**Harrysmuir Learning Community**





**PROGRESS REPORT FOR SESSION 2021/22**

**(Standards & Quality Report)**

**Willowbank, Livingston, West Lothian, EH54 6HW**

**ABOUT OUR LEARNING COMMUNITY**

**(Harrysmuir Primary School, Inveralmond Early Years Centre &**

**Ladywell Nursery School)**

Our vision for Harrysmuir is “**where the magic happens!”** and through this, we endeavour to provide motivating, aspirational educational of the highest quality for all children, within an ethos of mutual respect. We seek to uphold the rights of all children and to meet their educational, personal and spiritual needs, which will enable them to be successful learners, confident individuals, responsible citizens, and to make an effective contribution to society in their present and future lives. We have a strong commitment to ensuring excellence and equity for all our pupils and believe that everyone has the capacity to realise their full potential and to succeed. Our 5 core values sit firmly at the centre of what we want for all of our children: the desire for them to show **Determination** in their learning, **Kindness** and **Respect** for others whilst taking **Responsibility** for their own actions, to enable them to make positive choices, which lead to their own success and **Happiness.**

**About our school:**

**Harrysmuir Primary School** is a non-denominational school with a role of 388 Primary children. The school has 15 classes and both nurture provision and a small group setting for children with additional support needs. We currently have 15 class teachers, one ASN co-ordinator, one full-time and one part-time Support for Learning teachers, two Principal Teachers, two Depute Headteachers and a Headteacher.

The school is well supported by a team of 12 Pupil Support Workers who support children both in and out of class. Clerical support is provided by one administration assistants and two clerical assistants. The school runs a very successful Breakfast Club as well as a wide variety of extra-curriculum clubs including; tennis, fitness, football, art and craft etc. The school has a chaplaincy team who support throughout the year. There is a close working relationship across the campus which consists of; Inveralmond Community High School, Ladywell Nursery School and Inveralmond Early Years Centre. Most (80%), of the children who attend Harrysmuir are placed within Quintile 1 and 2. With a Free School Meal uptake of 40%, the school is allocated a significant amount of Pupil Equity Funding each session, to improve outcomes for the most disadvantaged children.

The school has positive links with its large parent/carer body and wider community. Partnership links around the Ladywell Community, help to support a variety of learning experiences for children.

**About our early learning and childcare settings:**

**Inveralmond Early Years Centre** is a non-denominational early years setting, providing seamless early learning and childcare for children aged 2-5.

This session the roll has been 28 morning, 20 afternoon children, 11 full day and a total of 22 eligible 2 year olds. Staffing comprises a shared head teacher, a depute head teacher, 2 early years officers and a team of 9 practitioners and 5 pupil support workers (some part time). Administrative support is provided by a part time administrative assistant.

A variety of events are provided to help develop parental engagement. These include regular Stay and Play sessions, the Big Bedtime Read, PEEP, story and rhyme sessions and planned parental consultations.

Our vision, values and aims are at the centre of everything we do. They underpin our teaching and learning and contribute to an environment which supports our children to be confident, curious, capable, independent and successful.

**Ladywell Nursery School** is a non-denominational early years setting, serving the community of Ladywell in Livingston, providing early learning and childcare for children aged 3-5.

This session the roll has been 38 morning children, 19 afternoon children and 16 full day children. Staffing comprises a shared head teacher, a Depute Headteacher, an early years officer, an additional graduate (nursery teacher) and a team of 6 practitioners and 4 pupil support workers (some part-time). Administrative support is provided by a part time administrative assistant. A variety of events are provided on a regular basis within the centre to help develop parental engagement. These include regular Stay and Play sessions, Big Bedtime Read, PEEP, story and rhyme sessions and planned parental consultations.

Our vision, values and aims are at the centre of everything we do. They underpin our teaching and learning and contribute to an environment which supports our children to be confident, curious, capable and successful.

