Context of the school:

Craigbank Primary School is a non-denominational school located within the Strutherhill area, in the town of Larkhall. The catchment area is mostly social housing, 65% live in SIMD 3 with 35% living in SIMD 1. The current school role is 131 children across 6 classes, 4 of which are composite classes, 28% of the school are in receipt of free school meals and 17.5% of the school role is Gypsy Travellers.

In Craigbank the school vision is DREAM, BELIEVE, ACHIEVE. It is our vision to continue to create an ethos of high expectations for every pupil. We strongly believe in the UNCRC and the rights contained within it and that every child has the right to be the best they can be.

Our core values are RESPECT, CONFIDENCE, AMBITION AND COMPASSION and as a school we endeavour to ensure that all staff and pupils are able to attain these values and inspire these values in everyone.

The school is set within the Larkhall Learning Community, which includes nine feeder primaries to Larkhall Academy. The school works closely with the other members of the learning community at moderation events, sharing good practice meetings and a small schools network.

Craigbank’s senior management team consist of a head teacher and a principal teacher, due to the head teacher being promoted and the principal teacher being seconded both roles are currently being undertaken by an acting head teacher and an acting principal teacher. The 6.5 FTE teaching staff are stable with one member of staff currently off on maternity leave. We have five support staff and seven facilities staff.

We have excellent partnership working within the local community. Our Parent Council are very active and continue to support the school in a variety of ways; sharing their views on all aspects of school planning, facilitating whole school events as well as fundraising. The Machan Trust run our breakfast club, a weekly after school club and lunchtime clubs. The Home School Partnership have provided family learning events and have been successfully involved in the nursery to P1 transition.
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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage covering 3 years approx.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td>The pre-school years and P1, or later for some.</td>
</tr>
<tr>
<td>First</td>
<td>To the end of P4, but earlier or later for some.</td>
</tr>
<tr>
<td>Second</td>
<td>To the end of P7, but earlier or later for some.</td>
</tr>
</tbody>
</table>
| 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.
Priority 1: Raise attainment in Maths and Numeracy for all learners (with a focus on planning, tracking and assessing, as well as, closing the poverty related attainment gap).

1. Increased percentage of children achieving expected levels in numeracy; attaining a numeracy age at or beyond their chronological age.
2. Narrow the gap for those in receipt of free school meals.
3. Increased use of multi-sensory approaches to teaching numeracy using the Numicon approach.
4. A continued increase with pupil engagement with maths and numeracy.
5. Families more aware of the teaching and learning approaches in maths and numeracy.
6. Piloting and embedding of newly developed planners and trackers.
7. A more robust and consistent approach to assessing attainment in numeracy and maths developed.

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, 1.3, 2.2, 2.3, 3.2

Progress and Impact:

- All P1-P3 classes are using Numicon as part of their learning and teaching. This leads to a more focused approach to teaching numeracy and maths skills in a progressive way. As a result, there has been a positive impact on the attainment in P1, P4 and P7, this has shown an increase at each level.
- The data which analysed the gap demonstrates that the P1 pupils in receipt of free school meals have overtaken the pupils who do not receive FME, this may be in part due to the small numbers which may offer a distorted result. Further work is needed to close the gap at P4 and P7.
- All classes are using the mental maths resource Big Maths to ensure a progressive approach to the teaching and learning of mental maths.
- P1-P3 Pupils have been given Numicon homework bags to increase engagement.
- Revised planners have been implemented and used throughout the school. Staff views demonstrate that further development is needed to ensure that gathering of appropriate evidence, which shows differentiation, breadth, challenge and application.
- Parental views, on returned questionnaires, show that 87% of parents, who responded, feel their child is confident in their own mathematical ability.

Next Steps:

- There will continue to be a focus on reviewing the new planners for impact.
- Further work is required to ensure that pupils are retaining knowledge, understanding and skills and applying skills in other areas.
- Further develop the personalisation and choice strategy used through observation visits.
- Differentiation and pace will become a focus next session to ensure progression.
- Numicon will continue to be used in P1-P3 and further develop the teaching and learning of numeracy and maths using the multi-sensory approach of Numicon in P4-P7, including the development of homework bags at these stages to engage pupils and parents.
Priority 2: Raise attainment in literacy for all learners (with a focus on planning, tracking and assessing of writing at all levels, spelling at P4 and P5 as well as closing the poverty related attainment gap across the board).

