



Standards and Quality Report 2019-20

School Name: St Louise Primary



Context of the school:

Saint Louise Primary School is situated in the Murray area of East Kilbride and is accommodated in a building which was re-opened in June 2012 and provides an excellent, modern environment in which our children can learn and achieve. We are equipped to a very high standard with digital technology that enhances the teaching and learning experiences of our young learners. The current roll is 196 pupils over 7 classes. There is a staffing compliment of 1.4 management, 8 teaching staff and 5 support staff. The staff of St Louise share with parents a common goal in that we want our children to be happy at school and to enjoy being a valued member of the school community. We strive to provide a quality educational service, where every child is given the opportunity to reach his or her potential. We promote positive behaviour and a healthy attitude to school life and show a respect for our pupils and their needs and by treating them with fairness, consistency and understanding. We provide a secure but welcoming environment, where expectations are high, achievements are recognised and respect for self and others is fostered in a Catholic atmosphere.

Our values are **equality, equity, compassion, fairness, empathy, commitment** and **Gospel values** and we aim to promote these in all we do.

We encourage parents to be active partners in their child's education. We have an active and engaged Staff and Parent Group (PSG) who support the school in many ways with fundraising activities and events for pupils.

We are part of the St Andrew's and St Bride's Learning Community and work well with our local schools to ensure smooth transitions are planned for. We have taken part in activities this session with our local primaries and high school to further enhance the experiences of our young people.

The National Context for Education

The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

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

Key drivers of improvement have also been identified; these are:

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



South Lanarkshire Council's overall vision is to "improve the quality of life of everyone in South Lanarkshire Council."

Education Resources' key purpose is to:

"Raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities"

The priorities relating to this are:

- Deliver high-quality early learning and childcare to give our children the best educational start
- Raise standards in literacy, numeracy and close the poverty-related attainment gap.
- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion and equality are at the heart of what we do.

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

Assessment of children's progress throughout the Broad General Education (to end of S3)

As one of the drivers, our school, alongside all schools in Scotland, has been required to report on Curriculum for Excellence levels for literacy and numeracy achieved by all children at the end of stages P1, P4, P7 and S3. This data is submitted to South Lanarkshire Council in June each year and collected subsequently by the Scottish Government. This data is based on teacher judgement, informed by a wide range of assessment evidence including standardised testing where appropriate. As from session 2016/17 all schools in Scotland will be required to participate in the new Scotland National Standardised Assessment (SNSA) project. This will further help inform teacher judgement of levels.

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

Level	Stage covering 3 years approx.
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and abilities. Many children not attaining National Levels will have an Additional Support Plan (ASP) and may be making good progress but against different milestones e.g. individual targets. Learning progress is not about how fast children move through the levels but about 'how much' and 'how well' children learn, having depth and breadth of experiences at each level.

Assessment of these levels is based on a wide variety of evidence and ways of measuring progress such as assessment of projects, general class work, observations and peer assessment. Where possible, children and young people are encouraged to be directly involved in the assessment process.

Schools and teachers work with others to set shared standards for assessing progress. These standards are based on National "benchmarks" for each area of the curriculum. This process is called moderation and it ensures that schools have similar expectations.

What follows is our school's data about achievement of these levels for session 15/16 through to session 17/18

Review of SIP progress session 2018-19

Priority 1: Evaluate and improve consistency of learning and teaching in P1-7 Literacy (with a focus on raising attainment in reading)

National Improvement Framework Key Priorities

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

National Improvement Framework Key Drivers

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

HGIOS 4 QI: 1.1 Self Evaluation for self-improvement

2.2 Curriculum

2.5 Family Learning

2.7 Partnership

3.2 Raising attainment and achievement/Securing children's progress

Progress and Impact:

We work together as a school community to develop, promote and sustain an aspirational vision for our curriculum. Our school has made excellent progress this session in implementing active literacy across the whole school and our focus on reading has ensured that most children have maintained or increased their standardised age scores and progress.

The impact of implementing the Active Literacy approach across the whole school has had a very positive impact on whole school teaching and learning.

Children use vocabulary associated with active literacy when discussing their learning.

Staff have noticed higher levels of engagement and motivation from almost all of our pupils.

Our VSE in January was very positive and areas of good practice identified include;

- There was evidence from the class visits that Active Literacy strategies are well established in the P1-3 stages.
- In upper stages, almost all children have adapted to the new strategies demonstrated and were able to talk about them.
- Most staff were confident in the delivery of this approach and there are opportunities for collaborative working for all staff to develop in this area.

Find Out sessions and parents' evenings enabled us to share information on the Active Literacy approach. All P1 parents/carers were given a phonics board to use at home to support our early intervention approach with phonological awareness.

Our school was recognised as taking part in the First Minister's Reading Challenge and as a result our children have read more this year and a range of different genres. This was further supported by an after-school reading club that was facilitated by a parent and over 30% of P1-7 children attended these sessions.

SNSA results for this session show that 100% of P1 pupils achieved a Band 3 or above, 73% of P4 pupils achieved a Band 6 or above and 81% of P7 pupils achieved a Band 9 or above in reading.

Other school assessments show a positive picture of our attainment with continued progress being made in all areas of literacy. 61% of children maintained or increased their standardised age score in reading with many children coming out as above average for their stage.

