

Woodhead Primary School

**Standards and Quality Report
2018-19**



Education Resources



School Context

Woodhead Primary is a non-denominational co-educational school situated to the south of Hamilton. The school serves a catchment area comprising private and local authority housing and covers Woodhead, Meikle Earnock, Torhead Farm, Avon Grove and part of Fairhill.

The school currently has a roll of 351 pupils across 13 classes. Our free school meal entitlement is 18.7%, which is above the authority and national average. 27.3% of our pupils are entitled to a Clothing Grant, which is also above the authority average.

Our pupils live in the following deciles of the Scottish Index of Multiple Deprivation (SIMD)

Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
11.5%	10.1%	23.9%	1.1%	16.4%	0.0%	1.7%	30.5%	0.9%	4.0%

As part of our work to address the 'Scottish Attainment Challenge', we have developed a PEF contextual analysis. This is available in the school's 'PEF Report' which is available as a separate document.

Our senior leadership team comprises of a Head Teacher, 2 Depute Head Teachers and 1 Principal Teacher.

The staff is made up of 14 FTE teachers and one Scottish Attainment Challenge Lead Teacher. There is also a School Support Team Leader, 8 School Support Assistants, both full-time and part-time and 1 Pupil Equity Fund School Support Assistant.

Our staff also includes a janitor, a Cook-in-Charge, catering assistants and cleaners.

Woodhead Primary Nursery Class is planned to open in August 2019 and will operate on the 1140 hours model of early learning and childcare with a capacity for 48 FTE places. The proposed staffing structure is 1 FTE Teacher, 1 Early Years Team Leader and 6 Early Years Workers.



Vision, Values and Aims

This year, we introduced a 'Core Purpose' statement selected by pupils:



Through consultation with the Parent Council, staff and pupils, we have reviewed our school values and developed a shared vision which is represented through twelve aspirations we have for all learners and their families



Woodhead Primary School is part of the Calderside Learning Community. We have well established links with cluster and local schools. We are involved in transition events and activities for our feeder secondary school and aim to support all pupils in their transition to secondary education.



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We receive children into P1 from as many as nineteen different nurseries and have transition links with them all. This year, we are involved with a number of local primary schools to offer a shared 'Looking Excitedly Ahead to Primary School' (LEAPS) transition event.

Woodhead is also part of a School Improvement Attainment Family with Woodside Primary, Machanhill Primary and Bankhead Primary due to the similar demographics of these schools. The focus of the Attainment Family this year is to share methodology for the tracking and analysing of pupil attainment data.



Review of SIP progress session 2018/19

Priority 1 Improve attainment in Literacy: continue to improve attainment in Reading and Writing through implementation of Active Literacy NLC.

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;

National Improvement Framework Key Drivers

- Assessment of children’s progress
- School improvement
- Performance information

HGIOS 4 QI

- 1.1 Self Evaluation for self-improvement
- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 3.2 Raising attainment and achievement/Securing children’s progress

Progress and Impact

We continue to work with SLC as a Phase 2 school for the roll out of Active Literacy NLC. Our particular focus this year has been on the improvement of attainment in Reading and Writing through improvements in pedagogy of Learning and Teaching approaches.

Through the use of the NLC monitoring summary document and moderation activities, teaching staff have identified their progress in the implementation of phonics, spelling, reading and writing. We have audited our reading resources and purchased all of the P3-7 Novels from the NLC Reading list. We have begun to expand our range of P1-3 Banded Texts to allow pupils to experience a range of different genres and authors.

All staff have undertaken training in the NLC approach to Genre Writing during in-service. This served as an ‘overview’ to familiarise teachers with the outline of the NLC Writing Programme and will be expanded upon in 2019/20. Reading and Spelling at P1-3 and P4-5 drop-in twilight courses have also been offered to staff in partnership with SLC. The interactive nature of these twilights allowed staff to explore key questions relevant to their learning needs in the implantation of the programme. Two members of teaching staff and two School Support Assistants have been trained in the use of ‘Catch-up Literacy’. This approach is now being used as an intervention for identified pupils.

Evidence from SLT Quality Assurance of forward plans, and through classroom visits shows that all classes are now using active phonics/spelling and reading approaches. Staff use a range of assessments to inform professional judgements around pupil progress and this is discussed and tracked with SLT at three points in the year. Any potential barriers to progress are discussed during these dialogue sessions and next steps are identified through the staged intervention model or via PEF Interventions. While there is a more consistent approach to the teaching/learning of Active Literacy, there is scope for greater challenge for more able learners at all stages of the school.



Across the school, all teachers are using the NLC Active Literacy Planners to ensure a consistent and progressive approach to planning. Through self-evaluation, we identify a need to further examine the appropriateness of this approach to planning and will explore other approaches to the planning of core literacy lessons.

Almost all staff make use of the Benchmarks for Literacy when making professional judgements around pupil achievement of a level. This is helping to provide a shared understanding of the progression of learning between levels. Our next steps are to roll this out beyond Literacy into IDL planning where literacy is a method for assessing progress in other areas of the curriculum.

At Learning Community Level, we have undertaken training in the Moderation Cycle and focussed our work on the bundling of Experience and Outcomes (including a Reading Outcome where appropriate). Staff gathered evidence for one learner's progress and used this as a basis for moderation with colleagues from Glenlee Primary School. There are plans to develop this further in session 2019/20 with a focus on assessment of Genre Writing.

Next Steps

- To further implement of NLC Active Literacy with a focus on developing our approaches to assessment, learning and teaching of Genre Writing.
- To continue to develop consistent approaches to the planning of Active Literacy and to evaluate the effectiveness of the NLC Active Literacy Planning documents.
- To build on the model of moderation at cluster level, with a focus on standards in writing.
- To develop 'Pupil Voice' in Active Literacy by developing focus groups of pupils to engage in "Learning Conversations"
- Continue to develop literacy interventions for identified children to overcome any poverty related barriers and help close the attainment gap, particularly in Writing.



Priority 2 Improve pupil health and wellbeing by developing programmes of Family Learning and community engagement and play-based early learning approaches.

National Improvement Framework Key Priorities

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

National Improvement Framework Key Drivers

- Parental engagement
- School improvement
- Performance information

HGIOS 4 QI

- 1.3 Leadership of change
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.7 Partnership
- 3.1 Ensuring wellbeing, equality and inclusion

Progress and Impact:

Through consultation with pupils, staff and the Parent Council, the Core Values underpinning the ethos of the school were evaluated. All stakeholders felt the existing values were still relevant and appropriate. Our Shared Vision was outlined and agreed by all stakeholders and parents were issued with a Shared Vision postcard during Parent Consultations in May 2019. This Shared Vision consists of twelve aspirations we have for all learners and their families and will underpin all school improvements herein.

Following feedback from parents, staff and pupils, our approaches to Promoting Positive Relationships has been under review this year. It has been agreed that our Core Values should be upheld as the basis for all relationships at Woodhead. Proposed changes to our procedures for recognising pupils who go ‘above and beyond’ in their application, based on the ‘Pivotal Education’ approach from educational researcher Paul Dix, are planned to be implemented from August 2019. This will ensure a visible, fair and consistent approach to motivating pupil engagement.

We continue to develop our approaches to self-evaluation to ensure that all stakeholders are represented in the collection of evidence. Throughout the year, all staff are involved in self-evaluation activities using ‘How Good is Our School? 4’ (HGIOS4). Parents/Carers have opportunities throughout the year to provide feedback when they attend special events. Through the use of an online questionnaire, those parents who attend Parent Consultations in May have an opportunity to reflect on the progress of the school and are consulted on the use of Pupil Equity Funding. In May 2018, pupil views were gathered using ‘How Good is OUR School?’ (HGIOURS). In August to December 2019, the Head Teacher worked with each class from Primary 5 to Primary 7 to discuss the pupil version of the School improvement Plan. All of this information is collated to inform decision making around School Improvement Planning. The Pupil Leadership team (Captains and Pupil Council Reps) meet regularly to plan pupil-led improvements to the school. This year they have introduced non-uniform days and have led decision making around the



planned school playground improvements and motivational quotes to be displayed in the new school extension. Senior pupils have an opportunity to lead through programmes such as Reading Buddies, Big Buddies and Monitors.

The range of extra-curricular activities has been expanded this year. We have widened the variety and target age-range and, where possible, sought opportunities to involve families in extra-curricular learning. This year, we have offered multi-sports clubs, cross country, athletics, football, netball, Scripture Union, science, choir and Sportsworx. Through the use of PEF, we ran two blocks of targetted Homework and Breakfast clubs and encouraged parents/carers to attend these with their children. We have also offered RM Easimaths club to targetted individuals to increase attainment in maths.

We have increased our opportunities for Family Learning this year. All classes planned and delivered 'Learning Showcases' where parents/carers were invited to participate in samples of learning experiences linked to an aspect of IDL along with their children. Feedback from this was very positive and we plan to offer this again in 2019/20. Parents/Carers were also invited to participate in Shared Target setting in October 2019 during an open day. All children set targets in class which they shared with their parents and discussed how they could achieve these targets in school and at home. We offered further opportunities for family learning through 'Book Bug', P1 Stay and Chat about sessions and Twitter Challenges linked to our focus weeks. We plan to offer further opportunities for family learning next year.

Our School Chaplain has become further involved in the work of the school and has participated in several assemblies this term. Pupils in P5 and P6 have attended extra-curricular events at the local church. We aim to expand the work of the School Chaplain through links to the Parent Council.

We have promoted positive destinations and Skills for Learning, Life and Work' through focus weeks on Literacy, Maths, Health and Wellbeing and STEM. Through a range of class-based lessons and whole school experiences, these contexts encouraged children to make connections in their learning to real life applications. Next year, we plan to run these again with a focus on the 'World of Work'.

In a year long 'Test of Change' Primary 1 teachers have been delivering a Play Based approach to literacy and numeracy. Open ended resources are provided which allow children to explore taught concepts in a pupil-initiated way. Staff have attended training on 'Play Based' pedagogy and been able to evaluate the approach looking outward to the practice of other SLC establishments. Analysis of P1 attainment shows an increase in the percentage of children achieving the early level or beyond at P1 compared to 2017/18. It is intended to continue with this approach in 2019/20 and expand it to the entire early level with the opening of the nursery class.

Next Steps:

- Continue to develop our approaches to Promoting Positive Relationships by full rolling out new approaches based on 'Pivotal Education' model.
- Expand our programme of extra-curricular learning activities to include content that promotes family learning at home and outwith school.
- Review and update our anti-bullying approaches through the adoption of SLC "Treat Me Well" and National 'respectme' guidelines.



- Continue to build upon our successful 'Play Based' approach to P1 and expand this into an 'Early Level' play based pedagogy with the opening of Woodhead Nursery Class.
- Continue to develop Health and Wellbeing approaches and interventions for identified children to overcome any poverty related barriers and help close the attainment gap.