1. Increase the percentage of children achieving expected levels in writing at all levels.
2. Narrow the gap for those in receipt of free school meals.
3. Creation of a progressive writing programme focusing on genre writing.
4. More robust and holistic assessments used to support teacher judgment in writing.
5. New spelling programme extended to all P4 and P5 pupils.
6. An increase in levels of professional enquiry by all staff being involved in practitioner enquiry groups focusing on critically examining assessment of writing.

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, 1.2, 2.2, 2.3, 3.2

Progress and Impact:
- The percentage of children who are achieving their expected levels in writing has shown a percentage increased at P1 and P7.
- In P1 and P7 the children in receipt of FME are achieving higher than those pupils not in receipt of FME, which demonstrates that the targeted interventions had a positive impact. In P4 the gap is narrowing.
- The working party have created a progressive writing programme, staff views demonstrate that further development is needed to align the programme with the writing benchmarks, with a focus on progressive pathways within each level.
- The new spelling programme has become embedded throughout early and first level and this will continue to be tracked and monitored to ensure levels of attainment.
- Practitioner enquiry, which, in P1-P3 focused on the use of the benefits of teacher talk time and in P4-P7 media as a stimulus in writing, demonstrated a positive impact on pupil engagement in writing and the moderation of the assessment of writing.

Next Steps:
- Further development of the progressive writing programme, aligning it further with the benchmarks.
- To review and further develop the holistic assessments in writing to support teacher judgement.
- Continue to extend the spelling programme into second level.
- Further collaborative work on a practitioner enquiry, which focuses on differentiation within writing.
Priority 3: To improve the wellbeing of our pupils and their families by developing a strategic and coherent approach to health and wellbeing (with a focus on planning and tracking, implementing nurturing schools approach).

1. A whole school approach to nurture developed and piloted across the school.
2. Increase staff awareness of nurturing principles and practice.
3. Nurture and CUSTTAD rooms set up and begun to be used more often to support learning on a holistic basis.
4. Creation of a progressive health and wellbeing programme focusing on HWB indicators. Planning in HWB will, therefore, better support a greater consistency in the delivery of quality learning and teaching and brisker progress towards achieving benchmarks in writing.
5. Implementation of summative and formative assessment of HWB to better support teacher judgement and plan for next steps.

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: 2.4, 3.1, 3.2

Progress and Impact:
- All staff were involved in CLPL during INSET and CAT to increase their knowledge of a nurturing approach.
- The six principles of nurture embedded throughout the school.
- Following Nurture Group Network training for PT, acting PT and SSA, nurturing room set up. Children were internally referred for nurture sessions and two nurture groups were formed. Due to unforeseen delays with the purchase of equipment for the CUSTTAD room, this will be taken forward fully in the next session.
- The nurture room began delivering nurture session at the end of April. Although this is fairly recent there has been a positive impact on pupil engagement. Children who have attended nurture groups in term 3 were assessed using the Boxall profile, both prior to nurture intervention and at the end of term. Of the strands identified as requiring development through Boxall profiling, 72 % were improved after one term and 16% of the targeted strands had returned to within expected range. With this in mind, a more sustained approach to nurture next year will have significant impact on learner health and wellbeing.
- Staff report that the nurture room is having a positive impact with the pupils. They are becoming more engaged in the activities offered.
- The parents of pupils who access the nurture room had a drop in session recently and they were very positive about the impact the nurture room was having on their children.

Next Steps:
- To further develop the whole school nurturing approach through developing knowledge skills related to ACEs (adverse childhood experiences) and how they impact the pupil’s ability to learn.
- To develop teachers’ knowledge and skills of building resilience through professional learning.
- To assist pupils in developing resilience through the introducing of the learning and teaching resource ‘Building Resilience’.
- To implement the HEALTHY progressive HWB programme throughout the levels.
1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement).