Next Steps:

Going forward we will work on ensuring we have a clear vision and rationale for our curriculum and a strategic overview which is shared with all stakeholders and partners. We will continue to embed digital literacy in the upper stages of the school and use ICT to further enhance the literacy opportunities for our pupils.

We will continue to strengthen our links with the local librarian to support further our work on reading strategies and enjoyment of reading.

We need to make more opportunities available for families to engage with and have knowledge of the benchmarks.

We have worked with our learning community to moderate writing and this will be a priority that we will focus more closely on going forward to continue working on literacy priorities.

Priority 2: Improve children’s health and wellbeing with a particular focus on resilience

National Improvement Framework Key Priorities

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

National Improvement Framework Key Drivers

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

HGIOS 4 QI: 2.5 Family Learning
3.2 Raising attainment and achievement/Securing children’s progress.

Progress and Impact:

Our staff use available data, analysis and intelligence gathering to inform their understanding of community and individual family needs. Our staff are aware of the factors causing child poverty within our community and work together to provide opportunities and support to families. Our school prides itself on the nurturing and caring ethos found in our school and pupils are well supported. Parents and carers are supported to actively and meaningfully engage in their children’s learning and life of the school.

Nurture classes have enabled pupils to deal with issues that previously led to problems in class and with other pupils. There have been fewer incidents since nurture began and teachers have found that pupils are much calmer and focused and ready to work when they return to class.

There was a major focus in the first term on growth mindset and this continued throughout the year. Almost all of our pupils have a positive attitude towards their learning and the language of growth mindset is used in all classes across the school. As a school we continue to encourage all pupils to discuss their feelings and provide advice on strategies to use in coping with a variety of incidents. The ‘Listen to Me’ approach was relaunched and is being used regularly by pupils.

P5 and P3 have engaged this session in developing their social skills using board games and as a result we have increased collaboration between pupils and their turn taking skills and cooperative skills have increased.

All teachers and staff work on achieving better social interactions between pupils and encourage appropriate play daily. We are proud of the way our children support and help each other and almost all children show a kind and caring attitude towards each other.

Next Steps:

Most staff are trained in the bounce back approach.

Resources arrived late in the school session so full implementation will be carried over to next session with a teacher refresh session on the in-service day in August.

We will continue to have a focus on resilience and building the skills and qualities children need to prepare them for today's society and the future.

Opportunities will continue to be provided for our families to engage in a range of collaborative learning events and the wider life of the school. Next session we will aim to spread out our family learning club across two terms with a focus on healthy eating and outdoor play.

Priority 3: Honouring Jesus Christ as the Way, the Truth and the Life – a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church

The Catholic School – Developing in Faith

- Reflect on the educational vision on which the school is founded
- Evaluate how the school is being faithful to the faith mission which it receives from the Church
- Plan ways for the school to develop as a Catholic community of faith and learning
- Report annually on its development as a Catholic school to members of the wider faith community – parents, parish and Diocese

• Honouring Jesus Christ as the Way, the Truth and the Life

- Developing as a community of faith and learning
- Promoting Gospel values
- Celebrating and worshipping
- Serving the common good

Characteristics:

- A commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents
- A commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church
- A commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children
- An inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God
- A commitment to support the continuing professional and spiritual development of staff
- The provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life
- A commitment to ecumenical action and the unity of Christians
- The promotion of respect for different beliefs and cultures and for inter-faith dialogue
- A commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes
- A commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all

Progress and Impact:

Our whole school is fully immersed in the commitment to uphold the moral teaching, faith tradition and sacramental life of the pupils in our school.

We work tirelessly as a community to raise awareness of and funds for those less fortunate.

We work closely with our local parishes and parents as well as our school community to support each other's journey of faith.

Our P3, P4, P6 and P7 classes celebrated their sacraments this session and home, school and parish worked well to support this and provide opportunities for meaningful preparation.

P6 and P7 pupils took part in a tour of Glasgow and Motherwell Cathedral as part of the community integrated project and 100-year anniversary of Catholic Education, P6 also worked with our partner primary school on – nil by mouth workshops to learn about and discuss sectarianism.

