Hareleeshill Primary School

Establishment Improvement Plan and Standards and Quality Report

Session 2014/2015

Name of Learning Community: Larkhall
Section 1: Standards and Quality Report

1 A Introduction, Statement of Purpose and Improvement Objectives and Aims of Learning Community

1 B Establishment aims

1 C Establishment Standards and Quality

Section 2: Planning for Improvement

2 A Establishment Position in Relation to Education Resources Improvement Priorities

2 B Improvement Priority Action Plan – Option 1
   Improvement Priority Action Plan – Option 2
The Standards in Scotland’s Schools etc Act (2000) places a duty on schools to produce an annual report on its work and the strategies it is implementing to raise education standards for all pupils.

This report has been written to provide information to parents/carers and other stakeholders about the work of Hareleeshill Primary and to celebrate our successes.

Hareleeshill Primary is situated in the Hareleeshill area of Larkhall. It is a non-denominational school and has accommodation for 7 mainstream classes, 5 additional support classes and 2 nursery classes. All of which are currently in use. The staffing compliment is that required by Scottish Government and South Lanarkshire Council Policy. The current staffing is made up of Head Teacher, Depute Head teacher, Acting Depute Head Teacher, 1 Principal teacher and 12 class teachers.

In Hareleeshill Primary we aim to provide a welcome, secure and stimulating environment where each child achieves his/her full potential through a broad and balanced curriculum. This will encompass respect for self, others and equality of opportunity.

Children’s education starts in the home, the parent/carer being the prime educator and when the children come to school we do our best to continue the process of learning in partnership with the parent/carer. In Hareleeshill we aim to develop in our children a sense of responsibility and self-discipline, pride in their abilities and to make the most of those abilities to help them become good and responsible citizens. Our aim is to educate the pupils spiritually, socially, morally and culturally as well as intellectually. By this we mean that by the end of their primary education we aim for all children to be able to read, write and count whilst at the same time developing socially so that they become aware of the needs of others both in and out of school. We also aim to foster the skills which will enable our children to apply themselves to their work, to reason and to develop self-expression.

Using the guidance set out in the document “Curriculum for Excellence” to enable our children to become successful learners, responsible citizens, effective contributors and confident individuals we provide a wide range of experiences both within the school day and after 3 o’clock. This will help to enable all children to achieve success and develop an ethos of helping others. With the help of “Home School Partnership” workers we welcome parents/carers into the school to work with the children and get to know the staff.

We are pleased to provide varied activities for the children wherever possible for all pupils from Primary 1 to Primary 7. Some activities last all year others are taster sessions lasting a few weeks. These include a selection from the following: athletics, football, book club, choir, craft club, netball, 3-2-4 club (Machan Trust), Scottish Country Dance and Modern dance.

We promote positive relationships within the school and foster an ethos which encourages all pupils to respect themselves and others.
The vision of South Lanarkshire Council is to ‘Work Together to improve the quality of life for everyone in South Lanarkshire’.

The purpose of Education Resources is to support this vision through ensuring that all learners:

- are effectively supported to raise their attainment and achieve their full potential;
- benefit from an appropriate range of learning opportunities which match their individual needs;
- are actively engaged, as appropriate, in evaluating the quality and impact of their learning experiences, and
- are safe and feel valued when using Education Resources premises.

This will be achieved by ensuring that all learners:

- access a curriculum which reflects national and council priorities and best practice in education;
- experience a motivated and professional workforce who demonstrate best practice in providing opportunities for learning;
- have access to modern resources which are used effectively to maximise the impact of learning experiences, and
- benefit from partnership working and the integration of services.

Aims of the Learning Community

All staff in establishments and teams in the Larkhall Learning Community are committed to working together to:

- raise standards of educational attainment and achievement especially in the core skills of literacy and numeracy at all stages;
- share practice, use current knowledge, reflect on and evaluate practice to support continuous improvement;
- promote and secure equality and help every young person benefit from education with particular regards to pupils with additional support needs;
- work in partnership with parents and others in the community to develop the children's respect for self, one another and others in their community;
- integrate services to support all children to become successful learners, confident individuals, responsive citizens and effective contributors, and
- create and maintain environments which are conducive to high quality learning and teaching.
Establishment Aims

All staff and stakeholders within Hareleeshill Primary School aim:

- **Key performance outcomes**
  To provide a rich, stimulating and inclusive curriculum relevant to the individual needs of each child. To achieve this the school aims to provide the highest quality of education following national and local guidelines.

- **Impact on learners**
  To ensure all learners feel supported, challenged and fully engaged in their own learning and are given opportunities to make choices in the curriculum and to contribute to the wider school community.

- **Impact on staff**
  To ensure all staff are fully aware of and using new approaches and strategies in learning. All staff will be fully informed and included in the consultation processes within the school.

- **Impact on the community**
  To enable parents and partners to become more involved and better informed of the work of the school and be further included in the decisions made.

- **Delivery of education**
  To establish a climate where everyone is valued and where mutual trust, respect, confidence and care are evident throughout. Deliver an education within the spirit of Curriculum for excellence where children are enabled to learn in a stimulating and happy environment.

- **Policy development and planning**
  To ensure national and local developments and planning are undertaken and implemented appropriately within the school agenda.

- **Management and support of staff**
  To ensure an effective deployment of staff within the school. To provide opportunities to enable staff to take up further training through appropriate CPD activities and inset training.

- **Partnership and resources**
  To provide quality resources for learning to ensure the needs of all are met. To promote partnership with pupils, parents, staff and all stakeholders in a well managed establishment where high standards are expected of all who work within.

- **Leadership**
  To advance the quality of the learning process through systematic and regular monitoring and evaluating processes which ensure continuity and progression. We also aim to promote leadership throughout the school at all levels.
Establishment Standards and Quality report

How well do our children learn and achieve?

Existing Strengths:

QI 2.1 LEARNERS EXPERIENCE:
From recent questionnaires and discussions with pupils’ staff and parents the following conclusions have been reached.

