



## Law Primary School & Nursery Class Standards and Qualities Report & Improvement Plan 2017-18



### Standards and Qualities Summary

Information in this leaflet is a summary of our report about progress made during session 2016-17. A full version of the report is available from the school office and will be made available on our website in due course.

### 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.

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

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 and P7. 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.

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

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.

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.

## Attainment data 2015/16

### National Improvement Framework - Attainment of Curriculum for Excellence levels 2015/16

School	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
Law Primary	78.8%	90.2%	89.3%	78.8%	78.1%	71.4%	84.9%	92.7%	82.1%
SLC	79.3%	75.0%	72.2%	77.5%	67.8%	62.7%	83.4%	82.5%	79.6%
National	80.8%	75.2%	72.3%	78.2%	69.2%	65.1%	85.0%	80.9%	77.4%

School	Numeracy		
	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better
Law Primary	84.9%	78.1%	89.3%
SLC	82.6%	71.1%	67.8%
National	83.9%	73.1%	67.8%



## Attainment 2016/17

### National Improvement Framework - Attainment of Curriculum for Excellence levels 2016/17

School	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
Law Primary	95.0%	90.5%	72.4%	92.5%	90.5%	72.4%	85.0%	88.1%	72.4%

School	Numeracy		
	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better
Law Primary	92.5%	83.3%	65.5%



#### Literacy:

Our 2015/16 data shows that pupils in P1, P4 and P7 were broadly in line with both National and SLC Average in reading, writing, listening and talking however data for 2016/17 shows a **significant improvement** in reading at P1 and P4 and in writing at P1. This can be explained by the sustained focus on developing early literacy skills.

#### Numeracy:

Our data and other evidence shows that in session 2015/16 pupils in Primary 1, 4 and 7 performed better than the SLC and National average and our data for the current session shows that this trend continues in Primary 1 and 4. The data shows that for Primary 7 pupils we are more in line with local and national averages during this session. The change in average figures can be attributed to individual differences within the two.

#### Health and Wellbeing:

Our Health and Wellbeing Curriculum provides progressive opportunities for children to learn about their physical and emotional health needs. It is taught through a mixture of discrete topics, promotion of our whole school and class ethos and aspects of responsibility of all. Children and staff are becoming more aware of the wellbeing indicators and how they can take responsibility for aspects of their own health and wellbeing.

#### Employability Skills:

Developing skills for learning, life and work is a national priority. Although we have made some progress in developing this area, there is still work to be done in the areas of planning and progression.

## Highlights from Session 2016-17

Pupils across the school have had a range of opportunities to develop their wider skills especially in PE PAS.

For example: Primary 2/3 children were enthusiastic and really enjoyed participating in a series of football skills lessons during Term 2. Mathew said, *"I liked it when I learned the superhero game."* Reece said that it was good when the class was able to practise their skills and Cole liked playing against other teams. Room 6 (Primary 4) agreed their highlight of the year has been "run a mile." After some thinking and collaborative discussion they listed why they like "run a mile" and what it has made them think about or get better at: keeps you fit and healthy; gets you outdoors for fresh air; a fun daily challenge; makes you stronger and fitter; "a great sense of achievement when we beat our own score (and our friends score!)"

This has led to our establishment achieving the School Sports Award (Silver Level) from SportScotland after this was suggested by a member of our PTA and supported by our Active School's Co-ordinator.



Primary 7 took part in their Leavers' Assembly which was the culmination of a year of building confidence in individuals and developing team working skills as this has been an area which they have found particularly challenging. They worked in partnership with a dance instructor and shared wonderful memories from their time spent at Law Primary. Pupils said, *'We learned to work as a team, problem solve and build up each other's confidence.'* Josh and Monique said, *'It was great that everyone was included.'* This will support these pupils as they transition to Carluke High.

On 16th December 2016 Primary 1 performed their version of the nativity - *Christmas Counts*. The children thoroughly enjoyed using the stage to tell the story of the birth of Jesus. Kyle and Caleb enjoyed the responsibility of being a narrator; working hard to learn their lines and speaking through the microphone in front of everyone. Logan and Abbey loved learning and singing the songs, Astrid agreed that the songs were so catchy she was still able to sing them. Fraser and Arran enjoyed being on the stage together as wise man and camel, moving around to help tell their part of the story. All the children enjoyed working together with their friends from Room 2 to share the spotlight; working hard on their performance skills to entertain their audience. Miss Gibson loved the whole performance; the costumes, set design and props enabled the children to sparkle like superstars under the stage lights!