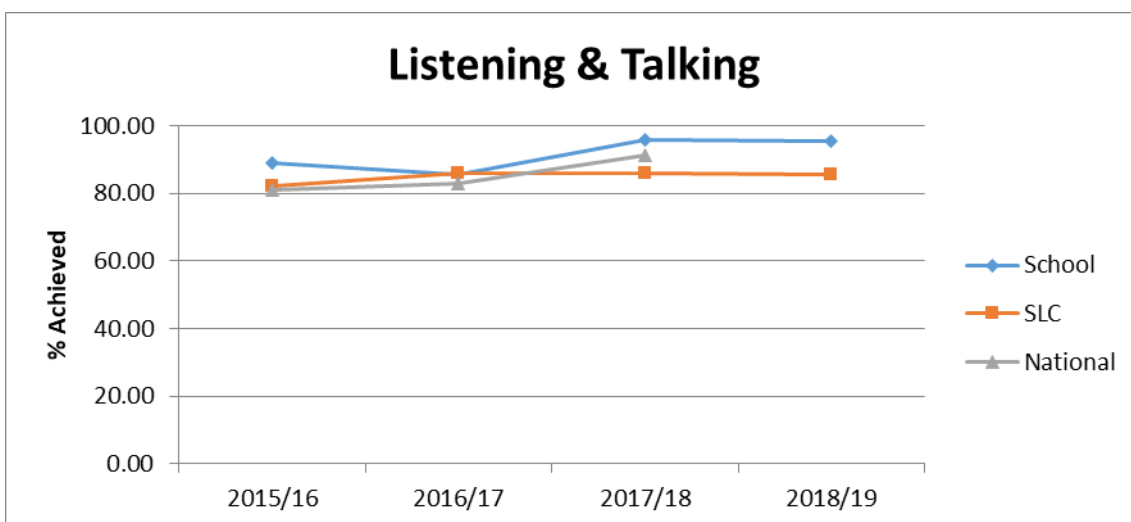
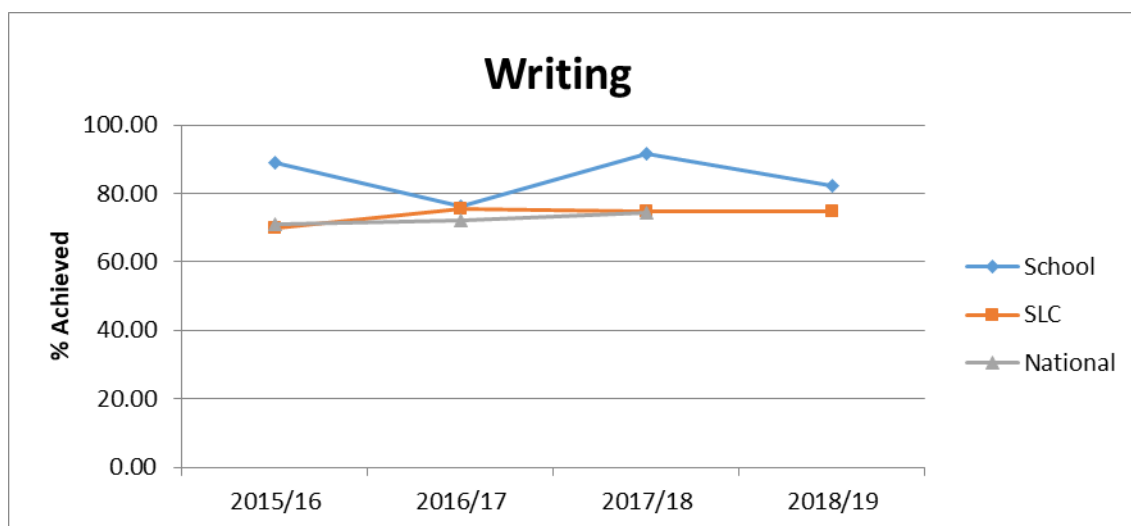
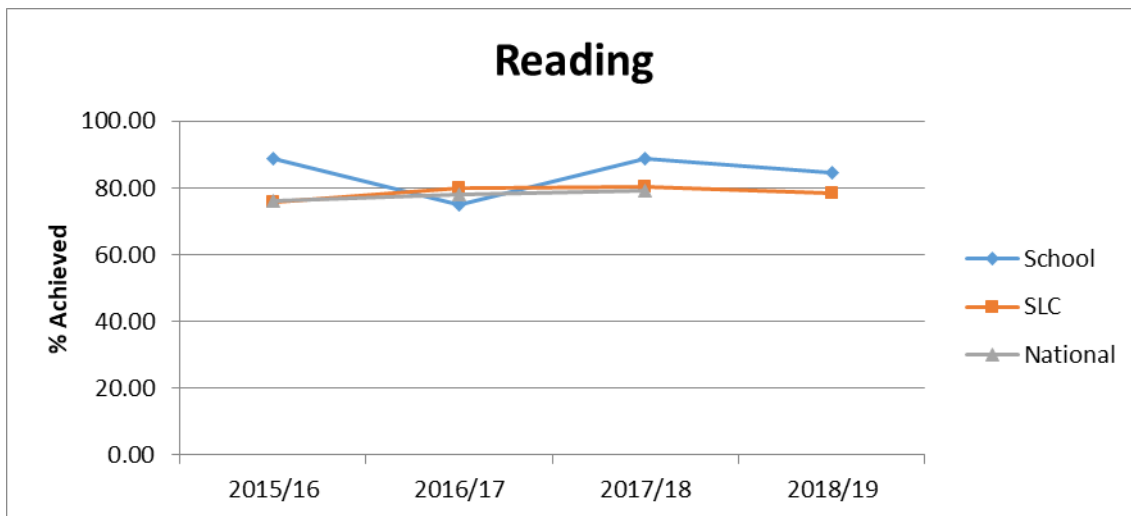
Next Steps:

Next session we will continue to work with our parishes and families to support the spiritual development of our pupils.

