



Standards and Quality Report 2017-18
School Name: Law Primary and Nursery Class

Context of the school:

Law Primary School and Nursery is situated in Law village. It is a non-denominational school. The building is a modern, single storey building set in grounds which are being to be developed to provide our children with a pleasant and stimulating environment. The current building is 12 years old. The school roll was 337 with a 50/30 nursery class; this will change to 60/60 nursery class offering full time (9am – 3pm) provision for most families. The SMT consists of a head teacher, a depute head and one principal teacher. We have thirteen teaching staff and eleven classes, two part-time nursery teachers, a nursery team leader and five early years’ practitioners, nine support staff, four catering staff, a janitor and four cleaning staff. Our Nursery staffing levels and personnel have changed this session which had a negative impact, initially, on improvement work in the playroom. However, after a very positive Care Inspectorate inspection, we have a clearer focus on how to make positive improvements to the nursery environment. We also have several part-time staff in the nursery, class teachers and office based staff. In session 2018-19, nursery staffing will increase significantly to meet the needs of the 1140 hours’ provision which is being implemented.

In session 2016-17, the establishment stakeholders reviewed the school, vision, values and aims and the work on this was completed and shared during session 2017-18. We developed a new motto based on our values:

In Happiness We Strive To Learn

By using our values, we have created a school charter based on the UNC Rights of the Child. During weekly assemblies, the Charter provides a focus for reviewing our progress in adhering to our values and is a stimulus for discussion in class and through group and whole school activities linked to Health and Wellbeing.



Our Vision Statement is:



At Law Primary School and Nursery Class we strive to create a happy learning environment where everyone is welcome and, by respecting the principles of our school charter, ensure that everyone is supported and challenged appropriately.

Law Primary School and Nursery Class aims to provide a rich menu of opportunities and experiences for children through, for example, the provision of a wide range of lunchtime and after school clubs and through the variety of activities offered throughout each session, many of which are organised in association with our key partners.

There is an active PTA who organise a range of social and fundraising events with the support of the Parent Forum. The PTA hold regular meetings which are attended by the head teacher. This helps foster partnership working and supports the wider achievements of pupils, the school and nursery.

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 17/18.

Priority 1: Improve consistency of learning and teaching in Literacy and Numeracy across Law Primary and Nursery Class through a focus on assessment, feedback and pupil engagement

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: 3.2 Raising attainment and achievement/Securing children's progress and QI 2.3 Learning, Teaching and Assessment

Progress and Impact:

- Numeracy and Literacy Catch-up and 5 Minute Box implemented which has resulted in gains in attainment in all targeted individuals. This is impacting positively on establishment tracking data and anecdotally impacting on pupil self-esteem as some are moving up a group/ joining a group and recognising their own achievement.
- almost all pupils are using RM Easimaths to increase engagement in Numeracy activities, this is progress from last session where only P4-7 were using this resource.
- tracking of Literacy and Numeracy Attainment through standardised assessments indicates that most pupils are making gains in Literacy and Numeracy. P7 data shows a fall in attainment of a level in all areas compared to last session; P4 data shows that attainment of a level has fallen except for in Talking and Listening; P1 data has taken a marked dip from the previous two sessions in all except Numeracy. These dips in attainment can be explained by a greater awareness of the standards expected, increased teacher engagement with Benchmarks and an increase in available assessment data leading to more robust Teacher Judgement alongside specific differences in each cohort in relation to ASN.
- in the school, a focus on Quality Feedback across a number of CLPL activities and collegiate time activities with subsequent quality management task linked to this has raised awareness across almost all teaching staff and most nursery practitioners about what quality feedback means. Jotter monitoring, classroom visits and dialogue with pupils has shown that the majority of pupils are able to use feedback to meet targets
- immediate feedback is being implemented more widely at most stages which has raised pupil awareness of where they are in their learning and how to improve
- most pupils undertake self and peer assessment activities linked to LI and SC and the majority are able to give appropriate feedback indicating suitable next steps

Next Steps:

- track progress in implementing/ application of developing skills across learning, e.g. VCOP skills used in writing across the curriculum
- strengthen engagement with Benchmarks and moderation activities to further promote confidence in Teacher Judgements across all teaching staff with a focus on writing

- become more consistent in the use of quality immediate feedback across the establishment
- undertake whole school self-evaluation and produce an action plan to develop consistent approaches to the teaching of writing across the establishment. Including making clear expectations of the standards expected to meet the requirements of the appropriate benchmarks.
- develop teacher pedagogy in aspects of the teaching of writing
- further develop planning in the nursery to ensure high quality experiences are available for all learners with Nursery Teachers leading the planning of Literacy and Numeracy experiences

Priority 2: Implement and embed a strategic approach to improve wellbeing, equality and inclusion (GIRFEC)

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: 3.1 Ensuring wellbeing, equality and inclusion and QI1.3 Leadership of change

Progress and Impact:

