

## Standards and Quality Report 2018-2019

### David Livingstone Memorial Primary School and Nursery Class



#### Context of the school

David Livingstone Memorial Primary School and Nursery Class is set within the urban Coatshill area of Blantyre. The current roll is 258 over 10 classes, and 36 children in the Nursery. Our catchment area comprises a mix of privately-owned and social (local authority) housing. Our new school opened in June 2012 and provides an excellent modern environment in which children can learn and achieve. Currently, 21.0% of our children are eligible for a free school meal and 28.9% of children receive a clothing grant. Our Scottish Index of Multiple Deprivation profile for 2018 highlights that 41.3% of our P1-7 pupils live in deciles 1 or 2, with no children living in deciles 9 or 10. Within our Nursery, these figures are 44.1% and 0% respectively. Our attendance levels are 95.7%, which is above both the local authority and national average.

Our school vision is 'We aim to provide an inclusive and nurturing environment where everyone can thrive and achieve.' Our values are what we want all learners to be: respectful, responsible, caring, confident, honest and successful.

The Senior Management Team has changed considerably over the past 2 years, with a new Head Teacher being appointed in August 2016 and a new Depute Head Teacher and Principal Teacher being appointed during 2017/18. Our DHT has been 0.6 flexible working since August 2018 and this session there is an Acting DHT in post 2 days a week. There were also 4 new permanent teachers appointed to the school in August 2017. Unfortunately, we have suffered a lot of staff absence due to illness over the past 2 years. There has also been a number of staff changes in the Nursery over the past 2 years, with a new teacher and Early Years Worker now in post.

We have an active Parent Council who support the school in many ways, especially via fundraising. We are trying to establish greater links with the local community and make good use of our Active Schools Co-ordinator to provide learning opportunities for children of all stages.

We are part of Calderside Learning Community and are developing stronger links with local schools to take forward joint Learning Community initiatives. Our own Nursery works closely with Calderside Nursery in Blantyre to ensure that smooth transitions are planned for.

## Review of SIP progress for session 2018/2019

### Priority 1: To raise attainment in Numeracy and Mathematics

#### National Improvement Framework Key Priorities

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

#### National Improvement Framework Key Drivers

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

HGIOS 4 QI: 1.2 - Leadership of Learning  
 2.2 - Curriculum  
 2.3 - Learning, Teaching & Assessment  
 2.4 – Personalised support  
 3.2 - Raising Attainment & Achievement

#### Progress and Impact:

Audits completed at the start and end of session showed a positive difference in children's learning experiences in Maths. The majority (64%) of children now report that they have opportunities to play, investigate and discuss what they have learned compared to less than half (48%) at the start of session. 55% of children also report that they have opportunities to self and peer assess their learning compared to just 12% in August 2018, and most (75%) now say that they use technology (e.g. ipads, Chromebooks) to support their learning compared to just 40% at the start of session.

*"I feel like I've had more time to get my work done and more help from the teacher because we work in a smaller group. I've got to use more games and these have helped me apply my learning." (P6 Child)*

*"Instead of the teacher marking our work, we mark it and learn from our mistakes. It makes it easier to see what I've done right and wrong." (P3 child)*

*"We use Education City, Sumdog, Easimaths and Topmarks. It helps us revise things we've learned about and introduces new things. Using technology gives me more confidence in Maths." (P5 child)*

Pupil engagement in Numeracy is also positive with staff across all stages reporting that this is either high or extremely high for the majority of children.

Staff 'Learning and Teaching' audits also showed clear improvements over the course of the session with almost all (91%) reporting that they always provide opportunities for learners to learn both collaboratively and independently compared to just 50% in August 2018. Most staff (82%) now allow learners opportunities to explain their thinking in Numeracy compared to 50% at the start of session, and there has been a 35% increase in the numbers of staff who say that they make links with Numeracy to other areas of the curriculum and/or meaningful contexts and experiences.

*"Popping in and out of classes and working with groups of children, I have noticed a massive improvement in children's mental agility. I can also see that children are more able to discuss the strategies that they use in Numeracy and Maths and they are given greater opportunities to work both collaboratively and on their own. There has also been an increase in the use of technology to support the teaching of Maths."*  
(Numeracy Co-ordinator)

CLIC (Counting On, Learn-Its, It's Nothing New and Calculations) Big Maths sessions have been successfully introduced in all classes, with all pupils participating in sessions at least 3 times per week. This has had a positive impact on improving most children's mental agility, as well as their enthusiasm for Numeracy.

*"There has been a huge visible difference made to the mental agility of the children in P5 as a result of CLIC. All children are engaged in this learning as it is fast-paced and they are familiar with the routine. The daily revision of CLIC allows children to be involved in learning and it is clear that the speed and accuracy of all children's mental maths has improved. The children enjoy using the 'Beat That's' to track their own progress and set their own targets. This has been an invaluable introduction to Numeracy this year."* (P5 teacher)

*"I think CLIC is starting to really help me with my times tables, I'm getting a lot quicker. It's helping me with my division with remainders when we do it every day because that's something I found tricky. I'm getting much more confident that when I show an answer, I've got it right. It will help me in P6 next year when questions get trickier. CLIC is always fast and quick and competitive. I want to get all the questions right."*  
(P5 child)

Almost all staff have been trained in the use of Numicon and appropriate resources have been purchased for all classes. (The couple of teachers who did not attend training were actually absent on the in-service day). Most staff have since piloted using these materials with a small group of learners. Early feedback shows that this has been effective in raising children's awareness of number bonds and multiplication facts.

*"Numicon has been good for my group working at 1.2. Having a visual representation of numbers helped with mental addition and subtraction, and to move away from the need to count on our fingers."* (P4 child)

*"Numicon is a good teaching tool for quick recognition of numbers to 10, particularly for children who find it hard to visualise numbers in an array. Numicon was particularly useful when teaching addition, number stories and missing number sums."* (P1 teacher)

Clear and coherent progression pathways have been successfully developed for Early, First and Second Level Numeracy and Mathematics. These have been effective in increasing pace at all stages, as well as ensuring increased breadth of learning for all children. We are now in the process of updating these planners to show where Numicon can be used to support children's learning.

*"The new progression pathways have encouraged a better and more appropriate pace of learning on Numeracy and Mathematics. They have also ensured consistency across each Level as every teacher is aware of what to teach, when to teach it and how long for. They has streamlined our forward planning within Numeracy and Mathematics."* (P3 teacher)

We successfully organised a curriculum workshop to raise parents' awareness of Big Maths and prepared parent-friendly information leaflets which were sent home. Although we consulted with parents to find out the best time to host this curriculum workshop, only about 10% of families attended. This was despite the

fact that almost 25% confirmed that they would attend. Consequently we plan to organise an 'Open Doors' event based on Numeracy next session since the results of tracking and monitoring this year has shown that more parents attend events if their child is actually involved and they have the opportunity to visit their child's own classroom.

Unfortunately, training for Catch-Up Numeracy was not scheduled until February 2019. Three members of staff attended this training (the school's Principal Teacher and 2 support assistants). All 3 members of staff have since piloted the use of this resource with one child each, with early results showing that all of the children involved feel that they have developed a greater understanding of the basic principles of number. We now intend to extend the use of Catch-Up Numeracy to a greater number of children next session after carefully analysing our attainment results to see who we think would benefit most.

Due to resourcing problems, we did not manage to purchase the 5-Minute Numeracy Box until late Term 3. The Principal Teacher (who is also the school's Numeracy Co-ordinator) has since visited 2 other establishments to see this being used and will train 2 members of support staff in its usage at the start of the new session.

Standardised assessments were completed with all P1-P7 pupils in September 2018, then again in June 2019. Analysed results show that the majority of children have shown an increase of more than 9 months since the beginning of session.

### Next Steps:

- To embed the use of Big Maths and Numicon across all stages of the school.
- To extend the use of Catch-Up Numeracy and the use of the 5-Minute Numeracy Box to support identified children.
- To develop holistic assessments linked with revised Numeracy pathways.
- To increase opportunities for parents to become involved in their children's learning in Numeracy.

## Priority 2: To improve consistency in learning and teaching across all stages

### National Improvement Framework Key Priorities

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

### National Improvement Framework Key Drivers

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

HGIOS 4 QI: 1.1 - Self-Evaluation for Self-Improvement  
 1.2 – Leadership for Learning  
 1.3 - Leadership of Change  
 2.3 – Learning, Teaching and Assessment  
 3.1 – Ensuring Wellbeing, Equality and Inclusion  
 3.2 – Raising Attainment and Achievement

### Progress and Impact:

Two Teacher Leaders were identified within the school and they both attended 1 full day and 5 half-day Tapestry training sessions. They then used the knowledge and skills that they had learned to successfully deliver 4 professional learning sessions as part of a Teacher Learning Community (TLC) based on improving classroom practice for all class teachers. Following on from these sessions, all staff have consistently kept an up-to-date professional learning log, completed targeted professional reading and engaged in regular and planned professional dialogue linked to the key focus of each session.

A whole staff audit completed at the end of session showed that engaging in Tapestry and being involved in a TLC has had the following reported impact:

All staff believe that they have become more reflective about their professional practice.

*“Engaging in Tapestry has allowed me more time to think about teaching skills and methods.” (P2 teacher)*

All staff report that their use of learning intentions and success criteria has improved. This was evident in most classes during planned completed in March 2019 and in most Writing jotters in May 2019.

*“I was already using learning intentions and success criteria in each lesson, but it has made me more aware of how I word them and gave me different ideas, e.g. children creating success criteria.” (P4 teacher)*

*“Learning intentions and success criteria are being explained more. This has helped us to understand what it is that we need to do.” (P7 child)*

The majority of staff think that Tapestry sessions have given them practical ways to use evidence to inform professional judgement. This is something that we will continue to develop next session.

All staff believe that their use of questioning and their ability to promote higher order thinking has improved.