- There is a feeling of a strong supportive and nurturing ethos across the school. Children are happy to come to school and feel motivated to learn. Most enjoy the environment in which they learn and find their experiences challenging and enjoyable. Most feel safe, secure and respected.
- Through the use of AiFI strategies, learning logs and snap shot folios children are developing skills in setting goals and becoming more independent in their learning.
- It is evident through peer and management class visits that children are becoming more skilled in working individually, in pairs and in groups.
- Children are attentive during lessons. They follow instructions well and engage in the tasks and activities. Most children make good progress with additional support in place for those requiring it to achieve. Some make very good progress.
- Teachers and management use goal setting, conversations with learners, summative and formative approaches to ensure assessments take place to enable progression.
- Through the use of interdisciplinary learning children are becoming more skilled at recognising which learning approaches are best suited to the individual. Consultation processes enable them to be involved in the development of skills and knowledge needed.
- Some classes use a system of 4 weeks teaching and 1 week assessments to ensure learning is taking place and progress is on target. The tasks undertaken allow children to apply their knowledge and show understanding. This will continue to be developed.
- A wide use of technology, active learning, cross school learning and focus weeks e.g. financial, health, eco and anti-bullying, allow classes and pupils to work together for a main purpose and showcase their learning.
- Hareleeshill places a high priority on developing children’s health and well being. The emotional literacy, health and well being programme and introduction to European Rights of the Child are continuing to help achieve this aim.
- Through observations in learning it can be seen that more pupils are using a collaborative and active approach.
- Through the use of consultation stations and questionnaires pupils have the opportunity to give their views on a variety of subjects and give ideas for improvements.
- There is a wide range of reward systems available in the school to promote positive behaviour. This has resulted in much better behaviour at all stages.
- Children feel staff know them well as individuals and are confident almost all concerns are dealt with quickly and fairly.
- Assemblies allow for all achievements to be celebrated including those out with the school environment.
- A variety of extra-curricular clubs are available throughout the year which allows children to develop their skills further. This also allows them to be introduced to new experiences they may not have considered previously. These will continue to be promoted.

QI 1.1 OVERALL QUALITY OF ACHIEVEMENT:

- Children benefit from a range of opportunities to develop the 4 capacities and learn new skills. Curricular planning ensures development of knowledge and application of that knowledge.
- Children enjoy success in and out of school by taking part in various sports and activities. On many occasions they will be representing the school e.g. in football, netball, rugby, athletics, k-nex challenge and quizzes. Trophies and certificates won are displayed in the school cabinet.
and photographs are displayed throughout the school and classes.

- Through class assemblies, school shows and concerts children continue to become more confident. The P7 and P2 pupils take on the role of buddies for P1 and most classes are involved with paired reading outside of their own classroom.
- Through the introduction of more active approaches and use of summative assessments improvements are taking place in numeracy and literacy.
- Children gain important leadership skills through participating in the pupil council, eco committee and Rights Respecting Schools programme. They organise various charitable events e.g. Red Nose Day, Dress down for.....
- Children are developing valuable personal and social skills through working with each other and taking the needs and opinion of others into account through the various committees. These skills are further enhanced at P6 & P7 with the opportunity to experience a residential trip.

**OVERALL QUALITY OF ATTAINMENT AND PROGRESS**

- Staff use Curriculum for Excellence levels to report on children’s progress
- Staff take account of children’s day to day learning and use a variety of assessment approaches to reach an overall judgement. They make good use of benchmarking materials and standardised assessments to support their opinions. Moderation of materials is still being developed within the school and learning community. This will continue.
- In Literacy and English language children are encouraged to read a range of genres from a well-stocked library and materials supplied by the class teacher. In the early stages they make very good progress in their phonic skills and sight vocabulary. They develop effective strategies to decode words and this continues into the middle stages. Across the school, children acquire a range of skills to develop understanding and fluency.
- A robust programme is in place to develop listening and talking skills and these skills are used throughout the curriculum. Most children can respond appropriately to the opinions of others and offer their own opinions and constructive criticism depending on the task.
- In writing there are examples of children developing skills in creating well-written pieces across a range of genres. The use of VCOP is improving the vocabulary and structure of the writing so interesting and engaging the reader more fully.
- Teachers are given time to moderate the standard of writing across the stages.
- Overall in literacy children are developing skills which they can use across the curriculum.
- In numeracy and mathematics overall attainment is good. Most children are confident when using number processes and very good when working with shapes and handling data.
- Through classroom visits it can be seen that children make good use of technology to solve problems and work well together to reach a solution.
- Within cross curricular subjects children can be seen to apply the skills learned in numeracy to reach solutions.
- During Christmas and Summer Fayres and smaller events children were seen to be confidently applying their skills with money, time and measure.
- Staff have a clear understanding of the importance of developing children’s health and well-being. There is a programme of study in place to enable guidance to staff to ensure all aspects are covered. They refer to the outcomes and ensure that the ethos and learning encourage children to take on board the lessons taught.
- Staff ensure that vulnerable pupils both in the mainstream and supported classes are monitored and encouraged to develop skills to help them become independent at looking after themselves. They also ensure that any required agencies become involved to support the needs of the individual.
- Through the rights respecting schools and Girfec agenda everyone in the school is aware of the inclusion agenda and this is supported by all stakeholders.

**Areas for development:**

**Next Session:**

- Further develop consistency of approach across all stages ensuring children are involved in setting targets and next steps across the broader curriculum.
● Continue to engage children in dialogue about their learning through ‘conversations with learners’
● Further develop the new literacy approach and book banding to improve attainment in reading and writing.
● Review numeracy planning to ensure progression and streamline the planning process.
● Develop approaches to outdoor learning and ensure these are indicated at the planning stages.