- HWB Profiles implemented which has raised awareness with pupils and staff of SHANARRI and how wellbeing influences everything we do
- care plans in the nursery are reviewed with parents twice per session providing a structured link with parents and carers to discuss children's wellbeing
- School Charter and Class Charters developed as part of the implementation of Rights Based Learning as a whole school approach; this has increased awareness amongst all staff and pupils of the UNCRC and how the indicators of wellbeing are important influences on learning and achievement. UNCRC and SHANARRI form the basis of all whole school assemblies
- new school moto and establishment vision statement finalised and published thereby ensuring a whole establishment approach to creating a positive ethos where all stakeholders are made welcome and the promotion of a happy learning environment.
- the willingness of some staff to engage more readily in conversations with parents related to learning and wellbeing has led to more positive relationships being formed with our families
- transition arrangements for nursery to P1 and class to class ensure that important information regarding wellbeing and inclusion can be passed on; the new authority Nursery transition paperwork has been implemented providing a consistent approach across establishments

- transition documents are passed to Carluke High and relevant other secondary establishments to ensure all relevant information transitions with the child
- all staff have received Autism Lens Training leading to a greater understanding of the needs of our ASD children and their barriers to learning
- all teaching staff and a few nursery staff are aware of the Framework for inclusion and Equality; two staff have had training in the Wellbeing Application
- led by one of our teaching staff, we have recently applied for the Sports Scotland Gold Award. Quality PE and PAS has been promoted throughout the session in partnership with parents and Active Schools. This has helped raise awareness across the school of the positive benefits of physical activity on wellbeing.
- ASP training was undertaken by almost all teaching staff leading to 'SMART' targets being implemented impacting positively on pupil attainment and also on relationships with parents as progress in learning becomes clearer and next steps more accurate
- PEF spend has been used to support individuals and targeted groups (see separate PEF Report)
- at school and nursery level we work well with partners such as SALT, Psych Services, Specialist Support Teachers, VI Teachers, SW Resources, etc. to ensure that we have all the information needed to support decisions around providing individualised support

Next Steps:

- raise awareness across the establishment of the Wellbeing Application and Framework for Inclusion and Equality and how these can be used to support learning and targeted support for individuals
- develop the nursery environment and plan for the impact of the change to 1140hrs for most of our children from August 2018 and taking account of the new Care Standards
- audit existing practice in family learning and develop new approaches
- develop SMT skills in using the Wellbeing Application tool
- access training for almost all teaching staff in the Dyslexia Toolkit
- access training for a few School Support Assistants in Numeracy Catch-up

Priority 3: Audit existing practice in the use of ICT and Technologies and develop new approaches including ways to support closing the attainment gap

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
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- 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: 2.2 Curriculum and 3.2 Raising attainment and achievement/Securing children's progress

Progress and Impact:

- all primary teachers use RM Easimaths and almost half have implemented the use of Google Classrooms to set motivating learning activities resulting in greater pupil engagement in their learning

- almost all pupils in P1-7 can access Glow and use digital resources to engage in learning activities resulting in increased pupil motivation to learn in school and at home and also raised awareness of parents about their child's learning activities. This has the potential to impact positively on attainment although it is difficult to quantify its direct impact at this time
- the majority of staff are more aware of the range of digital resources available to enhance learning experiences and have developed their own skills in using digital technologies effectively within the classroom and beyond
- all pupils and almost all staff have developed their skills in using, teaching with and learning through digital technologies resulting in an increase in employability skills
- the majority of pupils are becoming more independent in their learning through increased access to digital technologies to support their learning
- purchase of Bee Bots and Mats, Chromebooks and additional Chromebook devices acquired through the Refresh process has enable a greater number of pupils to regularly access a digital device on a daily basis
- 'Food Fortnight' allowed all pupils across the establishment to experience aspects of Food Technology and raise awareness in all staff that this is a required outcome of CfE.
- Increased/ enhanced communication links with parents and the wider community through our new website and Twitter Feed leading to better relationships and raised profile of the establishment locally

Next Steps:

- complete development of planning tools to ensure a coherent, progressive approach to the teaching of Technologies, sharing these with all teaching staff and nursery practitioners
- further enhance availability of Digital Technology through an increased range of devices and software, for example the purchase of Literacy Planet
- develop parental awareness of how Digital Technologies impact on learning and how to support children at home
- engage in staff CLPL to enhance the use of RM Easimaths reporting tools in order to target learning to close gaps in knowledge and understanding and ultimately raising attainment in Numeracy in the primary school
- nursery children to focus their learning on skills development, e.g. use of a keyboard and mouse

Priority 4: Develop leadership of learning at all levels including promoting teacher professionalism, self-evaluation and CLPL for all staff

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
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- 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 for Learning and QI 1.3 Leadership of Change

Progress and Impact:

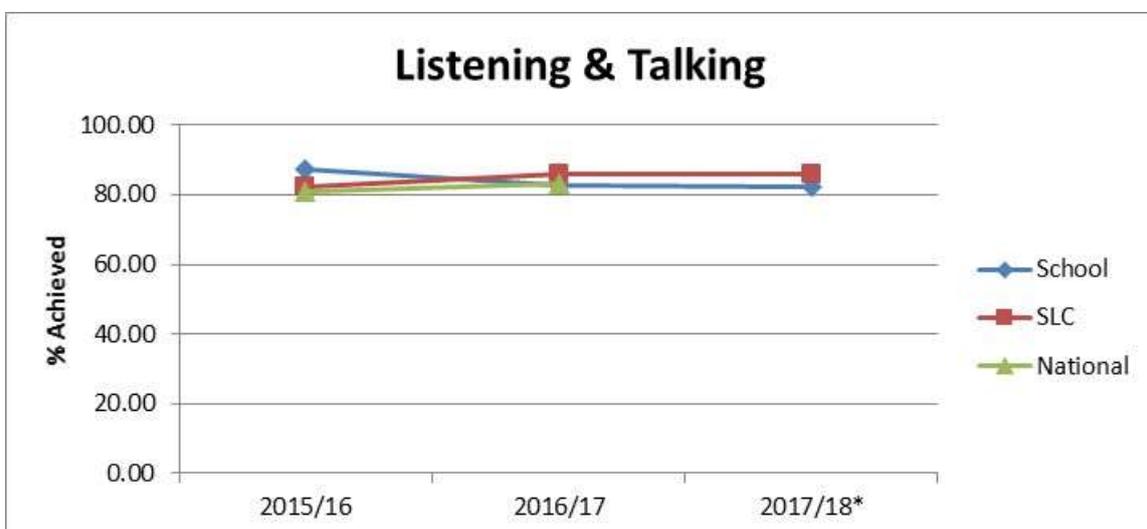
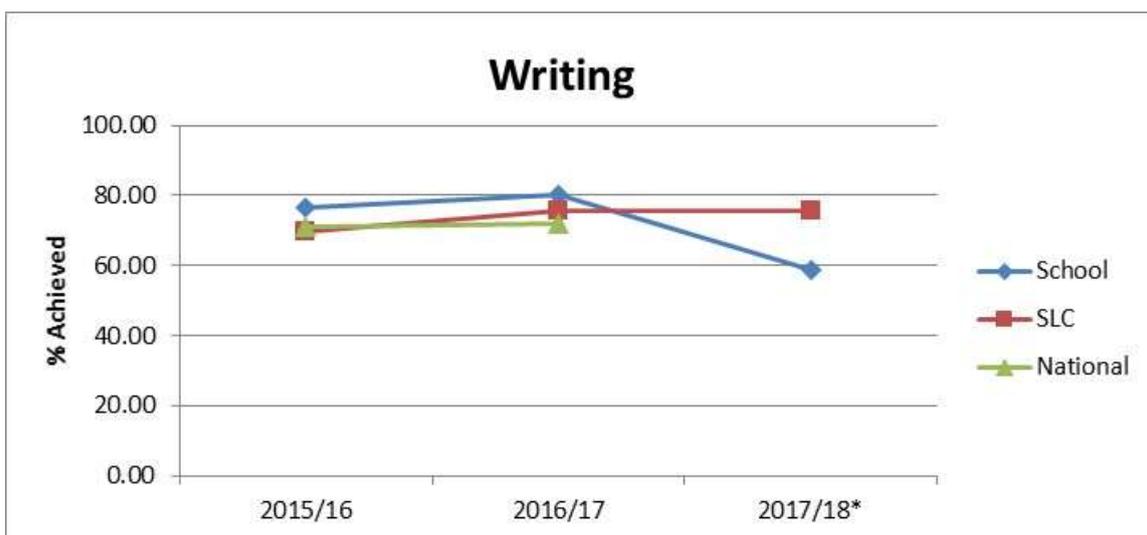
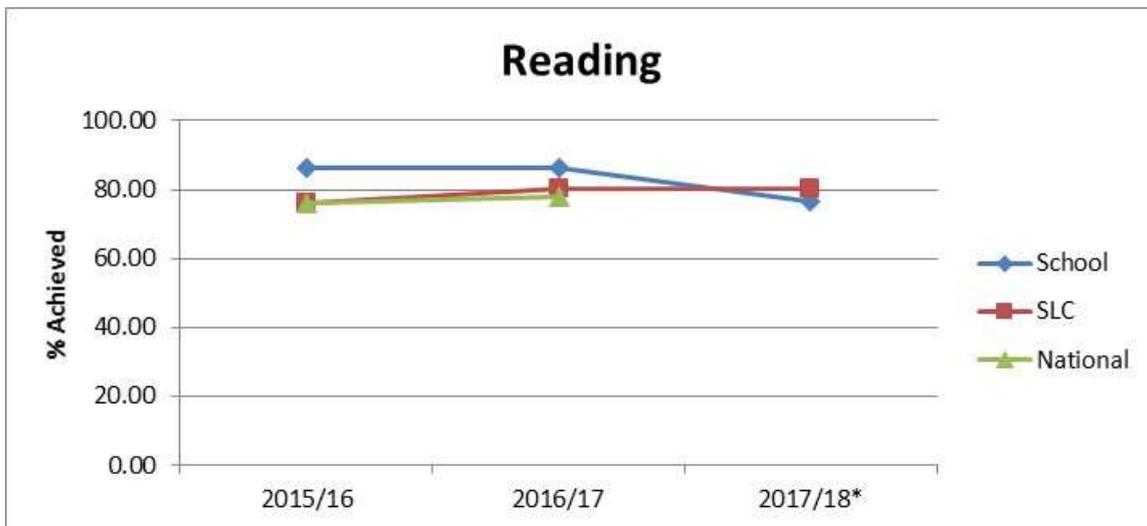
- almost all staff have worked alongside colleagues to lead areas of school improvement through working parties, this has supported the implementation of, for example, HWB Profiles, the use of Google Classroom in almost half of our classes and the development of teacher confidence in the use of technologies at almost all stages
- our Acting PT has worked at an authority level to support developments in early level literacy and early intervention and at a school level in developing planning tools for technologies
- two of our teachers led a whole school focus on food technologies, including bringing in partners from industry and facilities staff to deliver targeted learning activities and raise awareness in pupils and parents of the benefits of a healthy balanced diet
- our Acting DHT has lead aspects of literacy development across the school resulting in a greater focus on reading for enjoyment in P4-7 and the implementation of a non-fiction reading programme of study which, although in the early stages of implementation, has ensured that all learners in P1-P7 are experiencing a structured approach to the learning and teaching of non-fiction reading skills
- two of our school support assistants have led the implementation of Literacy Catch-up which is beginning to show measurable gains in attainment for targeted pupils
- our House and Vice Captains, working with the Headteacher and supported by the PTA, have led improvement of the school grounds by campaigning for improvements to the garden areas and to the introduction of play equipment at lunch-break. This has impacted positively on pupil behavior as pupils have greater access to areas previously unused and are less likely to be bored during the long lunchbreak. They have also implemented a 'Suggestion Time' to gain information from all pupils about what improvements they would like to see. As a result, we are now consulting with facilities staff about the introduction of a Healthy Tuck-shop
- our P1/2 teacher has undertaken a course of study with Glasgow University, cascading some of her learning to all teaching staff at a recent INSET Day, drawing attention to the Autism Toolbox and how this can be used to support ASD children within the classroom and around the school
- almost all teaching staff have participated in learning community collegiate activities to develop holistic assessments for numeracy which they have implemented within their classrooms and then fed back to colleagues in other schools
- our ccc teacher has led the development of PE PAS across the school and nursery, this has led to a greater variety of extracurricular activities and the recognition of excellence in sport through the Clydesdale Sports Council award scheme with the school gaining the Sporting Primary School of the Year Award and being nominated for the regional finals
- our Nursery Team Leader has led the implementation of 'Free-flow' in the nursery playroom which has impacted positively on children's engagement in learning activities and in behavior management
- our Acting DHT and Nursery Team Leader are leading the implementation of phase 2 of the 1140 hours' rollout
- there are many other examples of leadership activities which have taken place over the course of the session, but they are too numerous to mention. Examples can be seen on our website, Twitter and regular newsletters