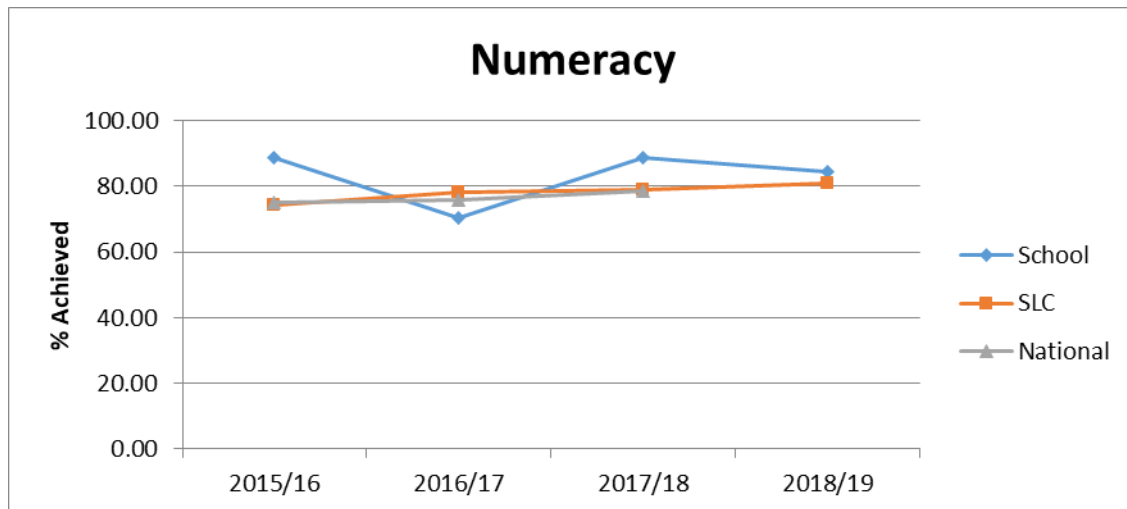
Our P7s will continue to be a part of the Community Integrated Project.

Our self-evaluation has identified the following priority for our school next session: Celebrating and worshipping – a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes.

1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement).



1.2 Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement).



Achieving Excellence: Overall Progress towards National Improvement Framework Priorities

Session 2018-19

Use all available evidence (including data)

Literacy:

Progress	satisfactory	good	very good	excellent
			x	

Strengths

- Whole school approach to Active Literacy which is having a positive impact on the attainment of literacy within our school. Our P1 early intervention approach where we provide all families with a phonics board and letters to be kept at home and used is now in its 3rd year and feedback from parents is positive as they feel they are in a better position to reinforce learning at home. Class teacher has also noticed an increase in attainment with more pupils gaining higher scores during phonics assessments than on previous years.
- Our 2018-19 data shows that our P1 and P7 pupils are achieving in reading and writing above both local and national averages. We continue to make steady progress in areas of literacy and P1, 4 and 7 are achieving 90% and above in listening and talking.
- During the recent Scottish National Standardised Assessments (SNSA) all pupils in P1 achieved a score of Band 3 or better in reading with 81% of P7 pupils achieving a score of Band 9 or above. We also saw 88% of P7 pupils score Band 9 or better in writing.
- All staff continue to use a range of resources to enhance the quality of lessons delivered and attend appropriate training to develop their own skills and knowledge further.

Areas for Development

- Data from 17/18 and 18/19 continues to show an attainment gap in reading and writing in the middle stages of the school. Although most pupils have made progress in these areas there is continued work to do on addressing this gap.
- Further interventions will be discussed and explored with staff to look at other ways of supporting pupils and addressing any attainment gaps identified.
- To further develop our school's progress in literacy we will focus next session on writing with a view to working across our learning community on moderation and a shared understanding of standards.

Numeracy:

Progress	satisfactory	good	very good	excellent
		x		

Strengths

- Our tracking and monitoring approach is now embedded in our school with all teaching staff working together to use the data to analyse and identify areas for development as well as areas for challenge.
- We have a whole school approach to the delivery of numeracy and mathematics and our Big Maths programme and numeracy pathway ensures we have a consistent approach to delivering lessons and opportunities for all pupils. This year we have seen an increase in attainment levels in maths across the school with all stages attaining 82% or greater.
- During the recent SNSA 96% of P1 pupils achieved a Band 3 or greater, 94% of P4 pupils achieved Band 6 or above and 81% of P7 pupils achieved a Band 9 or above.

Areas for Development

- We will continue to implement all resources and pathways to ensure continued delivery of quality lessons in maths and numeracy.
- Interventions including Maths Catch Up will be used to support any pupils with identified areas of need. Classes will ensure that pupils who are achieving well above the average for their age and stage are challenged and provided with opportunities to increase their knowledge and skills further.

Health and Wellbeing

Progress	satisfactory	good	very good	excellent
		x		

Strengths

- We continue to be proud of the nurturing and supportive approach our school provides for all our pupils. The Growth Mindset approach is fully embedded across our school and staff work hard with pupils and parents/carers to encourage the positive language associated with the approach. As a result, we have a very positive learning and teaching ethos across the school and our pupils have a 'try again' attitude where they support each other to achieve.
- Our nurturing space in the school has supported several pupils this session and provided them with a calm, bright and safe space to work through any problems or issues.
- We have a range of roles and responsibilities for our pupils to take on each year in the school which helps to develop a positive well-being in our pupils and opportunities to engage in the wider life of the school. These opportunities also help to equip our learners with skills for learning, life and work now and in the future.
- Our ASN Coordinator continues to work closely with all stakeholders to ensure that our staged intervention approach is robust and supports are provided where necessary.

Areas for Development

- Due to difficulties in ordering the Bounce Back materials we will now have a whole staff refresher on the August in-service with a view to implementing the resource fully across the school next session.
- Next session we will use the Boxall online assessment tool to investigate and explore any hidden needs of our pupils to ensure we are providing the best possible supports to our young learners.