Priority 3 Continue to close any attainment gap by identifying targetted intervention to pupils focussed on literacy, numeracy and health & 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;

National Improvement Framework Key Drivers

- Assessment of children’s progress
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- Performance information

HGIOS 4 QI

- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children’s progress

Progress and Impact:

This year, we have allocated Pupil Equity Funds to the creation of a ‘Scottish Attainment Challenge Lead Teacher’ role. The SAC Lead Teacher has led the analysis of attainment data, with a particular focus on children who reside in Decile 1 and 2 and/or are entitled to free school meals.

Along with a team of four part-time PEF Teachers and 1 PEF School Support Assistant, children who were identified as experiencing a ‘poverty related’ barrier to learning have been provided with specific, targetted interventions. Analysis of the gap between those on track in Decile 1-2+FME against those on track in Decile 3-10 has also allowed for whole school strategic decisions to be made.

This year, we have offered a wide range of interventions including Five-Minute Box, Catch-up Numeracy, Paired Reading, Clicker 7, Toe by Toe, Funky Phonics, Talk for Writing and Emotion Works.

We have developed a ‘Nurturing Start’ programme for identified pupils which has supported them to be ready to learn at the beginning of the school day. We have further developed our support for individuals who require a quiet, nurturing space to work through the creation of two ‘Nurture Nooks’. Staff have participated in training focussed on Emotional Wellbeing and Resilience and we are well placed to roll out the next steps in this work – embedding the 6 Principles of Nurture into the school ethos and routines.

The need and appropriate interventions are identified through teacher professional, summative and formative assessments. The SAC Teacher has developed a robust system for tracking pupil individual progress to ensure that the impact of interventions is evaluated. For some pupils, interventions have resulted on them being ‘on track’ and they no longer require input beyond the classroom. For other pupils, interventions which are not having an impact have been stopped or modified.



The SAC Lead Teacher meets regularly with teachers to discuss the impact of the targeted interventions which has further informed their professional judgements around progress.

Next Steps:

- Continue to track and monitor pupil attainment through analysis of attainment data and professional judgements and offer targeted support to close the poverty related gap.
- Develop our systems to evidencing pupil progress through the use of baseline assessments for maths and literacy.
- Expand the tracking of pupil progress to include Health and Wellbeing and Pupil Engagement.
- Develop our approach to Nurture through the use of 'The 6 Principles of Nurture' and by engaging in a whole school audit using 'How Nurturing is Our School?'



Interventions and progress towards closing the poverty-related attainment gap 2018-19.

Intervention 1: Raising Attainment in Literacy

Details of Planned Interventions for 2018/19:

- SAC teacher/ PEF teachers will work with groups of identified children across the school, in partnership with class teacher, to provide specific support for children within targeted group who are not achieving expected Literacy levels. There will be a focus of targeting Reading in P2, P3 and P6 to close the attainment gap.
- Literacy support for targeted children through the 5 Minute Box delivered by PEF teachers/ PEF support assistant.
- Some teaching and support staff will undertake additional hours to run a family Homework Club for targeted children. This will offer advice and guidance to parents and provide additional teaching in Literacy to help raise attainment.
- Three additional members of staff will be trained in Catch Up Literacy. Following training, 1 child from P4, 4 children in P6 and 2 children in P7 will receive targeted Literacy support.
- P7 children to be trained as Literacy Reading Buddies to engage targeted children in P1-3 with Reading.
- Whole Staff training in North Lanarkshire approach to Writing
- Additional Literacy re-refresh training offered to staff in Active Literacy (for Spelling and Reading)
- Two members of staff will be trained in Pie Corbett's, Talk for Writing. Following this, the SAC teacher will target gaps in Writing at P1, P2 and P3. Writing focus groups have already been formed to target attainment in P6 Writing. Clicker 7 to be trialed to support this.
- SAC teacher and some class teachers will run Parent Workshops to offer guidance and advice in supporting their child's Literacy at home.

Impact from Intervention

- Three additional members of staff trained in Catch Up Literacy.
- RWRA results show that all targeted children with this intervention in P2 have improved by at least 8%. Class teachers are building on this intervention by targeting support in class.
- Active Literacy assessments show that all targeted children with this intervention in P2 have improved by at least 7%. Class teachers are building on this intervention by targeting support in class.
- 3 of the targeted children in P3 have been successful with their Reading intervention and have now progressed onto the next phase of their supported Reading programme.
- Additional PEF support teachers delivered a 12-week intervention using the 5 Minute Box in Literacy targeting children in P3 and P6. In P3 there was an average increase of 20% in reading and 26% in spelling. In P6 there was an average increase of 12% in Reading and 9% in Spelling. Class teachers observed an improvement and continue to encourage the application of this



into daily Reading and Writing. Targeted children will now progress/ continue with the second phase of this intervention.

- Talk for Writing training attended by two members of staff. SAC teacher to form writing groups in January and target P1, P2 and P3 attainment in Writing.
- P6 Writing Focus Groups to start using Clicker 7 programme to aid writing in January.
- P7 children engage with targeted P1-3 children for paired reading x3 weekly sessions.
- 100% of P1-3 parents that attended felt the Parent Workshop session was positive and helpful for supporting their child's learning at home.
- Additional PEF support teacher delivered a 12-week intervention using the 5 Minute Box in Numeracy, targeting children in P3. 81% of targeted children demonstrated success and accuracy in the concept of numbers to 100. A new programme of Place Value and Number Bonds using Numicon, will now take place, also targeting further children not on track in P3.
- SAC teacher targeted children in P6 to improve their mental agility and understanding of Number and Number Processes in the concept of Multiplication. Collated assessments show the group achieved an accuracy of 85%.
- In P2, following the Early Level Teejay diagnostic assessment, all targeted children improved by at least 5%.

Catch-Up Literacy

- 4 children started Catch Up Literacy in January. 1 child moved schools and the intervention was not suitable for 2 other children. 3 of the 4 children increased their reading age by a minimum of 4 months. 1 child increased their reading age by 2 years 4 months.

Literacy Attainment: P1, P2, P3, P6

- P1 Writing: Gap reduced by 21%
 - P2 Writing: Gap stayed the same
 - P3 Writing: Gap reduced by 1%
 - P6 Writing: Gap reduced by 15%
 - P2 Reading: Gap reduced by 7%
 - P3 Reading: Gap reduced by 5%
 - P6 Reading: Gap reduced by 13%
- Overall, in P1-3 the attainment gap in Writing has stayed the same at 2 and reduced in P1 and P3. Talk for Writing focus groups at these stages have benefited from this intervention and enabled children to significantly develop their writing skills. Talk for Writing resources have been bought using the Pupil Equity Fund and these will be introduced to the Infant department next session.
 - In Primary 6, the introduction of Clicker 7 as an intervention has supported and developed pupils' Writing. A set of iPads have recently been purchased



using the Pupil Equity Fund and the Clicker 7 App will be installed to promote the use of Clicker 7 within the context of the classroom next session.

Intervention 2: Raising Attainment in Numeracy

Details of Planned Interventions for 2018/19:

- SAC teacher/ PEF teachers will work with groups of identified children across the school, in partnership with class teacher, to provide specific support for children within targeted group who are not achieving expected Numeracy levels. There will be a focus of targeting Mental Agility and Number and Number Processes in P2, P3 and P6 to close the attainment gap.
- Some teaching and support staff will undertake additional hours to run a family Homework Club for targeted children. This will offer advice and guidance to parents and provide additional teaching in Numeracy to help raise attainment.
- SAC teacher and some class teachers will run Parent Workshops for to offer guidance and advice in supporting their child's Numeracy at home.
- Two members of teaching staff will run a weekly lunchtime club for targeted children in conjunction with ICT to track progress and attainment in Numeracy through RM Easimaths.

Impact from Intervention

- Additional PEF support teacher delivered a 12-week intervention using the 5 Minute Box in Numeracy, targeting children in P3. 81% of targeted children demonstrated success and accuracy in the concept of numbers to 100.
- SAC teacher targeted children in P6 to improve their mental agility and understanding of Number and Number Processes in the concept of Multiplication. Collated assessments show the group achieved an accuracy of 85%.
- In P2, following the Early Level TeeJay diagnostic assessment, all targeted children improved by at least 5%.

Numeracy Attainment: P2, P3, P6

- P2 Numeracy: Gap reduced by 12%
- P3 Numeracy: Gap reduced by 10%
- P6 Numeracy: Gap reduced by 2%
- Overall, the attainment gap in Numeracy for these targeted stages is closing.



ICT RM Easimaths Lunchtime Club

- 31 children targeted within P4-7 who chose to use their own time to attend the ICT RM Easimaths Lunchtime Club, with an average attendance of 50%. The overall pupil attendance was affected by various factors including; sporting events, pupil monitoring responsibilities and general absence.
- The teaching staff responsible for tracking progress and attainment through RM Easimaths, ensured that 'problem areas' identified during club sessions were reported to the SAC teacher who could then target these areas during PEF sessions.
- Overall class teachers commented that the lunchtime session helped to achieve the recommended 3 weekly sessions.

Intervention 3: Developing Emotional Health and Wellbeing

Details of Planned Interventions for 2018/19:

- Two members of staff will attend Emotion Works training and offer a supportive role to others in the school.
- Emotion Works training to be delivered to all SMT/ Support staff and some teachers (those able to attend).
- All staff to receive Emotion Works resources/ log in cards. Make available the opportunity to use the questionnaire to plan interventions within each class and target the wellbeing of specific children.
- The SAC teacher and PEF support assistant will lead a nurturing soft start/ soft exit for emotional wellbeing support for targeted children.
- Introduce the Leuven Scale to the PEF support team. Use this to track pupil engagement during Reading, Writing & Numeracy Sessions. Data to be gathered and compared with SIMD 3-10 pupils when introduced to whole school at a later date.
- A PEF breakfast club will run for targeted children to improve late coming/ attendance.
- A PEF homework club will run for targeted children.
- In conjunction with the Active School's Coordinator, targeted children will attend at least one extra-curricular activity; before/ during/ after school.
- Targeted families to participate in at least one family learning session/ activity per year.

Impact from Intervention

- Emotions Works training delivered. Staff issued with supplementary resources/ log in cards for access to website. Some staff identified children to target for emotional support. To date 6 children are receiving targeted support delivered by the PEF support assistant during the soft start morning



club or during emotion works 1-1 or group sessions. HWB questionnaires were also completed for these identified children.

Engagement:

Leuven Scale

- The PEF team observed that almost all pupils demonstrated high to extremely high levels of engagement during interventions. A very small number of PEF/ ASN children demonstrated moderate levels of engagement. A decision will now be made about whether to introduce this to the whole school next year as a method for comparison of data.

Participation:

- 109 PEF children targeted to attend at least one extra-curricular activity before/ during or after school, (75%) 82 children attended.
- Positive response using @twitter challenges to engage parents/ carers in family learning during Literacy, Numeracy, STEM and HWB focus weeks.