Maintain and further develop over the next 3 years:
● Continue to develop experiences for children that are imaginative, stimulating and motivate all children to learn.
● Further develop children’s skills as learners enabling them to reflect and evaluate accurately on their own learning.
● Provide more opportunities for children to engage in the wider school community.
● Encourage and develop more after school clubs to take place.
● Continue to develop the Rights Respecting School and Eco agenda.
● Extend the knowledge of how technology can enhance the learning experience.
● Encourage further parental involvement in their children’s learning through showcases and school activities.
● Further develop assessment information to reflect evidence of breadth, challenge and application of learning across Numeracy/Maths, English Language and Literacy.
● Continue to develop moderation processes to ensure clear information relating to children’s progress.
● Continue to develop planning and recording processes to ensure skills are developed and contexts for learning are used to avoid duplication and repetition within progressing learning.

How well does Hareleeshill Primary support children to develop and learn?

Existing Strengths:
QI 5.3 Meeting Learning Needs:
● The result of questionnaires and discussions with staff, pupils and parents indicate that all feel staff know children very well. They take full account of their personal circumstances and meet their care and welfare needs.
● In most classes staff create a caring and nurturing climate.
● Staff work well together and with support staff, parents and outside agencies to help address the barriers to learning.
● Increasingly staff use approaches which extend children’s learning and thinking skills. Tasks and activities are made relevant to the needs of most learners.
● There is an extensive range of support working within and outwith the school to meet the needs of children requiring additional support with their learning.
● Staff are well organised and differentiate materials to meet the needs of learners.
● Staff use questioning well to help children extend their learning. Learning intentions and success criteria are shared and understood in most classes.
● The additional support needs classes are accessed by children from a wide area. They create individualised programmes and a nurturing environment to help meet the needs of the children in their care. The curriculum is adapted to build confidence and a feeling of success. The expertise of the DHT and teachers in this department is accessed by all and helps to inform the approaches used with the children in the mainstream. There is a highly developed system of inclusion and many children access the mainstream when it is appropriate. The parental questionnaires from the parents with children in this department are very positive and
complimentary about the approaches and care that is taken with their children.

- The home-school partnership worker works closely with the school to ensure programmes are in place to meet the needs of some of the most vulnerable children and their parents. Her contributions impact greatly on the ethos of the school and impact on the children. She helps to support ‘T with the teacher, 21st Century families and runs craft and parenting groups.
- The introduction of ‘T and a blether,’ by the Acting DHT and nursery teacher, has had a very positive impact on parent relationships with the school and nursery. The children have benefited with their parents becoming more involved in their learning and play.
- The school has a clear approach to staged intervention which is understood by teaching staff therefore children requiring additional help are identified at an early stage.
- The school has a high level of children requiring additional support with their learning and behaviour. Staff access and implement appropriate support and resources to help these children make appropriate progress in their learning.
- Learning logs and snap shot folios are being used across the school to allow children and parents to track aspects of their learning.
- By using the GIRFEC approaches vulnerable children and those with specific needs are assessed and appropriate plans put in place i.e. ASP’s and CSP’s.
- The SMT are assigned pastoral roles within the school and all staff are aware of the appropriate member of staff to approach for advice.
- The school works well with partner agencies to support individual and targeted groups of children. These include staff from Psychological Services, Women’s Aid, ICS, Social Work, Occupational Therapists, CAMHS and the health service.
- Classroom support assistants provide very good support to children and teachers making a very supportive contribution to improving children’s learning.

QI 5.1 THE CURRICULUM:

- Staff have made good progress in planning for Curriculum for Excellence. They use the experiences and outcomes to inform their planning in literacy, numeracy and health and wellbeing. They use suggested planners which indicate the relevant outcomes in the other areas of the curriculum. They are enthusiastic about learning and teaching and keen to be involved in developing and improving the curriculum. Through working parties this year there have been advances made in literacy, expressive arts and technologies.
- Children benefit from a curriculum which offers breadth and is delivered through interdisciplinary learning and subject specific programmes.
- The curriculum places a high priority in promoting diversity and equality. Consultation and observations with children show that with the added involvement of the support base the school is in a good place to deliver this.
- As the moderation processes are developed staff are becoming more confident in assessing children’s progress.
- Transition arrangements are in place at all stages i.e nursery to P1, between classes and P7 to S1. Staff take time to have professional dialogue around specific pupils and groups of pupils.
- French is taught at all stages and we hope to introduce it in the nursery next session.
- All children receive 2 hours of good quality physical education every week.
- The religious and moral education programme involves Christianity, Islam and Judaism
- Staff are proactive in building good relationships with parents through informing them of their children’s learning and behaviour. They do this through consultation evenings, reports, behaviour sheets, attending reviews and generally having an open door approach so that parents feel confident that any concerns will be addressed.
- Educational visits and activities are used to enrich learning.
- Staff are keen to introduce new approaches to learning. This year the continued use of ipads has led to some innovative practice.
Areas for development:

Next Session:

- Continue the development of moderation procedures into numeracy and maths.
- Continue to develop self-evaluation practices
- Increase access and develop planning processes to encourage outdoor learning within the curriculum

Maintain and further develop over the next 3 years:

- Continue to encourage children to develop their learning logs by contributing their own ideas and sharing them with their parents
- Provide more leadership roles for pupils in their learning. Use reciprocal reading and writing strategies to develop cooperative approaches.
- Provide opportunities for children to work at a brisk and challenging pace
- Continue to develop planning and evaluations within the nursery to improve learning experiences.
- Continue to develop nursery profiles to ensure continuity of progress.
- Continue to develop transition arrangements with primary school staff and other providers.
- Continue to encourage and develop joint planning by teachers
- Further develop moderation practices within literacy and numeracy
- Ensure next steps in the use of technology are implemented e.g. further use of ipads throughout the curriculum
- Ensure continued professional development opportunities for all staff.
## How well does Hareleeshill Primary improve the quality of its work?

