide targeted support to children who display an attainment gap with links to poverty and/or additional support needs.
- Ensure that most able children are suitably challenged, whilst continuing to ensure breadth and depth of learning.

School Self Evaluation – 4 (Good)



10. Overall evaluation of establishment's capacity for continuous improvement

As detailed in **Section 9. 1.1 - Self Evaluation for Self-Improvement** we are well placed to continue to make improvements for all our learners which will focus on improving attainment and achievement.

The school has also undergone a number of major changes over the last 3 to 4 years, most recently with new Head Teacher and Principal Teacher appointments. All staff are working to ensure there is a strong sense of teamwork and collegial support.

Our children are confident, motivated and keen to take on roles and responsibility. They are involved in decision making, through committees and councils and through class feedback, focus groups and 'Think Tank surveys. Moving forward, we will continue with the aim of further engaging parents, pupils and the local community in improvement and learning processes.

Staff members are committed to school improvement and have the opportunity, through distributed leadership, to drive change initiatives. Staff are beginning to undertake professional enquiry, something which will be further encouraged in the coming session.

We have positive relationships with the Parent Council and PTA and have good support from the wider Parent Forum. The parents work in partnership with the school to improve the opportunities for our children.

We have a committed and enthusiastic school community; an increasingly 'solution-focused' approach to development needs; and a growing capacity for leadership at all levels. With this basis, we are confident we will succeed in the journey to excellence.

Priorities for Session 2019/20

1. To Improve the Quality of Learning & Teaching across the School (Pedagogy)
2. To Improve Attainment in Spelling
3. To Improve Attainment in Numeracy & Maths with a focus on breadth, depth & application (Real Life Situations)

Signed: _____

Date: _____