Targeted Before/ After School Clubs:

- Average attendance of 88% for block 2 of Breakfast Club.
- P1-3 Homework Club had an average attendance of 96%.
- P4-7 Homework Club had an average attendance of 75%.
- Class teachers commented on the noticeable improvement in pupil homework completed during this time. Parents were also very supportive of both initiatives during discussions at Parent Consultations. Our school has been selected to trial a 'Breakfast Club' for all next session. We would also endeavour to continue running the targeted Homework Club again.
- The Homework Club had an average attendance rate of 86% with 83% of targeted children commenting it was helpful and wished to return. 2 targeted parents attended the sessions with their child.

Adapted from 'Woodhead Primary School Pupil Equity Fund Planning and Reporting 2018-2019'



The National Context for Education

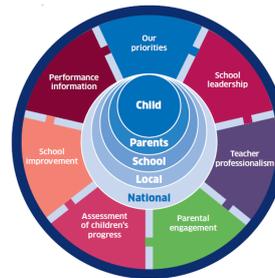
The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Key drivers of improvement have also been identified, these are:

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



South Lanarkshire Council's overall vision is to "improve the quality of life of everyone in South Lanarkshire Council."

Education Resources' key purpose is to:

"Raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities"

The priorities relating to this are:

- Deliver high-quality early learning and childcare to give our children the best educational start
- Raise standards in literacy, numeracy and close the poverty-related attainment gap.
- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion and equality are at the heart of what we do.

Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP.)



Assessment of children’s progress throughout the Broad General Education (to end of S3)

As one of the drivers, our school, alongside all schools in Scotland, has been required to report on Curriculum for Excellence levels for literacy and numeracy achieved by all children at the end of stages P1, P4, P7 and S3. This data is submitted to South Lanarkshire Council in June each year and collected subsequently by the Scottish Government. This data is based on teacher judgement, informed by a wide range of assessment evidence including standardised testing where appropriate. As from session 2016/17 all schools in Scotland will be required to participate in the new Scotland National Standardised Assessment (SNSA) project. This will further help inform teacher judgement of levels.

The following table shows benchmarks for children achieving Curriculum for Excellence Levels.

Level	Stage covering 3 years approx.
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people’s programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and abilities. Many children not attaining National Levels will have an Additional Support Plan (ASP) and may be making good progress but against different milestones e.g. individual targets. Learning progress is not about how fast children move through the levels but about ‘how much’ and ‘how well’ children learn, having depth and breadth of experiences at each level.

Assessment of these levels is based on a wide variety of evidence and ways of measuring progress such as assessment of projects, general class work, observations and peer assessment. Where possible, children and young people are encouraged to be directly involved in the assessment process.

Schools and teachers work with others to set shared standards for assessing progress. These standards are based on National “benchmarks” for each area of the

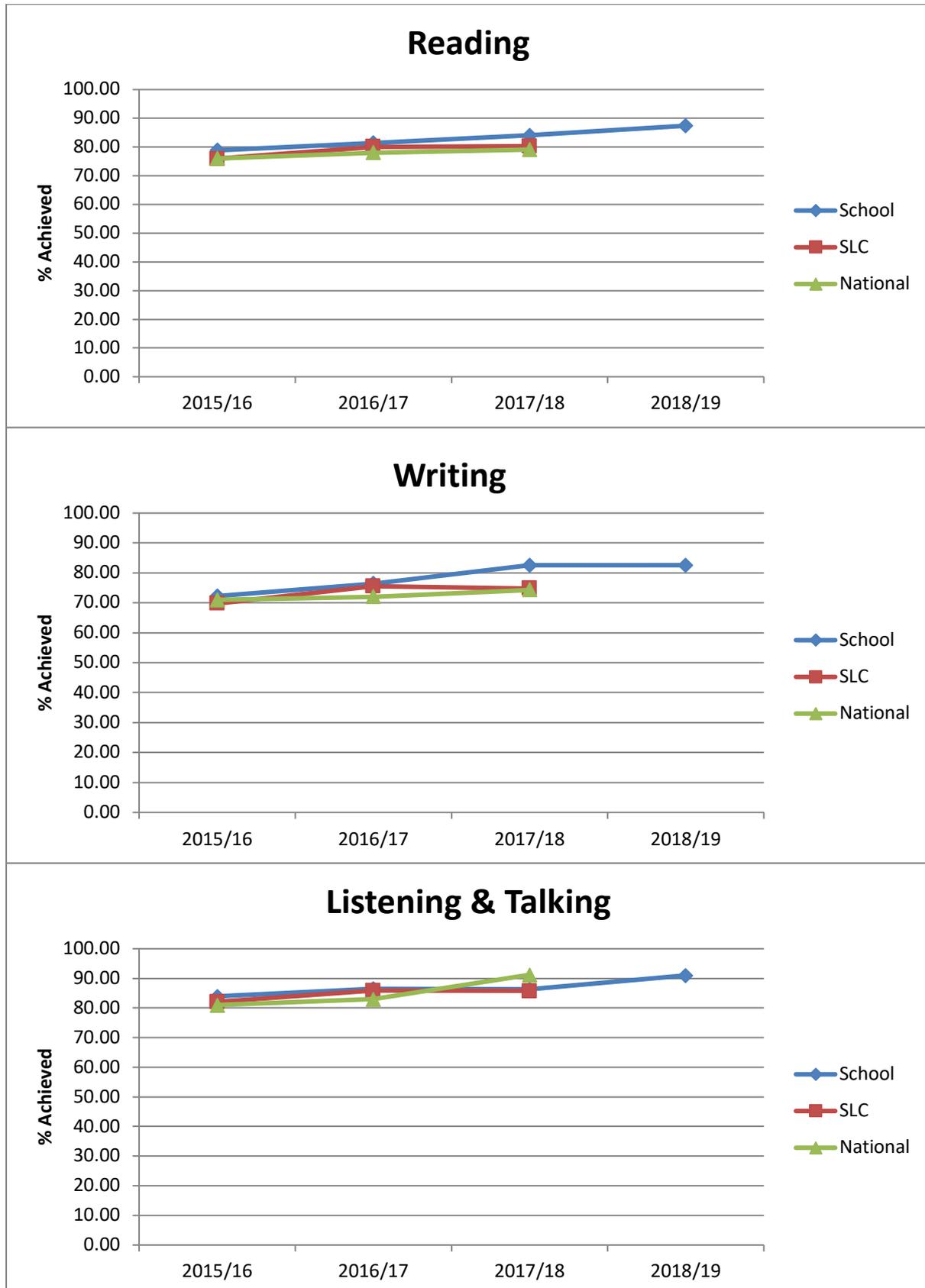


curriculum. This process is called moderation and it ensures that schools have similar expectations.

What follows is our school's data about achievement of these levels for session 15/16 through to session 18/19 which represents a three-year trend. *(Please note that SLC and National Levels for 2018/19 were unavailable at the time of writing)*

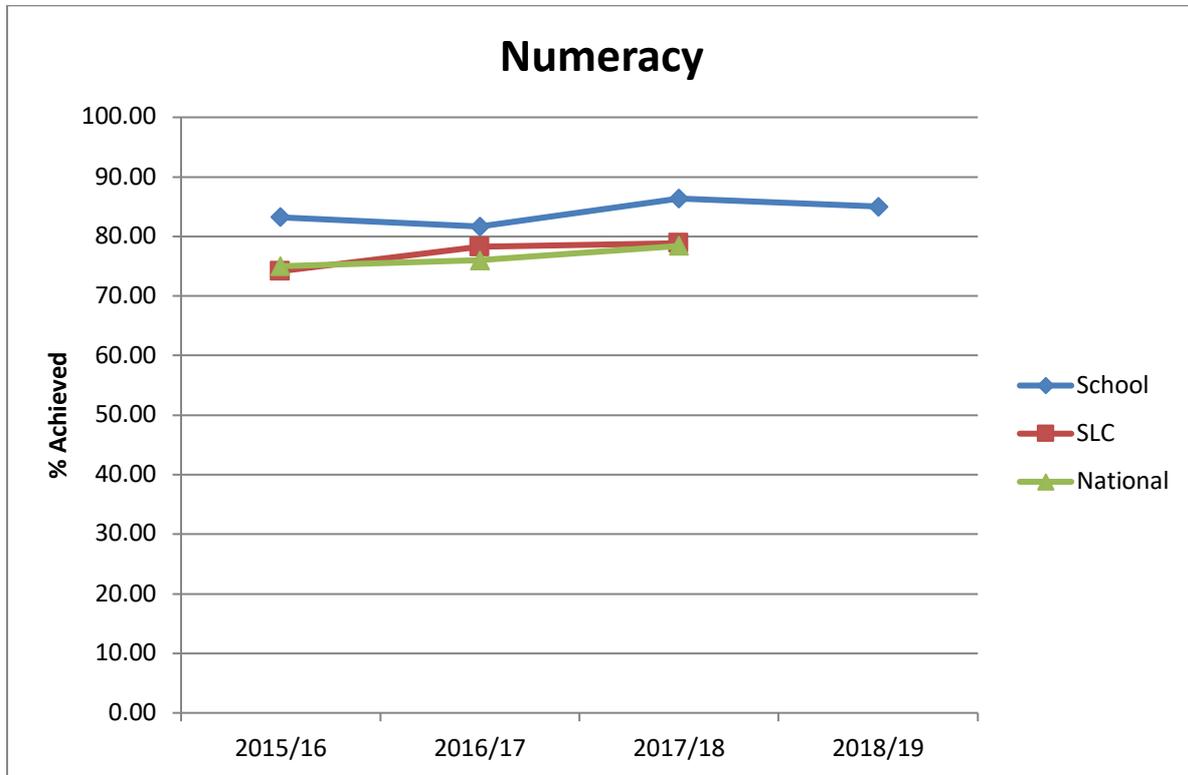


1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17, 2017/18 and 2018/19 (teacher judgement – confirmed levels – 3 year trend).