Next Steps:

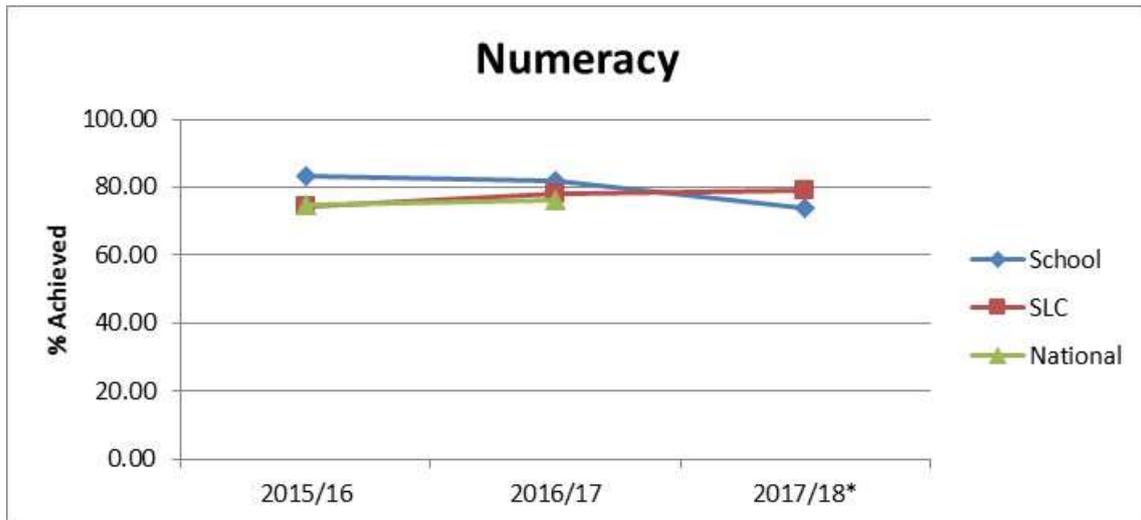
- continue with current working parties in order that developments can be enhanced and embedded in practice, also to allow staff to become more confident in leading whole school development work
- continue to promote CLPL opportunities including practitioner enquiry

- further develop the use of the school grounds to promote learning activities in and through the outdoors
- continue to develop children's understanding of how pupil voice can impact positively on the school environment and their learning