Primary 4/5 have chosen their trip to Stirling castle as their highlight for this year. They thoroughly enjoyed their day, despite the weather! They especially enjoyed their tour around the castle with a real knight, who told them lots of extra information about the castle's defences and who had them re-enact some of the main battles from the Scottish wars of independence. They even got to see and hold some models of weapons used at that time and to feel the weight of the chainmail each of the knights would have been wearing. This experience had an impact on the children's learning as it allowed them to place their knowledge about the Scottish wars of independence into a real life location and to experience first-hand what life and conditions would have been at the time.

Stay, Play and Learn was a highlight within the nursery this session, parents joined in with their child's learning activities using the Bookbug resources and the Owl Babies story. This helped us to develop our already positive relationships with parents and carers.

There were many other highlights, too numerous to mention here, details of some of these can be found in our regular newsletters.

## **Strategies to engage with all stakeholders**

- Pupil consultations and learning conversations
- Pupil Council
- House Captains and Vice Captains
- Opportunities to feedback at events, for example: Bistro Cafes, Open days, Parent/ Carer Consultation Evenings in both the nursery and school
- Parent Teacher Association meetings
- ASP Review meetings and evaluations involving pupils and parent/ carers
- Forward Plan dialogue
- INSET days and other collegiate time activities
- Learning Community events including an information/ consultation evening for current P5 pupils and parents to assess the interest in a shared residential excursion being planned for September 2018

We are involving all stakeholders in the review of our Vision, Values and Aims. During next session we will use this information to create a whole school charter based on the UNCRC.

## **Capacity for continuous improvement**

Our school was last inspected in 2012 however since then the educational landscape has changed significantly.

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 including Principal Teacher and Head Teacher and our Depute Head Teacher is starting a 23-month secondment from August 2017. This will further impact 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.

From August 2017 we will have a stable teaching staff within our classes and this will ensure that we are in a positive position to build on the current good practice and implement changes through collaborative approaches to leadership of change in order to benefit all learners.

## **Improvement Priorities 2017-18**

- ◆ 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
- ◆ Implement and embed a strategic approach to improve wellbeing, equality and inclusion (GIRFEC)
- ◆ Audit existing practice in the use of ICT and Technologies and develop new approaches including ways to support closing the attainment gap
- ◆ Develop leadership of learning at all levels including promoting teacher professionalism, self-evaluation and CLPL for all staff

## **Maintenance Agenda**

### **School and Nursery**

- ◆ Achieve success for all learners and GIRFEC by finalising an updated Vision Statement for Law Primary School and Nursery Class and creation of a whole establishment Charter for launch in August/ September
- ◆ Embed use of ASD Passports and moving on booklets for identified individuals
- ◆ Levels of attainment recorded using the attainment spreadsheet and summative assessments carried out in literacy and numeracy and results recorded; new SLC Tracking tools to be implemented

### **Nursery Only**

- ◆ review and update profiles to ensure they are in line with current guidance and legislation
- ◆ embed SULP
- ◆ continue to implement actions identified through literacy and numeracy audits: e.g. Listening and Talking focus, Phonological Awareness, weights and measure elements of numeracy and maths
- ◆ continue to implement new Care Standards
- ◆ continue to develop the principles of Forest Schools/ O.L. opportunities taking account of recent staff changes

### **School Only**

- ◆ Consolidate work on promoting reading strategies, updating our libraries and promoting reading for enjoyment; including implementing parent/ carer partnership work through reading buddies/ library support, First minister's reading Challenge; Bookbugs; Read, Write, Count, Bistro Cafés etc.
- ◆ Consolidate work on the implementation of Easimaths in P5-7
- ◆ Review impact of 'Brain Builders' with the aim of reinvigorating this approach to family learning
- ◆ Implementation of Pupil Wellbeing Profiles (LC Priority)