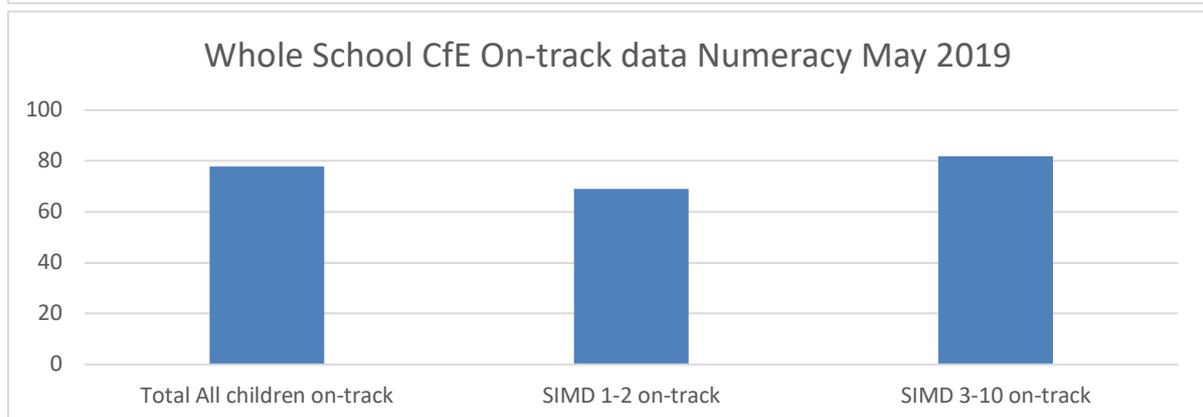
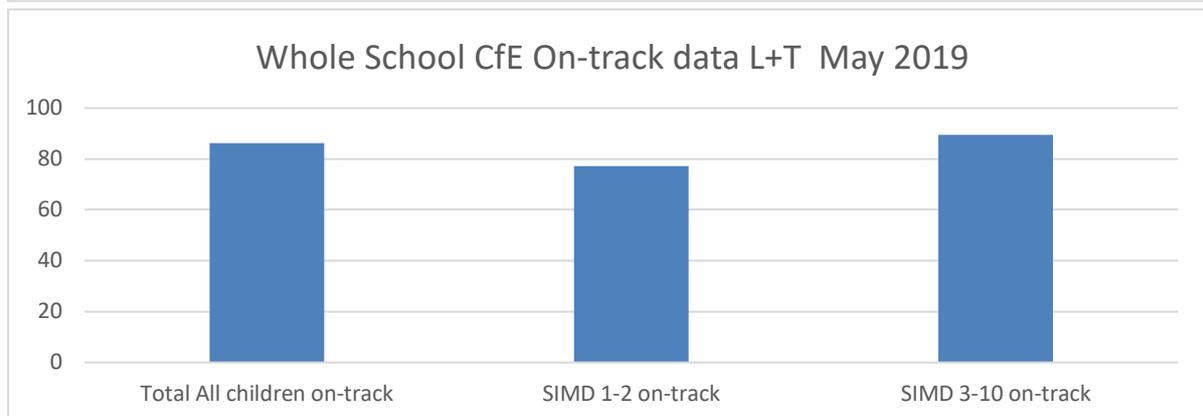
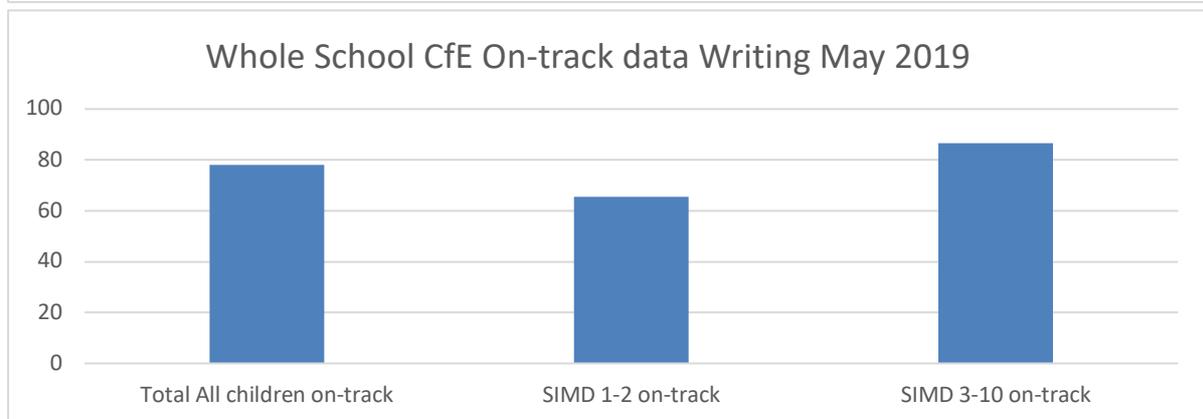
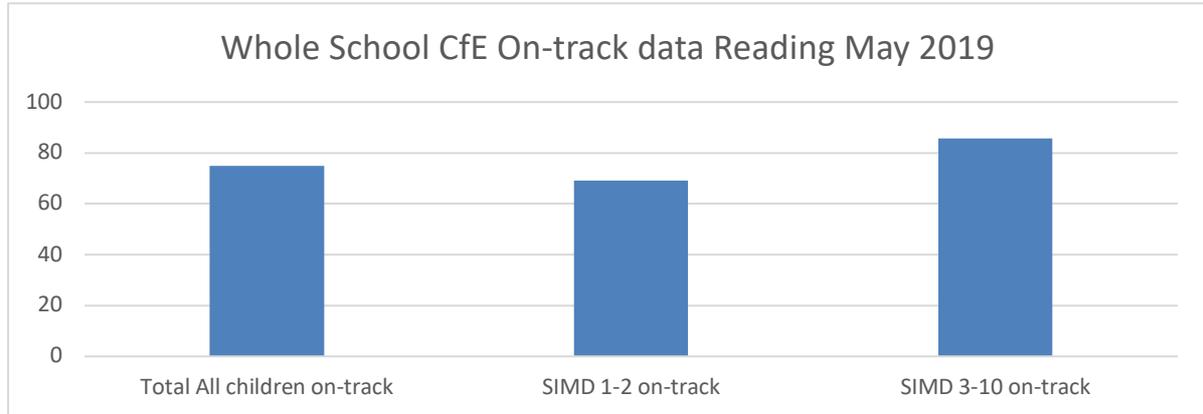


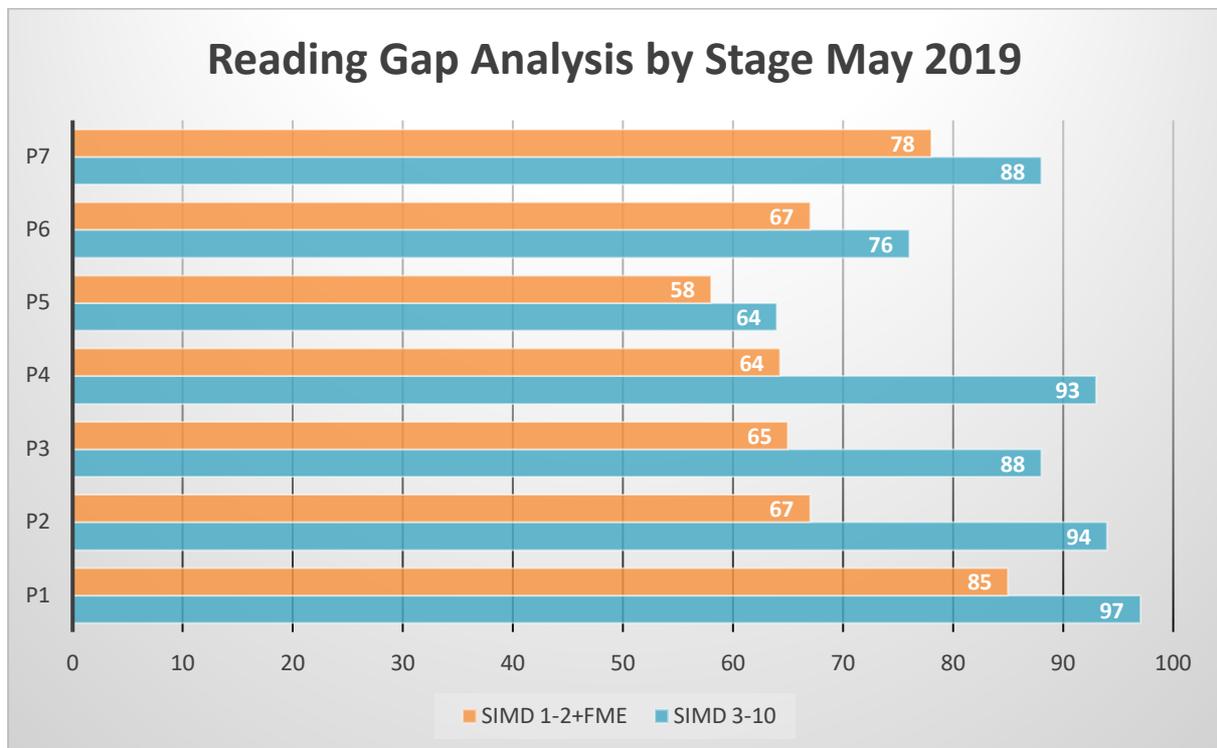
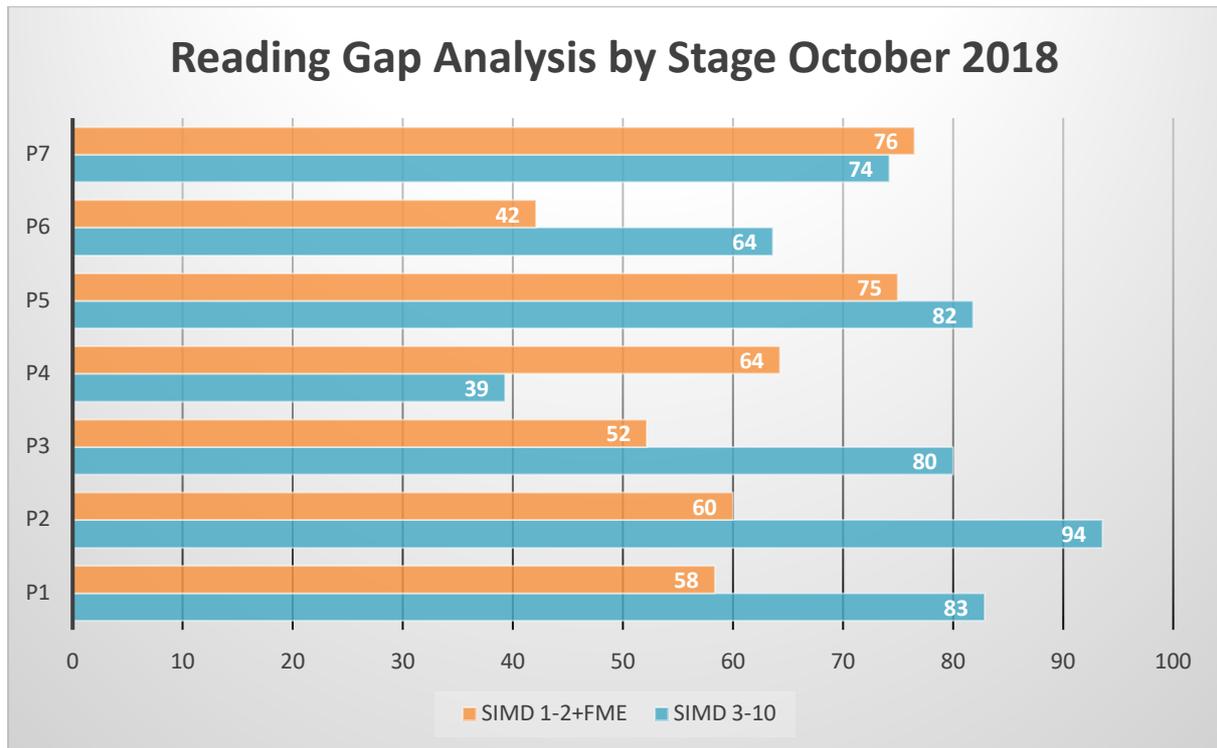
1.2 Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16, 2016/17, 2017/18 and 2018/19 (teacher judgement – confirmed levels – 3 year trend).