**IMPROVEMENT PRIORITIES**

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF).  Below we have indicated what progress we made with these priorities in Session 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at: <https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

|  |  |
| --- | --- |
| **PRIORITY** | **HOW DID WE DO?** |
| To raise attainment, especially in literacy and numeracy  Our measurable outcome for session 2021/22 was to ….  ***Ensure that the majority of children experience high quality learning, teaching and assessment in all areas of the school.***  NIF Driver(s):  ☐School and ELC Improvement.  ☒School and ELC Leadership  ☒Teacher and Practitioner Professionalism  ☒Parental Engagement  ☒Curriculum and Assessment  ☒Performance Information | We have made **satisfactory** progress.  What did we do?   * Teachers were supported to re-fresh their approaches to planning to ensure progressive, relevant learning experiences for pupils, in Literacy and Numeracy. * Whole-school collaboration and ongoing training for teachers on assessing children and planning next steps for learning, has been undertaken to best meet the needs of all of our learners. * Our approaches to differentiating learning experience were enhanced through staff training sessions to meet the needs of all of our learners. * A new, progressive approach to teaching Phonics at Primary 1 and Primary 2 was introduced and key staff received enhance training, to better support children’s literacy development in early stages. * A core resource for teaching Numeracy and Maths across Primary 1 to Primary 3 was introduced, to ensure that all children receive progressive teaching experiences with full curriculum coverage.   Evidence indicates the impact is:   * Most pupils are beginning to benefit from a more consistent programme of planned learning experiences, in Literacy and Numeracy, across school, which allows them to make continued progress in learning, across all stages and levels. * All teachers collaborate more effectively with each other, and the wider staff team to, plan appropriate assessments for pupils and to use data effectively, to make more accurate statements about children’s progress. * Most learners’ needs are now being effectively met, in almost all classrooms, by the level of support that they receive from adults, to make progress. * Pupil attainment in Literacy and Numeracy in Primary 1 has increased this session by around 20%. |
| ELC  *All children will experience a Literacy and Numeracy and Maths rich learning environment, with the focus on developing key knowledge and skills, through play.* | We have made **good** progress.  What did we do?   * All ELC practitioners have been trained in using a Kodaly music approach and regular singing games are offered to all children to develop children’s literacy skills * The ‘Maths Through Story’ approach has been implemented, identifying themes through observations and tracker data to develop learning in key areas of numeracy. * Rhyme of the Week, Wordboost and Box Clever opportunities are regularly provided, linked to children’s interests and learners are developing vocabulary skills through these approaches. * Literacy and Numeracy & Maths audits have been carried out to identify areas for development to increase children’s opportunities to learn these key skills through play. * New numeracy resources have been purchased to enhance existing maths provision for learners. * A new planning format has been introduced focusing on ‘experiences, spaces and interactions’ to further develop a rich learning environment. * Information on Literacy and Numeracy development shared with parents through Sways, the blog and newsletters.   Evidence indicates the impact is:   * All preschool children have increased their vocabulary score. * Literacy and numeracy experiences are closely matched to children’s interests. * Almost all children’s oral language skills have increased. * Almost all children have made progress in their Numeracy and Maths skills. |
| 2.  To close the attainment gap between the most and least disadvantaged children  Our measurable outcome for session 2021/22 was to ….  ***To improve the attendance and attainment of our most disadvantaged pupils in all areas, and at key stages in the school- especially P1, P4 and P7.***        NIF Driver(s):  ☒School and ELC Improvement.  ☒School and ELC Leadership  ☒Teacher and Practitioner Professionalism  ☒Parental Engagement  ☒Curriculum and Assessment  ☒Performance Information | We have made **satisfactory** progress.  What did we do?   * We studied our attainment and attendance data to plan appropriate interventions to best support learners in key areas in literacy and numeracy. * Booster groups were set up in P1, P4 and P7 to provide enhanced support in Literacy and Numeracy for those children with identified gaps in learning. * Play based learning and a high staff to child ratio in Primary 1 was introduced for all children, making the transition from nursery, and to ensure continued progress across Early Level. * We worked with the central, Equity Team and Literacy Pedagogy Officer, to support children in P3 and P5 to make increased progress in Literacy, and to close the gap on their peers. * A Walking Bus was established to support all children, including our most disadvantaged, to come to school each day and improve attendance and lateness.   Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:   * Most learners are increasingly given the correct support, where and when they need it, to help them to fill gaps in learning and make age-appropriate progress. * All staff are more aware of how to plan appropriate, timely interventions for children, and to ensure that these are carefully measured, to have the desired impact on children’s progress. * Primary 1 children are engaged, purposeful learners who are settled and happy in school and the majority are making age expected progress. * Our attendance data is above the WLC average and the attendance pattern of our most vulnerable children, shows improvement. |
| ELC  *Through targeted intervention almost all of our children with an identified language gap, will make enhanced progress, by June 2022.*  *Families within our eligible two-year old provision, be supported to fully access digital PEEP sessions.* | We have made **very good** progress.  What did we do?   * We studied our attainment data to identify children who required extra support with the development of language skills. * We used the Renfrew Vocabulary Test to identify children with a specific vocabulary gap. * We introduced a suite of targeted interventions to support identified children to increase their language skills, including: * Regular 1-1 stories and discussion led by the Equity and Excellence Lead * Singing games aimed at developing rhyme, listening and attention, syllabic awareness and rhythmic pattern of language * Focusing on introduction and development of key vocabulary during children’s play. * Regular interactive rhyme time * Wordboost and Box Clever * The key messages of how to support children’s language development has been shared with parents via Sways, the blog and newsletters. * Practitioners from Ladywell NS and IEYC worked collaboratively to deliver a digital PEEP programme for ELC parents.   Evidence indicates the impact is:   * All children identified with a language gap have: * increased their vocabulary scores * made progress in their oral language skills * developed their listening and attention skills * increased their confidence engaging with adults and other children * 9 families have benefitted from engagement in our digital PEEP sessions |