*"I enjoyed learning about different types of strategies for questioning, e.g. hinge-point questions, and have started using these in my class." (P3 teacher)*

*"Staff are asking more open questions in class. This has helped to encourage greater class discussions." (P6 child)*

### **Next Steps:**

- To continue to engage in Year 2 of Tapestry.
- To review and update school's Promoting Positive Relationships Policy to ensure increased consistency across the school.

Priority 3: To increase awareness of Children’s Rights and pupil participation across all stages of the school.

**National Improvement Framework Key Priorities**

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**National Improvement Framework Key Drivers**

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

HGIOS 4 QI: 1.1 – Self-Evaluation for Self-Improvement  
 1.3 – Leadership of Change  
 2.2 - Curriculum  
 2.3 – Learning, Teaching and Assessment  
 3.1 – Ensuring Wellbeing, Equality and Inclusion

**Progress and Impact:**

Monthly whole-school assemblies linked to the 8 Wellbeing Indicators (SHANARRI) have been successfully completed. These have been effective in raising children’s awareness of Children’s Rights as outlined in the UNCRC. Wall displays throughout the school are also starting to make greater reference to relevant Children’s Rights. This will continue to be developed next session.

*“Children have become more aware and more confident in using the language of rights around the school. They have developed a clearer understanding of the purpose of the UNCRC and are able to link classroom and playground behaviour to rights. Staff have become better equipped at linking rights to learning. They have also developed a greater understanding of the importance of the UNCRC.” (P2/3 teacher)*

*“The whole school assemblies have helped me to learn about my rights. I now know that all children up to 18 years of age have 54 rights.” (P3 child)*

*“I know that UNCRC stands for United Nations Convention on the Rights of a Child. I also now understand how my rights link to how people behave in the school. (P7 child)*

All children were consulted using the ‘4 arenas of participation’ mapping tool and identified the need to develop our links with the wider community. This resulted in the organisation of a very successful World of Work Week during which all classes, including the Nursery, had visitors (including parents of the school) representing a wide range of careers, from businesses both within our local area and beyond. Following feedback from a consultation that was completed with children last session, all of our P6 children took responsibility for writing a letter of invitation to an employer of their choice. Half of the classes in the school

also had the opportunity to visit a local business, which helped to make their learning much more meaningful and relevant. Feedback from those who attended our special week was extremely positive, with many offering to extend their support further.

*"Children got to hear about a wide range of jobs and had the opportunity to ask different visitors questions."  
(P6/7 teacher)*

*"World of Work Week made me think about what I actually want to be and the skills that I have. I wanted to be a police officer and now I want to be a radio presenter because I think this will suit my bubbly personality."  
(P6 child)*

*"I enjoyed finding out what an apprenticeship was and hearing about the job of the electrician."  
(P7 child)*

*"I would be more than happy to come back to the school again to present. The children had some great questions to ask."  
(World of Work visitor)*

### **Next Steps:**

- To continue to increase staff, children and parents' understanding of Children's Rights by introducing a 'Right of the Month'.
- To review Promoting Positive Relationships Policy and link this to UNCRC.
- To extend links with wider community (identified focus arena of participation)
- To extend the use of 'pupil voice' through the use of 'How Good Is OUR School?' as part of self-evaluation activities.



## Nursery Priority 1: To increase opportunities for outdoor learning.

### 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

HGIOELCC QI: 1.1 – Self-Evaluation for Self-Improvement  
 1.2 – Leadership for Learning  
 1.5 – Management of Resources to Promote Equity  
 2.2 - Curriculum  
 2.3 – Learning, Teaching and Assessment  
 3.1 – Ensuring Wellbeing, Equality and Inclusion

### Progress and Impact:

A robust and effective timetable has been established to ensure that one member of staff is outdoors to facilitate learning in the Nursery garden every day of the week. This has allowed free flow play and extended the variety of learning experiences available to the children. We have also created an informative position statement which clearly outlines expected practice in our outdoor area. All are consulted regularly on what resources they would like to see outside and so planning for all staff has become much more responsive to the children's interests.

*"All children are now confidently accessing free flow outdoor learning. The children can now transfer their skills from indoors to outdoors. (Early Years Worker)*

'Fit Fridays' were successfully introduced, with all children visiting a local building site on a weekly basis. This had a positive influence in sparking children's interests in learning about houses and homes, raised their awareness of the construction industry and helped to forge a strong relationship with the building site manager who then attended our whole school World of Work Week. In addition, all children became more aware of health and safety rules which has made them more aware of potential risks within the Nursery and the need to be safe at all times.

*"The building site visits allowed the children to develop real life skills and provided a clear context for learning." (Nursery Teacher)*

*"It has been great to see the children enthusiastic about the construction industry and the new houses being built. The children had some great questions to ask." (Construction site manager)*

*"Outdoor activities are great and good variety. My daughter loved visiting the construction site." (Nursery parent)*

Following an approved application for funding, two members of staff (one Nursery teacher and one Early Years Worker) have successfully completed Forest School training and a course in outdoor first aid in partnership with North Lanarkshire Council. This has enhanced children's learning in the local area and has made them much more appreciative of nature.

*"Children are confidently exploring the forest environment and working cooperatively during team building activities." (Nursery Team Leader)*

"I think its fantastic that the kids are out in nature and it is helping us to complete our 30 days World Challenge." (Nursery parent)

"I like hammering the leaves in the forest and finding ladybirds." (Nursery child)

Unfortunately, due to fire regulations, we were unable to purchase a literacy shed. However, staff have been very creative and have established a literacy area within the Nursery garden. This has enabled literacy to be taken outdoors and raised all children's awareness of literacy in the environment.

*"We made price tags for our garden centre and I like selling things." (Nursery child)*

*"I have enjoyed looking at all the signs for the plants that the children have made. It has really engaged my child." (Nursery parent)*

Our outdoor store has been cleared and this is now successfully used as a changing area for all children. This enables the children to go out in all weathers and has encouraged them to become more independent in dressing and undressing themselves.

### Next Steps:

- To extend Forest School to include both morning and afternoon children.
- To increase parental engagement in children's learning.

## Nursery Priority 2: To improve approaches to planning.

### 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

HGIOELCC QI: 1.1 – Self-Evaluation for Self-Improvement  
 1.2 – Leadership for Learning  
 2.2 - Curriculum  
 2.3 – Learning, Teaching and Assessment  
 3.2 – Securing Children's Progress

### Progress and Impact:

Effective planning pro-formas have been created to inform weekly planning meetings involving all staff. These show clear links with 'Together We Can and We Will' and ensure that all staff are fully involved in the planning process. A clear position statement has also been created and this has resulted in increased consistency between all staff. We have tried without success to engage parents in the planning process and this is something that we will continue to work on next session.

*"We all have a clear and consistent approach to planning which ensures breadth and depth of learning." (Nursery Teacher)*

Detailed and informative floor books have been established and have been very effective in allowing the children to drive the learning forward based on their own interests.

*"Floorbooks clearly display threads of learning and evidence the variety of learning experiences that have taken place in the Nursery." (Nursery teacher)*

*"This is fab! It's lovely to see what they get up to when you are not there." (Nursery parent)*

### Next Steps:

- To increase parental engagement in the planning process.
- To strengthen links with other establishments to share good practice.

## Nursery Priority 3: To improve approaches to assessment, tracking and monitoring.

### National Improvement Framework Key Priorities

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

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HGIOELCC QI: 1.1 – Self-Evaluation for Self-Improvement  
 1.2 – Leadership for Learning  
 2.2 - Curriculum  
 2.3 – Learning, Teaching and Assessment  
 2.4 – Personalised Support  
 3.2 – Securing Children's Progress

### Progress and Impact:

E-journals have been successfully introduced for all Nursery children, as well as those who attend our Nurture groups in the school. All members of staff use these to record at least one observation per week for each child, including one learning experience from outdoors, following an agreed format. These have been very effective as means of communication between Nursery and home and have received very positive comments from children and parents alike. A parent workshop was offered to all families, but only 2 parents participated so we will look to alter the timing for this next session. The use of e-journals is also explained to all parents as part of their child's induction to Nursery and staff are available at any time to answer questions.

*"I really enjoy the conversations and interactions that the learning journals have sparked with my child."*  
 (Nursery parent)

*"Mummy shows me it on the phone and tells me why she likes it."* (Nursery child)

"The learning journals are a great way to communicate with the parents. They have also helped to track threads of learning and to set personalised next steps for the children." (Nursery teacher)

More robust tracking of experiences and outcomes has ensured greater breadth of learning for all children. The Nursery are also now included in our whole-school tracking spreadsheet which has led to a more holistic record of children's attainment. This, in turn, has promoted earlier interventions for children who are not achieving.

*“The new tracking spreadsheets have ensured a breadth of coverage across all curricular areas. Having each child closely monitored using this system means that we can put actions into place earlier.” (Nursery teacher)*

### Next Steps:

- To look for opportunities to improve the timing of parent workshops
- To begin tracking children’s achievements in and out of Nursery and include this data on our whole school tracking spreadsheet

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

### **Intervention 1: Developing HWB through Nurture**

This intervention focused on developing children’s Health and Wellbeing and readiness to learn through the extension of Nurture. This involved the continuation of a Nurture group for up to 12 P1-3 children, as well as the introduction of a Nurture group for up to 12 P4-7 children.

- Our P1-3 Nurture sessions continue to run x 4 weekly, targeting 12 children in total.
- Two of the original 12 children left the school. For those children who still attend DLMPS, all the original 10 children who joined the P1-3 Nurture group in December 2018 have since been re-integrated back into class full-time. All 10 children showed significant improvement in terms of the lines of development recorded in Boxall Profiles.
- Our P1-3 Nurture group has since been extended to another 11 children. Of these, 4 have already been re-integrated back into their class after 2 terms of intervention, with another 2 expected to do so by the end of June 2019.
- All families were represented at our P1-3 Nurture Open Afternoon in January 2019. The parents/carers of all children felt that Nurture has had a positive impact on their child.
- The teachers of all P1-3 children who have had or who are currently still attending Nurture believe that Nurture has had a positive impact in terms of children’s readiness to learn and there continues to be much fewer behaviour incidents involving this group of children.
- 2 members of staff (one teacher and a support assistant) were awarded accreditation following their attendance at Nurture training organised by Nurture UK.
- 11 children were identified for inclusion in our P4-7 Nurture groups and began this intervention in December 2019. A further child has since joined this group in May 2019. These groups continue to operate on 2 mornings per week.
- 2 out of the original 11 children (18%) will be ready to be fully re-integrated back into their mainstream class by June 2019.
- Staff report that almost half of the remaining 10 children appear calmer in class, with fewer behaviour incidents recorded for some children. All of these children are now much more able to discuss their emotions within a small group setting.

