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

Context of the school:
Hareleeshill Primary School is situated in the Hareleeshill area of Larkhall. It is a non-denominational school and has accommodation for 7 mainstream classes, 5 support classes and 2 nursery classes, all of which are currently in use. The current school building was part of South Lanarkshire’s modernisation program and was built in 2007. The school’s catchment area is mainly social housing.

At Hareleeshill Primary School, in partnership with parents and the school community we aspire, through a caring approach and high quality learning and teaching, to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child towards reaching their full potential and enabling them to have the skills and confidence to embrace the world we live in. This is reflected in our school motto which is:

“We come to learn and leave to achieve”

Our values are: fun, trust, respect, safe and fairness and we aim to promote these through all our relationships and within our curriculum.

Hareleeshill is currently part of the Scottish Attainment Challenge where we are working in partnership with the Scottish Government to raise attainment; specifically within Literacy, Numeracy and Health and Well-Being. The impact, as outlined in our data, of the school’s involvement in this initiative has resulted in an overall increase in children’s attainment and achievement in these areas.

We have an active and engaged Parent Council who play an integral role in school life and who support the school in many ways including in fundraising and supporting children’s learning.

We are part of the Larkhall Learning Community and we have developed links with local schools and have been involved in learning community events where good practice is shared. We work well with partners to ensure that smooth transitions are planned for.
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.)

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.
<table>
<thead>
<tr>
<th>Level</th>
<th>Stage covering 3 years approx.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td>The pre-school years and P1, or later for some.</td>
</tr>
<tr>
<td>First</td>
<td>To the end of P4, but earlier or later for some.</td>
</tr>
<tr>
<td>Second</td>
<td>To the end of P7, but earlier or later for some.</td>
</tr>
<tr>
<td>Third and Fourth</td>
<td>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.</td>
</tr>
<tr>
<td>Senior phase</td>
<td>S4 to S6, and college or other means of study.</td>
</tr>
</tbody>
</table>

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 sessions 15/16 (when data was first collected) and 16/17.
### Attainment data - Attainment of Curriculum for Excellence levels 2015/16 (teacher judgement)

<table>
<thead>
<tr>
<th>School</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening &amp; Talking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P1 Achieved</td>
<td>P4 Achieved</td>
<td>P7 Achieved</td>
</tr>
<tr>
<td></td>
<td>Early or better</td>
<td>First or better</td>
<td>Second or better</td>
</tr>
<tr>
<td>Hareleeshill</td>
<td>88.9% 77.8% 28%</td>
<td>59.3% 66.7% 0%</td>
<td>85.2% 77.8% 16%</td>
</tr>
<tr>
<td>SLC</td>
<td>79.3% 75.0% 72.2%</td>
<td>77.5% 67.8% 62.7%</td>
<td>83.4% 82.5% 79.6%</td>
</tr>
<tr>
<td>National</td>
<td>80.8% 75.2% 72.3%</td>
<td>78.2% 69.2% 65.1%</td>
<td>85.0% 80.9% 77.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P1 Achieved</td>
</tr>
<tr>
<td></td>
<td>Early or better</td>
</tr>
<tr>
<td>Hareleeshill</td>
<td>85.2% 18.6% 0%</td>
</tr>
<tr>
<td>SLC</td>
<td>82.6% 71.1% 67.8%</td>
</tr>
<tr>
<td>National</td>
<td>83.9% 73.1% 67.8%</td>
</tr>
</tbody>
</table>

### 1.2 Predicted Attainment 2016/17

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

<table>
<thead>
<tr>
<th>School</th>
<th>Reading</th>
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<td></td>
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</tr>
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<td></td>
<td>Early or better</td>
<td>First or better</td>
<td>Second or better</td>
</tr>
<tr>
<td>Hareleeshill PS</td>
<td>81% 100% 100%</td>
<td>81% 81% 86%</td>
<td>85% 96% 95%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Hareleeshill PS</td>
<td>85% 81% 100%</td>
</tr>
</tbody>
</table>
Achieving Excellence: Overall Progress towards National Improvement Framework Priorities
Session 2016-17

Use all available evidence (including data)

**Literacy:**

<table>
<thead>
<tr>
<th>Progress</th>
<th>satisfactory</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>√</td>
</tr>
</tbody>
</table>

**Strengths**

- Our data and other evidence shows in session 2016/17 that there have been significant improvements in performance in reading, writing and talking and listening across almost all stages.
- Collegiate and consistent approach across all stages to the teaching of writing, spelling and reading.
- Establishment of monthly literacy clinics, which provide opportunities for staff to share good practice, keep up-to-date with current research and innovation and to provide pedagogical support.