Employability Skills/Positive Destinations

satisfactory	good	very good	excellent
	x		

Strengths

- This session all children in the school were part of a focus group looking at different priorities from within the school. These included groups who were responsible for Fairtrade, Eco, curriculum areas, health and wellbeing and the school grounds. We also have roles across the school which include Junior Road safety Officers, Road Safety Patrollers, Litter Pickers, a Head Boy and Head Girl, Digital Leaders, Buddies and a range of other responsibilities. All these opportunities enable our pupils to develop a range of skills and knowledge that are transferable and will benefit them in their later lives.
- To further develop our school's work on employability and developing the young workforce, we enlisted the support of our parents/carers to put on a careers showcase for our P4-7 pupils. On the day we had a range of professions and careers who were able to give a clear insight into their jobs and what is required to be successful in their field.
- Each year all our classes engage in enterprising opportunities to develop their skills of creating, buying and selling. Our P7 children work alongside our Parent and Staff Group during the Christmas and Summer Fayres to sell any school made products and this session our P3 children showcased their Egyptian products to parents/carers and all monies raised went to charity.

Areas for Development

- We will develop our careers event further next session by having our P4-7 pupils re-enact the careers day for our P1-3 pupils to ensure all children are involved and our upper stage classes will be able to demonstrate what they have learned to the younger children in the school.
- Staff will continue to refer to skills for learning, life and work during lessons and we will develop further target setting with pupils and parents.
- Next session we will continue with our whole school focus groups but due to feedback from staff and pupils these will have a different format but continue to take on the views of all involved.

Overall quality of our learners' achievements Highlights of session 2018-19

St Louise Primary has had a very busy and productive school session in 2018-19. Children at all stages received a well-balanced and broad education in line with Curriculum for Excellence.

Children in our P3, P4, P6 and P7 classes worked in partnership with the school, home and parish to prepare and celebrate their respective sacraments and the Pope Francis Faith award.

We worked in partnership with local schools and our two parishes on charitable works, a Christmas carol concert and religious workshops.

Parents and carers enjoyed 'Find Out' sessions that enabled them to engage in the different learning taking place within the school with a particular focus this year on reading strategies.

Our school community was thoroughly entertained with our P1 & 2 nativity – 'Babushka' and the P3-7 performance of 'Baltic'.

Our P7 children took part this year in the Scottish Sumdog Challenge during Maths Week Scotland and beat off some stiff competition to be crowned overall winners. Our whole school community are very proud of this achievement and the P7 children were delighted to be invited to the Scottish Parliament, where they collected their winners' trophy from Deputy First Minister and Cabinet Secretary for Education and Skills John Swinney.



The whole school have taken part in a number of events together this year including 'Burns Day', 'St Louise Talent Show', 'Sports Day' and praying together with The Legion of Mary during the months of October and May.

Our P5 and P7 pupils worked alongside our friends from Our Lady of Lourdes Primary to develop their Spanish phrases and knowledge by running and participating in Spanish Cafes.

Our Fairtrade Committee held a Fairtrade Café where parents were invited to join the pupils to learn about Fairtrade and to be entertained by performances from each of our classes.

P7 had an exhausting but excellent time at the Auchengillan Outdoor Centre where they used a range of skills to overcome a number of fears and challenges.

Our Junior Road Safety Officers have done a fantastic job of raising awareness in our school community about the importance of being road safe and worked alongside Marion Shearer (SLC) to launch and promote the school's travel plan.

Children worked hard this year in their charitable work and raised money for Kilbryde Hospice, Let the Children Live, Missio and SCIAF. We have taken part in a number of events including 'odd sock day' to celebrate World Down Syndrome Day, crazy hair day and wear it blue for Damu.

Our school took part in the ACN pilot for Maisy's Milk and we have helped to promote and encourage other schools to join the project.

Other highlights this year include the P1 Blessing, Money Week, the lesson our P1 children received from the Royal Conservatoire staff, Mayfest at the high school where our instrumentalists performed and the P4-7 careers showcase that enabled our parents to share their jobs with our pupils.



Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.

Last session we reviewed the school's processes for consultation and engagement. Questionnaires were issued to pupils, parents/carers and staff and we used the views of all our stakeholders when planning for opportunities across the school session. Our Spanish café, Fairtrade café, find out sessions and parental engagement opportunities have provided lots of feedback on school matters. To complement our digital literacy work we have started to use Google forms as a way of collecting the views of our stakeholders and will develop this further next session.

Feedback from 'Find Out' sessions, parents' evenings and school events show that our parents and carers value opportunities to visit the school and share in the learning process with their children.

Children's opinions and suggestions have been shared throughout this school year using class suggestion boxes, representation on committees and through our whole school focus groups. The focus groups were a great way of ensuring that all pupils in the school had a view on school improvement and ways to make improvements in our school. Next session we will continue with the focus groups, but these will be in a different format based on the feedback from pupils and staff.

The parent forum is represented well by the Parent and Staff Group (PSG) and the Facebook page is used to keep parents up to date and to seek opinions and suggestions regarding school matters. The PSG also have a page on our school website where information is shared, and minutes of meetings accessed. The PSG work in collaboration with the school on improvement priorities and have identified areas they can support the school with. Each year the PSG are going to support and facilitate educational visits out of school or into school.

Our family learning sessions in term 4 enabled parents and carers to work alongside teaching staff to support their children's learning and to engage in the different activities and resources their children use in school. This was also an opportunity for parents and carers to share their views and opinions on school matters.