## Intervention 2: Raising attainment in Numeracy

This intervention focused on raising attainment in Numeracy through targeted interventions involving both small groups and individual children, as well as through increased consistency in the teaching of Numeracy across the school. All teaching staff and support staff were trained in Big Maths, all teaching staff were trained in Numicon, and 3 members of staff (one teacher and 2 members of support staff) were trained in Catch-Up Numeracy.

- Big Maths CLIC sessions are now used in all classes on at least 3 occasions per week. This has helped to improve consistency in the teaching of mental maths across the school.
- The majority of children report that their confidence in mental maths has improved following the introduction of Big Maths.
- Up until December 2018, additional PEF teacher worked daily with 5 P5 children and 80% have since achieved expected CfE levels. As a result, the targeted group of children who are on target to achieved expected CfE levels has increased by 20% since June 2018, although the gap has actually increased by 10% because of a number of children leaving and joining the class over the past session.
- Of the 9 identified children in P6, 4 are now achieving the expected CfE level for their stage. As a result, the poverty-related attainment gap in Numeracy has closed by 10% for the children currently in P6.
- Additional PEF teacher also worked daily with 11 P7 children, 8 of whom were in receipt of FME or living in SIMD 1/2. Three children have now achieved expected CfE levels, 2 of whom are in the targeted group. As a result, the poverty-related attainment gap in Numeracy has closed by 27% for the children currently in P7.
- Across the whole school, there has been a 4.3% increase in targeted children achieving expected CfE levels. Nevertheless, due to fluctuating numbers within cohorts, the poverty-related attainment gap in Numeracy has actually increased by 2.6% across the school. Within individual stages, these changes are as follows:
  - P2 = -5% (1 targeted child who is not achieving joined class and 1 child who was on track left cohort),
  - P3 = -3% (1 targeted child who was achieving left cohort)
  - P4 = -10% (more accurate teacher judgement)
  - P5 = -10% (3 targeted children who were on track left school and one child non-targeted child joined)
  - P6 = +10% of targeted children achieving
  - P7 = +27% of targeted children achieving
- Unfortunately, due to long-term staff absence, Numeracy intervention groups were not always able to go ahead. This has had a significant impact on predicted levels of attainment for those in P6 and P7. As a consequence, we will be reviewing what form of support we offer for children who are not achieving next session.
- 3 members of staff were trained in Catch-Up Numeracy in February/March 2019 and have since piloted this intervention with 3 children starting in April 2019. So far all 3 children report an increase in their understanding of basic number principles.
- Unfortunately, there was a delay in the delivery of the Numeracy 5-Minute Box and so this has not yet been introduced in the school. It is intended that this will be done at the start of the new session for identified children.

### **Intervention 3: Teacher Leadership**

This intervention focused on increasing consistency in learning and teaching across all stages of the school, through having all class teachers involved in the Tapestry programme with Dylan Wiliam.

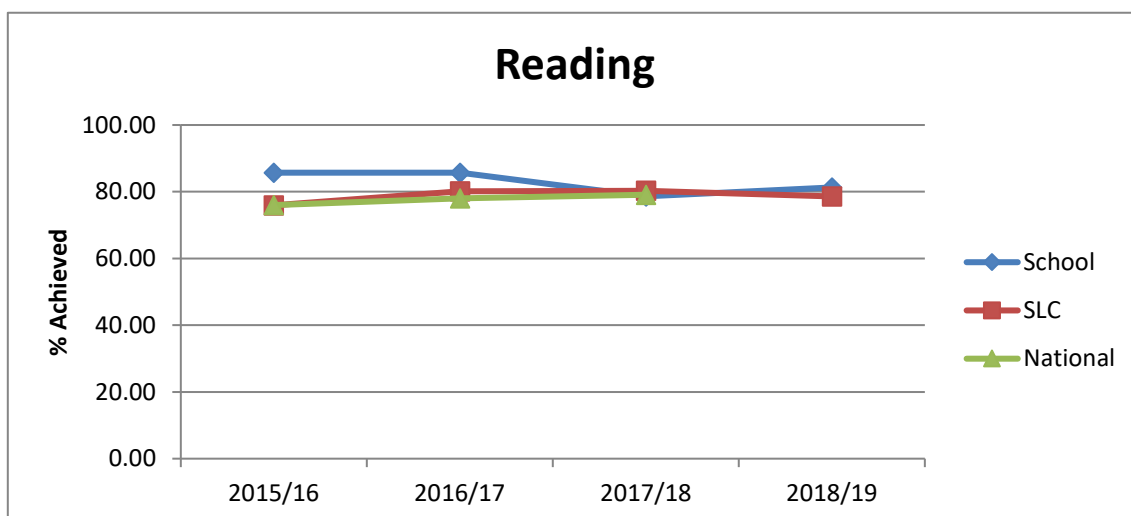
- 2 Teacher Leaders were identified and attended 4 Tapestry training sessions, as well as a master class presented by Dylan Wiliam. As a follow-up to this, they have now delivered 4 training sessions to all staff. All teaching staff volunteered to become involved and have engaged in professional reading, modified their teaching practice and completed a professional learning log.
- All staff feel that they have become better at using learning intentions and success criteria in their classes and this was noted in most classes during planned classroom visits.
- Feedback (verbal and written) was not a focus for the first 4 Tapestry sessions, but this will become a focus for next session.

### **Intervention 4: Raising attainment in Literacy**

This intervention focused on raising targeted children's attainment in Literacy through the use on one-to-one interventions, namely Catch-Up Literacy and the Literacy 5-Minute Box.

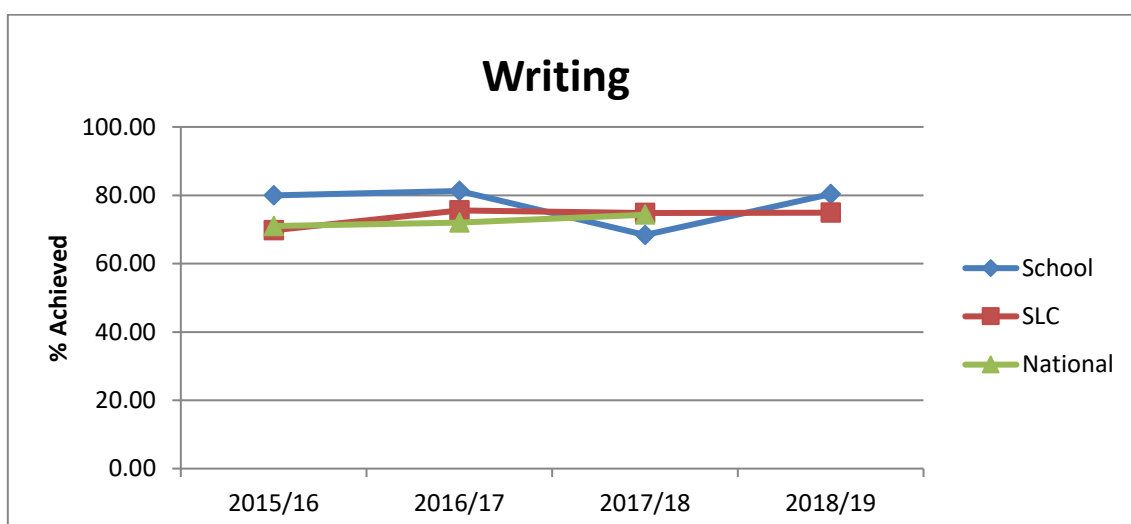
- The reading ages of all 8 targeted children using Catch-Up Literacy has increased by an average of 18 months over a 9-month period, with the highest gain being 2 years 4 months and the lowest being just one month.
- The spelling ages the 10 targeted P2-P4 children using the Literacy 5-minute Box has increased by an average of 12 months over a 9-month period, with the greatest gain being 21 months and the smallest gain being 4 months.
- The following progress been noted in the 10 targeted P2-4 children using the Literacy 5-Minute Box:
  - Sound to say recognition: 9/10 can say all initial sounds compared to 2/10 at the start of session
  - Sound to write recognition: 7/10 can write all initial sounds compared to 0/10 at the start of session
  - Short vowel recognition: 8/10 children can recognise 3 or more short vowels compared to 1/10 at the start of session
  - Blending 2-letter words: All 10 children have developed their ability to blend 2-letter words
  - Blending 3-letter words: All 10 children have shown an improvement in their ability to blend 3-letter words
  - Blending initial adjacent consonants: 5/10 children can blend initial adjacent consonants compared to 0/10 at the start of session