### Existing Strengths:

**QI 5.9 IMPROVEMENT THROUGH SELF-EVALUATION:**

- All staff are reflective and fully committed to self-evaluation. They evaluate learning and teaching continually and identify next steps, with the children, to progress learning.
- Staff are encouraged to participate in open, honest dialogue and a collegiate approach to decision making.
- A monitoring calendar is agreed each year and provided for staff.
- Learning visits focus on agreed themes or topics. Information gathered during these visits from staff and pupils allow for professional dialogue to help inform children’s learning.
- Parental and pupil consultations take place throughout the year both formally, through questionnaires, and informally through discussion. This feedback suggests that they are happy with the quality of education and appreciate being asked for their opinions. Feedback on reports and events is very positive.
- Both the pupil and parent council are active and this enables consultation to take place.
- Vulnerable children are closely monitored through record keeping which links to their classroom experience.
- Staff share practice at planned stage meetings and through sharing practice sessions within the learning community.
- Peer visits enable staff to see good practice and have relevant discussions about the approaches to learning.
- Forecast and Review meetings around forward plans ensure professional dialogue focuses on improving children’s attainment, achievement and meeting the needs of both children and staff.
- Children’s skills in literacy and numeracy are closely monitored.
- Results of a recent consultation indicate that parents are confident with the approaches the school takes. They feel that the SMT and staff are open, approachable and take their opinions on board. They appreciate the open door policy.
- Staff explore new initiatives through professional reading and research. They are encouraged to review current HMIe reports and read TESS which is supplied in the staffroom.
- More unpromoted staff are willing to take on leadership roles and this will be developed further.
- Through PRD’s both teachers and early years workers take forward priorities from the school improvement plan. Professional development opportunities are identified throughout the year.
- Staff and children are enthusiastic and promote a warm and inclusive atmosphere throughout the school and nursery.
- There is community and business involvement with senior citizens and Rosti.

### Areas for development:

- Continue to develop self-evaluation processes in both the nursery and school. This will ensure quality assurance approaches are in place to monitor and track the developing skills of every child from 3years-12years.
- Continue to develop moderation and assessment approaches to ensure they reflect children’s progress through Curriculum for Excellence.
- Further develop professional dialogue approaches to promote shared understanding of expectations and progress within experiences and outcomes.
- Continue to develop monitoring and tracking systems to ensure the progress of each learner.
- Build on existing strengths and leadership and develop capacity in everyone including children to lead with improvements and innovation.
**1C How do you we ensure equality and inclusion and promote diversity across our establishment.**

All documentation is reviewed regularly to ensure statutory and South Lanarkshire Policy requirements are in place. Annual staff briefings at the beginning of each session ensure all staff are aware of current policies and procedures with an emphasis on Child Protection Procedures and Equality Laws. There is emphasis on recognising reportable incidents and the procedures for reporting. Staff are referred to the relevant information in the folders within the staff workroom and head teacher's office. All bullying incidents are reported to a member of the management team and are dealt with in line with school policy on anti-bullying. Pastoral notes on SEEMIS are used by SMT to record all incidents of bullying, aggressive and challenging behaviour and any significant events. Inclusion is promoted through co-operative teaching between classes in the mainstream and supported classes. All events curricular and non-curricular are open to all children. Children at all stages of the school are included in various school committees to ensure their opinions are taken into account. This includes the pupil council, Rights Respecting School, Health and Wellbeing and buddying. Themes of equality, diversity, CEOP and bullying are visited annually through the health and wellbeing programme. The development of the Rights Respecting Schools programme will ensure the implementation of a class and school charters. Its continuation will encourage staff, pupils and parents to reflect on children’s rights and the responsibilities that come with them. Class studies into children’s rights enable pupils to explore global issues, cultural diversity and relate them to their own experiences. All pupils are treated with unconditional regard and respect. We have been granted our Recognition of Commitment Certificate.

The religious and moral education programme allows pupils to compare and try to understand other world religions and to appreciate the perspective of those who follow them. Each year the Larkhall Learning Community promotes an anti-sectarian event with the Machan Trust. There is a focus on all P7 children involving cross curricular learning which promotes tolerance, diversity and respect for all. This is done through the study of the text The Divided City.

The schools care and welfare policy and procedures ensure vulnerable children’s needs are identified and appropriate interventions are implemented. Support for learning teacher, classroom assistants, English as an additional language teacher, class teachers in ASN and ASD classes along with DHT in ASN department provide support and advice to enable children to access the curriculum.
Section 2:
Planning for Improvement
<table>
<thead>
<tr>
<th>2A</th>
<th>Improvement Priorities Session 2013/2014</th>
<th>Progress of Priorities and Impact for Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Improve achievement and attainment outcomes in all establishments annually till March 2015.</td>
<td>Through regular discussions with SMT, staff, pupils and parents appropriate target setting takes place. Specific pupils are highlighted and relevant ASP’s and CSP’s are established or updated. This ensures all pupils have relevant and achievable learning targets. Achievements in and out of school are regularly celebrated at assemblies and in newsletters. This promotes self-confidence and a sharing environment.</td>
</tr>
<tr>
<td></td>
<td>Implement key aspects of Curriculum for Excellence in all schools and establishments as appropriate annually till March 2015.</td>
<td>Curriculum for Excellence is being developed within planning and teaching approaches throughout the school. Staff are becoming more familiar and confident with outcomes and experiences. There will be a continued focus on moderation to ensure planning shows an agreed standard for attainment and progression. Pupils are becoming more involved in setting their own targets within the learning process.</td>
</tr>
<tr>
<td></td>
<td>Implement key aspects of legislative duties as prescribed in revised/new legislation annually till March 2015.</td>
<td>All aspects of equality legislation have been addressed within the school. Policies and position statements are in place and are reviewed annually. Staff are updated in all aspects of equality reporting at the first inset day of the year. This ensures that all children and staff feel included and valued.</td>
</tr>
<tr>
<td></td>
<td>Progress recommendations of Getting it Right for Every Child (GIRFEC) till March 2015.</td>
<td>Continued discussions with senior manager for pupil support, SMT, staff, pupils and parents ensure robust monitoring in all aspects of GIRFEC. This ensures all pupils’ needs are met by establishing appropriate interventions.</td>
</tr>
<tr>
<td></td>
<td>Increase involvement in lifelong learning for young people and adults till March 2015.</td>
<td>There is continued enterprise approaches developed within the curriculum. Familiarisation with the world of work is introduced through contacts with business partners and a bi annual event which encourages parents to come in and talk about their work to pupils. This encourages pupils to think about their future employment opportunities.</td>
</tr>
<tr>
<td></td>
<td>Progress the key themes of self evaluation and leadership in all establishments and services till March 2015.</td>
<td>SMT, staff, pupils and parents regularly express their views and take part in the evaluation of the school. This will continue to develop to ensure there is a balanced view of the needs and progress of the school. Pupils will benefit from improved approaches to learning and by seeing their opinions are valued.</td>
</tr>
</tbody>
</table>
**Improvement Priority Action Plan**
(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment Standards and Quality Report)