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
	X			

Strengths

- Catch-up Literacy introduced
- focus on Literacy skills across the establishment
- additional staffing used to develop Literacy skills in targeted individuals and groups
- a few staff trained in Talking 4 Writing
- Active Literacy used across the school for phonics and spelling
- a focus on engagement with Reading for Enjoyment across the school and development of school library at stages P4-7
- introduction of a structured approach to the teaching of non-fiction texts/ reading skills
- a focus on Phonological Awareness in the nursery and development of talking and listening skills
- literacy attainment is tracked using teacher judgement and attainment data from N4 to P7

Next steps

- develop a whole school approach to the teaching of writing by enhancing pedagogy to ensure appropriate pace, challenge and differentiation
- further develop Listening and Talking at all stages of the establishment
- enhance parental engagement in promoting Literacy skills and reading for enjoyment across the establishment
- in the Nursery, further develop vocabulary skills and phonological awareness
- See also, SIP Priority 1

Numeracy:

Progress	satisfactory	good	very good	excellent
	X			

Strengths

- whole school approach using 'Big Maths' leads to consistent approach to teaching and learning with mental maths which aids pupil confidence in using strategies and the four mathematical operations
- catch-up numeracy is used to target a few individuals in order to raise attainment and build confidence, although this is on a limited basis due to staff requiring further training
- Easimaths being used across P1-7 at least 1 time per week and at least twice per week for most pupils, this has led to increases in pupil engagement
- numeracy and maths pathways exist to aid planning of teaching and learning which ensures a progressive approach
- numeracy attainment is tracked using teacher judgement and attainment data from N4 to P7

Next steps

- raise staff awareness/ understanding of how to use Easimaths 'problem skills' function to target individuals for additional support
- investigate 'number talks' as a strategy to support enhanced pedagogy
- train 3 staff on Catch-up Numeracy
- in the Nursery, continue to ensure appropriate learning activities are planned in order that all children can access desired learning through a variety of engaging contexts

Health and Wellbeing

Progress	satisfactory	good	very good	excellent
	X			

Strengths

- HWB Profiles have been implemented thus raising awareness amongst most pupils and teaching staff of SHANARRI
- class/ Playroom and whole school charters developed linked to UNCRC raising the profile of children's rights amongst, staff, pupils, parents and the wider community
- development of a new school motto and establishment Vision Statement which has supported the development of a caring, welcoming ethos based on core values and rights. This has supported the whole establishment ethos and helped give a structure / focus for building positive relationships
- PE PAS has been a major focus this session which has supported the development of wider achievements linked to participation in sports and has helped pupils, parents and staff recognise the role PE PAS plays in wellbeing
- Nursery care plans are reviewed on a 6 monthly basis with parents

Next steps

- review our HWB Profiles in order to ensure that they are having the intended impact
- continue to review our attendance data and target interventions to support all pupils to come to school at least 91% of the time by raising awareness of the role of parent/ carers in ensuring children attend regularly with a focus on particular pupils whose attendance causes concern. Develop a tracking tool to monitor attendance and lateness more closely and investigate whether it is linked to particular demographics
- implement regular 'everyone in on time' days to raise awareness of the impact of late coming
- in the Nursery, develop profiles for each child
- audit existing practice in family learning and develop new approaches to include how families can support their child(ren) at home – see SIP Priority 2

Employability Skills/Positive Destinations

Progress	satisfactory	good	very good	excellent
	X			

Strengths

- Enhanced provision for Digital Technologies and raised expectations in respect to the engagement with Digital Technologies
- All pupils in the Primary Stages are regularly using Glow
- The majority of pupils are aware of some of their skills and how these can be transferred
- A focus on the 4 Capacities of CfE when celebrating achievements - Star Awards, Wider Achievement Wall

Next steps

- implement new technology planners, initially at targeted stages before rolling out across the establishment, to further enhance pupil skills and link learning to employability skills
- audit existing practice in family learning and develop new approaches to include raising awareness of skills development with pupils, parents and all staff – see SIP Priority 2

Overall quality of our learners' achievements Highlights of session 2017-18

Development of Library Area

The Pupil Council, inspired by the First Minister's Reading Challenge, have undertaken a project with the aim of encouraging more people in the upper stages of the school to read for enjoyment. Representatives noted that the library areas were underused and not very inspiring. Following discussion, it was decided that the library should have a forest theme which could be adapted to fit the seasons. Pupils were involved in selecting the new furniture and resources. They felt it was important to create a welcoming, calm environment so chose comfortable, adaptable seating and a reading den to facilitate quiet space and escapism! Classes will be involved in decorating and personalising the space. The Pupil Council Reps. also consulted with their classes on favourite books, genres and authors before purchasing new reading materials to supplement existing resources. They also plan to start a reading club at break times to further promote reading for enjoyment and have plans for world book day which include competitions, storytellers and book swaps.

This is an ongoing project but we already have the furniture in place and the early signs are that more children are choosing to spend time reading in the library.