## 1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2016/17, 2017/18 and 2018/19 (teacher judgement).



### Reading

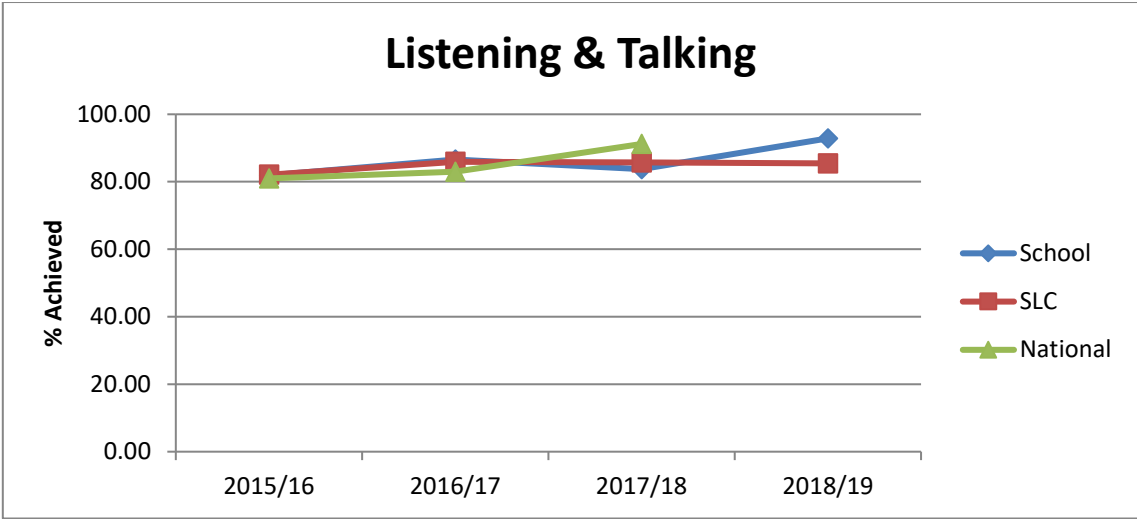
		Establishment		
		School	SLC	National
Year	2015/16	85.71	75.94	76.00
	2016/17	85.71	80.10	78.00
	2017/18	78.63	80.28	79.10
	2018/19	81.25	78.60	



### Writing

		Establishment		
		School	SLC	National
Year	2015/16	80.00	69.76	71.00
	2016/17	81.25	75.56	72.00
	2017/18	68.38	74.79	74.30
	2018/19	80.36	74.89	

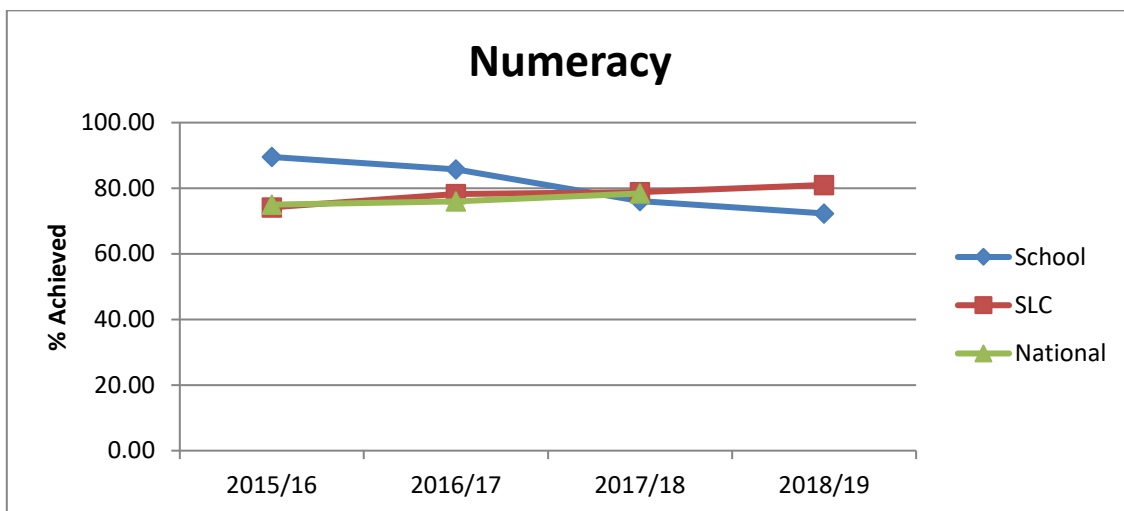




**Listening & Talking**

		Establishment		
		School	SLC	National
Year	2015/16	81.90	82.09	81.00
	2016/17	86.61	85.91	83.00
	2017/18	83.76	85.75	91.20
	2018/19	92.86	85.45	

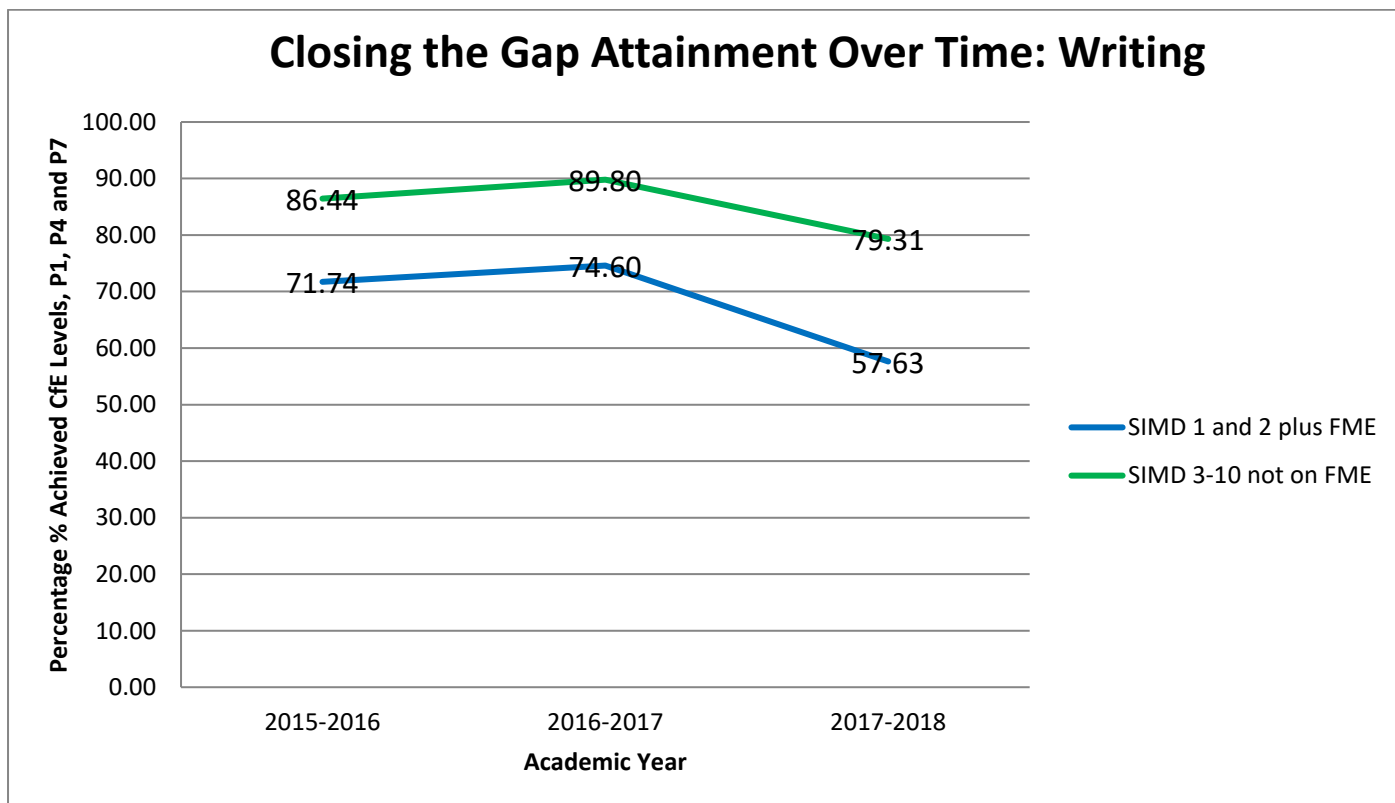
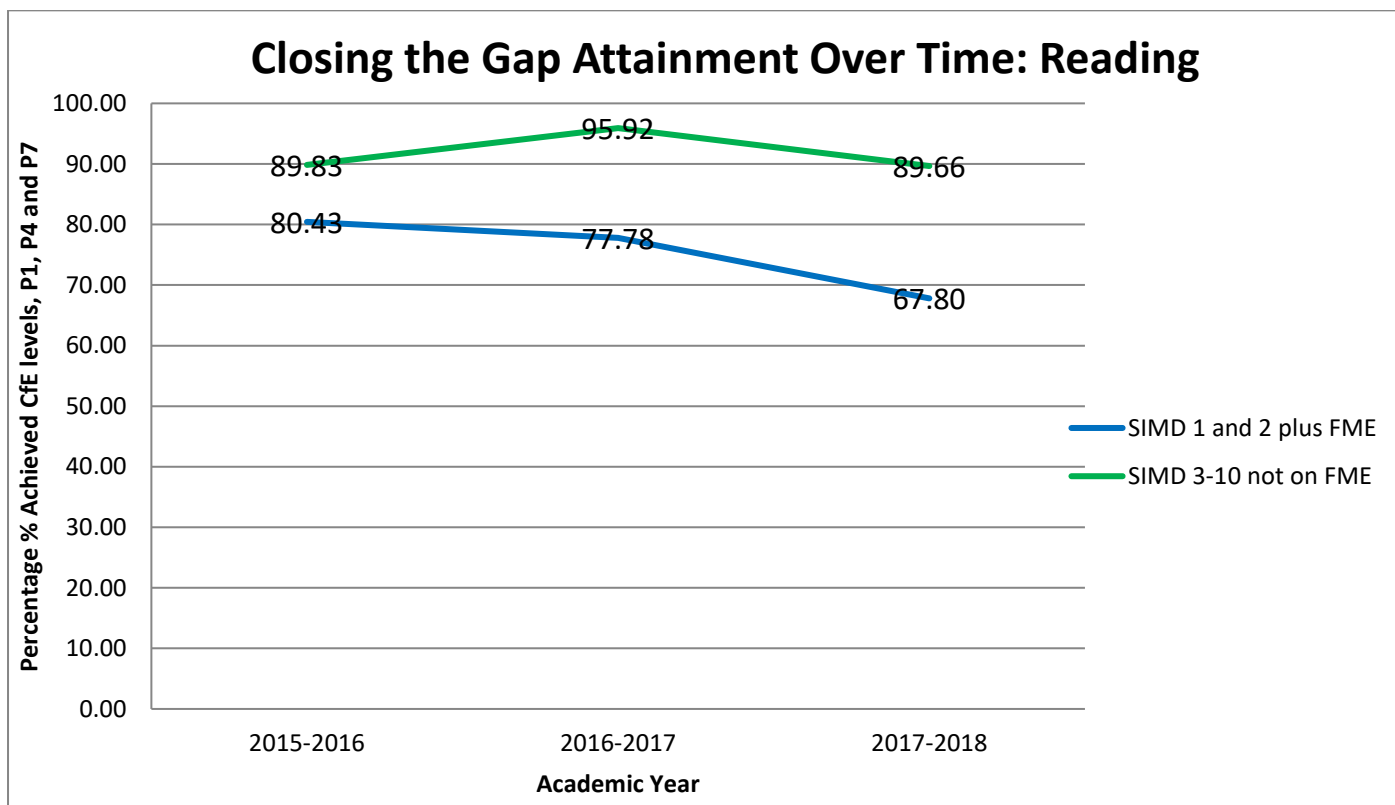
## 1.2 Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2016/17, 2017/18 and 2018/19 (teacher judgement).



