

## Kirkton Primary School



### **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 2018/19 session is 216 pupils, within 8 classes.

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 21<sup>st</sup> 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.

There continues to be a number of changes in staffing due to changing pupil rolls, career breaks, maternity leave and retirements. In addition, from August 2018 a new Head Teacher will be leading the school. Despite these changes, there remains a strong supportive ethos of teamwork and collaboration.

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.

## **Review of SIP progress session 2017 - 2018**

Priority 1: Raise attainment in Numeracy through the development of children's core numeracy and 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; 2.2 Curriculum; 2.3 Learning, Teaching & Assessment

### **Progress and Impact:**

- The 'Big Maths' programme is now used across all stages in the school, incorporating new teaching strategies to support core maths facts, mental agility and problem-solving, and more opportunities for collaborative, mixed-ability learning.
- The improvement was driven by staff members and built strong distributed leadership and collaborative practices. Key staff members were positioned as Big Maths 'champions' for both the school and other schools in the authority.
- 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.
- Through focus groups and 'Think Tank' group surveys, the majority of feedback from children has been very positive, with children commenting that they 'love Big Maths lessons' and have lots more confidence. Many children noted a specific improvement in Times Table knowledge.
- When comparing performance in standardised Maths tests (GL Progress Test in Maths) between last year and this year (data available for P2, P5 and P6 pupils), 79% of pupils made expected or higher than expected progress this year. Within this, 33% of children made higher or much higher than expected progress.

### **Next Steps:**

- Continue to embed Big Maths programme throughout school.
- Ensure procedures are in place to support 'catch up' or 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.

Priority 2: Raise attainment in Literacy through the development of Reading & Writing 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; 2.2 Curriculum; 2.3 Learning, Teaching & Assessment

**Progress and Impact:**

- Staff capacity for teaching Literacy has been enhanced through consolidation of 'Tools for Reading' teaching approaches, the introduction of the 'Talk for Writing' programme, and staff development on 'Active Literacy' for reading, phonics and spelling.
- Teachers have reported that pupils are displaying increased confidence and engagement when writing, particularly having the confidence to approach a range of different styles and genres. Discussions and modeling of ambitious texts have allowed less able pupils to access more complex vocabulary and structures. Teachers have also observed a related improvement in Listening and Talking skills.
- Teachers report that the continued focus on Reading skills, the introduction of Active Literacy approaches in some classes e.g. choral reading, dictation and magnetic boards, and the purchase of new infant reading resources has had a positive impact on Reading and Spelling skills as well as children's enthusiasm for Literacy.
- Standardised testing in the form of SNSA for P1, P4 and P7 display strong scores in Reading and Writing (and in Literacy for P1), with the majority of children achieving 'high' levels: In P1, 86% were categorized as 'high' and 14% as 'medium'; In Reading for P4 and P7, 57% were categorized as 'high' and 23% as 'medium'; and in Writing for P4 and P7, 63% were categorized as 'high' and 16% as 'medium'.

**Next Steps:**

- Continue to embed 'Talk for Writing' programme throughout the school.
- Implement 'Active Literacy' approach for Reading, phonics and spelling across all stages in school.
- Continue to support use of moderation and interrogation of data in order to identify pupil progress and areas for additional support, as well as priorities for school development.