Family Learning

P1-3 are hosting 3 separate family learning events to promote reading and learning together using the Book Bug Bag materials. Parents are invited into school to undertake some fun learning experiences with their child and to hear from our Acting Depute, Natalie Currie, about how they can support their child's learning at home. This has been developed as part of a week of activities related to World Book Day and dovetails with our promotion of reading for enjoyment across the school.



Stay, play and learn is a regular feature in our Nursery Class. All parents who have attended these have said that they value the opportunity to spend time with their child in the Nursery setting. A recent Care Inspectorate inspection highlighted good practice especially in the areas of care and welfare.

The Wider Community

On Friday, 16th March a group of children from Law Primary helped to make a part of Law village a little greener by planting trees in an area adjacent to the school. This is in partnership with Law Community Trust who's aim is to bring the community together, to work for more employment, to increase social opportunities and encourage visitors to Law.



On 23rd March 2018, P7 pupils led an assembly to promote Earth Hour 2018, helping others in school understand how they can have a positive impact on climate change by taking small steps. Our P3s in Room 5 have been promoting a recycling of batteries initiative which has been opened up to the whole community.

Our Choir have participated in many events during this session from Jam and Ham to the SL Youth Music Initiative Singing Showcase and the YOYP Event in the Banqueting Hall, Almada Street. They have also represented our school at local events such as Light Up Law and Dobbies (Clydevalley) Christmas Family Fun Day.



Health

Flu Programme: In NHS Lanarkshire the uptake of the Flu Vaccination in 2017 was 76%, one of the highest uptakes in Scotland. At Law Primary the uptake was 80.9%. NHS Lanarkshire have noticed a positive relationship between return rate of consent forms and the uptake of the vaccine. At Law Primary and Nursery, we have built strong partnerships with Parents and Carers through our communication links and we believe that this encourages a high return rate of consent forms for this and other initiatives.

Pupil Voice

Our House and Vice Captains have been hosting regular 'Suggestion Time' sessions to ascertain pupils' views on a range of things. From this we have worked in partnership with our PTA to purchase new equipment/ games for our playground and some to be used during adverse weather when we are unable to use our playground. These games will help promote active play and social skills which all have a positive impact on health and emotional wellbeing.



The next aspect which they have begun to tackle involves a partnership with our catering staff having carried out a survey of all pupils to gauge the potential for a 'Healthy Tuck-shop'. The next part of this project is to involve facilities staff in partnership to turn their vision into reality.

Sport

Our sporting successes this session are too numerous to mention individually however, they have led to the school being named: Sporting School of the Year for the Clydesdale area and a nomination to the regional finals. One of our teaching staff, Mrs McCann, is also leading our bid for the Sports Scotland Gold Award, having achieved silver in session 2016-17.



Early in the session some of our Badminton Club attended an international event in Glasgow along with Miss Vickers who takes this lunchtime club.

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.

We continue to seek the views of parents, staff and pupils both formally and informally which helps us target areas for improvement.

Some ways that we engage with all stakeholders are:

- during Play, Stay and Learn sessions in the nursery we share information about how parents can support learning, we then ask their views on what has been successful and how we can improve
- at formal parent consultations (90.29% attendance in May 2018) we ask for feedback on targeted aspects of school improvements or for views on ways in which we can develop further. This has led to a change in the way we intend to report to parents next session by changing the times for parent consultations and the time of year when we meet parents and issue final reports. Before implementing these changes, we have asked for the views of our parent focus group (PTA)
- our 'Bistro Café' open mornings have been successful but parents report that it can be challenging to come to all of these events as each class has their Bistro Café on a different day. As a result of feedback we intend to have an open morning in term 2 and a meet the teacher event in term 1
- regular meetings with Support Staff during the school day have helped gather views and make appropriate changes to aspects which affect them most directly such as playground behavior and timetabling of support for targeted groups.
- termly meetings with our partners in the Extended Support Team and Psychological Services has helped us to ensure that we prioritise assessment and support for our most vulnerable individuals
- we have regular Pupil Council and House Captain and Vice-Captain meetings, this has allowed pupils to impact meaningfully on school improvement
- our programme of evaluation, reporting and reviewing ASPs including individual consultations with teachers and pupils and reviews with parents have supported the development of positive relationships with almost all of our parents
- the development of a Sports Committee which includes, staff, pupils, parents and partners in Active Schools has supported the development of PE PAS across the school
- working with our Learning Community partner schools has supported the development of a transition residential excursion which will take place early in Primary 7 supporting positive transition experiences for the majority of our P7 pupils
- we work with secondary teachers to provide a range of transition activities for all of our P7 pupils
- we have contributed to a range of events within the wider community, e.g Jam & Ham, YMI Singing Showcase, Christmas Family Fun-day at Dobbies, Carluke Gala Day, etc. These activities have helped promote the wider achievements of our pupils and raised the profile of our establishment
- establishment of an updated website and establishment Twitter feed