**Priority (Related to establishment aims in key areas1,2)**

**Priority 1** – Improve achievement and attainment outcomes in all establishments annually till March 2015

**Priority 2** – Implement key aspects of Curriculum for Excellence in all schools, establishments and services as appropriate annually till March 2015

**Target(s)**

- To ensure challenging activities are in place for more able readers..
- Further develop the system of book banding ensuring that all pupils are reading at appropriate levels.
- Continue to develop the use of expanded vocabulary within writing so enabling a higher quality of written pieces.
- Continue to develop Literacy outcomes in reading and writing to ensure depth of learning
- In consultation with the pupils we will enhance the current stock of books within the school library to ensure the availability of materials at the correct levels for all children

**Success criteria (Outcomes related to impact and benefits for learners)**

- Teachers will continue to use and develop current assessment methods in reading and writing. This will ensure pupils are performing at an appropriate level for their needs.
- Pupils will continue to become more engaged in reading and show improvement in the understanding of written text.
- Pupils will continue to develop their skills through the use of reciprocal reading approaches and become more independent learners
- Pupils will be involved in selecting new materials for the library.
- Through the use of parent prompts, and a meet the teacher session early in the term, parents will become more involved in their child’s reading homework.

**Audit/monitoring/evaluation of impact and benefits**
(Methods used/to be used)

- Monitoring through forward plans and professional dialogue with teachers
- Impact assessed through conversations with learners at all stages
- Class visits by SMT and peer visits by teachers to encourage dialogue about approaches to learning
- Use of questionnaires and feedback sessions involving children, parents and staff, to gauge impact on enjoyment and learning
**Timescales**  
( Including progress/success checks, dates)

- Progress checks by Acting DHT throughout the term during agreed visits to determine impact on learning
- Review at end of session 2015 to adapt programme and approach if necessary
- Feedback from a staff focus group each term to monitor progress and implementation including next steps.

**Resource allocation**  
(Implementation group/personnel)

- Focus group development time. ( 2hrs per term + Cat sessions = 10 hours)
- Staff to observe/shadow/team teach to develop skills of approach to teaching reading and writing skills, as discussed at PDR.
- Continue staff CPD
- Acting DHT to monitor and support teaching approaches and develop materials with staff.

**Staff development/external support requested/planned**

- Peer visits to other schools using this learning approach.
- DHT and Acting DHT deliver inset as requested by staff
- Resource additional books to ensure a wide variety of reading materials are available for home use.
**Improvement Priority Action Plan**

(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment Standards and Quality Report)

**Priority (Related to establishment aims in key areas 2,4)**

**Priority 2** – Implement key aspects of Curriculum for Excellence in all schools, establishments and services as appropriate annually till March 2015

**Priority 4** – Progress recommendations of getting it Right for Every Child (GIRFEC) till March 2015

**Target(s)**

- School and nursery will achieve Green Flag status. (Planned assessment October 2015)
- Children will experience approaches to outdoor learning and ensure wider approaches to learning as suggested within curriculum for excellence.
- Outdoor learning will be developed throughout the curriculum
- Teachers will be required to plan at least one or two outdoor sessions per term

**Success criteria (Outcomes related to impact and benefits for learners)**

- There will be increased knowledge about the Eco agenda.
- Pupils will become more responsible citizens due to increased knowledge about recycling, reusing and redesigning.
- Through the use of outdoor space pupils will become more aware of bio diversity
- Active approaches through using outdoor space will engage pupils in their learning.
- Using outdoor space will insure further developments of inclusive education by adapting space for all to use
- Each class will succeed in having at least 3 outdoor sessions per year.
- The school and nursery will achieve Green Flag status
- Eco approaches to be embedded throughout the curriculum

**Audit/monitoring/evaluation of impact and benefits (Methods used/to be used)**

- Principal Teacher and Eco committee will monitor and encourage recycle, reuse and redesign philosophy and feedback to school at assembly.
- Weekly charts will be updated in the litter programme by the eco committee
- Forward planning will show the use of outdoor learning being used within the curriculum. There will be at least one or two agreed session each term in whichever area of the curriculum is appropriate.
- Discussions with learners will determine the impact on learning
- Once each term Eco Committee will lead a whole school assembly
- End of year evaluations and conversations with learners, parents and teachers will determine next steps in developing this programme.

**Timescales**
** (Including progress/success checks, dates)**

- Professional discussions with staff throughout each term will ensure high priority to outdoor learning and eco agenda.
- Green Flag award will be achieved by June 2015
- Children will take part in a wider range of outdoor learning experiences by June 2015.