**Areas for Development**

- Ensure new members of staff are fully trained in the approaches used to ensure continued consistency and quality.
- Improve moderation practices.
- We do not yet have a three trend of progress available to be able to properly identify patterns or areas of consistently good practice.

**Numeracy:**

<table>
<thead>
<tr>
<th>Progress</th>
<th>satisfactory</th>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

**Strengths**

- Our data and other evidence shows in session 2016/17 that there have been significant improvements in performance in numeracy across almost all stages.
- Collegiate and consistent approach across all stages to the teaching of numeracy.
- Commitment from staff in relation to CLPL. Currently there are 14 members of staff who have completed a Masters level module in Cognitively Guided Instruction (CGI).
- Establishment of monthly numeracy clinics, which provide opportunities for staff to share good practice, keep up-to-date with current research and innovation and to provide pedagogical support.
- Currently liaising with Strathclyde University and leading professors in children's numeracy.
- The school’s innovative practices have been featured on the National Improvement Hub

**Areas for Development**

- Pace of learning in some classes.
- Beyond number
- Develop a more robust system for transition information from class to class using benchmarks as a tool of measurement
# Health and Wellbeing:

<table>
<thead>
<tr>
<th>Progress</th>
<th>satisfactory</th>
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<th>very good</th>
<th>excellent</th>
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<tbody>
<tr>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strengths**
- Increased family learning opportunities and experiences across the whole school.
- Increased availability and engagement of pupils in extra-curricular and sporting activities.
- Establishment of School of Football involving all children from nursery to P7.
- Supporting children through a number of nurturing interventions such as Therapet, Bubble Time and Sensory Room time.
- 14 extra-curricular clubs have run this year. This includes some that were organised and run by senior pupils.

**Areas for Development**
- Further develop our physical education and physical activity programme to ensure all classes are receiving the highest quality learning and teaching.
- Further work in supporting children who have social, emotional and mental health difficulties.
- Identified staff to be trained in “Give us a Break”
- A more robust system for tracking of Health and Well Being across all stages.
- Staff to trial, monitor and evaluate new Health and Well Being programme.
- Develop the roles of the co-ordinators to target specific, vulnerable children ensuring equity for all.
- To introduce Health and Well Being clinics to support staff.
- To train Sports Leaders.

# Employability Skills/Positive Destinations:

<table>
<thead>
<tr>
<th>satisfactory</th>
<th>good</th>
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</thead>
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<tr>
<td>√</td>
<td></td>
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</tr>
</tbody>
</table>

**Strengths**
- Some real life scenarios have been developed within the school, e.g. applications, interviews and training for various responsibilities throughout the school.
- Children’s increased understanding of the relevance of their learning and ability to link this to positive future destinations/employability skills.

**Areas for Development**
- We need to continue to develop skills for learning, life and work programme across all stages of the school including early years.
- Partners, eg. Local employers could be better involved in this area of work.
Overall quality of our learners’ achievements
Highlights of session 2016-17

We have had a very busy and productive session. Children at all stages continued to receive a broad, balanced and well planned curriculum in line with CfE. As an Attainment Challenge School our priorities were focussed upon Literacy, Numeracy and Health and Well-Being. All classes have benefitted from new approaches which are innovative and consistent, particularly in relation to literacy and numeracy. Staff and pupils both benefitted from two week long visits from American professors of numeracy from the University of Wisconsin, Maddison.

The Pupil Council consulted with their peers and identified charities they wanted to support throughout the year. They arranged a successful collection for Larkhall Food Bank of over 200 parcels, raised money The Haven which is a local Cancer Support Centre, participated in a bag-packing activity to raise money for Canine Concern and organised a dress down day to support Children’s Cancer Charities. There was also a fun day organised in November to raise money for Children in Need.

The children enjoyed rehearsing and performing with Rookie Rockstars. The songs all had strong messages about anti-bullying.

Pupils from P6 and P7 took part in a residential to Lockerbie Manor and Calvert Trust in Keswick.

Our active Parent Council have organised numerous events and activities for the children including, a Crazy Hair Disco which was well attended, October Treat Bags and a coffee morning for new P1 parents.