This session we had a very successful financial education week. As part of the activities undertaken, our pupils, staff and parents completed questionnaires around the cost of the school day and this has enabled us to produce a draft position statement on this.

Our school website has been an excellent way to share information about the school with parents and the wider community. The response from parents and carers has been positive and many like the Twitter link that enables them to get instant and up to date information on the day to day life of our school. This session we launched our School App and to date have 282 downloads. Parents and carers have reported that they love the quick and easy way to access what's going on in the school and we are contributing to the council's eco and print strategy by reducing the amount of paper we use.

Termly newsletters have been a great and welcomed way of ensuring parents and carers know what their children will be learning about each term.

Quality Indicator	How are we doing?	How do we know?	School Self-Evaluation
<p>1.1 Self-Evaluation for Self-Improvement</p>	<p>All staff understand that self-evaluation is an integral part of our approach to school improvement, they take a collaborative approach to self-evaluation and use the HGIOS 4 toolkit to evaluate against the indicators throughout the school year.</p> <p>Pupil participation is a strong feature of our school ethos and we value the contributions our young people can make to the wider life of our school.</p> <p>All teaching staff have a firm grasp of the tracking and monitoring approach used and have engaged in effective discussions on the use of data and other intelligence to inform our decision making around the needs of all our children. This is seen in our PEF decision making process where analysis of data and relevant information has led to targeted interventions and support for children with additional support needs. Across the year, there are opportunities to monitor and evaluate learning and teaching.</p> <p>All teaching staff have participated in the Tapestry programme which enables them to work collaboratively to self-evaluate practice and to consider best practice for teaching and learning.</p> <p>The school celebrates the wider achievements of our pupils, tracking and celebrating these as a whole school community.</p> <p>Teachers use a range of different assessments to measure children's progress across the curriculum. All staff have high aspirations and expectations for all our children and young people.</p>	<p>Our self-evaluation approaches focus on key aspects of school improvement and learners' successes and achievements.</p> <p>Staff are confident in their understanding of data and how to analyse and report on this. Their professional judgements are based on sound rationales and supported by a range of evidence.</p> <p>Self-evaluation has led to positive changes within our school community.</p> <p>Our SNSA and attainment results are consistently above the national average.</p> <p>Monitoring calendar and Tracking and Monitoring system is robust and detailed.</p> <p>Recent VSE visit was positive and school's evaluation statement validated.</p>	<p>Very Good</p>
<p>1.3 Leadership of Change</p>	<p>Through our focus on self-evaluation we have strengthened our approaches to raising the profile of our school. Our school website shows clear links to our vision, values and aims and the mission statement that encompasses what our school means to us. Our learners are supported to understand the vision, aims and values through the four contexts for learning. All teaching staff continue to take on</p>	<p>Our standards and quality report encompasses clear evaluations of our school priorities over the session and our school improvement plan is based upon a range of evidence and data.</p> <p>Our school has a strategic plan going forward and all staff are</p>	<p>Good</p>

	<p>additional leadership roles and have worked collaboratively with staff to cascade updates and developments. All staff are committed to change and have consistently high expectations for our learners as well as their own development. All staff are clear on the school's strengths and areas for development and there is a clear rationale for future improvements.</p> <p>Senior leaders create conditions where staff feel confident and able to initiate change and are committed to collective responsibility in the process of change.</p> <p>Staff continually reflect on and develop their own practice as part of the SLC Tapestry group taking account of school improvement priorities.</p>	<p>committed to implementing improvement and change.</p> <p>All staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning.</p> <p>There are opportunities for learners and staff to engage in critical and creative thinking.</p>	
<p>2.3 Learning, teaching and assessment</p>	<p>Children benefit from an attractive and modern learning environment. ICT is well used in all classes to promote and extend learning. Most children are highly motivated and benefit from active and engaging learning experiences. Learners' achievements in and out of school are recorded and celebrated and the children are encouraged to discuss how these skills support learning, life and work. We use a wide range of learning environments and experiences. Learning is supported by the effective use of digital technologies. Staff use a range of assessment tools and strategies to understand learners' progress and next steps. The ethos and culture of our school reflects a commitment to positive relationships. Our children and young people are eager and active participants who try to do their best. They are proud of their school and its achievements and are viewed positively within our local community.</p>	<p>Monitoring events, curricular drop in sessions and evidence of teaching and learning show pupils are engaged and enthusiastic.</p> <p>Staff continue to show an enthusiasm to develop their own skills and knowledge in line with school priorities and a commitment to provide the best level of teaching and learning for all pupils.</p> <p>Tracking and Monitoring is used effectively and well understood. Assessment results show steady progress of our learners and attainment results are consistently in line with or above the national average for most stages.</p>	<p>Good</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>Our school has a nurturing approach and we focus on promoting wellbeing alongside the principles and practices of GIRFEC. All staff use the growth mind-set approach to promote the use of positive language and attitudes within each child and this is fostered across the whole school.</p> <p>For children with additional support needs we have robust plans in place to support them in partnership with their families and other relevant agencies.</p>	<p>Staff engage regularly with all stakeholders to ensure additional support needs are met. Feedback during review sessions show parents and pupils are positive about their progress and clear on next steps.</p> <p>Our school overview gives a clear picture of all our children</p>	<p>Good</p>