### Priority 3: Developing positive attitudes and behaviours and improving emotional health and wellbeing

#### **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:**

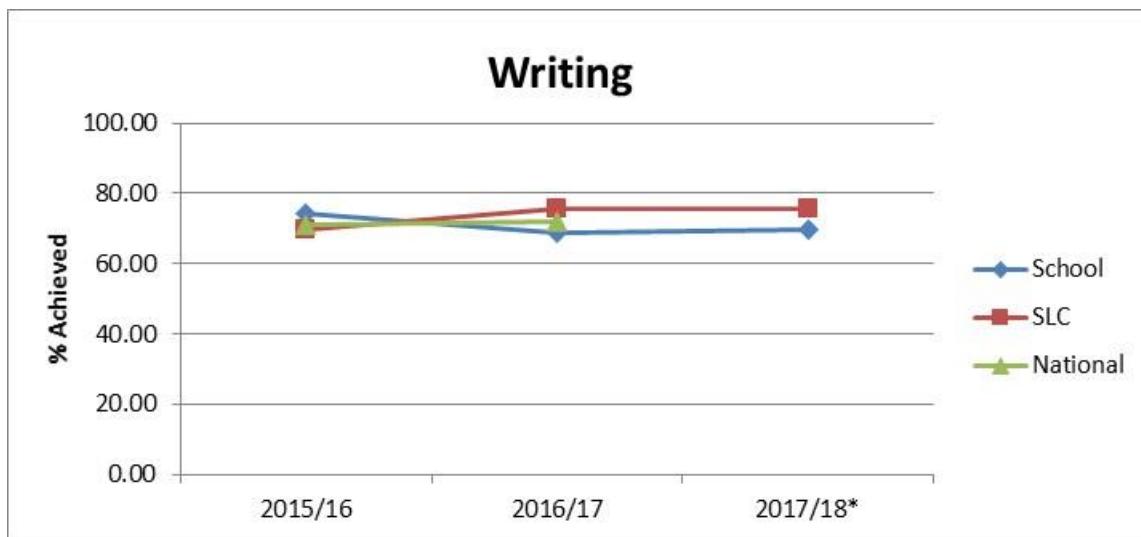
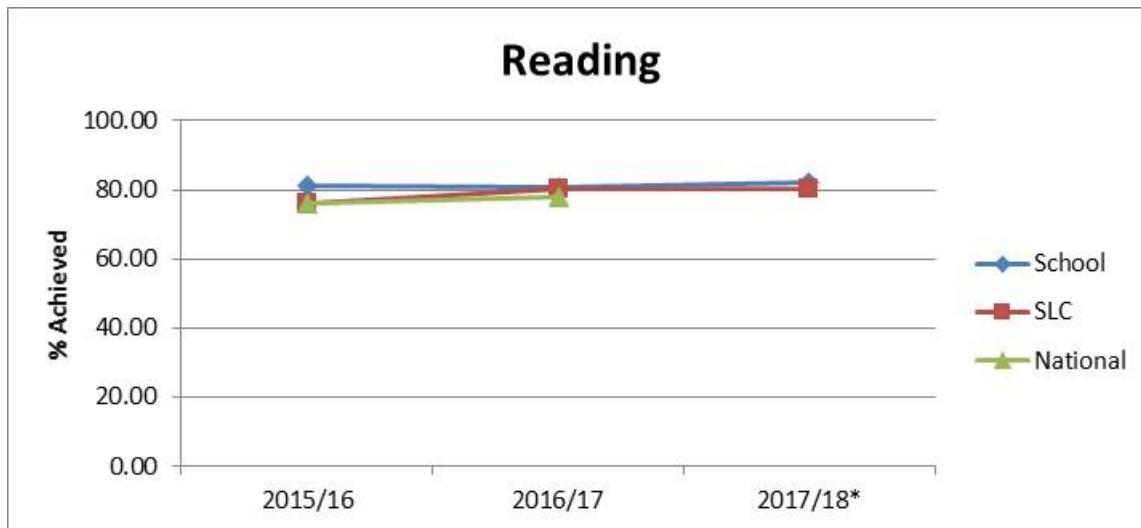
#### **Progress and Impact:**