The Christmas Fayre was a huge success and well supported by parents, raising over £2000 for school funds.

The whole school enjoyed a Christmas Pantomime at Motherwell Civic Centre.

P7 worked extremely hard in preparation for a visit from successful Scottish author, Cathy McPhail.

Ms McPhail was so impressed with the work they produced, she made a recommendation to the Scottish Book Trust to highlight the school on their website.

The Scottish Afternoon was very well attended. Everyone there enjoyed the children’s performances of Scottish songs and poems.

A range of businesses and professionals joined us for our World of Work showcase event. They talked to the children about the skills and abilities required in their jobs in a bid to promote lifelong learning.

There was an official launch of the School of Football and we were joined by Northern Ireland International Player Gareth McAuley.

We collected over 200 tins and packets for the Larkhall Food Bank

Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community.
The literacy and numeracy parent sessions at the beginning of the year were well received and the feedback from parents who attended was that they were worthwhile in helping them support their children in their learning. We will build on these successes next year and further develop family learning and showcase events.

The increased attainment in numeracy this year has been heavily influenced by our continued work with Strathclyde University and the support we have received from the American Professors. As part of this continued initiative, three of our teachers will be travelling to Seattle to study with American colleagues and further develop the school’s innovative approaches to numeracy through CGI. The school’s innovative practices around the teaching of numeracy have been highlighted on the National Improvement Hub as an example of best practice.

In an effort to seek the opinions of all parents, and ensure a high return of parental feedback questionnaires, the school adapted their approach by asking parents to complete the questionnaires whilst attending parent’s night. In addition to this, the school has redesigned its newsletter and incorporated a section which asks parents for their ideas and views on school improvement on a regular basis. All parents attending showcase events within the school are asked to complete an evaluation form as the school seeks to continually improve the service they provide.

Quality assurance systems have been improved in order to take into account the opinions and ideas of all stakeholders. As a result, children have become a lot more confident in discussing themselves as learners and identifying their next steps in learning. Staff confidence has also increased in relation to tracking of pupils and teacher judgements.

We will build on these developments next year by focusing our strategic priorities on:

- The delivery of High Quality Teaching and Learning
- Embedding CGI approaches to teaching numeracy
- Family Learning
## Review of SIP progress session 2016-2017

1. **Priority 1:** To improve children’s Health and Well-Being through increased learning opportunities and promotion of a healthy lifestyle.

<table>
<thead>
<tr>
<th>National Improvement Framework Key Priorities</th>
<th>National Improvement Framework Key Drivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement in attainment, particularly in literacy and numeracy;</td>
<td>• <strong>School leadership</strong></td>
</tr>
<tr>
<td>Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people’s health and wellbeing; and</td>
<td>• <strong>Teacher professionalism</strong></td>
</tr>
<tr>
<td>Improvement in employability skills and sustained positive school leaver destinations for all young people.</td>
<td>• <strong>Parental engagement</strong></td>
</tr>
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<td>• <strong>Assessment of children’s progress</strong></td>
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<tr>
<td></td>
<td>• <strong>Performance information</strong></td>
</tr>
</tbody>
</table>

**HGIOS 4 QI:**

- **2.2 Curriculum**
- **3.1 Ensuring wellbeing, equality and inclusion**

### Progress and Impact:

**To extend the range of HWB opportunities available to children with a particular focus on opportunities to take part in a wider range of sports.**

This year, we provided 14 extra-curricular clubs to the children in our school. These included: netball, curling, multi-sports, dance and running. Following some of these clubs, the children attended local sports festivals. The audit from SchoolScotland Sport Award gives us a bronze award. The School of Football has been established from nursery to Primary 7 providing 1 quality session per week and the opportunity to become part of an elite squad, encouraging engagement in learning across all areas.

**To trial and monitor the use of new HWB planners in order to increase staff confidence in delivering and assessing the HWB outcomes. This will result in positive outcomes for all our learners.**

These were distributed to staff as soon as the benchmarks were available.
To provide opportunities for staff to engage in professional development activities specifically related to HWB. This will build capacity and sustainability and increase extra-curricular activities available to all pupils. A small number of staff engaged in professional learning around Health and Well Being. Our principal teacher has worked in a coaching and mentoring role with 6 teachers to increase confidence and the quality of planning, teaching, learning and assessment.