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"> • all teaching staff and nursery practitioners have opportunities to undertake self-evaluation activities during CAT, INSET and Quality Management Activities • all staff undertake regular PDR with their line manager according to their terms and conditions- time is given to reflect on targets and prepare for these meetings • all teaching staff and nursery practitioners have opportunities to engage in planned CLPL activities of their choice and related to their PDR • all support staff have opportunities to contribute to a few establishment self-evaluation activities during INSET and through surveys and professional dialogue • all staff are becoming more aware of HGIOS4 and HGIOELC however, the level of interaction with these tools is inconsistent across the establishment • the majority of staff have engaged with self-evaluation toolkits such as the SLC HGIOS4/ HIGIOELC Toolkit and Care Inspectorate resources • a few pupils contribute to establishment self-evaluation through committees and class based activities • the majority of parents have opportunities to contribute to establishment self-evaluation through surveys, feedback and dialogue with staff, but few take up this opportunity • most staff are becoming aware of the qualitative language used to record self-evaluation • the majority of staff are becoming aware of the standard expected to give a grade using the Quality Indicators • 7 teachers undertook Professional Update this session 	<ul style="list-style-type: none"> • CAT/ INSET Notes • PDR Paperwork • GTCS Professional Learning Records • Feedback from QM activities • ASP Reviews • Professional Dialogue • Professional Learning Records • Care Inspectorate Returns • Record of Parental Feedback/ Surveys • Focus during CAT/ INSET on specific Qis • Care Inspectorate Report 	Satisfactory
1.3 Leadership of Change	<ul style="list-style-type: none"> • all teaching staff have been given curricular responsibilities and the majority have used this to lead change linked to SIP • the majority of teaching staff have undertaken collegiate activities to drive forward an aspect of the SIP • a few support staff have undertaken activities to drive forward change in policy and procedure 		

	<ul style="list-style-type: none"> • a few Support Staff and unpromoted teaching staff have lead CLPL activities • less than half of support staff are leading interventions in teaching and learning in order to raise attainment linked to 'Closing the Gap' 		
<p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> • the values, ethos and culture of our school reflects a commitment to children's rights and is supporting the development of building positive relationships, however, there are inconsistencies in how school policy has been applied • the learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes for the majority of pupils • progressive pathways are used across the establishment to plan meaningful learning experiences • teachers use a range of feedback strategies which are based on LI and SC, developed through planning, although quality management procedures have shown that this is not always used consistently • in certain subject areas some staff are using SALS (e.g. PE) • Benchmarks for Literacy and Numeracy are being used to assess progress and plan for next steps, especially at the key stages of P1, P4 and P7 • in numeracy, holistic assessment processes are beginning to be introduced across the establishment as part of Learning Community development work • verbal feedback is given instantly through discussion, one to one, whole class and peer to peer for certain tasks, e.g. reading, writing, practical tasks, social skills, PE, etc. • written feedback is given in jotters, but this is not being used consistently to inform next steps • in all classes modelling by pupil or teacher/practitioner is used to show what is expected, although clear agreed expectations of acceptable standards in written work, pace and challenge of learning is not consistently high • most teachers/practitioners find that allowing/ finding time for quality feedback is a challenging part of their role • self-assessment used through SC, checklists, etc. relies on pupils having a good understanding of the learning activity and the matching SC, therefore its impact is not 	<ul style="list-style-type: none"> • School and class Charters • Vision Statement • Going for Green Tracking • Class points reward system/ Pirate Points • Star Awards • Wider Achievement Wall • Parent/ Carer Feedback • Jotters, Brain Builders • Stickers- 'Ask me about'; rewards-certificates • Profiles • Quality Management procedures: classroom visits, jotter monitoring, dialogue with pupils, etc. • Forward Plans, Daily Plans • Teacher marking codes: e.g 'think pink,' 'good green' • Professional dialogue through CAT, staff meetings and in reflecting on practice and critical incidents • Self-evaluation activities 	<p>Satisfactory</p>

	<p>consistently leading to pupils having a greater understanding of where they are with their learning and how they should improve</p> <ul style="list-style-type: none"> • all learners have opportunities to exercise choice, including the appropriate use of digital technology, and are encouraged to take increasing responsibility as they become more independent in their learning • free flow in the Nursery Playroom has had a positive impact on learner engagement and behaviour for almost all children • a few learners (all learners in the Nursery) engage in experiences which use the community and outdoor spaces to deliver quality learning experiences • the majority of learners play an active role in the school and wider community and regularly take on leadership roles • the majority of pupils understand the purpose of their learning in the key areas of literacy and numeracy • most children are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities • the majority of our learners are successful, confident and responsible and they contribute effectively to the life of the school and wider community in a range of well-planned activities • almost all learners are developing respectful attitudes to self, their peers and staff • most Support Staff undertake quality learning activities to support specific pupils/ groups of pupils in raising attainment, especially in Literacy and Numeracy 		
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<ul style="list-style-type: none"> • the school and nursery has worked to create an ethos that ensures teaching and support staff are committed to working in partnership • attitudes and values of the adults across the whole school are consistent and appropriate and regular communication is a key theme that supports this ethos • we regularly celebrate the individuality, skills and talents of our pupils in a variety of ways • individuals are tracked through a staged intervention process in line with the principles of GIRFEC • vulnerable children's needs are identified and appropriate interventions are implemented with the support of outside agencies when required • the views of pupils and parents are taken 	<ul style="list-style-type: none"> • ASP Plan, evaluate, review cycle • School and class Charters • Vision statement and aims • GIRFEC paperwork • Staged Intervention Paperwork • CP Files • Behaviour Policy • Attendance/ Late coming Monitoring procedures • pupil files and chronologies 	<p>Good</p>