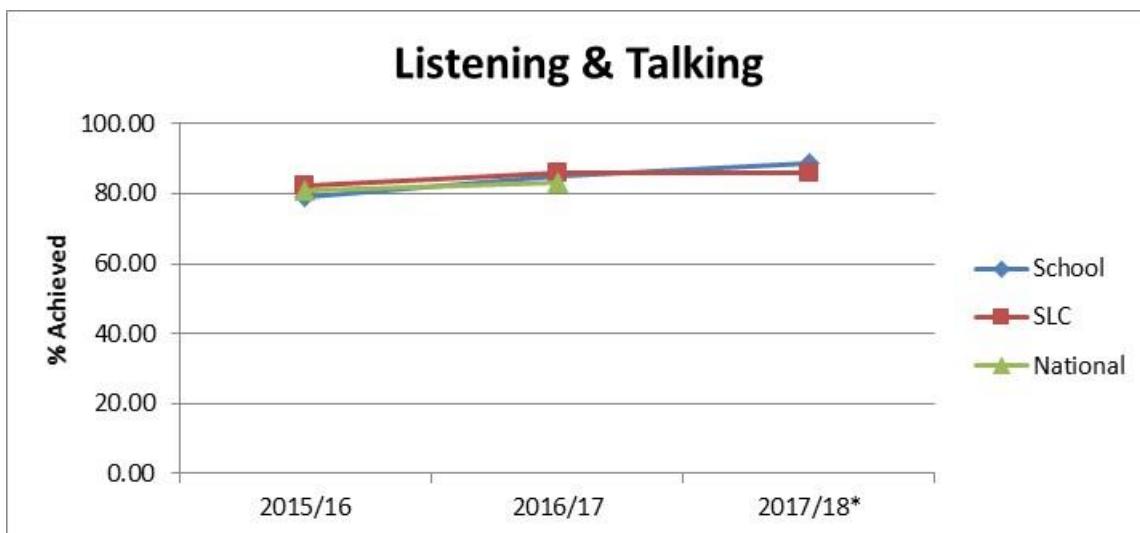
- School Behaviour and Anti-Bullying policies have been updated in line with national guidance.
- Behaviour support plans were put in place for targeted individuals, resulting in increased engagement in learning and reduced exclusion. 1 targeted pupil went from six exclusions to zero.
- The 'Shining Star Space' was developed as a 'safe space' for angry or distressed children, with use of additional CUSTAD sessions for targeted children. Pupil and parent feedback on this has been positive.
- Growth Mindset and Wellbeing Indicators were the focus of assemblies throughout the year, with additional learning opportunities in class.
- HWB planners were updated and staff have begun to develop a bank of resources to support teaching and development of Wellbeing Indicators. Existing HWB resources in school have been audited.
- 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.

#### **Next Steps:**

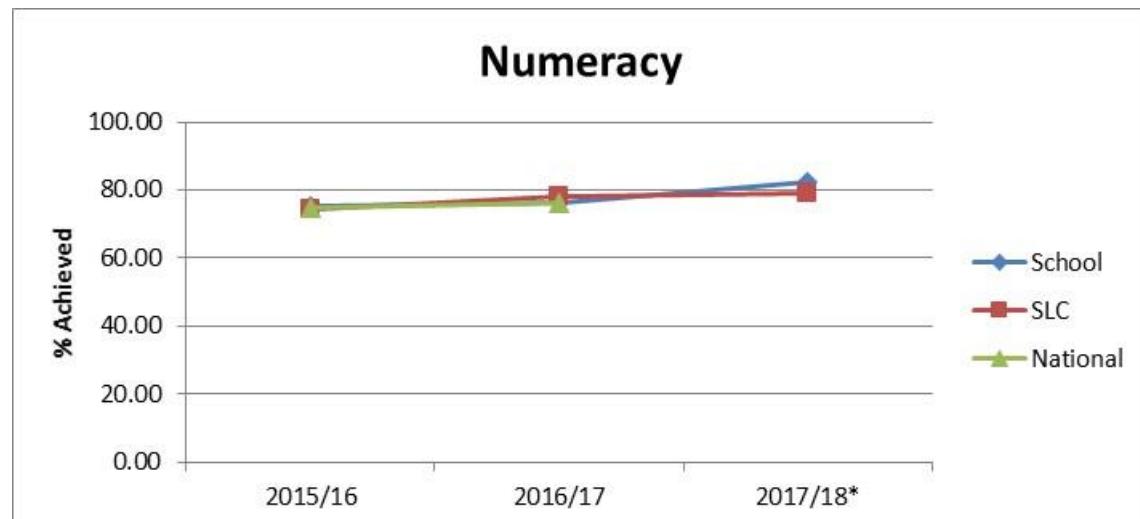
- Implement updated HWB planners
- Continue to add to bank of resources/activity ideas for HWB
- Re-launch pupil HWB Committee
- Introduce 'Rights Based Learning' across school
- Launch Anti-Bullying Policy, in following issue of SLC policy.

## 1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement).





## 1.2 Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement).



## Achieving Excellence: Overall Progress towards National Improvement

### Framework Priorities

### Session 2017-18

Use all available evidence (including data)

#### Literacy:

Progress	satisfactory	good	very good	excellent
		✓		

#### Strengths

- Standardised testing in the form of SNSA for P1, P4 and P7 display strong scores in Reading and Writing (and in Literacy for P1), with the majority of children achieving 'high' levels: In P1, 86% were categorised as 'high' and 14% as 'medium'; In Reading for P4 and P7, 57% were categorised as 'high' and 23% as 'medium'; and in Writing for P4 and P7, 63% were categorized as 'high' and 16% as 'medium'.
- Teachers continue to develop skills, knowledge and resources to support the teaching of Literacy and lead school developments such as the introduction of 'Talk for Writing' and peer support for 'Tools for Reading' strategies. Class visits and focus group discussions with children suggest pupil confidence in applying higher-order reading skills.
- Teachers report increased levels of pupil engagement and confidence in Reading and Writing, with some related improvement in Listening and Talking.