**Resource allocation**
** (Implementation group/personnel)**

- Twice monthly meetings with eco committee. Dates and times to be agreed by staff children and principal teacher
- Forward Planning to show planned time in the outdoors where appropriate
- Completion of external funding applications to ensure appropriate resources in place
- Liaison and update time at CAT nights at least once a term
- Time to be allocated at assemblies for children to feedback progress to the school at least once a term or more often if requested by the eco committee

**Staff development/external support requested/planned**

- CPD as requested by staff
- Peer visit to schools of good practice who are using outdoor space to ensure depth and breadth of learning e.g. Glenlee Primary
- Involve Forest Schools Practitioners (Nursery Teacher) in developing programmes suitable for our outdoor space.
### Improvement Priority Action Plan

(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment Standards and Quality Report)

<table>
<thead>
<tr>
<th>Priority (Related to establishment aims in key areas 1, 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority 1</strong> - Improve achievement and attainment outcomes in all establishments annually till March 2015</td>
</tr>
<tr>
<td><strong>Priority 4</strong> – Progress recommendations of getting it Right for Every Child (GIRFEC) till March 2015</td>
</tr>
</tbody>
</table>

### Target(s)

- Continue to raise awareness on the UNCRC.
- Expand knowledge to include all rights and how they relate to every child. Discuss how they relate to the wider world and compare them with Hareleeshill
- Encourage children to develop a responsible attitude to learning and behaviour and ensure they are clear that with rights come responsibilities
- All classes to have a class charter and with the help of the pupil council develop a whole school charter which confirms our aims and responsibilities.
- To make use of restorative practice and better behaviour, better learning approaches.
- Encourage parental and community involvement to increase awareness and knowledge of UNCRC and their supporting role in this e.g. workshops, showcases etc.

### Success criteria (Outcomes related to impact and benefits for learners)

- All stakeholders will be confident in the need to recognise all rights and responsibilities
- There will be a growing respect within the school between adults and pupils resulting in better behaviour and a calmer atmosphere.
- Pupils will encourage each other to recognise the needs of others to learn and so adjust their behaviour to enable this to take place.
- Parents and the wider community will be more aware of the changes in behaviour and will encourage their children to respect each other based on the principles of UNCRC
- Through discussions with pupils staff will be clear on what they feel are staff responsibilities and agree these with their class.
- A whole school charter will be developed through discussion and agreement with the pupil council

### Audit/monitoring/evaluation of impact and benefits

(Methods used/to be used)

- Implement school action plan and monitor on a termly basis.
- Discussion at monthly pupil council /JRC meetings will have RRS as a standing item
on the agenda

- Twice a term, or more often if requested, pupil council representatives will be given time at assemblies to update the school on progress.
- More pupils will be involved with the end of month treats which will indicate an increase in good behaviour and increased respect for all.

**Timescales**
**((Including progress/success checks, dates))**

- The action plan will be reviewed each term i.e. December, April and June
- Monthly pupil council meetings will review progress and discuss any changes needed
- Principal teacher will liaise with pupils on a regular basis as facilitator of the pupil council meetings and JRC (Junior Rights Committee)
- Full review of the action plan will take place in June 2015 and new plan devised to ensure progress

**Resource allocation**
**((Implementation group/personnel))**

- Time to ensure regular meetings take place – pupil council, JRC, principal teacher and staff member
- Continued use of ICT time to ensure online working and communication – class teacher
- Purchase of practical resources as highlighted in action plan
- Costs in developing school charter for display throughout the school to be determined – SLC print room

**Staff development/external support requested/planned**

- CPD as requested by staff to ensure acquisition of required knowledge
- Input from SLC development officer as needed and requested
- Possible Learning Community joint working initiative with pupil representatives from each school (still to be discussed)
### Improvement Priority Action Plan

(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment Standards and Quality Report)

#### Priority (Related to establishment aims in key areas 6)

**Priority 6** – Progress the key themes of self-evaluation and leadership in all establishments and services till March 2015.

#### Target(s)

- To provide further opportunities for all staff to take lead roles within the curriculum and wider life of the school
- To continue to develop an environment of shared responsibility
- To continue to develop team and co-operative working within the school
- To continue to develop reflective practice within planning, teaching and pupil learning
- To identify and share good practice within Hareleeshill, the learning community and other establishments in and outwith the authority
- Provide opportunities for children to take lead roles within the wider life of the school e.g. run lunchtime clubs.

#### Success criteria (Outcomes related to impact and benefits for learners)

- Staff who are more confident in their practice and approaches to learning ensuring a better learning experience for all
- Staff who engage in professional dialogue with colleagues and improved discussions with learners.
- PDR practices which reflect individual staff needs and result in better learning taking place in the classroom
- Staff who are more confident in delivering CfE outcomes and experiences so enabling better engagement with pupils
- Children who are keen to set targets and next steps in learning through discussion with other pupils and teachers.
- Children who are keen to be involved in leadership roles throughout the school.

#### Audit/monitoring/evaluation of impact and benefits

(Methods used/to be used)

- Staff discussions through PDR’s annually and class visits termly.
- Professional dialogue through planning and recognition of good practice and development needs
- Continued use of HGIOS 3 to inform self-evaluation
- Use of staff and pupil questionnaires annually to determine confidence in self-
evaluation and leadership roles.

## Timescales
(Including progress/success checks, dates)

- This is an on-going process which will be reviewed during the monitoring processes detailed in the previous section

## Resource allocation
(Implementation group/personnel)

- Time for discussion through forward planning, CAT nights and Inset sessions
- Planned opportunities to share good practice within the school and in other establishments. This will be determined by individual staff needs through PDR discussions
- Staff to timetable pupils to allow them time to lead learning and evaluate their own and others’ performance.
- Materials purchased and made available for pupils to offer lunchtime clubs.
- HT and DHT to cover to allow for peer visits

## Staff development/external support requested/planned

- CPD as requested
- Attendance at seminars and courses
- Shared practice meetings within the learning community
Priority (Related to establishment aims in key areas 1)

Priority 1 – Improve achievement and attainment outcomes in all establishments annually till March 2015

Target(s)

- Continue to develop the moderation process throughout the curriculum

Success criteria (Outcomes related to impact and benefits for learners)

- Staff will have a shared understanding of standards to be achieved within the relevant outcomes. This will result in staff confidence and better target setting for pupils
- Pupils and parents will be more aware of the skills required to achieve a level. They will have a better understanding of the standards being set.