### Reading

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>SLC</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
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<tr>
<td>2016/17</td>
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<td>2017/18*</td>
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### Writing

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<tr>
<th>Year</th>
<th>School</th>
<th>SLC</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
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<tr>
<td>2017/18*</td>
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</tbody>
</table>

### Talking and Listening

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>SLC</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
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<tr>
<td>2017/18*</td>
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</tbody>
</table>
1.1 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 2017-18

Use all available evidence (including data)

**Literacy:**

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

Strengths
- Our data demonstrates and increase in attainment at P1, P4 and P7 in reading, listening and talking compare to 2016/2017 figures. Writing has shown an increase at P1 and P7.
- Working collaboratively to complete a practitioner enquiry across the whole school. This had led to staff further developing their knowledge and skills about professional judgment.
- Our tracking and monitoring enables appropriate targeted interventions to support strategies needed to ensure progression.

Next steps
- The data from 2016/2017 suggests that writing at all levels needed improvement; particularly at P4 and P7. This session’s data demonstrates that P7 have shown improvement, however there continues to be a need for further support at the first level stage, which we will continue to address next session with further programmes of targeted interventions, including the use of technology.
- Develop consistent tracking of genres and assessment of writing.
- Further implementation of the use of benchmarks across literacy to further develop staff confidence in professional judgement.
- Analysis of our data continues to demonstrate that gypsy and travelling learners are attaining at lower than expected levels and have lower attendance rates compared to school averages we will continue to track, monitor and analyse this data to ensure their needs are being identified and supported as required.

**Numeracy:**

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

Strengths
- The school’s three-year data trend demonstrates an increase in attainment across all levels of school in numeracy.
- Our data has shown a significant improvement in the attainment of numeracy and maths, this could be attributed to the use of Pupil Equity Funding which was used to develop a multi-sensory approach to the teaching and teaching of numeracy and maths.
- The use of targeted interventions to identify gaps and further develop pupils’ skills and knowledge in numeracy and maths.

Next steps
- Although national and SLC data three-year trend is not currently available, the two previous sessions data shows the school is performing below both averages. Numeracy will continue to be a focus for improvement across the school.
- We will continue to track, monitor and analyse this data to ensure needs are being identified and supported as required.

**Health and Wellbeing**

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

Strengths
- Nurturing approach implemented and nurture room now being used for two nurture groups.
- Tracking and monitoring of pupils attending nurture group through using Boxall profiling, which enables progress data to be analysed.
- Increased family learning through working collaboratively with Home School Partnership for ‘Feed the Family’ Sessions both within the school day and in the evening.
- Give Us a Break groups within school for children who have suffered bereavement, loss or trauma.
- Staying Strong – parental workshop in parenting skills in conjunction with Home School Partnership.
Next steps
- Further develop the whole school nurture approach.
- Develop children’s aspirations through a Growth Mindset approach.
- Assist in the development of building resilience through a whole school approach.
- Develop the use of the Healthy Resource, created in conjunction with NHS Lanarkshire to assist the pupils in developing an understanding of their own health and wellbeing across the SHANARRI indicators.

Employability Skills/Positive Destinations

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

Strengths
- There are roles of responsibility within the school which help to develop leadership skills, these include; all pupils are members of different committees (including; pupil council, rights committee, fairtrade committee, web wizards committee, eco committee, health committee, road safety committee, buddies committee), house captains and vice captains, monitors, JRSO.
- Science week has a focus on STEM, which develops skills for life, learning and work. P6 and P7 girls attended SMART STEMS at University of West of Scotland, which enabled the pupils to develop an understanding of careers within STEM.
- Enterprise topics, which develop skills for life, learning and work through running a business.

Next steps
- Further develop children’s skills for life, learning and work by working collaboratively with local and national businesses to highlight skills and knowledge needed for a variety of occupations, having a Careers Fair within school.
- Develop children’s interests through offering ‘Master Classes’ to give pupils an understanding of the skills and knowledge needed.
Overall quality of our learners’ achievements

Highlights of session 2017-18

The pupils at Craigbank primary School have had an immensely busy year. Our parent survey in March saw 100% of parents who responded, agreeing that their child is encouraged and stretched to work to the best of their ability.

Parents similarly commented that their child benefits from school clubs and activities provided outside the classroom i.e. curriculum activities in the playground, outdoor PE, Active Learning, lunch and after school clubs.

Each class has shared their learning with family and the wider community through Community Cafes; this has encouraged the children to develop communication and presentation skills. The pupils also had showcase events in Numicon to help develop parental knowledge about this multi-sensory approach.