#### 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.
- Continue to 'close the gap' for children affected by deprivation, particularly in middle and senior stages, through targeted support activities, e.g. 5 Minute Box 2
- Develop support for children with Dyslexia, through use of Dyslexia Toolkit.

#### 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.
- The completion of SNSAs for P1, 4 and 7 and the purchase of standardised 'Progress Test in Maths' for all other children has provided rich data on progress and on next steps. 79% of children who completed the GL Progress Test in Maths (P2, 3, 5 and 6) achieved 'Average', 'Above Average' or 'Very High' Scores. For the children with available data over 2 or more years, 33% made 'better than expected' progress in 2017/18.
- Teachers are becoming more confident in accessing, recording, analysing and using assessment

data to support the learning and teaching of numeracy.

- Pupils have had increased opportunities to apply their maths and numeracy learning to new contexts through problem-solving and 'Thinking Question' activities. This will be extended next session.

**Next steps**

- Continue to embed Big Maths programme throughout school.
- Ensure procedures are in place to support 'catch up' or 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.

**Health and Wellbeing**

Progress	satisfactory	good	very good	excellent
		✓		

**Strengths**

- In the 'GL PASS' Wellbeing survey in August 2017, almost all children report high levels of satisfaction with wellbeing, safety and comfort in school. The majority of pupils also report high levels of satisfaction for 'Preparedness for Learning', the degree of challenge offered in lessons and 'Learner Self-worth/Self-regard'.
- There has been an ongoing whole-school focus on Wellbeing Indicators throughout the 2017-18 session. At all stages, many HWB lessons make explicit links to SHANARRI, and the Wellbeing Indicators provide a regular focus for assemblies. Staff, children and families display a good understanding of these Wellbeing Indicators.
- Growth Mindset has been another focus for assemblies and class lessons, especially in older classes.
- We have offered a range of nurturing experiences for targeted children over the session, including CUSTTAD and 'friendship groups'. We have also developed the 'Shining Stars Space' to provide a dedicated area for nurture-type activities. Parents and pupils have given positive feedback about these experiences.
- The school works with a local community partner and parent volunteers to offer the Forest Schools programme to Primary 6 children. Our Primary 5 children benefit from annual swimming lessons and in the 2017-18 we participated in an increased number of sporting events, with particular success in cross-country and track and field competitions.
- We have offered a range of extra-curricular activities to all stages over the year, supported by our close relationship with the Active Schools Team.

**Next steps**

- Finalise and launch updated anti-bullying position statement.
- Develop a programme of nurture activities/opportunities for targeted children
- Continue to build staff confidence in supporting children with Attachment Disorder and ASD.
- Promote positive behaviour through implementation of 'Rights Based Learning' programme/resources.
- Review HWB planning to ensure continued focus on 'Es & Os' and 'Responsibility of all' as well as Wellbeing Indicator.
- Investigate opportunities for expanding children's experiences of Cooking and Outdoor Learning.

**Employability Skills/Positive Destinations**

Progress	satisfactory	good	very good	excellent
	✓			

**Strengths**

- In the 2017/18 we introduced a 'World of Work' week with support from the local community and families.
- 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 established a 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. Teachers are increasingly confident incorporating a range of digital technology into learning experiences e.g. animation or Scratch programming.
- Spanish is embedded across the school and plays a central part in daily class routines and assemblies. French has been introduced to P5 to 7 as a third language. For the last 2 years Primary 6 children have participated in a block of Mandarin lessons.
- All classes complete Enterprise activities, which usually involve making and selling goods, organising whole-school events, such as fundraising for water-Aid or designing learning activities for younger pupils e.g. a Health Day. During 'World of Work Week', P4 to 7 participated in a 'Grow a Pound' challenge. Children get experience of the different roles which make up organisations.

**Next steps**

- 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.