Audit/monitoring/evaluation of impact and benefits (Methods used/to be used)

- Through continued professional dialogue at forward plan feedback, CAT and inset meetings.
- Through pupil peer and self-assessment standards will be understood.
- Through parental feedback in learning logs and discussions at showcases parents will have a clearer understanding of the targets set.

Timescales (Including progress/success checks, dates)

- Termly through professional dialogue on forward planning
- Through identified dates set for liaison and inset at least once a term
- Through identified and agreed dates within the learning community to allow for wider discussions outwith the school. Dates in September’13, January ’14 and April’14 for shared practice meetings.
**Resource allocation (Implementation group/personnel)**

- SLC moderation materials to be reviewed by staff
- Time to access GLOW to review materials which help to expand learning intentions within each level.
- Establish focus groups from staff members to feedback on current and ongoing developments within moderation.

**Staff development/external support requested/planned**

- SLC development officers
- In school focus groups to disseminate understanding to all staff
- Larkhall Learning Community shared practice understanding relayed to all staff by focus groups.
**Improvement Priority Action Plan**
(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment Standards and Quality Report)

<table>
<thead>
<tr>
<th>Priority (Related to establishment aims in key areas 1,4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority 1</strong> - Improve achievement and attainment outcomes in all establishments annually till March 2015</td>
</tr>
<tr>
<td><strong>Priority 4</strong> – Progress recommendations of getting it Right for Every Child (GIRFEC) till March 2015</td>
</tr>
</tbody>
</table>

**Target(s)**
- To review and consult with children, parents and staff the impact of the new school homework policy and approach

**Success criteria (Outcomes related to impact and benefits for learners)**
- The new updated homework policy will be followed to ensure homework that is stimulating, interesting and set at an appropriate level.
- Pupils will be confident in the tasks set and take pride in the work done
- Parents will be aware of the links between homework and class tasks.
- Parents will be confident that homework is of an appropriate level and will benefit children in their learning
- Children will enjoy homework which is more varied and is taken from pupil suggestions.

**Audit/monitoring/evaluation of impact and benefits**
*(Methods used/to be used)*
- Parents and pupils will be asked to comment and feedback on new tasks set.
- Teachers will review if new tasks are meeting agreed outcomes.
- SMT will review new policy during class visits and through conversations with learners.

**Timescales**
*(Including progress/success checks, dates)*
- Consultation on impact will take place with pupils, parents and staff in February ‘15
- Feedback from pupils during conversations with learners throughout the year.
- SMT review and discussions termly
<table>
<thead>
<tr>
<th>Resource allocation (Implementation group/personnel)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All staff to discuss homework approaches with pupils in order to measure impact</td>
</tr>
<tr>
<td>• Development of parental and pupil questionnaire and collation of results</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff development/external support requested/planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>• None required</td>
</tr>
</tbody>
</table>
## Improvement Priority Action Plan

Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment Standards and Quality Report.

### Priority (Related to establishment aims in key areas 1)

**Priority 1** - Improve achievement and attainment outcomes in all establishments annually till March 2015

### Target(s)

- To develop new design and technology approaches within the curriculum through the use of staff CPD and sharing good practice.
- Continue to develop further the use of iPads throughout the curriculum.
- To develop further links with local community design and technology companies e.g. Rosti, Rolls Royce. This will enhance the learning experience and link with the world of work.

### Success criteria (Outcomes related to impact and benefits for learners)

- Staff will become more confident in integrating design and technology into their teaching. This will enable pupils to further develop their skills in these areas.
- Pupils will show an increased understanding of problem solving by using appropriate technologies, materials and approaches.
- Pupils will recognise the use of technology in the wider community and world of work.
- Staff and pupils will confidently use iPads to further enhance teaching and learning.

### Audit/monitoring/evaluation of impact and benefits (Methods used/to be used)

- Term plans will show an increased use of technologies within teaching and assessment.
- Pupils and professional dialogue with SMT will focus on use of technology.
- The Focus Group will develop materials, share ideas and feedback on their impact.

### Timescales (Including progress/success checks, dates)

- Termly within forward plans
- Dialogue at least once a term with teachers and pupils
- End of session Focus Group feedback
**Resource allocation**
*(Implementation group/personnel)*

- Ensure all ICT is in good working order and any issues are reported quickly to Principal Teacher.
- Time at CAT or inset to discuss new recommendations
- Time to review impact of new approaches in the final term (Focus Group)
- Purchase of new equipment and materials as required

**Staff development/external support requested/planned**

- In house update and training
- Any requests for external CPD to be met as appropriate.
- Arrange peer visits to establishments of good practice if requested (cover implications to be agreed)
<table>
<thead>
<tr>
<th>Improvement Priority Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment Standards and Quality Report)</td>
</tr>
</tbody>
</table>

**Priority (Related to establishment aims in key areas 1, 4)**

**Priority 1** - Improve achievement and attainment outcomes in all establishments annually till March 2015

**Priority 4** – Progress recommendations of getting it Right for Every Child (GIRFEC) till March 2015

**Target(s)**

- To review new Numeracy and mathematics planners
- To update and introduce any required changes
- Review problem solving and enquiry approaches.

**Success criteria (Outcomes related to impact and benefits for learners)**

- Staff will be confident that new planning suggestions are robust and meet the needs of the children
- Children will be aware of the next steps in learning and be able to recognise their own learning path through numeracy/mathematics
- Parents will be aware, through learning logs, of the targets set for numeracy and maths.
- Staff, pupils and parents will be confident that all outcomes are being met over a three year period at all levels.
- Children will be able to apply the strategies of PSE in a variety of relevant contexts.