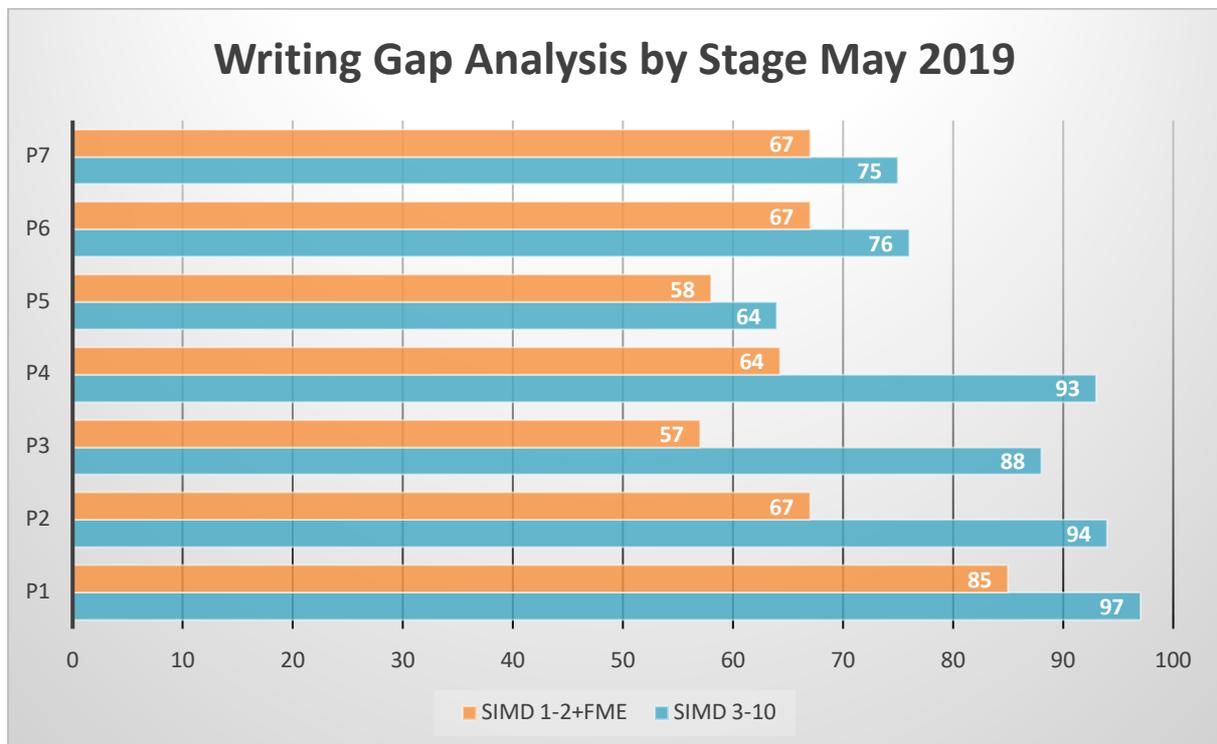
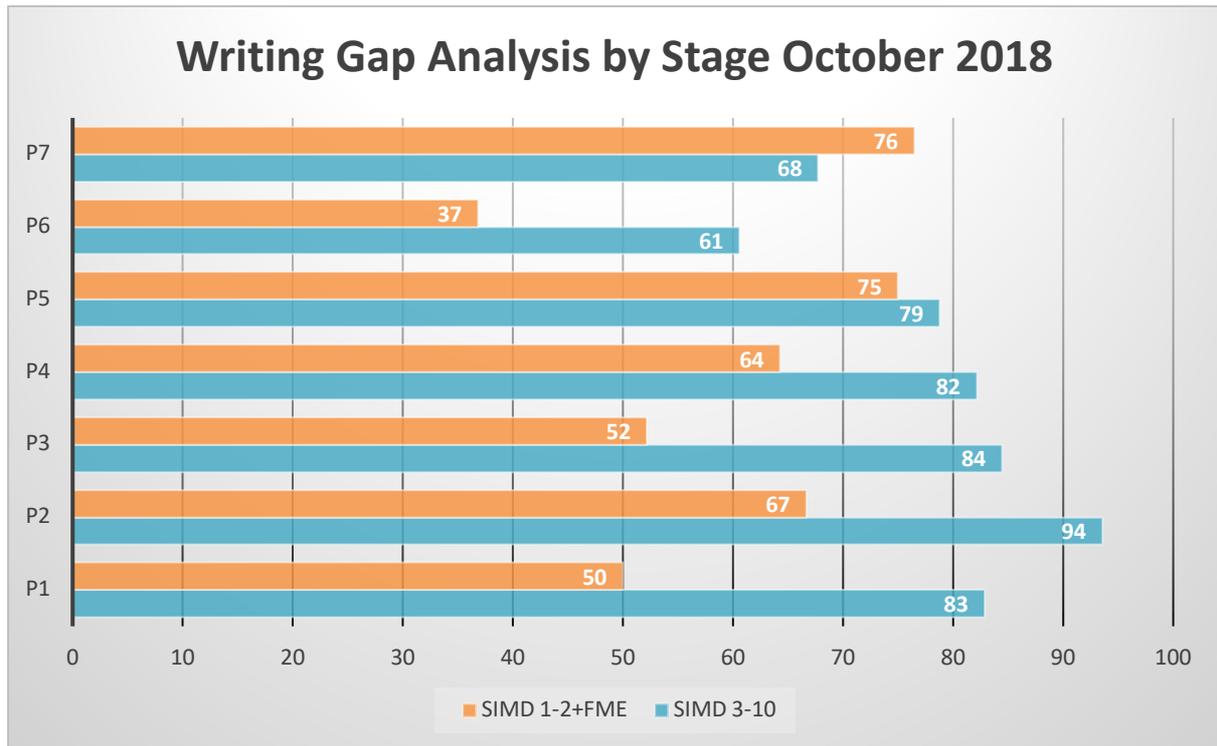


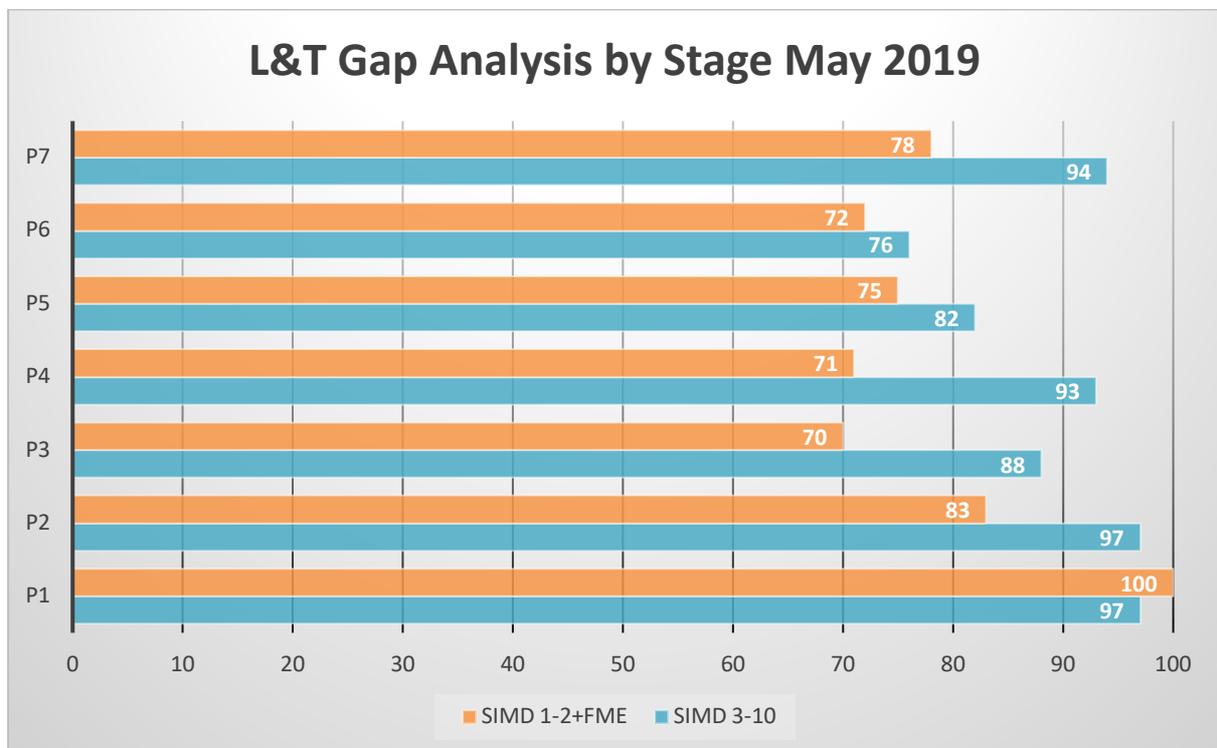
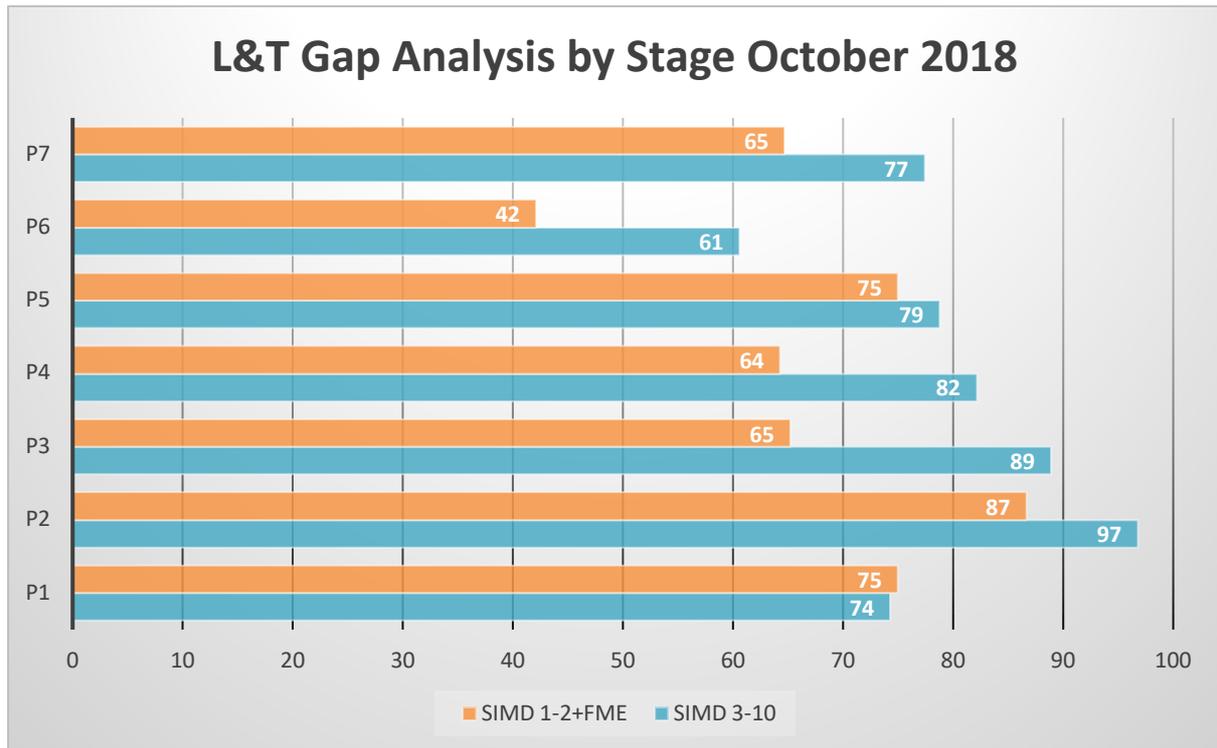