## **Overall quality of our learners' achievements**

### **Highlights of session 2017-18**

#### **Term 1 - August to October**

Across the school, children settled into the challenges of a new school year with enthusiasm and great effort. In assemblies we launched our 'Growth Mindset' approach, with the first messages focusing on "Everyone Can Learn!" and "My Brain is Like a Muscle that Grows!" based on 'The Growth Mindset Coach' book. We also used assemblies to promote the Wellbeing Indicators, starting the year with 'Safe' and then 'Respected'. Our Primary 1 class made good use of the 'Play-based Learning' approach introduced into the class this year. It was easy to see the communication, self-management, creativity and problem-solving skills which were being developed on a daily basis through this approach.

Our session got off to an exciting start with the election of pupils to committees and roles of responsibility. We got new p7 House Captains and Vice-Captains for our four School Houses as well as new members of the Pupil Council, made up from children across the school. Primary 6 re-launched the Credit Union for the session and two P6 pupils were elected as Junior Road Safety Officers.

Our netball and football teams kicked off the new season by entering local tournaments and our P5s started their block of swimming lessons. Further fantastic skills were developed through extra-curricular clubs run by staff, parents and volunteers, including Code Club Programming, Lego Club, Athletics and Multi Sports. The highlight of the term for Primary 7 was the residential trip to Lockerbie Manor in the first full week of the term! The children who went faced up to fears, overcame challenges and tried out lots of new activities.

#### **Term 2 – October to December**

Our Pupil Council's first challenge was organising a Children in Need fundraising day in November, which they felt complemented our Anti-Bully Week nicely. The Pupil Council, helped by members of our PTA, planned, prepared and ran a number of games and stalls. The highlight of the day was the 'Kirkton's Got Talent' show, won by two talented P3 mime artists!

Other special events included a visit from The Dogs Trust, who helped the children understand how to stay safe around unfamiliar dogs, and Banking workshops, run by a parent volunteer who works in Finance. At the beginning of December, P6 entertained and enlightened pupils, staff and parents with a Victorian assembly which showcased their many talents and all the facts they had learned, particularly the difference between our lives today and those of Victorian Children.

Our choir, a.k.a. 'Kirkton Glee Club', who earlier in the year had performed at the annual Carluke Jam and Ham Festival, entertained members of the local community by performing carols and festive songs at Tesco, a local care home and the local church at Christmas. Our P1s also showed off their singing and acting skills with their fantastic performance of 'A Nativity Hoedown'.

#### **Term 3 - January to March**

2018 kicked off with the start of our 'Forest Schools' for groups of P6 pupils, led by two trained parents. Although often rather cold and muddy, they all thoroughly enjoyed themselves and developed outdoor skills and knowledge as well as developing team-working, problem-solving and self-confidence. Despite the wintry weather, a group of P6 and P7 pupils participated in the Clydesdale Cross-Country event in Lanark for the first time. Two P7 boys successfully went through to the authority final, with one winning a silver medal!

At the end of January, we celebrated 'Scottish Week' where children learned about Scotland and its people through songs, poetry, art and ICT. Children then shared some of their learning at a special assembly at the end of the week. One week later and it was P5s turn to perform with their Roman assembly showcase. The audience learned about the life of a centurion and how wealthy Romans and slaves lived. Our P6 children also started a block of weekly Mandarin lessons, learning about the

language and culture from a native speaker from China.

The school also enjoyed its first 'World of Work Week' with fun and informative visits from nurses, police officers, the SSPCA and even a magician!

**Term 4 – April to June**

Two of our senior pupils displayed their considerable skills at the local Public Speaking Showcase at Carlisle High School in May, giving talks on "Communication through the Ages" and on Walt Disney. Both their public speaking skills and their enthusiasm for their subject knowledge were impressive. In addition, a group of P6 and P7 girls from our Glee choir were part of the SLC schools 'Singing Showcase', performing with pupils from across the authority at the Hamilton Town House. In school, it was P3's turn to showcase learning with their spectacular 'Viking Rocks' assembly.

It was a term of great sporting success for pupils in our school. As well as the whole school enjoying another great Sports Day at the local John Cummings Stadium, P5, 6 and 7 pupils took part in the annual schools Triathlon. In another first, P6 and 7 pupils participated in the School Track & Field Competition, with a number going through to the South Lanarkshire finals. Pupils experienced huge success here, including council record-breakers for the P6 girls' long jump and the P7 boys' javelin and 100m sprint. Our full P6 class participated in Bikeability cycling proficiency training, developing valuable skills to use when cycling on roads.