	<p>into account when reviewing ASPs</p> <ul style="list-style-type: none"> • nursery to P1, class to class, stage to stage transition information is passed on annually • transition from nursery to P1 is well planned and supported by appropriate activities and the SLC transition documentation • all staff are involved in supporting pupils' wellbeing and promoting the welcoming ethos and core values 	<ul style="list-style-type: none"> • assemblies based on SHANARRI/ UNCRC/ HWB • HWB Calendar • Programmes of study/ SHANARRI Planning • HWB Pupil Profiles • Transition Documentation 	
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> • at key milestones, our standardised assessments provide reliable evidence which we use to report on the progress of all children but our teacher judgements need to be moderated to be assured of their validity • PEF funding has been used to implement a range of interventions targeted at specific pupils in order to close the poverty related attainment gap • early intervention strategies are being used with targeted individuals to raise attainment in literacy and numeracy • 5 minute boxes and literacy catch-up have been implemented this session • teacher understanding of the attainment of a level needs to be further developed as tracking and monitoring shows that the majority of teachers still lack confidence in making professional judgement • moderation activities are not yet well established to support teachers in making professional judgements about the attainment of the end of a level 	<p>Tracking and Monitoring of pupil progress</p> <p>Standardised Assessments</p> <p>Formative Assessments</p> <p>Jotter Monitoring</p> <p>Class Visits</p> <p>Professional Dialogue</p>	Satisfactory

Overall impact of establishment's actions to improve excellence and equity (PEF)

Amount allocated: £42 000

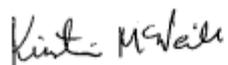
How are we doing?	How do we know? (Evidence measures of success)	What are we going to do now?
<p>The majority of the allocation of PEF funding was used to enhance staffing through additionality of 0.5FTE Teacher from August 2017, 1 times 20hrs School Support Staff(SSA) from August 2017 and a further 20hrs SSA from February 2018.</p> <p>This allocation of staffing and career long professional learning activities to train these staff alongside the purchase of additional resources, including ICT, has enabled the delivery of targeted interventions mainly in literacy but also in numeracy and health and wellbeing. Although at the early stages of implementation, data is showing positive gains for almost all of our targeted individuals. We are tracking the progress of the targeted group through standardised and formative assessment evidence, professional dialogue and monitoring of pupil engagement in learning.</p> <p>As long-term impact can only be measured over time, we intend to continue with our current interventions but we will also widen the monitoring of progress to include pupils who would benefit from the same interventions but who do not fulfil the initial criteria for PEF; i.e. they are not in receipt of free meals or living in SIMD 1 & 2. These pupils do however meet the wider criteria for PEF intervention.</p> <p>Refer to our PEF report for further information.</p>		

Overall evaluation of establishment's capacity for continuous improvement

<p>Our school was last inspected in 2012 however since then the educational landscape has changed significantly.</p> <p>Our school community needs time to assimilate these changes and plan strategically for school improvement to take account of the changes in local and national priorities. We have had significant changes in staff within our nursery with an initial shortfall which required the Nursery Team Leader to spend many hours covering absent staff or vacancies. We have had a PT vacancy covered by an Acting PT for almost 20 months and as our Depute Head Teacher is on a 23-month secondment we have an Acting DHT in post. This has impacted on our capacity for change and we will have to take account of these significant changes through updating our strategic priorities for next session and beyond.</p> <p>During the session, we have also had significant absences and staff shortage in our Support Staff Team. This has required the school management team to take on additional administrative duties and pastoral role for the remaining staff. This too has significantly impacted the capacity for continuous improvement.</p> <p>From August 2018 we will have a reduction in teaching staff within our classes as we configure to 10 rooms rather than 11, a new PT has been appointed and flexible working patterns introduced for a few staff. Our nursery is undergoing further significant change with the implementation of phase 2 of the 1140 hours' entitlement to provision. Changes will be needed to implement the practical elements of having children in nursery from 9am until 3pm, including over lunch. We will also have several new staff to train and ensure that they are familiar with our approach to learning and the ethos of our establishment. A new Office Team Leader has been appointed but as she comes from out-with education, she will need significant time to become familiar with staff, the environment, processes and procedures.</p> <p>Nationally imposed changes being phased in through various initiatives alongside the widening of responsibilities these impose on the school's management team, will also have an impact on capacity to improve.</p>

It will be necessary to take a measure approach to strategic improvement in order to allow changes to embed and to ensure that improvements can be implemented and monitored effectively. With this in mind, it will be necessary to ensure that the improvement plan for next session is targeted at key areas within literacy and numeracy to support raising attainment for all pupils by reducing the number of SIP priorities from the current 4.

Signed:

A handwritten signature in black ink, appearing to read "Kint McVale". The signature is written in a cursive style with a large initial 'K'.

Date: 8th August 2018