To increase parental engagement in a variety of HWB activities to promote family learning. We have provided clubs for parents and pupils to learn and develop skills together. These were well attended and feedback was extremely positive. There have been several sessions within classes which were planned alongside the Home-School Partnership worker. Family learning opportunities were also provided where parents could come in and learn how to support their children at home in literacy and numeracy.

Next Steps:
- Further develop our physical education and physical activity programme to ensure all classes are receiving the highest quality learning and teaching.
- Further work in supporting children who have social, emotional and mental health difficulties
- Identified staff to be trained in “Give us a Break”
- A more robust system for tracking of Health and Well Being across all stages
- Staff to trial, monitor and evaluate new Health and Well Being programme
- Develop the roles of the co-ordinators to target specific, vulnerable children ensuring equity for all.
- To introduce Health and Well Being clinics to support staff.
- To train Sports Leaders
Priority 2: To improve attainment, achievement and pupil confidence in numeracy and mathematics through use of the CGI approach.

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</tr>
<tr>
<td>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</td>
<td>• Parental engagement</td>
</tr>
</tbody>
</table>

HGIOS 4 QI:
- 2.3 Learning teaching and assessment
- 3.2 Raising attainment and achievement/Securing children’s progress

Progress and Impact:
To continue to implement cognitively guided instruction approaches in mathematics to develop children’s conceptual understanding.

Significant increase in number of pupils achieving a level in 2016/17 from 2015/16 in p.4 and p.7 - 58.7% increase in p.4 and 100% increase in p.7. However there was a 4.5% decrease in the number of pupils on track to achieve a level in p.1. Pupils through the school have become more flexible in their thinking around numeracy and mathematics and are developing a relational understanding of number- understanding the connections between numbers and concepts.

Teachers and parents have reported that pupils are becoming more independent and resilient when tackling challenging problems, are less likely to ask for help and will persevere with different strategies for solving. Pupils appear less stressed during numeracy lessons, have a more positive attitude towards maths and improved engagement.

To develop more rigorous approaches to planning, assessment, tracking and monitoring within numeracy

Have introduced a dynamic assessment framework for teachers to use. This enables assessment to be ongoing, not solely summative therefore teachers are more responsive to pupils’ immediate needs. Teachers are more confident making their professional judgments and professional judgments are more closely aligned to pupils’ ability as reflected in their work. Teachers have a deeper understanding of children’s mathematical thinking and understanding and how to use this in their practice. We have introduced summative assessments of children’s conceptual thinking which are also used for tracking and monitoring purposes.
To develop effective use of all available numeracy resources in order to increase pupil engagement, achievement and attainment.

Numeracy resources have been collated and organised to ensure easy access for staff. New resources have been purchased including numeracy story books and active games and staff have been informed of what is available. Staff’s increased understanding of numeracy has enabled them to utilise school resources more effectively in their teaching.

To provide opportunities for staff to engage in CLPL: Supporting Numeracy Module, peer visits and professional dialogue with colleagues from a range of establishments.

Five members of staff completed and passed the Masters Level Supporting Numeracy Module at the University of Strathclyde. Peer visits were carried out by all teaching staff and frameworks for discussion were created. Professional dialogues took place with our teaching staff, professors from Strathclyde and Ohio Universities in school and via Skype and visiting teachers from other establishments. There were also a series of sessions delivered for pupil support workers. Numeracy Clinics were established to provide ongoing support and CLPL for staff.

Next Steps:

- Pace of learning in some classes.
- Beyond number
- Develop a more robust system for transition information from class to class using benchmarks as a tool of measurement
- To continue to develop the tracking and monitoring system to ensure it informs teaching and learning
### Priority 3: To develop and raise attainment in writing throughout the whole school.

<table>
<thead>
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</thead>
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<td></td>
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</tbody>
</table>

### HGIOS 4 QI:

| 2.3 Learning teaching and assessment                                                                                     |
| 3.2 Raising attainment and achievement/Securing children's progress                                                  |

### Progress and Impact:

To develop a more consistent approach to the teaching of writing skills, ensuring progression across all stages which will improve attainment. (Scottish Criterion Scale & VCOP)

- Almost all staff are now trained in the North Lanarkshire writing approach and staff are following standard lesson formats. Core targets are displayed in all classrooms and writing jotters, and jotter guidelines have been issued for all levels. All staff have adopted a collegiate approach to correcting work. Staff have spent time becoming familiar with the benchmarks for literacy.