	<p>We are aware of children who may be affected by social deprivation and poverty and are taking steps to address this within our PEF planning and approaches.</p> <p>The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance. All stakeholders have high expectations of positive levels of behaviour and our restorative approaches used to support any areas of difficulty ensure our pupils feel valued and listened to and that a solution focused outcome is what everyone strives towards.</p> <p>Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community. We ensure that our young learners are active participants in discussions and decisions that may affect their lives.</p>	<p>and their progress through our staged intervention approach.</p> <p>The behaviour of almost all of our children is respectful, kind, caring and supportive.</p> <p>We are respected and viewed positively within the local community and whenever our children go on out of school visits, their behaviour and attitude is always commented on with high regard.</p>	
<p>3.2 Raising attainment and achievement</p>	<p>There are pockets of very strong practice in most stages of the school in Literacy and Numeracy which is leading to sustained and improved attainment.</p> <p>Staff engage in rigorous assessment, monitoring and tracking using standardised assessments to provide clearer measures of progress across the school. We track more systematically the achievements of our pupils, including those beyond school.</p> <p>Our school has consistently used a tracking and monitoring approach to collect evidence and data on our learners and we are building a clear picture of our learners annually.</p> <p>Learners make good progress from their prior levels of attainment in literacy and numeracy and last session we noted that a number of children increased their standardised age score particularly in reading.</p> <p>Overall, our learners are successful, confident, exercise responsibility and contribute to the wider life of the school and as global citizens.</p> <p>We have effective systems in place to promote equity. We have raised attainment for some of our learners and in particular our most disadvantaged children.</p>	<p>Attainment in literacy and numeracy has maintained a steady progress and most stages are in line with the local and national average.</p> <p>Interventions and supports are provided for children who need additional support.</p> <p>Staff engage in effective discussions with other members of staff and SMT on assessment results and progress.</p> <p>73% of our most disadvantaged children are on track in both literacy and numeracy. Breaking this down further, 78% are on track in reading, 81% are on track in writing and 85% are on track in numeracy.</p> <p>Almost all stages have attainment levels greater than 80% and in those stages who don't, we have a clear picture and plan for interventions and support.</p>	<p>Good</p>

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

Amount allocated: £23,760

How are we doing?	How do we know? (Evidence measures of success)	What are we going to do now?
<p>Consultation with staff, pupils and parents identified literacy as an area for raising attainment. As a school we wanted to improve the consistency of learning and teaching in literacy across all stages and to identify individuals who would benefit from targeted interventions. Discussions during our Parent and Staff Group meetings allowed us to reflect on possible supports and interventions going forward and how we could all work together to support all our children. Rigorous assessments were carried out with all children in order to have a clear picture of their strengths and development needs. Active Literacy was identified as a teaching approach that would support children's literacy development and in turn raise attainment.</p> <p>Our Family Learning opportunities have been a crucial way of enabling our families to get support for themselves and their children with any difficulties by supporting their children's learning and enabling us to support our children not just academically but emotionally as well. We have supported our parents and carers with any areas they felt they needed support in and focused on improving the health and wellbeing of children and their families. Teaching staff and extra-curricular activities were identified as opportunities to engage our families in learning together. Although attendance was not an overall issue for our school, the family learning club enabled us to work with and support individuals to increase their figures. As a school we also felt that identified children would benefit from a quiet, nurturing area to be supported in their wellbeing.</p> <p>In order to ensure we are giving our children the best possible start in their primary education we continue to implement early intervention with our P1 children to support their development in Literacy and Numeracy. Baseline assessments are used to gain a clear picture of all children coming in, interventions and support provided to those identified and support given to parents and carers to ensure children are getting as many opportunities to extend and develop their learning as possible.</p> <p>As research has shown that quality teaching and learning and access to high levels of support are key to raising attainment, we continue to implement a strategic plan that benefits all our learners as well as those we are targeting. Active Literacy is a whole school approach, ensuring our children are given the highest quality of provision in their literacy learning. IT is recognised as crucial in supporting children to make progress at all stages and access to relevant resources to ensure a sustained approach within the school.</p> <p>Our plans and priorities are shared with parents and pupils during assemblies and parent information evenings and the responses are positive.</p> <p>The following approaches were implemented:</p> <p><i>Intervention 1: Developing HWB through Nurture approaches, Growth Mindset and Bounce Back Programme</i></p>		

Our nurture class is run every morning from 9-10.30 targeting children P4 and P5. As a result, there has been an increase in confidence and self-esteem for these children and teachers have reported an increase in engagement during class lessons.

All classes are using a consistent approach to Growth Mindset and almost all children in the school have a 'give it a go' and 'I haven't achieved it yet' attitude to school and learning. Our first 'Find Out' session in September focused on Growth Mindset and parents/carers were encouraged to participate in the lesson. 34% of our families were represented at this session and feedback was very positive with all attendees in agreement that this approach was an excellent strategy to encourage a positive approach to learning.

All teaching staff have been trained in the 'Bounce Back' approach but due to difficulties sourcing and purchasing the materials, it is only recently being rolled out across the school. This will continue to be a focus for our HWB lessons and will be reviewed again at the end of this school session.

Boxall profiles are completed for all identified children. Each class has a clear plan to improve the wellbeing of all children with a focus on identified individuals.

Next term children will take part in the online PASS assessment to analyse their perceptions and experiences of school life and learning.