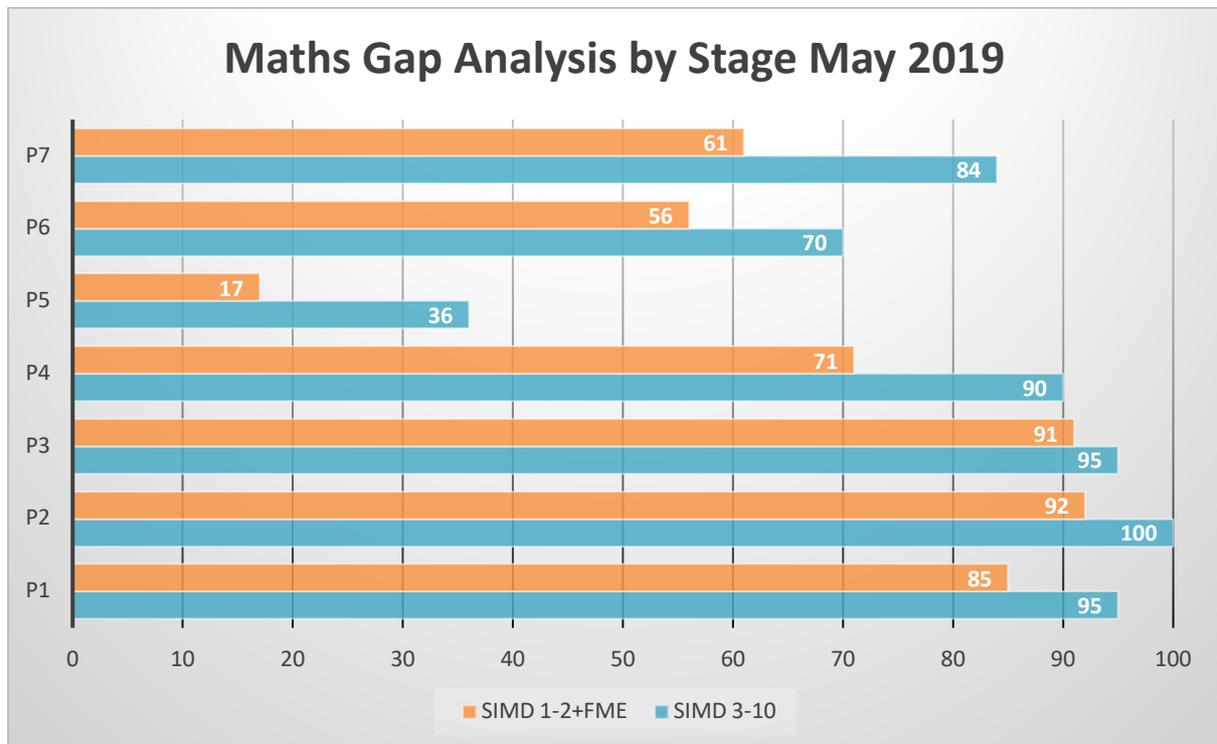
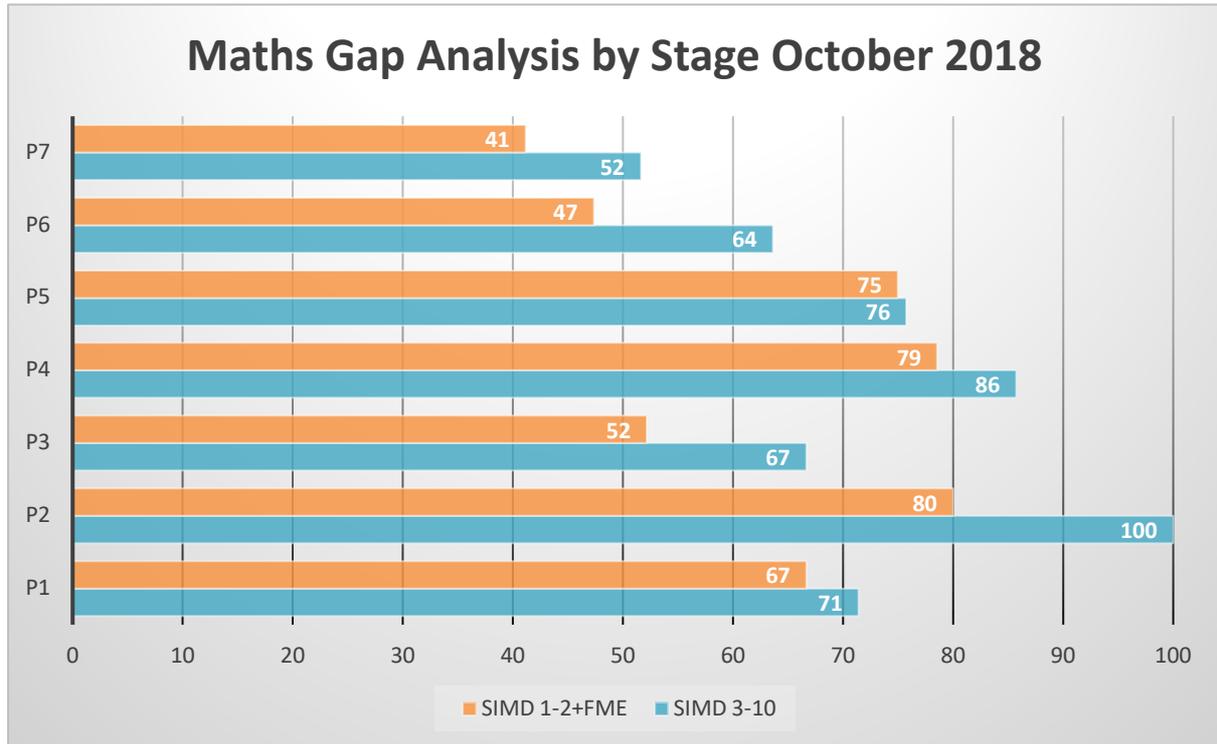
1.3 Poverty-related attainment gap data













These graphs show our whole school poverty-related attainment gap over time. This information is a collation of the % of children who are achieving expected CfE levels at stages P1 to P7 according to teacher professional judgement.

Our stage-by-stage gap over time data reflects an overall decrease in the gap in reading and; P1, P2, and P6 gap over time data shows a decrease in the gap for reading by 13%, 7% and 13%. This indicates out interventions targetted to children in these stages have had an impact.

Currently, writing shows the biggest gap (22%), and so a whole-school approach to reading and writing is planned through the continuation of our work on Active Literacy.

While the gap in numeracy is overall less than the gap in other areas, the overall trend in maths is down from 2017/18. Therefore, whole school improvements through the introduction of SLC Progression Pathways and revisiting assessment, learning and teaching approaches are planned for 2019/20.

As a school, we have this information per stage and have analysed it at school level. Our analysis shows that within individual stages, the biggest gaps are in P4-7 Numeracy. For Reading the biggest gaps appear to be in P2 to P3. In writing the biggest gaps are also in P2 to P4. These stages will be the focus for this year's equity fund.



Achieving Excellence: Overall Progress towards National Improvement Framework Priorities

Literacy

Year	Reading			Writing			Listening & Talking		
	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better
15/16	85.10%	75.00%	76.30%	72.30%	75.00%	68.40%	80.90%	84.60%	86.80%
16/17	85.30%	68.00%	88.33%	80.90%	64.00%	81.67%	88.20%	72.00%	96.70%
17/18	78.72%	86.36%	82.05%	78.72%	81.82%	61.54%	78.72%	84.09%	74.36%
18/19	94.00%	83.72%	84.00%	94.00%	83.72%	70.00%	98.00%	86.04%	88.00%

Progress	satisfactory	good	very good	excellent
			✓	

Strengths

Analysis of data indicates that in session 2018/19, our overall level of attainment in literacy is improving and is in line or above SLC and National average. Our areas of strength were our performance in Reading, at P1 and P7, Writing at P1 and P4, and Listening & Talking at P1, P4 and P7. In all areas of literacy, our attainment data showed an improvement in all aspects except in P4 reading which showed a 3% decrease. Further analysis of the PEF data has allowed us to determine where this gap exists, and we have plans to target individuals as they move into P5.

Scottish National Standardised Assessments have been implemented at P1, P4 and P7 in May 2019 and data trends from this are still to be analysed using the new 6-point scale.

Attainment data trends over time (3 years) indicate an increased percentage of P1 pupils achieving early level or better in Reading, Writing and Listening and Talking.

These trends suggest that our play-based approach to the Primary 1 curriculum is impacting positively on learner outcomes.

At P4 and P7, data trends over time (3 years) indicate an increase in Writing attainment which, while in line with SLC and National average, could be improved. We will continue to focus our improvement agenda on Genre Writing and the moderation of writing assessment to ensure professional judgement in this area is accurate.



Next steps

Attainment data trends over time (3 years) indicate a decreasing percentage of P4 pupils achieving first level or beyond. This may be as a result of changes in early/first level reading focussed on P1-3 not having the time to impact on P4's who followed the more traditional reading scheme approach. We will identify those children who are not on track to achieve in P4 and target interventions where appropriate.

The school will continue to develop approaches to moderation, both across stages and within the Learning Community, to ensure approaches to teaching and assessment are consistent, ensuring greater accuracy in assessment of a level.

Numeracy

Year	Numeracy		
	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better
15/16	97.90%	73.10%	78.90%
16/17	88.57%	72.00%	81.67%
17/18	87.23%	75.00%	79.49%
18/19	92.00%	83.72%	78.00%

Progress	satisfactory	good	very good	excellent
		✓		

Strengths

Analysis of data indicates that in session 2018/19 the number of pupils achieving the stage appropriate level in mathematics, which still above SLC and National average, has fallen by 1%. Attainment data trends over time (3 years) indicate an increase the number of pupils in P1 achieving early level of above and the number of pupils in P4 achieving first level of above.

Scottish National Standardised Assessments have been implemented at P1, P4 and P7 in May 2019 but data trends from this are still to be analysed using the new 6-point scale.

Attainment data trends over time (3 years) indicate a decrease in the percentage of pupils achieving second level of above in Numeracy and Mathematics.