**Audit/monitoring/evaluation of impact and benefits (Methods used/to be used)**

- Professional dialogue with colleagues and SMT will ensure agreed learning paths in numeracy and maths
- Conversations with learners by teachers and SMT will establish if there is confidence in pupils about agreed learning targets including PSE.
- Assessments and monitoring of pace of learning will establish if new planning methods are effective

**Timescales (Including progress/success checks, dates)**

- New plans in place by August ‘14
Discussions to take place at least once a term
Monitoring of pace to be discussed at forward plan meetings and through professional dialogue at least once per term.

**Resource allocation**
_(Implementation group/personnel)_

- *Focus group to be established through “Working Time Agreement”*
- Time to disseminate changes to all staff at CAT or inset meetings when necessary
- Time for professional dialogue with staff and discussions with pupils
- Time to develop mini ‘rich tasks’ in a problem solving context

**Staff development/external support requested/planned**

- CPD courses in numeracy and mathematics to be agreed
- Peer visits to other classes to see good practice in teaching
- Discussions may take place at shared practice learning community meetings as determined by staff.
Improvement Priority Action Plan
(Details of the approaches used to consult and involve pupils, parents, staff and other agencies in identifying the improvement priorities in this plan are included in the establishment Standards and Quality Report)

Priority (Related to establishment aims in key areas 5)

Priority 5 – Increase involvement in lifelong learning for young people and adults till March 2015

Target(s)

- To increase the choice of extra-curricular activities within the school
- To involve parents and pupils in the updating and maintenance of the school website.
- Continue to engage with home school partnership to ensure parents are fully involved with their children’s learning
- Staff to deliver, alongside children, opportunities that will enable parents to further develop their involvement in their child’s learning.

Success criteria (Outcomes related to impact and benefits for learners)

- Staff and parents will provide an increased choice of additional and extra activities out with the classroom
- Pupils will be keen to become involved with new clubs and learn new skills to increase lifelong learning
- Staff, pupils and parents will contribute to and maintain the school website. This will ensure good communication and increase involvement in the life of the school.
- Pupils will learn new skills in cooperative working and the importance of ensuring fairness on what is posted on the site.

Audit/monitoring/evaluation of impact and benefits (Methods used/to be used)

- Taking of registers in all clubs will be monitored to show an increase in pupil participation
- All pupils involved will complete a simple review sheet to feedback their views on each club
- Staff will monitor pupil participation and involvement
- Web page content will be monitored before submission to publish

Timescales (Including progress/success checks, dates)
- Club reviews at the end of each block – timescale will be dependent on how long the club runs. This could be termly or in blocks of 6-8 weeks
- Web content will be monitored at submission times of once a month

**Resource allocation**
(Implementation group/personnel)

- Involvement of staff and parents will be voluntary and this will determine how many new clubs are established and how long they last
- Clubs can request funding for equipment and materials from HT if appropriate

**Staff development/external support requested/planned**

- CPD courses through people connect
- Active schools providers to deliver training to staff and parents
- Peer visits to observe coaches and trained practitioners in required sport or interest.
## Improvement Priority Action Plan

<table>
<thead>
<tr>
<th>Priority</th>
<th>Implement key aspects of “Getting it Right Programme”, as prescribed in guidelines for Lanarkshire, in all establishments and services until May 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related QIs</td>
<td>2.1, 2.2, 5.3, 5.6, 5.7, 5.8.</td>
</tr>
<tr>
<td>Targets</td>
<td>Strategies/Actions</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>• Senior Managers Pupil Support will offer a support service to schools on aspects of systems change implementation and consolidation</td>
<td>• Provide a menu of formal and informal inset for staff to explore philosophy and develop proficiency in using core components of GIRFEC</td>
</tr>
<tr>
<td>• GIRFEC developments within Seemis Click and Go will be developed across schools and establishments so that the understanding and use of pastoral notes, chronologies of significant events and the use of single agency assessments is common across the learning community.</td>
<td>• Arrange and take part in in-service training to make use of new functionality within Click and Go. Develop this over session so that schools and establishments are comfortable with using these methods for themselves (follow on from 2014)</td>
</tr>
<tr>
<td>• The recommendations of the current joint inspection of childrens services as they pertain to the business of the learning community establishments will be highlighted and a plan put in place to achieve next steps.</td>
<td>• On receipt of the Inspection report, Learning Community heads of establishments and officers will discuss and set out a plan to address next steps for Education in association with Inclusion services, ICS and QLO.</td>
</tr>
<tr>
<td>• The learning community will map current practice to support children and young people who are looked after against the new requirements of the Children and Young People Act 2014 to ensure compliance.</td>
<td>• Details of the changes to support looked after children within the Act will be publicised within the learning community and mapped against current practice in each establishment.. Where necessary changes in practice will be made to ensure compliance.</td>
</tr>
<tr>
<td>• Establishments will become aware of “Planning for Pupils” on SEEMIS, taking advantage of inset opportunities to explore functionality and links with present systems.</td>
<td>• Establishments look to explore this tool through inset calendar and possibility of piloting elements in association with Inclusion.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
knowledge of capabilities of this SEEMIS tool and are possibly beginning to explore use.

| **Audit/Monitoring/ Evaluation of Impact** | • Staged Intervention and the support and resources associated with each stage are common to all establishments within LC and allow staff to recognise next steps for individual children using the child/young person’s pathway poster  
• The quality of Getting it right for every child core component paperwork will be monitored regularly by the Education Reference Group  
• Establishments review the value and impact of new processes on the outcomes for individual children with their population. |
| **Resources** | • See below |
| **Implementation personnel** | • Establishment heads and members of staff  
• Concerned staff from other agencies involved in GIRFEC processes.  
• SMPS, extended team  
• Area Manager’s group (GIRFEC)(Locality based)  
• South Education Reference Group |
| **Staff Development** | • Staff development for staged intervention, SEEMIS information systems and consolidation of GIRFEC implementation |