To develop effective use of all available literacy resources in order to increase pupil engagement, achievement and attainment.

- All staff have access to North Lanarkshire Resources and children have been issued with 3 writing jotters for the different types and contexts of writing. Topic specific word mats are in use for infants to promote independence and genre targets are on display in the classrooms and within individual pupil jotters. There is a more frequent and rigorous approach to the teaching of handwriting. A range of challenge tasks have been developed for each stage in order to extend learning.

To promote achievement in writing by recognising and acknowledging success and improvement.

- There has been a greater focus on targets and criteria which has led to pupils recognising their success, improvement and next steps. Professional learning has taken place around providing quality feedback to learners in order to inform next steps and consistent approaches are evident across all stages. Star writer badges, displays and head teacher awards celebrate success and improvement in writing.
To ensure consistent approaches in moderation of writing at school level and across SLC in order to increase expectations and attainment. Across most stages, staff continue to moderate writing assessments.

Next Steps:
- All new staff, and any existing staff not yet trained, will be attend the North Lanarkshire writing course during session 2017-2018.
- Further engagement with the benchmarks as an assessment and moderation tool.
- Finalised jotter guidelines to be issued and to be used consistently across all stages.
- Continue the feedback and target setting to ensure continued progress for all children.
- To develop a more robust and consistent approach to the moderation of writing.
<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Key Strengths</th>
<th>Areas for Development</th>
<th>School Self-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Self-Evaluation for Self-Improvement</td>
<td>We take a collaborative approach to self-evaluation. Within the last year we have evaluated ourselves using a range of tools including: The National Improvement Framework Key Drivers, The Quality Indicators from HGiOS4 and HGIOEL and the GTC Professional Standards. We are effectively using data and other intelligence to inform our decision making, as can be seen in the plans we have for our PEF allocation and SAC funding. As a result of this, and of improved assessment and monitoring processes, we are better able to demonstrate learners’ successes and achievement.</td>
<td>We will continue to develop our Quality Assurance calendar to support and embed the self-evaluation process. Introduce peer conversations to encourage reflection on delivery of high quality teaching and learning. To encourage staff to engage with available data to inform interventions and next steps in learning. Continue to work with children, parents and other partners to fully involve them in our self-evaluation processes.</td>
<td></td>
</tr>
<tr>
<td>1.3 Leadership of Change</td>
<td>Through our focus on self-evaluation we have strengthened our approaches to raising the profile of our school curriculum, vision, values and aims. All staff have demonstrated a commitment to implementing change and most have taken on additional leadership roles. We plan change carefully and ensure that developments are based on sound educational thinking and research. This is evident in the school's approaches to the teaching of numeracy and literacy through the use of research based programmes.</td>
<td>We are now planning to develop a robust coaching and mentoring programme in which teachers will lead and support one another to develop their knowledge and practice in relation to teaching and learning. Continue to identify, develop and assess impact of interventions.</td>
<td></td>
</tr>
<tr>
<td>2.3 Learning, teaching</td>
<td>Recent changes to our curriculum have begun to ensure children are engaged in more challenging learning</td>
<td>Learning and Teaching will continue to be a focus for us next year. Staff will work collegiately to continue to</td>
<td></td>
</tr>
</tbody>
</table>
and assessment experiences. Most children are motivated and have become more independent as learners who are able to discuss their learning and think about their next steps. This year there has been a focus on developing a consistent approach across the school in literacy and numeracy to ensure a high quality of learning and teaching at all stages. We use a variety of assessment approaches and use the information gathered to inform our next steps for learners and identify where interventions are required. Our quality assurance calendar ensures a wide range of evidence is collected. This is built upon during professional dialogue meetings with the teachers where we will discuss progress within the class and ongoing interventions and their impact.