Early in June, we welcomed some VIPs to the school: ex-pupils of the school who had been here over 50 years ago! Pupils entertained the visitors with the story of Kirkton, songs and a performance of 'A dug, a dug'. House Captains and members of the Pupil Council then took our guests on a tour of our modern school building. They all agreed things had changed quite a bit since they were at school! The school was then presented with a photograph in a specially engraved frame to commemorate the occasion.

We ended the 2017-18 session on a high by winning the school entry at Carlisle Gala Day for the second year in a row, with our computer game themed 'Kirkton Game On' entry. The support and enthusiasm of pupils, their families and members of the school Gala Committee were the key to our success. Our school community also shared fond memories with our Primary 7s with their 'I'm a P7, Get me Out of Here!' leavers assembly. It was a lovely opportunity to see how our pupils have grown throughout their time at Kirkton and for them to display the talents and confidence they have developed.

**Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.**

Throughout the year, staff have encouraged children to share their views within their classrooms through class conferences, circle time, discussions and debates, written work and votes. The Pupil Council, elected by their peers, were involved in decision-making and event organising. They gathered opinions and suggestions from every class on matters including behaviour, playground resources and school lunches. Children were also elected to other posts of responsibility: Junior Road Safety Officers, House Captains and Vice Captains and the Health & Wellbeing Committee. Our senior pupils also played a valuable role in the school by being buddies, Playground Activity Leaders and wet-weather monitors. Opportunities to gather feedback from pupils through focus groups have been particularly useful. All children are also members of 'Think Tanks' – groups of about ten P1 to P7 pupils who discuss and complete questionnaires together. We were able to complete 3 sessions this year, gathering views on vision & values, Literacy and school improvement.

Children across the school have attended lunchtime and after-school clubs, including Choir, Code August 2018

Club, Drama and various sports. These events are well attended and are usually so popular we have to hold a ballot for attendance. Almost all children have shown high levels of engagement in their learning and this is encouraged through the use of interesting contexts and approaches, including the use of enterprise, collaborative working, active and play-based learning, outdoor learning and the use of digital technologies. Through behaviour support and targeted nurture activities, children with significant social and emotional difficulties have become much more settled and engaged in learning and school life.

Our programme of INSET days and CAT nights has focused on self-evaluation, staff leadership of change, moderation and professional dialogue. All staff are members of working parties and this has been the basis of the majority of improvement activities over the last two years. 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.

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. The Parent Council have helped engage with parents through the use of questionnaires and this has been supplemented with questionnaires directly from the school. Whilst this information has led to changes and improvements in procedure and practice, we will be working together this coming session to further gather, analyse, act on and communicate parent views. Furthermore, we have excellent attendance at Parents Nights, class showcases and fundraising events.

A particular success this year is the level of parental engagement gained through volunteering for school events, as class helpers and as extra-curricular activity leaders. Opportunities such as Code Club, gardening, Bikeability and Lego Club could not happen without this support.

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. The school tries to be involved in as many community events as possible, such as Gala Day and the Carlisle Jam and Ham Festival, and our first 'World of Work Week' helped create relationships with local businesses, charities and professionals.

Quality Indicator	How are we doing?	How do we know?	School Self-Evaluation
1.1 Self-Evaluation for Self-Improvement	<ul style="list-style-type: none"> <li>We take a collaborative approach to self-evaluation, focusing on the HGIOS 4 Qls</li> <li>We seek the views of parents and pupils and use their feedback to inform our development activities.</li> <li>We can evidence how feedback from stakeholders has led to school improvement e.g. new P1 procedures, infant literacy resources, sports participation.</li> <li>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</li> </ul> <p><b>Areas for Development:</b></p> <ul style="list-style-type: none"> <li>Increase 'ease of use' of tracking and monitoring tool</li> <li>Continue to embed staff self-evaluation as part of School Improvement projects</li> <li>Develop opportunities for staff to evaluate their own practice, e.g. use of professional trios</li> <li>Encourage involvement of support and facilities staff in self-evaluation process.</li> </ul>	<ul style="list-style-type: none"> <li>CAT/INSET planner</li> <li>Staff HGIOS 4 self-evaluation notes</li> <li>Parent Survey responses</li> <li>Pupil 'Think Tank' Group surveys</li> <li>Parent Council minutes</li> <li>Tracking &amp; Monitoring spreadsheet</li> <li>Working Party evaluations</li> <li>Class visits, forward plan monitoring and pupil focus groups</li> </ul>	4 - Good
1.3 Leadership of Change	<ul style="list-style-type: none"> <li>All staff are motivated and committed to school improvement, and have driven change initiatives, e.g. 'Big Maths' and 'Talk for Writing'.</li> <li>Staff are increasingly undertaking Practitioner Based Enquiry, e.g. Play-based Learning.</li> <li>Staff are keen to take on extra responsibilities to support teaching and learning, school improvement and pupil participation e.g. extra-curricular clubs, curriculum networks and facilitating pupil councils/groups.</li> <li>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.</li> <li>We seek feedback from all</li> </ul>	<ul style="list-style-type: none"> <li>CAT/INSET planner</li> <li>Staff PRDs</li> <li>Staff HGIOS 4 self-evaluation notes</li> <li>Parent Survey responses</li> <li>Pupil 'Think Tank' Group surveys</li> <li>Parent Council minutes</li> <li>Tracking &amp; Monitoring spreadsheet</li> <li>Working Party evaluations</li> <li>Class visits, forward plan monitoring and pupil focus groups</li> <li>Feedback from visitors and partner</li> </ul>	5 – Very Good