Next steps

While trends are above SLC and National average, classroom observations indicate that teaching and learning of mathematics is not consistent and, in some classes, is resource driven. Some professional judgements are still influenced by coverage of content and not children's potential to apply skills and knowledge. Our next steps are to implement the SLC Progression pathways and to develop a consistent approach to mathematical pedagogy.

Health and Wellbeing

Progress	satisfactory	good	very good	excellent
	✓			

Strengths

As a school, we take a holistic and nurturing approach to developing children's wellbeing. We offer opportunities through the planned and unplanned curriculum to focus on health and wellbeing.

Our PEF teachers have implemented a small test of change on the use of the Leuven Scale to measure pupil engagement. We plan to implement this further in 2019/20.

Engagement of targetted children in extra-curricular activities has been tracked this year. Data can be found in the PEF Report above.

Next steps

We will develop approaches to tracking and monitoring pupil attainment and achievement in Health and Wellbeing as a next step in our whole school approach to improving teaching confidence in making professional judgements for other curricular areas.

Employability Skills/Positive Destinations

Progress	satisfactory	good	very good	excellent
			✓	

Strengths

Our four focus weeks continue to be the framework to our World of Work and Positive Destinations programme. We offer a wide range of activities and home learning opportunities which help pupils make links to learning in a real-life context.



This year, some classes have organised an enterprise project which has developed their organisation and planning skills to better prepare them for the world of work and to develop their capacities as responsible citizens and effective contributors.

Next steps

Continue to make links with the wider community, especially as our nursery class opens. We will continue to offer our feature weeks, with a focus of the STEM Focus week widened to include 'The World of Work'.

Other Highlights of Session 2018/19

- The Pupil Council planned and organized monthly non-uniform days which helped raise funds. This was used to subsidise the cost of transport for school trips.
- Digital Literacy was taught across the school from P1-7. Google Classroom was introduced to all pupils in P4-7
- 'Drawing and Talking' was added to the range of nurture/wellbeing strategies offered to pupils.
- Communication was identified as a strength in our parental consultations. We continue to use Twitter and the School Blog to ensure parents/carers were fully informed of school news and events.
- The HT participated in the SLC Induction Programme, which covered Health & Safety, Legal Procedures, Maximising Attendance and Parental Engagement.
- The HT began the SCEL Excellence in Headship programme which covered themes of Critical Self-Evaluation and Coaching to date.
- Parent Pay was rolled out, giving parents/carers the facility to pay for school meals and trips etc. online.
- The DHT was selected to be a 'Numeracy Lead Teacher' and work with staff and school across SLC to lead developments in Numeracy and Maths.
- The DHT was selected to join the SCEL 'Into Headship' Programme.
- School staff were trained in the writing of Additional Support Plans and we streamlined our approach to writing SMART Targets to ensure progress for learners.
- Every class had at least one educational excursion linked to an aspect of their Interdisciplinary learning.
- We made improvements to our procedures for Parents' Night and Reporting to Parents procedures.
- We worked in partnership with Learning Community schools on the 'Regional Improvement Collaborative' moderation programme.
- We continued to offer 1+2 Languages through French P1-7 and Mandarin P3-7.
- We participated in the Youth Music Initiative for Primary 5 and Primary 5/6.
- We worked in partnership with local nursery classes to offer a 'Looking Excitedly Ahead to Primary School (LEAPS) transition event.
- We continued our tradition of participation in SLC sporting events and entered teams in tournaments for Netball, Football, Swimming, Athletics and Cross-Country Running.



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

We continue to communicate the news and events of the school through regular newsletters, the school website and the use of the school Twitter account to share the weekly diary and the achievements of our learners.

All staff have been involved in planned self-evaluation activities, using 'How Good is Our School 4' during inset days. Staff worked collegiately to identify the strengths and areas for development for the focus Quality Indicators and identified evidence to inform the school self-evaluation levels.

As part of the Regional Improvement Collaborative, we have worked with the Learning Community to develop our approaches to Moderation. All teaching staff participated in training around the bundling of Experiences of Outcomes and the identification of Learning Intentions/Success Criteria. We have plans to continue this further in 2019/20 with opportunities for peer visits to take place between partner schools in the Learning Community.

176 families participated in the Parent/Carer Self-Evaluation Questionnaire during Parent Teacher Consultation in May 2019. Views were gathered on the ethos and life of the school, our strengths and areas for development. Parents were also consulted on the use of Pupil Equity Fund for 2019/20 through this questionnaire. This year, we included a 'You asked – We Answered' section to give feedback on particular themes or recurring questions.

We have developed our links with local businesses including Starbucks, the Hamilton Advertiser, Fairhill Library, Morrisons Construction and Barratt Homes. Our Pupil Press Pack have visited the school extension regularly and have given feedback to their classmates about the life and work of the school.

We benefit from the support of our Parent Council and PTA. This year, the focus of the PC has been on improving traffic arrangements around the school estate and consulting with the HT on plans around PEF.

Our extremely pro-active PTA continue to offer a wide range of fund-raising events to the benefit of our pupils and families including discos, fayres and a highly successful bingo night. From their donation, we have been able to purchase additional play resources for Primary 1 and whole school events for focus weeks.



Self-Evaluation using 'How Good is Our School? 4' Quality Indicators

Quality Indicator	Strengths	Areas for Development	School Self-Evaluation
1.1 Self-Evaluation for Self-Improvement	<ul style="list-style-type: none"> Stream-lined approach to self-evaluation which included staff, PC and pupils. Wide range of self-evaluation evidence gathered. Range of assessments to measure progress in literacy/numeracy. 	<ul style="list-style-type: none"> Further develop opportunities for pupil involvement in self-evaluation and leadership. Further develop approaches to pupil reviewing their own learning. 	4 - Good
1.3 Leadership of Change	<ul style="list-style-type: none"> Pupils, parents and staff involved in the vision and values of the school. Staff clear on school strengths and areas for development based on evidence. 	<ul style="list-style-type: none"> Opportunities to develop leadership at all levels. Opportunities for practitioner enquiry and action research as a tool for school improvement. 	4 - Good
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Learners' achievements in and out of school recognised. Learners' play an active role in school and wider community. Learners' receive high quality feedback. Increase in overall attainment and a range of evidence to support judgements. Shared approaches to tracking and monitoring. 	<ul style="list-style-type: none"> Continue to develop a more consistent approach to planning for assessment, learning and teaching. Continue to develop approaches to learning and teaching which ensure consistent pace and challenge. Build upon LC moderation to ensure consistency of professional judgements. 	4 - Good
3.1 Ensuring wellbeing, equity and inclusion	<ul style="list-style-type: none"> Shared understanding of children's welfare and rights. Promotion of a safe and secure environment. Caring and nurturing approaches. Increased opportunities for pupil target setting. 	<ul style="list-style-type: none"> Further develop our outdoor spaces to promote positive relationships and wellbeing. Embed our new approaches to promoting positive relationships. 	4 - Good



<p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none">• Almost all children attaining appropriate levels in literacy and numeracy.• Focus on literacy/numeracy for improvement priorities.• Increased confidence on teacher judgement and the use of benchmarks.	<ul style="list-style-type: none">• Develop tracking of attainment beyond literacy and numeracy.• Further empower opportunities for pupils to engage in decision-making about their learning pathways and positive destinations.	<p>4 - Good</p>
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Overall evaluation of establishment's capacity for continuous improvement

Information gathered from a range of stakeholders has given a clear picture of the strengths and areas for development for the school.

Our data has been further analysed and we have a fuller picture of the progress and attainment of our learners. Levels of attainment are in line or above SLC and National levels and we are well placed to build upon this through high standards of learning and teaching and a programme of targeted intervention.

Our attainment data shows that overall, pupils are making progress in their learning. New approaches to literacy are having an impact, particularly at P1 and P7. Any dips in attainment have been identified and there are plans to focus PEF interventions on particular pupils and year groups where appropriate.

We have identified the following next steps in our continuous improvement journey.

- Continue to improve our approaches to the assessment, learning and teaching of literacy, particularly genre writing.
- Develop a consistent approach to the progression of mathematics from P1 to P7 and create opportunities for more interactive approaches to the learning and teaching of numeracy and mathematics.
- Continue to develop our outdoor space to create an environment which supports positive relationships and encourages creativity and curiosity in the world around us.
- Implement our planned changes to Promoting Positive Relationships and revisit our approaches to anti-bullying using SLC 'Treat Me Well'.
- Continue to develop our understanding of the importance of creating an, inclusive environment for all using the '6 Principles of Nurture' as a tool for self-evaluation and improvement.
- Consider the impact of the 'Cost of the School Day' on all families.
- Continue to focus on raising attainment for all learners through a deeper analysis of data trends, while identifying and implementing interventions where a potential attainment gap may occur.