<table>
<thead>
<tr>
<th>3.1</th>
<th>Ensuring wellbeing, equity and inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Our nurturing approach focuses on promoting wellbeing and the principles and practices of GIRFEC. We challenge any practices that do not promote equity of opportunity and inclusion. For children with additional support needs we have robust plans in place to support them. Families, children and partners are fully involved in this process. We are aware of children who may be affected by social deprivation and poverty and are taking steps to address this. We track progress of individual groups of children carefully.</td>
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<td>We need to continue to embed our nurturing approaches in all classrooms. We will continue to use Therapet and introduce other nurturing initiatives to support vulnerable children and children with social, emotional and mental health issues. Two members of staff will attend an accredited nurturing course over the next two years and will share good practice based on research at Health and Well Being Clinics.</td>
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<tr>
<th>3.2</th>
<th>Raising attainment and achievement</th>
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<td></td>
<td>In most classes across the school there is evidence of very strong practice in literacy and numeracy which</td>
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<tr>
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<td>Our data indicates significant, positive improvement in attainment in literacy and numeracy which have been</td>
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is leading to improved attainment. The introduction of focussed assessment weeks this year has ensured staff are engaged in more rigorous assessment, monitoring and tracking. The introduction of standardised assessments across all stages for literacy and numeracy has provided clearer measures of progress. The school is now beginning to systematically track achievements, including those beyond school.

| our focus for this year. We will continue to build upon this success and use this model to improve attainment and achievement in other curricular areas. |
Overall impact of establishment’s actions to improve excellence and equity (PEF)

<table>
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<tr>
<th>Amount allocated: £126,000</th>
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<tr>
<td>How are we doing?</td>
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Although we cannot comment at this stage on the impact of our first PEF spend, we are confident that the plans we have in place will lead to improvement. The funding the school has had over the past 2 years from The Scottish Attainment Challenge has had impact and raised attainment across key areas as detailed below.

**Interventions Funded By Scottish Attainment Challenge:**

**Professional Learning –**

**Literacy**

School self-evaluation had identified improvement in writing across the school as a priority. This was not included within the Year 2 plan but was within the School Improvement Plan. However as a result of the teacher judgements submitted to the Scottish Government in June it became apparent that there was a need to look at the school’s approaches to teaching writing in more depth particularly in the senior stages. The school identified training available around teaching writing through North Lanarkshire and was successful in securing 10 places on the NLC training courses in teaching writing across a variety of stages. The teaching staff were keen to build on active literacy strategies already in place for spelling and reading and adopt these strategies in writing in order to raise attainment in this area.

**Numeracy**

Key actions taken in the development/improvement of numeracy across the school:

- In Session 2014/15 9 teachers have undertaken and completed a Masters Level Module at the University of Strathclyde on Supporting Numeracy. In Session 2015/16 a further 4 teachers undertook the module in session 2015/16.
- Continuing participation in Strathclyde Numeracy Project- this involves staff CLPL and ongoing support and guidance from senior lecturer Dr Lio Moscardini of University of Strathclyde and professors of children’s mathematics- Professor Al Otto and Professor Cheryl Lubinski. Ongoing support has included regular meetings in school and via Skype, class observations and demonstrations and advice/guidance for teachers based on these
- Appointing a Numeracy lead teacher in school with expertise in children’s numeracy to guide and support teachers and pupils in this area
- Setting up a Numeracy Clinic within the school for teachers*

**Health and Wellbeing**

The school has adopted a more informal approach to engaging parents in the life of the school and as a result of this the school has been successful in engaging parents in a more formal capacity within the school. For session 2015/2016 the parent council had 3 members and by the end of the session only 1 remaining. For session 2016/2017 the school now has an active parent council currently with 16 members. Last session there were 2 parent helpers in school who came in intermittently. This session we have 9 parent helpers who come into the school on a weekly basis and work within classrooms and also have
The school has been proactive in engaging partner agencies in order to help in the promotion of a healthy lifestyle within the school mainly for children but also for parents. The school staff have been involved in joint planning with the home school partnership worker to further enhance the work of the SAC in particular with regards to family learning and parental engagement. This collaborative work has been positive in further engaging parents in their children’s learning. The focus around this joint planning has been to provide teaching and learning experiences in classrooms with parents and their children around healthy diet and preparing and making healthy meals. Each class within the school has been allocated 3 Family Learning Sessions with the Home School Partnership Worker.

In addition to this since August 2017 all teaching and some school support staff have been involved in training activities around a variety of sports. These have included Coerver Football Coaching youth diploma 1&2, Netball, Yoga, Dance, Tennis, Sports Hall Athletics and Boxing. This training has resulted in extra-curricular clubs for pupils at a variety of stages and an overall increase in children’s engagement in sport both within school and out of school.