	<p>stakeholders on priorities for change. We encourage children and parents to take on leadership roles across the school, e.g. committees, councils and clubs.</p> <p><b>Areas for Development:</b></p> <ul style="list-style-type: none"> <li>• Finalise written statement of shared vision, values and aims</li> <li>• Establish further opportunities for practitioner enquiry</li> <li>• Further develop opportunities for stakeholder decision-making and consultation</li> </ul>	<p>agencies</p>	
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> <li>• Children benefit from an attractive learning environment, with digital learning and outdoor learning used well at all stages to promote and extend learning.</li> <li>• Almost all children are highly motivated and benefit from active and engaging learning experiences. Children report high levels of satisfaction for 'Preparedness for Learning', the degree of challenge offered in lessons and learner self-worth/self-regard.</li> <li>• Staff implement new approaches to ensure quality learning and teaching, based on research and current guidelines.</li> <li>• Planning is effective and efficient and helps identify progress and next steps.</li> <li>• Staff are increasingly confident making use of a range of attainment data to track progress.</li> </ul> <p><b>Areas for Development:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop consistency in quality approaches to teaching Literacy through embedding 'Talk for Writing' and implementation of 'Active Literacy'</li> <li>• Review and improve Personal Learning Plans and degree to which children can discuss and take ownership of their own learning.</li> <li>• Continue to improve 'Attainment Tracking' spreadsheet to ensure ease of use and to support decision-making.</li> <li>• Investigate opportunities for expanding children's experiences of</li> </ul>	<ul style="list-style-type: none"> <li>• Staff HGIOS 4 self-evaluation notes</li> <li>• Parent Survey responses</li> <li>• Pupil 'Think Tank' Group surveys</li> <li>• Parent Council minutes</li> <li>• Tracking &amp; Monitoring spreadsheet</li> <li>• Working Party evaluations</li> <li>• Class visits, forward plan monitoring and pupil focus groups</li> <li>• Work sampling</li> <li>• SNSA &amp; Standardised assessment results.</li> <li>• PASS Survey</li> </ul>	4 - Good