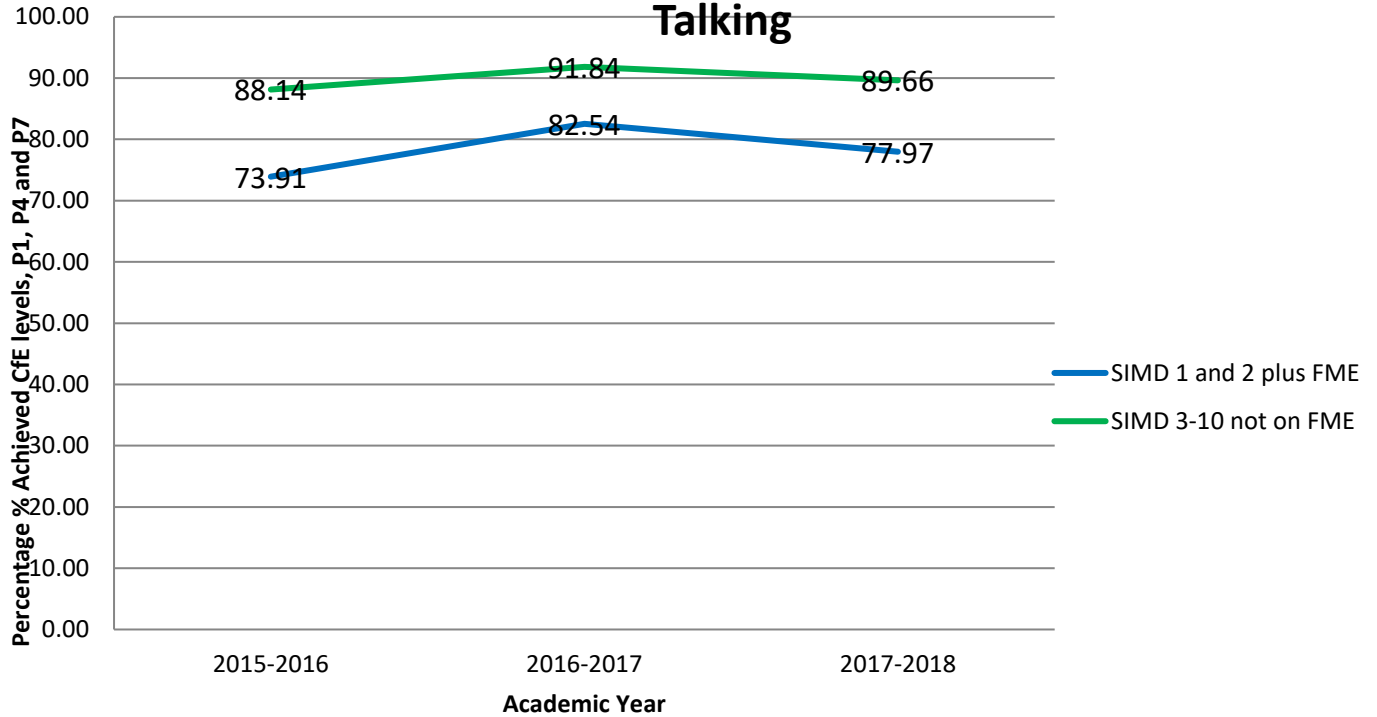
### Numeracy

		Establishment		
		School	SLC	National
Year	2015/16	89.52	74.18	75.00
	2016/17	85.71	78.27	76.00
	2017/18	76.07	78.86	78.40
	2018/19	72.32	80.99	

### 1.3 Poverty-related attainment gap data



## Closing the Gap Attainment Over Time: Listening and Talking



### Bridging the Gap

With regards to 'bridging the gap' for those children in receipt of Free School Meals and/or living in SIMD deciles 1 and 2, we have collated the following data for session 2018/19:

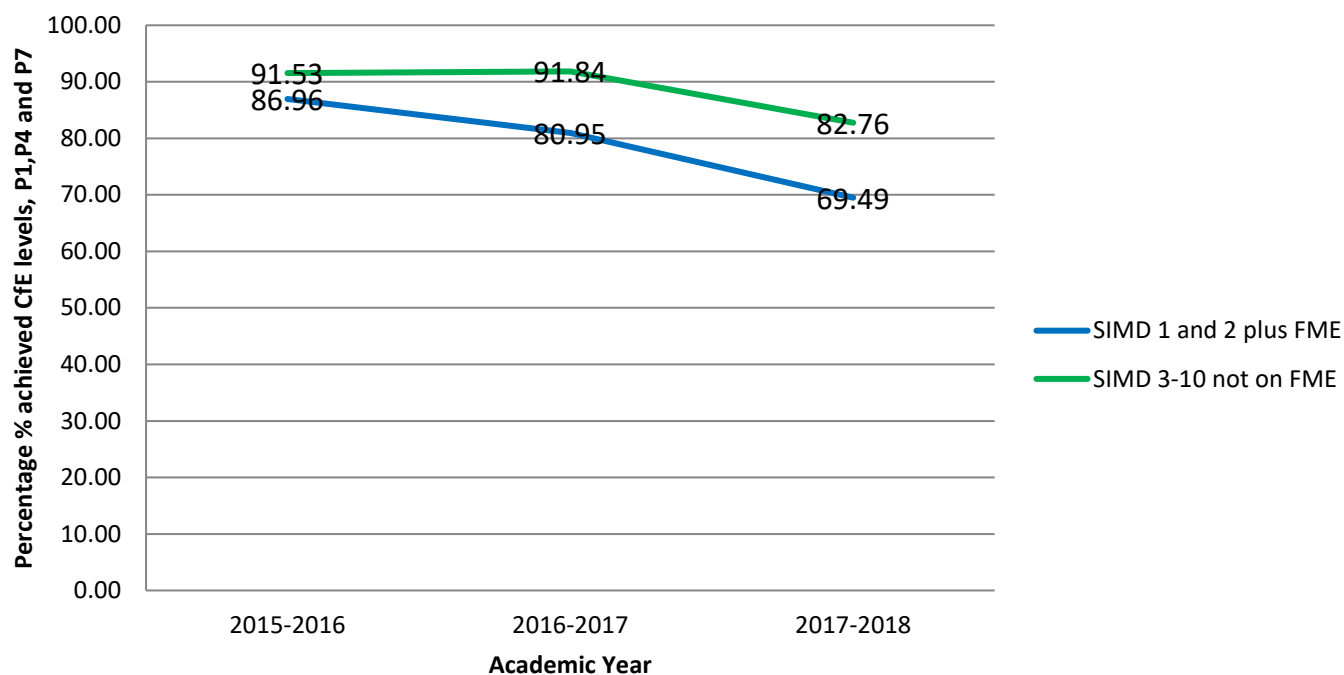
CALCULATED STATISTICS	Early Level	Level 1 by end P4			Level 2 by end P7		
	P1	P2	P3	P4	P5	P6	P7
% in targeted group	36%	59%	53%	39%	38%	39%	45%
% not in targeted group on track: Reading	92%	88%	86%	80%	83%	86%	86%
% not in targeted group on track: Writing	92%	88%	86%	80%	78%	75%	86%
% not in targeted group on track: Listening/Talking	100%	88%	86%	100%	89%	93%	95%
% in targeted group on track: Reading	57%	71%	81%	77%	82%	56%	83%
% in targeted group on track: Writing	57%	83%	81%	69%	82%	44%	83%
% in targeted group on track: Listening/Talking	79%	92%	88%	77%	82%	89%	94%

Comparison between targeted and non-targeted group:							
Reading	-35%	-17%	-4%	-3%	-2%	-30%	-3%
Difference in gap from June 2018		4% inc	6% dec	13% dec	14% inc	11% inc	14% inc
Writing	-35%	-5%	-4%	-11%	4%	-31%	-3%
Difference in gap from June 2018		12% inc	3% inc	21% dec	6% inc	7% dec	13% inc
Listening/Talking	-21%	3%	2%	-23%	-7%	-4%	-1%
Difference in gap from June 2018		20% inc	3% inc	23% dec	8% inc	5% inc	2% inc

	Increase in same cohort year on year (June 2018 - June 2019)
	Decrease in same cohort year on year (June 2018 - June 2019)

This shows that we during 2018/2019, we have managed to narrow the gap for the majority of stages for Reading (P2, P5, P6 and P7); nevertheless, we still have work to do to support targeted children in our existing P1, P2 and P6 cohorts in particular. We have also managed to narrow the gap for the majority of stages in Writing (P2, P3, P5 and P7), but need to focus more on targeted children in our current P1, P4 and P6 stages next session. In addition, the gap has decreased for most stages in Listening and Talking, apart from P4. This cohort of children will become our focus for next session, along with those who will be moving into P2 in August 2019.