**Impact:**

**Literacy**

Writing – there has been an increase in attainment across the whole school in relation to writing. Teachers have deployed much more consistent approaches to the teaching of writing across all stages and a writing working party was set up with all staff in order to develop a collegiate approach to teaching writing. Reward systems have been developed in order to raise the profile of writing within the school. The school was successful in securing through the Scottish Book Trust a visit from the Scottish author Cathy McPhail and involved children and parent’s in a workshop with the author. This workshop with parents was attended by over 75% of parents and the feedback was extremely positive in relation to this.

**Numeracy**

Increased understanding in numeracy: Significant increase in number of pupils achieving a level in 2016/17 from 2015/15 in p.4 and p.7- 63% increase in p.4 and 100% increase in p.7. However there was a 4.5% decrease in the number of pupils on track to achieve a level in p.1. This particular cohort of children has a significant number of children with additional support needs which explains the decrease. Pupils through the school have become more flexible in their thinking around numeracy and mathematics and are developing a relational understanding of number- understanding the connections between numbers and concepts.

Children’s attitude to numeracy: Pupils becoming more independent and resilient when tackling challenging problems, are less likely to ask for help as will persevere with different strategies for solving. Pupils appear less stressed during numeracy lessons and have a more positive attitude towards maths and improved engagement.

Teacher attitude and knowledge: Change in practice- assessment is dynamic and ongoing, not solely summative therefore teachers are more responsive to pupils’ immediate needs. Improved teacher understanding and knowledge- teachers more confident making their professional judgments and professional judgments are more closely aligned to pupils’ ability as reflected in their work. Teachers have a deeper understanding of children’s mathematical thinking and understanding and how to use this in their practice.

**Health and Well Being**

Increase parental engagement and family learning opportunities throughout the whole school. Increase
availability and engagement of pupils in extra-curricular activities. Pupils have been involved in a much wider variety of sporting activities and extra-curricular activities relating to their interests. This has allowed pupils the opportunity to be involved in community sporting competitions and authority wide competitions. Through these opportunities pupils have developed their leadership skills and this has resulted in some of the more senior pupils providing lunchtime clubs etc for the younger children in the mainstream school and nursery.

The schools increase availability of extra-curricular clubs/activities has meant that since August 152 pupils out of 201 (75%) have been involved in an extra-curricular club or sporting activity. In addition to this the school has now established an after school netball club for parents and staff and this has had a positive impact on parental engagement by engaging parents within the school in a less formal capacity. The school has been working with various sports partners to promote sport within the school and future training events planned for staff and involving pupils include Shinty, Curling and Tennis. As a result of the Coerver Football Coaching Youth Diploma the school has now established a school of football for P5-7 and the purpose is to engage children (particularly boys) who are at risk of disengaging in learning. One of the requirements to attend the school of football is that children are working and actively engaging in their classroom learning. Children have been involved in inter-school competitions for both Boys and Girls Football and the school has registered to take part in an inter-schools netball festival. Feedback from staff and observations from the Senior Leadership Team indicates that after taking part in sporting activities pupils are more settled and engagement in learning is more evident. The Senior Leadership Team have very few incidents of indiscipline to deal with on a Friday within primary 6&7 and observations indicate that this is as a direct result of the children’s participation in Boxing training first thing in the morning.

**Overall evaluation of establishment’s capacity for continuous improvement**

South Lanarkshire Council, at the beginning of the new school term August 2017, identified the school as part of a cohort of schools who will be due for inspection within the next 2 years. As a result of this both the Headteacher and the Acting Depute Headteacher have attended a series of twilight sessions relating to preparing for a school inspection.

The school have engaged with a range of self-evaluation tools such as HIGIOS 4, HGIOELC, the National Improvement Framework Key Drivers and The GTC standards for CLPL. This has been instrumental in identifying areas of strengths and development across the school, the staff and in the delivery of teaching and learning.

As part of the Scottish Attainment Challenge the school has developed a deep understanding of the need for gathering data in order to inform practice and identify next steps that will deliver best outcomes for all learners. The development of robust tracking and attainment meetings, which engage staff in reflective dialogue with regards to the delivery of high quality learning and teaching, provide opportunities to discuss relevant interventions and this has enabled staff to move children’s learning forward at an appropriate pace.

We are confident that we have a leadership team and group of staff who are both committed and solution-focused and have the will and ability to continue to drive the school forward ensuring best possible outcomes for all.

Signed: Kate Fisher