	<i>Cooking and Outdoor Learning.</i>		
3.1 Ensuring wellbeing, equity and inclusion	<ul style="list-style-type: none"> <li>Almost all children report high levels of satisfaction with wellbeing, safety and comfort in school.</li> <li>Awareness of Wellbeing Indicators is good and almost all children can discuss at least some of the indicators.</li> <li>Growth Mindset messages have been continually promoted through assemblies, displays and class lessons.</li> <li>Staff are good at identifying children with additional needs and we work well with parents and agencies to identify and implement suitable support. ASPs have been designed to show progress and encourage pupil achievements. There is evidence that interventions put in place have had a positive impact on children's learning and wellbeing.</li> </ul> <p><b>Areas for Development:</b></p> <ul style="list-style-type: none"> <li>Finalise and launch updated anti-bullying position statement.</li> <li>Develop a programme of nurture activities/opportunities for targeted children</li> <li>Continue to build staff confidence in supporting children with Attachment Disorder and ASD.</li> <li>Promote positive behaviour through 'Rights Based Learning' approaches</li> <li>Review HWB planning to ensure continued focus on 'Es &amp; Os' and 'Responsibility of all' as well as Wellbeing Indicators</li> </ul>	<ul style="list-style-type: none"> <li>Staff HGIOS 4 self-evaluation notes</li> <li>Parent Survey responses</li> <li>Pupil 'Think Tank' Group surveys</li> <li>Parent Council minutes</li> <li>Tracking &amp; Monitoring spreadsheet</li> <li>Working Party evaluations</li> <li>Class visits, forward plan monitoring and pupil focus groups</li> <li>Work sampling</li> <li>SNSA &amp; Standardised assessment results.</li> <li>PASS Survey</li> <li>Additional Support Plans</li> <li>Single Agency Assessments</li> <li>Pupil ASN folders</li> </ul>	4 - Good
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> <li>There is evidence of strong practice across the school, which has resulted in good attainment levels for most children.</li> <li>Staff are increasingly confident using assessment data and National Benchmarks to identify progress and next steps.</li> <li>The use of standardised assessments has provided particularly useful information in Numeracy and Reading.</li> <li>We have begun to identify and analyse attainment gaps which may be caused by poverty.</li> <li>All teaching staff are now using the 'Attainment Tracking' spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>Staff HGIOS 4 self-evaluation notes</li> <li>Parent Survey responses</li> <li>Pupil 'Think Tank' Group surveys</li> <li>Parent Council minutes</li> <li>Tracking &amp; Monitoring spreadsheet</li> <li>Working Party evaluations</li> <li>Class visits, forward plan monitoring and pupil focus groups</li> <li>Work sampling</li> <li>SNSA &amp; Standardised</li> </ul>	4 - Good

	<p>with a greater degree of confidence and accuracy. This has provided valuable information to the management team on school performance.</p> <p><b>Areas for Development:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop and embed systems for accurately assessing and tracking progress in learning, making good use of data provided by this.</li> <li>• Provide targeted support to children who display an attainment gap with links to poverty and/or additional support needs.</li> <li>• Ensure that most able children are suitably challenged, whilst continuing to ensure breadth and depth of learning.</li> </ul>	assessment results.	
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## **Overall impact of establishment's actions to improve excellence and equity (PEF)**

**Amount allocated: £24,000 (2017 – 18)**

<b>How are we doing?</b>	<b>How do we know? (Evidence measures of success)</b>	<b>What are we going to do now?</b>
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A comparison of attainment levels completed in June 2018 against the benchmark figures from October 2017 show positive steps in 'closing the gap' in the majority of curricular areas and pupil stages. In several cases, although children did not attain levels expected for their stage, they made good progress in closing the gap by up to a year. In addition, other measures, such as exclusion figures and information gathered from pupils, staff and parents suggest improved behaviour, wellbeing and engagement in learning.

*Examples of impact include:*

- 25% of targeted children moving from 'not achieving' to 'achieving' expected levels in Reading.
- Reduction in exclusions for 1 targeted pupil, with a move from 'not achieving' to 'achieving' expected levels in Listening & Talking and Numeracy, with good progress in Reading and Writing.
- A move towards 'closing the gap' in attainment in all 4 core curricular areas in P1, P3 and P4. In P2 the gap is closing in Reading and Writing; in P5 the gap is closing in Writing and Listening & Talking; In P6 the gap is closing in Listening & Talking and in P7, the gap is closing in Reading, Writing and Listening & Talking.

*Evidence of impact was gathered from:*

- Teacher professional judgement
- Staff observation & feedback

- SNSA & GL standardised assessments
- 5 Minute Box progress records.
- Exclusion figures

Moving forward, there should be ongoing focus on targeted literacy and numeracy support, particularly through the '5 minute box' programme. Additional support should be targeted at senior level, particularly the 2018/19 Primary 7 class. Programmes such as Catch up Literacy/Numeracy could be beneficial for this. The bulk of the 2018/19 allocation (£21,600) will be spent on staff resourcing to enable the above.

## **Overall evaluation of establishment's capacity for continuous improvement**

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. Despite these changes, there is a strong sense of teamwork and collegial support, something which is commented on by members of the school community and many of our visitors.

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. A key theme is making good use of data to identify strengths and development priorities and to understand the impact of improvement activities, staff professional development, and learning and teaching programmes, resources and approaches. Staff are increasingly confident using such data, and this will continue to be developed in 2018/19.

We have established 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. 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.

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.

Signed: 

Date: 31.8.18