|  |  |
| --- | --- |
| 3.  To improve children and young people’s health & wellbeing  Our measurable outcome for session 2021/22 was to ….  ***To ensure that our school ethos and values enable all children to feel safe, happy and included in school,***    NIF Driver(s):  ☐School and ELC Improvement.  ☒School and ELC Leadership  ☒Teacher and Practitioner Professionalism  ☒Parental Engagement  ☒Curriculum and Assessment  ☒Performance Information | We have made **satisfactory** progress.  What did we do?   * All learners self-report on their wellbeing within classrooms each day, and range of support is given to those would benefit from additional supports. * The 6 Principals of Nurture and our Positive Relationships policy are being embedded in all classrooms across school with learners benefitting from these consistent and calming approaches. * Our school assemblies are linked to our school values and regularly focus on improving wellbeing with learners increasingly able to link the well being indicators and values to everyday school life. * Our school values were further embedded this session, together with a focus on high expectations for all. This will continue to ensure that all members of our school community treat each other with respect. * Staff collaboration and professional learning, has allowed clear guidance on Inclusive and Equitable Classrooms to be created and embedded across school to continue to best meet the needso f our learners.   Evidence indicates the impact is:   * Most children report as feeling safe and included in school, in health and wellbeing questionnaires and at daily check-ins. * Almost all children are on task, in all classes across school, and they follow the expectations of the learning experience. * Most classroom environments and lessons are now being carefully designed and planned, to meet the needs of all children, including those with barriers to learning. |
| ELC  ***All children will feel nurtured, safe, respected and included within ELC, in a high quality learning environment.*** | We have made **good** progress.  What did we do?   * We refreshed our nursery values in conjunction with parents/carers and children to ensure a shared vision for all of our children and families. * Hot lunches were introduced and the opportunity to provide a nurturing experience and further develop children’s social skills through this, were maximised. * Increased opportunities for children to take an active role in planning their learning experiences to ensure learning best meets the needs and interests of our children. * A ‘gender’ audit of nursery books was carried out and our library was revised accordingly to reflect diversity and equality.   Evidence indicates the impact is:   * Our values of kindness, respect and happiness have become embedded in practice and the majority of children are able to speak confidently about these. * The number of children opting to have lunch at nursery has increased throughout the session. * The majority of children are able to identify healthy foods. * All preschool children have made progress in their health and wellbeing tracker. * Children’s responses in discussions, floorbooks and through the use of visual prompts show they feel happy, safe and included. |
| 4.  To improve employability skills, and sustained, positive school-leaver destinations for all young people  Our measurable outcome for session 2021/22 was to ….  ***To embed the Career Education Standards within the majority of learning opportunities in STEM and numeracy****.*      NIF Driver(s):  ☐School and ELC Improvement.  ☒School and ELC Leadership  ☒Teacher and Practitioner Professionalism  ☒Parental Engagement  ☒Curriculum and Assessment  ☒Performance Information | We have made **satisfactory** progress.  What did we do?   * P6 and P7 pupils participated in Project Science, ‘The Big Balloon Blow-up Project’, with Edinburgh University, to learn more about microorganisms and climate change. * P7 pupils have engaged in coding sessions using Scratch, led by class teachers developing their knowledge, understanding and application of coding. * P3 and P7 have been working with a film maker to create short films, with links to their learning in Literacy developing their digital skills in an engaging context. * Our pupil leadership ‘digital leaders’ group, have been supporting the school to use technologies effectively in every classroom. * One of our class teachers has been working with cluster colleagues to further develop the Primary Engineers’ programme at Harrysmuir and in West Lothian schools.   Evidence indicates the impact is:   * There are increasing opportunities for pupils to engage in STEM related learning experiences across school. * Staff confidence in teaching STEM subjects and in linking these to the Career Standard, has increased in a few areas of the school. |
| ELC  All children will be supported to develop their understanding of the wider world of work through engagement in quality learning experiences within ELC.  *All children will be supported to develop positive dispositions to learning.* | We have made **good** progress.  What did we do?   * We refreshed our values and explicitly link these to children’s learning experiences through discussion with children. * Learning journal observations have been shared with children and links between skills being used and the wider world of work have been made. * A resource bank of images of people using a range of skills in a variety of jobs has been developed and used in different areas of the playroom to stimulate discussion.   Evidence indicates that:   * The majority of children are able to talk about the roles of different people in our community, * Children are increasingly engaged in their learning and learning opportunities are matched to their interests. |