Signed: *J. Jasnosz-Clark*

Head Teacher: Scott Jasnosz-Clark

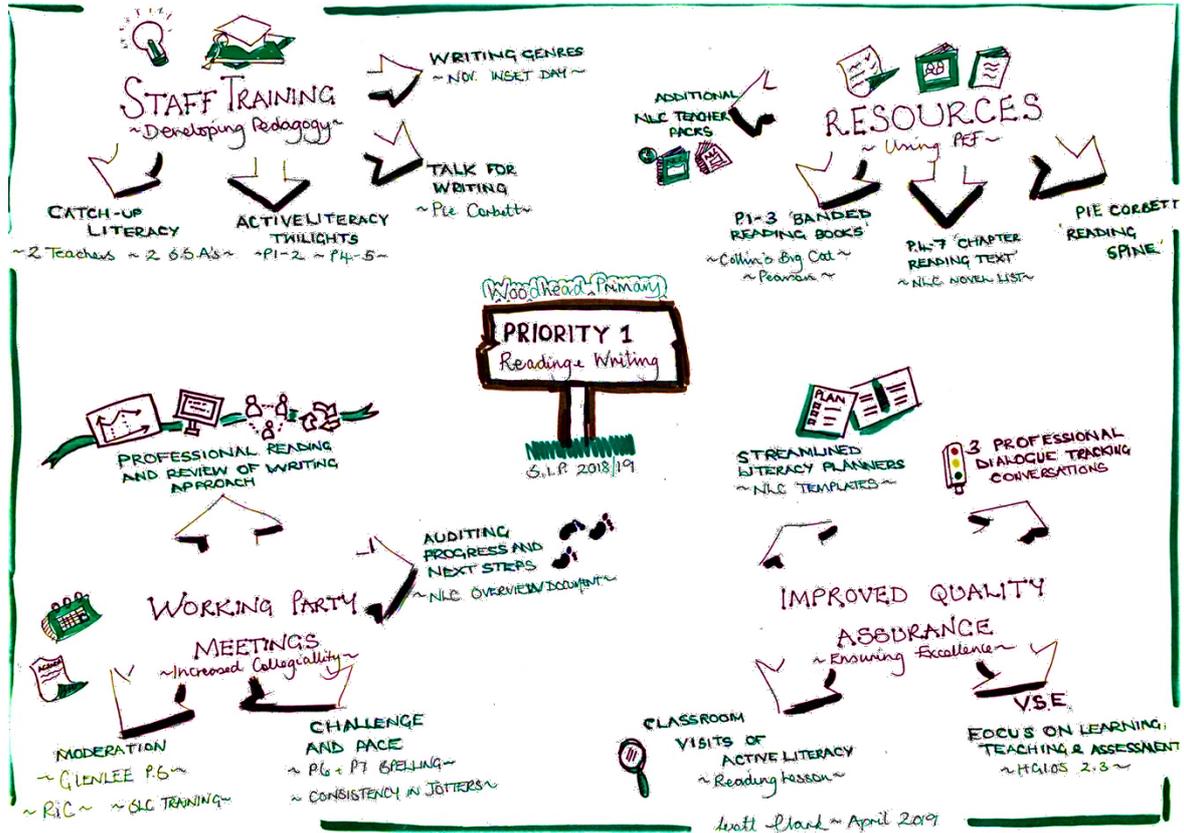
Date: May 2019



Appendix – School Improvement Evidence Sketchnotes

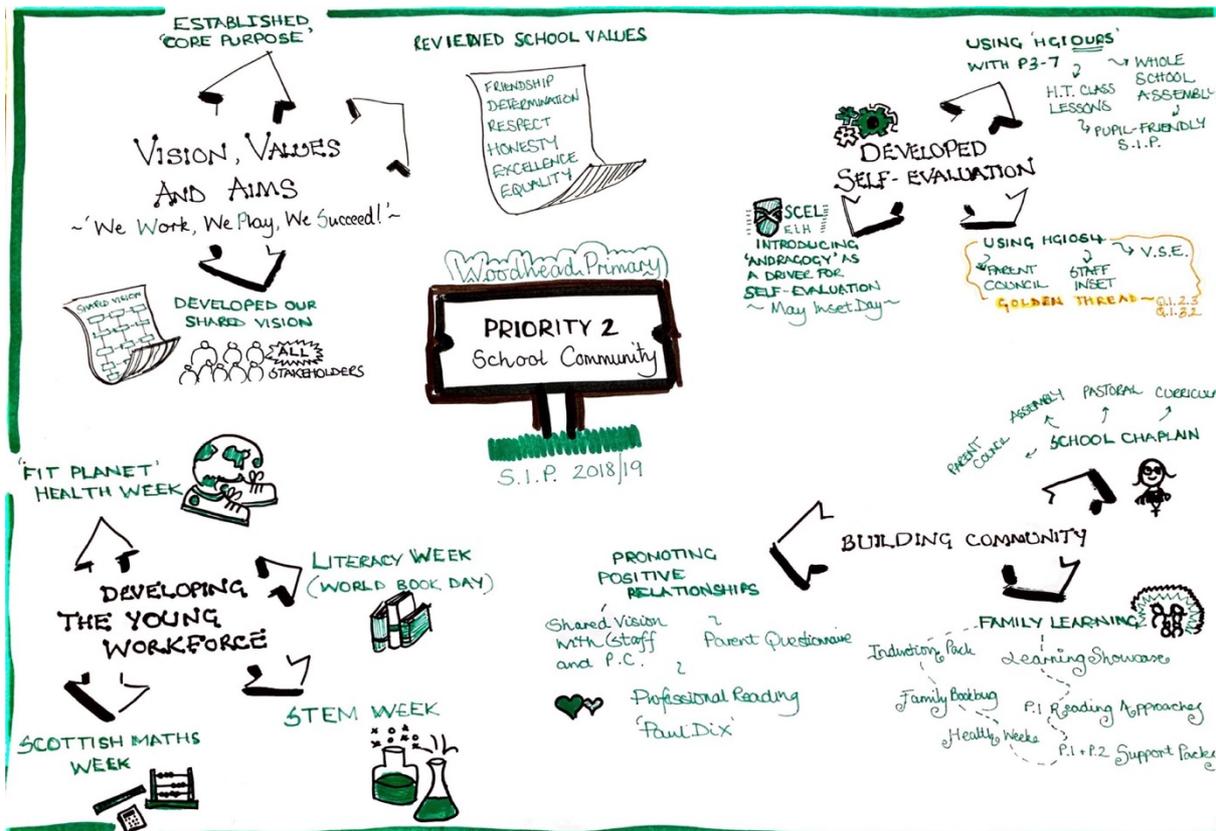
In order to share our School Improvement evidence in an accessible and user-friendly way, we have produced a series of 'Sketchnotes' that summarise the progress made in each priority and our planned next steps:

Improvement Priory One:

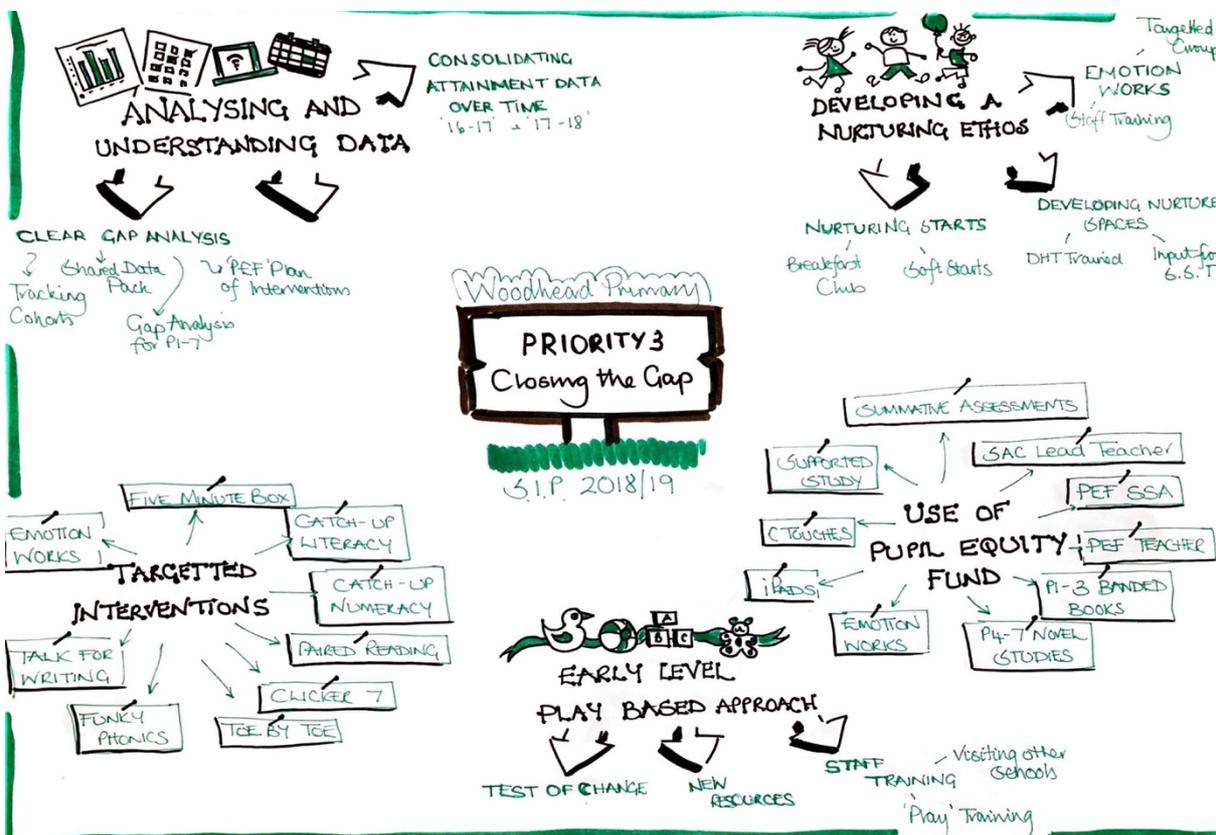




Improvement Priory Two:

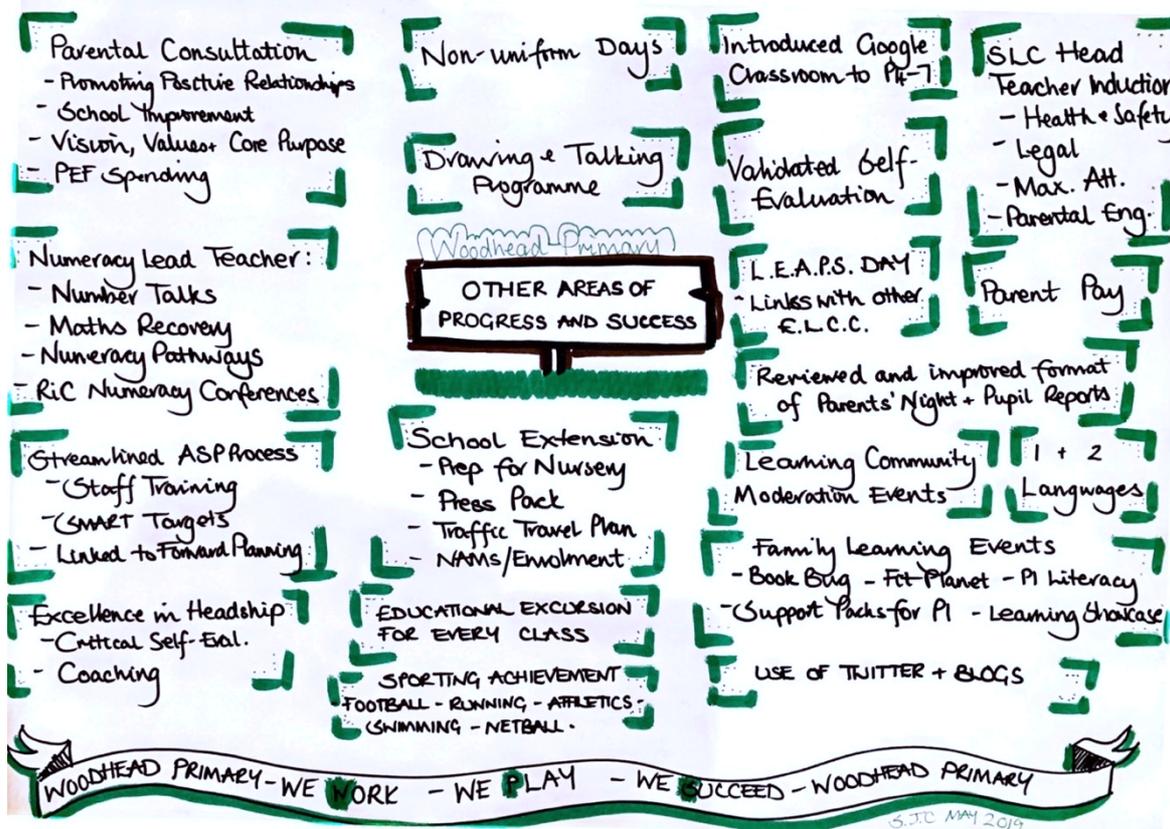


Improvement Priory Three:





Other Areas of Progress and Success:



Next Steps (Looking ahead to 2019/20):