Participation in our nurture group has enabled our children to develop their social skills, discuss and resolve any issues before starting their learning and next session our supported children will return to class on a full-time basis with support in place where needed. There has been an increase in attendance for these pupils on last year and we have also seen an increase in attainment scores.

A staff input will be delivered on nurturing approaches and this has been scheduled for the first in-service day in August 2019.

We continue to see a positive approach and determination from our pupils with regards to their learning and on our recent VSE it was noted that 'the pupils and parents focus groups both mentioned growth mindset approaches and there was a very positive ethos evident in the school. This resulted in almost all learners being engaged and motivated in their learning and using positive language'.

Our HWB Coordinator will do a refresh session with all staff in the August in-service and all teaching staff will implement the Bounce Back resource next session.

Our ASN Coordinator used the Boxall profile with pupils attending nurture and has found the information given crucial to identifying areas for support. Next session we will use the online tool so that all children can be Boxall assessed and appropriate profiles set up in order to explore any hidden supports required.

Intervention 2: Family Engagement

All children in P1 and their parents/carers have received a phonics board and letters so they can support their children's learning of sounds at home.

We have delivered a 'Find Out' session to parents where 34% of families were in attendance and working with teaching staff and pupils.

April – June 2018 we held 6 after school family learning sessions. 35% of our targeted pupils attended these sessions and are keen for them to continue. In terms 3 and 4 we will look at ways of encouraging more

families of targeted pupils to attend. Of families who did attend 100% reported an improvement in their children's engagement with homework at home and felt the support they received as parents during each session was extremely beneficial.

100% of our families in P1 were given a phonics board and almost all have reported that it has increased their engagement with their children at home and supported their literacy development. Only 32% of our families attended the afternoon phonics session provided by the class teacher so next session she will consult with parents/carers on the possibility of an evening slot to see if this will increase attendance.

Class teachers have found that children and families who have engaged with the variety of family learning opportunities this session have seen increased confidence and progress in class.

During pupil review meetings and parent/carer feedback sessions, families feel that the support given to their children has made a positive impact and they feel they have a clear picture of their children's targets. This was further reinforced during the VSE when 'all parents/carers in the focus groups talked positively about the communication regarding learning taking place and welcomed the opportunity to visit classes throughout the year'.

71% of our children have finished this year on attendance of 90% or higher and we continue to work with families of children who need support with attendance.

Intervention 3: Raising Attainment in Literacy

All teaching staff are trained in the Active Literacy approach and all school support staff have attended training on supporting Literacy in the classroom.

Active Literacy materials and training resources have been purchased and used with existing and new members of staff.

Book banding and skinny novels are now being used across the school but difficulties in purchasing these materials meant a later implementation than expected. Staff have reported an increase in pupil engagement with reading and feel that the children are better supported with their reading strategies using this approach.

Identified children are receiving 1 – 1 support or working in small groups on their Literacy and are making good progress.

Active Literacy is now fully implemented across our school with strategies well established in the P1-3 stages.

We have seen an increase in the attainment levels of our targeted pupils with 78% of children now on track for reading and 81% on track for writing.

Most staff are confident in the delivery of this approach and staff work collaboratively to support each other to develop this area. Next session staff who have moved stages will attend training relevant to that stage.

There is a positive working relationship between teachers and pupils with lessons well planned to meet the needs of learners.

All support staff are confident in using interventions including the 5-minute box and have a good knowledge of the children they are working with.

Almost all pupils/families make use of the Education City home access and tracking and monitoring shows that learners have made progress using this tool.

Intervention 4: Raising Attainment in Numeracy

All teaching staff are trained in the Big Maths approach. All staff have reported that using the Big Maths approach has increased learners' confidence in using numbers and recalling facts.

Staff feel that the Big Maths approach is an excellent support for children who have difficulties in numeracy and it supports them to understand better the relationships with numbers.

The number of children having greater success during mental maths assessments has increased and the pupils talk positively about their experiences of using Big Maths and they are motivated and eager to participate in lessons.

Maths Catch-up continues to be an intervention used across the school and 3 pupils in P4 who are working with school support assistants are making steady progress through the units.

Of the 3 children receiving Catch Up intervention, 2 pupils have made progress and have increased their standardised age score by 6 points with one of them now on track for their CfE level. All 3 pupils achieved success in the recent Scottish National Standardised Assessments with all 3 receiving a Band 6 or greater result.

As the whole school has access to Education City and home access this has contributed to the positive picture within numeracy.

As a result of the continued progress in numeracy we now have 85% of our targeted pupils on track for their CfE level.

Overall evaluation of establishment's capacity for continuous improvement

Overall Evaluation

All self and externally generated evaluation activities suggest that we continue to make improvements in all areas. As the educational landscape has changed significantly in recent years, we are taking on board the messages both locally and nationally with all staff becoming more engaged with the guidance from HGIOS 4 and planning for more robust consultation with all stakeholders going into each school session.

We continue to be aware that the bar has been raised and the implementation of a robust tracking and monitoring approach across the school has provided rigorous tracking and monitoring of attainment vital to closing the attainment gap. As a whole staff we continue to be committed to the continuous improvement in all areas of our school community.

All staff have engaged in relevant professional development activities and are taking on increased leadership roles and opportunities to support school improvement.

We continue to place a sharp focus on the needs of those children who are living in poverty to ensure that the gaps we have identified this session are addressed and planned for.

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 take our school forward and continue to improve and develop.

Signed: Siobhan Mooty

Date: June 2019