## Closing the Gap Attainment Over Time: Numeracy



### Bridging the Gap

With regards to 'bridging the gap' for those children in receipt of Free School Meals and/or living in SIMD deciles 1 and 2, we have collated the following data for session 2018/19:

CALCULATED STATISTICS	Early Level	Level 1 by end P4				Level 2 by end P7		
	P1	P2	P3	P4	P5	P6	P7	
% in targeted group	36%	59%	53%	39%	38%	39%	45%	
% not in targeted group on track: Numeracy	92%	88%	86%	80%	72%	89%	64%	
% in targeted group on track: Numeracy	71%	71%	75%	46%	64%	61%	72%	
<b>Comparison between targeted and non-targeted group:</b>								
Numeracy	-21%	-17%	-11%	-34%	-9%	-28%	9%	
Difference in gap from June 2018		5% dec	3% dec	10% dec	10% dec	10% inc	27% inc	

	Increase in same cohort year on year (June 2018 - June 2019)
	Decrease in same cohort year on year (June 2018 - June 2019)

This shows that during 2018/2019, the gap has actually increased for the majority of stages (most of whom have had a number of children leaving or joining the school during the session), with the greatest improvement being in P7 where the gap reduced by 27%. We now need to pay increased focus on the children in our current P1, P2, P4 and P6 cohorts in particular.

## Achieving Excellence: Overall Progress towards National Improvement Framework Priorities Session 2018-19

Since 2011-2012, we have been tracking attainment of our pupils against Curriculum for Excellence levels at identified stages. Our approach to assessment and moderation has developed over time and will continue to remain a focus for school improvement.

### Literacy:

Progress	satisfactory	good	very good	excellent
		X		

	Reading			Writing			Listening and Talking		
	P1	P4	P7	P1	P4	P7	P1	P4	P7
2011-2012	96%	91%	77%	98%	74%	56%	96%	91%	77%
2012-2013	91%	73%	67%	91%	65%	60%	91%	76%	57%
2013-2014	91%	94%	74%	86%	86%	54%	95%	89%	72%
2014-2015	72%	74%	49%	55%	74%	34%	83%	66%	41%
2015-2016	94.1%	83.8%	79.4%	91.2%	81.1%	67.7%	88.2%	78.4%	79.4%
2016-2017	79.4%	88.1%	86.5%	79.4%	90.1%	75.7%	85.3%	90.1%	81.1%
2017-2018	73.4%	78.6%	83.7%	76.9%	71.4%	61.2%	76.9%	85.7%	87.8%
2018-2019	79.5%	78.8%	85.0%	79.5%	75.8%	85.0%	92.3%	90.9%	95.0%

### Strengths

- Our predicted data indicates an increase in all areas of Literacy.
- Our data and other evidence shows that in 2017/18, our P1, P4 and P7 performed better than both the SLC and national average in Listening and Talking.
- Our data and other evidence shows that in 2017/18, our P7 performed better than both the SLC and national average in Reading.
- Data now reflects much more accurate teacher judgement levels since staff have engaged with the Benchmarks and have become much more aware of what constitutes 'Achievement of a Level'.
- A range of interventions have been successfully introduced to support children's attainment in Reading, particularly for those who are in receipt of Free School Meals and/or living in SIMD deciles 1 or 2.
- Targeted group support has successfully increased children's attainment in Writing.

### Areas for Development

- In terms of children in receipt of Free School Meals and/or those living in SIMD deciles 1 and 2, we still have work to do to ensure that the attainment gap closes, with a particular focus on our current P1, P2 and P6 Reading, our current P1, P4 and P6 Writing, and our current P1 and P4 Listening and Talking.
- To increase opportunities for parents to be involved in their children's learning.
- To increase consistency in the teaching of Reading across the school through the introduction of Active Literacy.
- To make better use of own school library and local Blantyre library, as well as re-introduce a Nursery library.
- Further extend opportunities for children to read for pleasure.



## Numeracy:

Progress	satisfactory	good	very good	excellent
	X			

	Numeracy		
	P1	P4	P7
2011-2012	92%	97%	67%
2012-2013	94%	65%	60%
2013-2014	86%	94%	47%
2014-2015	93%	79%	44%
2015-2016	94.1%	94.6%	79.4%
2016-2017	91.2%	90.1%	73.7%
2017-2018	79.5%	53.6%	85.7%
2018-2019	82.1%	66.7%	67.5%

### Strengths

- Our data shows that in 2017/18, P7 performed significantly better than both the SLC and national average.
- During 2018/19, there has been a significant increase in P4 Numeracy and a small increase in P1 Numeracy.
- Data now reflects much more accurate teacher judgement levels since staff have engaged with the Benchmarks and have become much more aware of what constitutes 'Achievement of a Level'.
- We have reviewed and developed our Numeracy and Mathematics pathways to ensure clear progression between stages and to help increase pace across the school.
- The introduction of Big Maths has increased consistency in all classes and has helped to develop the mental agility of the majority of children across the school.

### Areas for Development

- Our P4 and P7 children are performing below the SLC and national average and so Numeracy will become a key priority for improvement for us in 2019/20.
- In terms of children in receipt of Free School Meals and those living in SIMD deciles 1 and 2, we still have work to do to ensure that the attainment gap closes, with a particular focus on our current P1, P2, P4 and P6 Numeracy.
- To identify appropriate interventions to support children's development in Numeracy.
- To increase opportunities for parents to be involved in their children's learning.

## Health and Wellbeing:

Progress	satisfactory	good	very good	excellent
		X		

### Strengths

- The results of a pupil questionnaire show that almost all (92.7%) children feel that they get help when they need it. Most children feel that the school is helping them to become more confident (87.8%). Most children also feel that they have adults in the school that they can talk to if they are upset or worried about something (86.1%) and almost all think that staff encourage them to do the best that they can (92.3%).
- The results of parent questionnaire show that all parents think that their child likes being at school and that staff know their child as an individual. In addition, all parents surveyed believed that their child felt safe at school and that staff treated their child fairly with respect.
- All staff and almost all children have developed a secure understanding of the 8 wellbeing indicators.

- Our P1-3 and P4-7 Nurture groups have had a very positive impact on the social and emotional development of all identified children.
- All children receive 2 hours of Physical Education and Physical Activity every week and we have developed a PE programme which ensures breadth of experiences across all stages. We have also increased links with local clubs to enhance the opportunities that children have to participate in sport.
- We track and monitor pupil participation in lunchtime and after-school clubs to ensure that all children have the opportunity to participate and target those who appear to be missing out.
- Most children have brought in a wider achievement from home for us to celebrate in school.

#### Areas for Development

- Further develop pupil participation in lunchtime and after-school clubs, with a particular focus on those who are considered to be living in poverty.
- Review Health & Wellbeing pathway across the school to ensure progression between stages.
- Continue to look for clubs operating within the local area and signpost these to parents so that their children can join.
- Consider ways to develop a whole-school approach to Nurture.
- Review and update school's Promoting Positive Relationships Policy to ensure increased consistency across the school, taking into account new 'Treat Me Well' guidance.

#### **Employability Skills/Positive Destinations:**

<b>Progress</b>	<b>satisfactory</b>	<b>good</b>	<b>very good</b>	<b>excellent</b>
			<b>X</b>	

#### Strengths

- We organised a very successful World of Work Week during which parents and members of our local community were invited in to talk to the children about their jobs having received a letter of invitation from a P6 pupil.
- In response to pupil feedback following last year's World of Work Week, the majority of classes actually got to visit a local business this year, thereby making their learning experience much more meaningful.
- Most classes engage in an enterprise project over the course of the year.
- Staff make regular reference to the world of work so that children understand the relevance of their learning.
- By way of increasing 'pupil voice' and pupil leadership skills, all children have participated in a school committee over the course of the session and have instigated change or organised special events for all stages.
- P7 children have had the opportunity to 'job shadow' a member of school staff after applying for a position of their choice.
- Children take on many leadership roles both within their own classes and across the school, e.g. P7 Positive Play Leaders, Buddies, paired readers, etc. For some of these positions children have to complete an application form and attend an 'interview'.
- P6 children manage our own Credit Union with support from a volunteer helper.

#### Areas for Development

- Consider ways to track skills for learning, life and work.
- Continue to develop increased links with local employers and community partners.
- Increase opportunities for peer mentoring across the school.

## Overall quality of our learners' achievements

### Highlights of session 2018-19

We have had a very busy and productive session, with children of all stages continuing to receive a broad and balanced curriculum in line with Curriculum for Excellence. Our monthly highlights are displayed on our Achievement Wall in the main foyer. Visitors regularly comment on this display, so please feel free to come and have a look! We also make effective use of our school website, our school Twitter account and our newly established school app to share news of our successes and have regularly had articles included in our local newspaper and in South Lanarkshire Council's Education Newsletter. In addition, a number of staff have been involved in showcasing their own talents at local authority events.



### Pupil Leadership

We offer children from different stages the opportunity to exercise pupil leadership and to have a voice in what is happening in the school. Starting this session, all children have been involved in the work of a pupil committee, leading learning and organising special events across the school. During Term 1, P7 pupils acted as responsible Buddies for our new P1 children. They were also trained to take on the roles of Positive Play Leaders, paired readers and sports leaders, the latter leading to them delivering their own lunchtime clubs to children in P1-3. In addition, P6 children learned how to manage our school's Credit Union and have supported our Nursery children during ICT time. All of these opportunities have allowed children to develop their skills for learning, life and work in a meaningful and fun way.



### School Events

We are extremely proud of our children's talents and achievements and are keen that their parents are able to share in this success, too. Over the course of the session, all classes have showcased their learning through entertaining class assemblies and open afternoons. Our Nursery, P1 and P2 children were also involved in a fantastic production of 'The Big Star' as part of our annual Nativity and all children played an active role in our Harvest, Christmas and Easter assemblies, as well as our Scottish Afternoon. In addition, our P7s organised their own Leavers' Party and shared their school memories at our annual 'Record of Achievement' Assembly. Each of these events has helped to develop pupil confidence and self-esteem, as well as strengthened a sense of community within the school.