* Our school attendance rate is currently 89% and we have had 3 exclusions in the past session.
* Our school has a positive working relationship with the parent council and wider parent-body. We are beginning to involve parents/carers and wider partners in improvement planning.
* We regularly report on school improvements and we celebrate achievements and successes in our monthly newsletter, emails and on our Twitter feed.

**Our Wider Achievements this year have been:**

* We gained a gold award from The Hedgehog Preservation Society for our efforts to conserve and protect hedgehogs in our community.
* Our school, is now a ‘Reading School’ and we gained a Bronze award from the Scottish Book Trust, for promoting ‘reading for pleasure’, throughout our school community.
* Our P7 pupils have performed well in sport, getting through to the final stages of the West Lothian Council inter-schools, Sportshall Athletics competition.
* P3 pupils participated in the Big Schools Bird Watch in Term 3.
* Our pupil Eco Team have carried out several litter picks within school grounds and around the local community.
* One of our teaching staff gained a Certificate of Professional Recognition in Learning for Sustainability.
* The school now has a sustainability, partnership link with Apex School in Nepal.
* Fairtrade Fortnight activities were carried out by all classes in February 2022
* An identified group of P6 pupils have taken part in Green Gym sessions, all session, to improve mental, health and wellbeing through the outdoor environment.
* Two groups of P6 pupils are working towards their John Muir Award as they help to improve the local environment for all.
* A group of P4 pupils won the Pocket Garden Design competition run by Keep Scotland Beautiful.

How good is our school? The quality indicators\* evidence that:

|  |  |
| --- | --- |
| 1.3 Leadership of Change | **Satisfactory** |
| 2.3 Learning, teaching and assessment | **Satisfactory** |
| 3.1 Ensuring wellbeing, equality and inclusion | **Satisfactory** |
| 3.2 Raising attainment and achievement | **Satisfactory** |

How good is our Early Learning and Childcare? The quality indicators\* evidence that:

|  |  |
| --- | --- |
| 1.3 Leadership of change | **Good** |
| 2.3 Learning, teaching and assessment | **Good** |
| 3.1 Ensuring wellbeing, equality and inclusion | **Very Good** |
| 3.2 Securing children’s progress | **Good** |

+Delete if not relevant

\*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and

How Good is Our Early Learning and Childcare? 2016)