*“Fantastic show. All the children did really well working together on a difficult topic. Well done!” (P6/7 parent)*

*“Well done children and staff. Loved how you could see every child and they all had a turn on the stage.” (P2 parent)*

*“The ROA Assembly was brilliant. The children were amazing and it has been great to watch them grow and mature. Very emotional. Thanks to all for everything.” (P7 parent)*

We are keen to promote responsible citizenship and the benefits of working as part of a team. As a school, we designed and created our own Oor Wullie statue in support of the Glasgow Children’s Hospital Charity, our P7s participated in a ‘Wear Yellow Walk’ around Strathclyde Park to raise funds for St Andrew’s Hospice, and our 4-7 choir sang at East Kilbride Shopping Centre in aid of Ronald McDonald House in Glasgow. Almost all classes have engaged in enterprising activities as part of their interdisciplinary learning and were successful in making money to support their own choice of class treat. Whole school focus weeks/days have helped to raise children’s awareness of global issues, such as Fairtrade and Earth Hour, thereby enabling children to see the positive impact that they can have on both the environment and society.



Parents have also been very busy organising a hugely successful Christmas Fayre, a Nursery Race Night, along with a couple of school discos which proved to be popular with the children.

### School Success

This session, children from across the school have achieved success in a wide range of activities. In sport, some of our P4-6 children participated in the National Primary Schools Cup in Perth following success in the festival at Uddingston Cricket Club, and we won 3 medals at the Hamilton Schools Cross Country Competition (one silver and 2 bronzes), followed by 2 bronze medals at the South Lanarkshire Finals. Our footballers won Andrew Edwards Consolation Shield and the James Nisbet Shield, whilst our netballers qualified for the finals of the Hamilton Primaries Netball Festival. In addition, some P4-7 children represented the school at the Hamilton Dance Festival and 12 of our P5 children were passed their Level 1 Bikeability assessment. Involvement in all of these activities, along with the vast range of sporting clubs that we have on offer for children across all stages of the school, then led to us being nominated to attend the Hamilton Sports Performer Awards and although we were not overall winners, we did receive a runner-up certificate.

Furthermore, we had prize winners in the Scottish Mathematical Challenge organised by Strathclyde University, with 1 child being awarded a silver certificate and another 2 achieving bronze. One of our P6 girls also had a story that she had written shortlisted in a national writing competition and had her work published in a book. In addition, our P6/7 children wrote and recorded their very own song, ‘Together’, which was then burnt onto a CD to raise money for charity.

Being involved in these activities has allowed children to showcase their individual talents and helped to raise the school profile both within the local area and beyond.



### Staff Achievements

Staff of all levels willingly take on additional leadership responsibilities and play an active role in leading developments within the school, as can be seen from our 'Meet Our Staff' display in our foyer. This has had a positive impact on staff's professional development and has ensured that everyone is made to feel valued and an important member of our whole school team.

Two members of staff from our Nursery (one teacher and one Early Years Worker) have successfully qualified as Forest School leaders, whilst our Early Years Team Leader is now fully trained to deliver Bookbug sessions with the children.

Following intensive training and out of school learning, 4 members of staff (2 teachers and 2 support assistants) have been awarded certificates from Nurture UK and have used this knowledge to develop our very successful P1-3 and P4-7 Nurture groups, affectionately known as the Den and the Snug. These experiences have had a positive impact on identified children's social and emotional wellbeing.

*"I like everything about the Snug. Sharing my feelings can help me." (P4 child who is part of P4-7 Nurture group)*

*"Having had some children for 2 years, I have followed these children pre and post Nurture intervention. There is a marked improvement in their social and emotional skills and both are now able to access the curriculum much more effectively. The pupils can now confidently use given coping strategies and demonstrate an increased resilience." (P3 teacher)*

*"My son loves the Den. It's his favourite part of school. He loves the friendships he has made, as well as having a bond with the teachers." (P1 parent)*

We also have 2 members of staff (one teacher and a support assistant) who have achieved Level 1 and Level 2 accreditation in Catch-Up Literacy and a further 3 members of staff who are currently going through the same process for Catch-Up Numeracy. In addition, 2 support assistants are now trained in 'Give Us A Break' and plan to deliver their first block of sessions starting in August 2019.



### Out of School Learning

This year we have offered a wide range of lunchtime and after-school clubs for children of all stages, including dance, athletics, football, netball, multi-sports, cricket, choir and Bikeability to name but a few. These have helped to introduce children to new learning experiences, as well as increased pupils' self-esteem.

Children from all classes have also enjoyed educational outings to support their learning to places such as Linlithgow Palace, the Science Centre, the Gorbals Sound Recording Studio in Glasgow and Stirling Castle, with staff at these places commenting on how polite and well-mannered the children were. Almost all of our P7 children participated in a 3-day residential visit to Dalguise in Perthshire where they took part in a wide range of outdoor activities designed to support team-building and resilience. By taking the learning outdoors, we have provided a meaningful context for children and enriched their life experiences.

Some children have had the opportunity to participate in sporting activities out of school, including weekly swimming lessons for our P4 children, cricket and rugby festivals for P4, P5 and P6 children, and the P5 Hamilton Games organised by Active Schools. We have also become regular attenders at football, netball, dance and cross country festivals within the local authority. Each of these activities has increased children's sense of achievement, provided them with fun opportunities to showcase their talents and helped to enhance their health and wellbeing.





**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.**

Community Links

As a school, we made effective use of our local community by inviting local business partners and organisations to become involved in events such as our World of Work Week and Health Week. The Nursery also developed a very positive relationship with the site manager from a local building site and this resulted in the children visiting the site to monitor progress every week as part of their innovative 'Fit Friday' initiative. These activities, along with increased publicity in the local newspaper and SLC's Education Newsletter, have had a positive impact on raising the profile of our school, with many visitors being extremely complimentary about the children's behaviour and enthusiasm for learning.

*"Everything was exactly as planned, professional, warm and efficient. Thank you!" (business partner attending Health Week)*

*"I had a great day and was made to feel really welcome. Thanks." (business partner attending World of Work Week)*

Both of our school chaplains contribute well to our RME programme and assemblies and we have developed very strong links with our Active Schools Co-ordinator who has helped to organise a wide range of extra-curricular clubs for children of all stages, as well as helped to train our P7 Positive Play Leaders and Sports Leaders.

We have also contributed to a number of community events, including a sunflower-growing competition as part of a 'Bonnie Blantyre' project, the Blantyre Gala Day and competitions run by local shops, including Scotmid and Connolly Opticians.



Transition

We have further enhanced our very effective transition programme for our new P1 children, organising enjoyable and meaningful activities and workshops for both the children and their parents. Feedback shows that this has resulted in parents feeling much more confident about supporting their child when he/she starts school in August. We have also further developed our links with Calderside Nursery and have arranged for their pre-school children to visit our own Nursery on a number of occasions to support the development of new friendships and social groups before the children start P1.

*"I found the Induction Days very helpful with lots of good information. My son has also enjoyed coming and can't wait to start." (Future P1 parent)*

*"I've been really impressed by the sessions and think they will be very good to ease the transition from Nursery." (Future P1 parent)*

*"I am really pleased with how the Induction Days have gone. My son was a bit worried about the first one, but has been made to feel completely at ease and is now really excited to start school." (Future P1 parent)*

*"Sounds as if Primary 1 will continue where Nursery left off and that has been absolutely brilliant. I can't praise them enough." (Future P1 parent)*

Over the course of the year, P7 staff from across the Learning Community have piloted revised transition materials which were agreed on last session as part of a working group involving all the local primaries and colleagues from Calderside Academy. This is helping to increase consistency between schools which will, hopefully, allow for a smoother transition for all children concerned. Almost half of our P7 children also attended a successful 'Easter Academy' at Calderside Academy, which provided them the opportunity to experience first-hand what life is like in a secondary school.

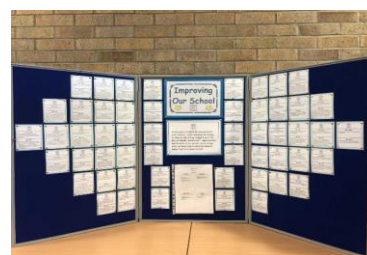
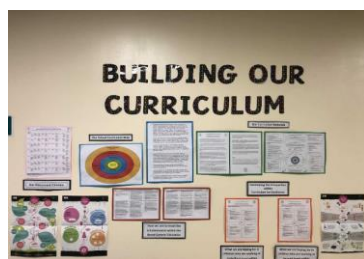
### Pupil Voice

We are keen to promote pupil leadership and pupil voice and consult regularly with children as part of our Quality Management calendar. This has resulted in staff making changes to their practice within their own classrooms and across the school. We have also asked children for their ideas on what we could include in our School Improvement Plan for the coming year to help support increased attainment in Reading and Numeracy.

### Developing Our School

Staff of all levels and parents have been involved in discussions about how best to bridge the attainment gap within our school and these ideas have been used to identify specific targets within our School Improvement Plan. We have also agreed on how we want the curriculum to be organised within DLMPs and what should form the key focus for learning and teaching across all stages. This work is displayed on our 'Building the Curriculum' wall outside the staffroom.

At the start of session, we asked all children, staff and parents to complete a SWOT analysis of the school. Over the course of the year we have worked hard to address many of the weaknesses and opportunities that were identified and have reported on the actions that we have taken through an informative 'You said ... We did ...' display at the front of the school.



### Parent Workshops/Showcase Events

Over the course of the year, all classes have organised at least one showcase of learning for their families. This has helped to involve parents in their children's learning, something which we are keen to expand on next session. Parents have also been invited into the school to attend events associated with Scottish Book Week, a class book launch and an after-school cricket club to name but a few. We also organised curriculum workshops based on Big Writing, Big Maths and Getting Ready To Read, as well as had an open afternoon for our P1-3 Nurture group. These activities have successfully promoted family learning, as well as increased parents' understanding of the curriculum and what they can do to support their child. We now hope to extend the range of opportunities on offer to parents next session, with a special focus on planning learning opportunities for the parents to work alongside their children in classes.

*"Fabulous book reading/sale session. Well done to all the children on their great storytelling." (P3 parent attending Book Launch)*

*"Had a great time playing cricket with my boys. " (P4 and P6 parent attending after-school club)*

*"Very good workshop giving information on how to help at home with writing." (P2 parent)*

*"Lovely wee afternoon. Great to see what they do in the Den, as well as lovely activities." (P1 parent attending Nurture Open Afternoon)*

In addition, all of our children have had the opportunity to perform in front of an audience at assemblies, as well as at our Nursery, P1 and P2 Nativity. These events have encouraged a sense of unity within the school, and they have also had a positive impact on pupil confidence and self-esteem.

*"Outstanding performance. Great work from staff and kids. It really was The Greatest Show!" (P3 parent attending class assembly)*

*"Kids were amazing! I really enjoyed the school. All the kids were fantastic considering some were as young as 3 years old." (Nursery parent after attending Nativity performance)*

*"Fab final assembly for my child in P7. Very emotional and made me think! (P7 parent attending Holocaust Memorial Assembly)*



Quality Indicator	How are we doing?	How do we know?	School Self-Evaluation	Nursery Self-Evaluation
<p>1.1 Self-Evaluation for Self-Improvement</p>	<p>We are continuing to take a more collaborative approach to self-evaluation, regularly consulting with staff, children and parents on new developments, as well as what they think are our strengths and improvement needs using HGIOS and HGIOELCC.</p> <p>As a school, we have successfully updated our tracking and monitoring system to make it easier for us to track the progress of learners, including specific groups (e.g. those who are FME and/or living in SIMD 1 or 2, care experienced etc). We have become much better at interrogating data and, as a result, have been able to identify cohorts of children who should be targeted for increased support.</p> <p>We continue to develop our assessment and monitoring processes and have become better at being able to demonstrate children's successes and achievements. We consult regularly with children as part of our Quality Management calendar and respond to their views as part of continuous change and improvement.</p> <p>As a staff, we regularly engage in professional dialogue and evaluate our practice relating to the Features of Highly Effective Practice associated with the different QIs. This has helped to give us a better understanding of where we are currently at as a school, as well as helped us to identify what we need to do next in order to improve.</p>	<ul style="list-style-type: none"> <li>• Tracking and monitoring spreadsheet</li> <li>• Professional dialogues</li> <li>• Pupil Focus Groups</li> <li>• Questionnaires</li> <li>• PEF planning</li> <li>• HGIOS/HGIOELCC evaluations</li> <li>• Quality Management calendar</li> <li>• Visitors' Book</li> <li>• Suggestion Box</li> <li>• 'You Said ... We Did' display</li> <li>• Minutes of committee meetings</li> <li>• SWOT analysis results</li> </ul>	<p>Good</p>	<p>Satisfactory</p>

<p><b>1.3</b> Leadership of Change</p>	<p>Our school's vision and values were created in consultation with all stakeholders. As a school, we have developed a clearer understanding of the social, economic and cultural context in which our children and families live and have taken this into account when planning our own curriculum rationale and curriculum map.</p> <p>Staff at all levels take responsibility for implementing change and almost all staff (teaching and support staff) have taken on additional leadership roles. We continually monitor and evaluate the impact of changes on outcomes for learners and the work of our school.</p> <p>All teaching staff actively engage in collaborative practitioner enquiry and use the knowledge and skills gained to further develop their own practice.</p> <p>Pupil leadership is strongly encouraged across all stages of the school, both in classes and through whole school committees, as well as through a range of different mentoring opportunities.</p> <p>Some staff (teaching and support staff) have had the opportunity to share good practice with others both locally and at local authority level.</p>	<ul style="list-style-type: none"> <li>• Vision and values display</li> <li>• Building our Curriculum display</li> <li>• Leadership Wall</li> <li>• School Improvement Plan</li> <li>• Quality Management Calendar</li> <li>• Forward Plans</li> <li>• Achievement Wall</li> <li>• School Improvement Plan display</li> <li>• Assembly plans</li> <li>• PRD meetings</li> <li>• SWOT analysis</li> <li>• Collegiate time calendar</li> <li>• 'You Said ... We Did' display</li> <li>• Newsletters</li> <li>• Pupil committees</li> <li>• Pupil leadership activities</li> <li>• Consultations</li> <li>• HGIOS/HGIOELCC evaluations</li> <li>• Tapestry log-books</li> <li>• Newspaper articles</li> </ul>	<p>Good</p>	<p>Satisfactory</p>
<p><b>2.3</b> Learning, teaching and assessment</p>	<p>The ethos and culture of our school reflects a commitment to positive relationships. Most children are highly motivated and most benefit from active and engaging</p>	<ul style="list-style-type: none"> <li>• Class Charters</li> <li>• Achievement Wall</li> <li>• Newsletters</li> <li>• Pupil questionnaires</li> <li>• Parent questionnaires</li> <li>• Pupil Leadership wall</li> <li>• School committees</li> </ul>	<p>Good</p>	<p>Good</p>

	<p>learning experiences. Learners' achievements in and out of school are recorded and recognised. Children contribute well to the life of the school, regularly taking on leadership roles. Their views are regularly sought, valued and acted upon.</p> <p>Digital technologies are used effectively in the majority of classes to enrich and support learning. Most children are aware of how their learning relates to the world of work.</p> <p>Our planning has become more consistent across the school and more clearly identifies what is to be learned and assessed. As a result of an improved tracking and monitoring system, we have clear information on children's attainment, especially in Literacy and Numeracy, but also in other curricular areas, including those who are affected by social deprivation and poverty.</p> <p>We have in place a detailed and effective tracking system which informs us about pupils' personal data, their attainment levels across the curriculum, participation and engagement in learning, as well as records any wider achievements that they have gained outwith school.</p>	<ul style="list-style-type: none"> <li>• Displays</li> <li>• Reading Challenges</li> <li>• Assemblies</li> <li>• Forward Plans</li> <li>• Quality management Calendar</li> <li>• Children's jotters</li> <li>• Assessments</li> <li>• Pupil Focus Groups</li> <li>• Pupil Reports</li> <li>• Visitors' Book</li> <li>• Visitor evaluations</li> <li>• Tracking and monitoring data</li> <li>• 'We're In The News' display</li> <li>• School website</li> <li>• Club registers</li> <li>• Friday masterclasses</li> <li>• Peer and classroom visits</li> <li>• Twitter</li> <li>• School app</li> </ul>		
<p><b>3.1</b> Ensuring wellbeing, equity and inclusion</p>	<p>Relationships across the school are very positive and are founded on a strong sense of community and an inclusive ethos. All parents feel that staff treat their child fairly with respect. Almost all children feel well supported to do their best. Almost all staff</p>	<ul style="list-style-type: none"> <li>• Tracking and monitoring data</li> <li>• Vision and Values display</li> <li>• Child Protection files</li> <li>• Pastoral notes</li> <li>• Forward Plans</li> <li>• Assembly plans</li> <li>• School website</li> <li>• Newsletters</li> </ul>	<p>Good</p>	<p>Good</p>

	<p>and children know and understand the wellbeing indicators and can successfully evaluate these in relation to their own lives.</p> <p>All learners are included, engaged and involved in the life of the school. We are aware of children who may be affected by social deprivation and poverty and have developed some strategies which have been effective in improving the attainment and achievement for this group, including the highly successful introduction of 2 Nurture groups within the school and the use of a range of literacy interventions.</p>	<ul style="list-style-type: none"> <li>• ASPs</li> <li>• Policies and procedures</li> <li>• Pupil Focus Groups</li> <li>• Minutes of meetings</li> <li>• SHANARRI display</li> <li>• Pupil questionnaires</li> <li>• Parent questionnaires</li> <li>• PEF discussions</li> <li>• Nurture groups</li> <li>• ASN records</li> <li>• Intervention data</li> </ul>		
<p><b>3.2 Raising attainment and achievement</b></p>	<p>Based on teacher judgement, collective attainment figures for the whole school show an increase in P1, P4 and P7 Reading, Writing and Listening &amp; Talking, as well as in P1 and P4 Numeracy.</p> <p>As they become more familiar with the revised Benchmarks, most staff are becoming more confident about making professional judgements about how well children are progressing.</p> <p>Children across all stages exercise responsibility and contribute towards the life of the school and beyond.</p> <p>Children affected by poverty are generally disproportionately behind their peers in terms of attainment, although this gap is starting to decrease slightly within some cohorts. We will continue to work hard to address this through the interventions that we have planned using our Pupil Equity Funding.</p>	<ul style="list-style-type: none"> <li>• Tracking and monitoring data</li> <li>• Forward Plans</li> <li>• Newsletters</li> <li>• ASPs</li> <li>• Moderation activities</li> <li>• Active Schools data</li> <li>• Pupil Focus Groups</li> <li>• PEF discussions</li> <li>• Achievement Wall</li> <li>• Newspaper articles</li> <li>• ASN records</li> <li>• Collegiate calendar</li> <li>• Newspaper articles</li> <li>• Pupil assessments</li> <li>• Pupil committees</li> </ul>	<p>Good</p>	<p>Good</p>

	<p>We will also continue to develop our tracking system to ensure that it is easier for us to see children's progress over time. We now effectively track children's achievements in and out of school and have become better at targeting identified individuals and groups through our wide range of lunchtime and after-school clubs.</p>			
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**Overall evaluation of establishment's capacity for continuous improvement**

As a school, we are committed to continuous improvement. The past 2 years have seen a big change in staff, both within the Senior Management Team and with class teachers: during 2017/18 both the Depute Head Teacher and Principal Teacher positions were filled on a permanent basis, and 4 new permanent class teachers took up post in August 2017, alongside another NQT. Changes in staff have meant that we have had to work hard to keep abreast of staff training and internal monitoring to ensure that all classes are receiving a high quality learning experience, which is consistent across stages.

In light of the Pupil Equity Funding, we know that we need to place a sharper focus on those children who are living in poverty and ensure that the gaps identified within our tracking and monitoring of pupil attainment and achievement are both planned for and addressed. With our strong, committed and solution-focused staff team we are confident that we have the ability and drive to do this, whilst also securing more positive outcomes for all. To quote the words of our school namesake, Dr David Livingstone: "I am prepared to go anywhere, provided it be forward."

Signed: Linda H Callender (Head Teacher)

Date: 26<sup>th</sup> June 2019