To help the pupils apply their learning across the curriculum they have been involved in many activities, including:

- Meeting Eve Muirhead, Olympic medal winning Scotland’s women’s curling captain to explore the ways science, technology, engineering and maths are used in her sport.
- Going ‘Gruffallo’ hunting ‘Doon the Braes’ in conjunction with Larkhall Library
- Artfarm Sound System lessons as part of their India and Human Rights topic.
- Our Junior Road Safety Officers are campaigned at our school gate to encourage safe parking. In the absence of our lollipop lady we wanted to raise awareness of road safety and safe parking.
- The P7 Maths Challenge team brought back the bronze medal against some stiff opposition in the Larkhall Learning Community.

To assist the pupils in developing health and wellbeing skills the school offers a variety of sports within and out with the curriculum. Our data shows that 92% of pupils have participated in sports offered.

The children have participated in:

- Sportshall Athletics, Track and Field, with one senior pupil receiving a silver medal,
- The Netball team participated in the festival and to further inspire the children they went to the Emirates Stadium to watch a professional game.
- The P1 to P3 had great fun taking part in the Larkhall Learning Community Dance festival, active schools football as well as after school judo sessions.
- Our P4s worked hard with the tennis coach and four of our pupils participated in the tennis festival at Hamilton.
- The P4-P6 football team took part in the learning community matches, the Gala Day Cup and the Robert Wilson Memorial Trophy where they bought back the ‘Most Sporting Team’ award.
- During Health Week the pupils were all actively involved in a variety of aerobic exercise classes.
- The school was awarded Sport Scotland Silver Award last session and has continued to work hard towards the gold award.

The McTivity performances at Christmas entertained the audiences in attendance. The whole school enjoyed their trip to the Pavilion Theatre in Glasgow for the panto and their visit to the Science Centre at the end of British Science Week. P7s raved about their visit to St Mungo’s Museum and the open topped bus tour of Glasgow to see the sights within their interdisciplinary learning topic of Divided City.

We have continued to further develop excellent working relationships with other agencies and groups to meet the needs of all learners and further facilitate learning and teaching, nurture, transition from nursery to P1 and P7 to secondary school, parental engagement and participation in sports. These agencies and groups include, Sharing Good Practice, local Library, Nurture Group Network, local nurseries, Larkhall
Academy, Gypsy Traveller Education at Universal Connections, Home School Partnership, Machan Trust and Active Schools.

We work very closely with our supportive Parent Council who have worked tirelessly to help develop the school in a variety of ways, offering their views on a variety of school aspects, running discos for the pupils, purchasing a lasting memory of Craigbank for our P7 pupils who transitioned onto secondary education.

At Craigbank we firmly believe that working together with all stakeholders will ensure that every pupil has the opportunity to become the best they can be.

### 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.

At Craigbank we have continued to seek parent, pupil and staff views regarding all aspects of school. Views are sought in a variety of different ways including questionnaires, learning conversations, HGIOURS surveys for pupils in their committee groups.

The Parental Questionnaires have lead to a review to the Behaviour Policy, where parents, who completed the survey, felt that a variety of strategies should be reviewed to encourage positive behaviour in children. In addition, parents felt that Craigbank Primary School provides a safe caring environment for their children. Parents commented on how welcoming, friendly and approachable staff are. They fed back that their children were treated as individuals and well cared for. It was appreciated how staff encouraged and helped build pupils’ confidence during their learning and while they are engaging in school clubs and activities that are offered. 100% of parents, who responded, were happy overall with the school and 94% felt that their child is progressing at school. Although there continues to be room for improvement. Parents felt that communication about their child’s progress could be further developed and this will become a focus area for the school as they move into next session. The success of the school app to communicate has had a positive impact, with parents kept informed about all aspects of school. This is in addition to the website and newsletters issued monthly. We will continue to build on this and review how parental views are sought through offering a more interactive approach.

We used the HGIOURS focus group questionnaires across the school during pupil voice committee time. This allowed the views of all pupils to be expressed. Most of the responses were very positive with pupils commenting on feedback can help them improve:

“Feedback is important because it helps you remember and learn”

“Two stars and a wish helps us to see how good we’re doing and how to improve”

The pupils also identified an area, which the school can improve on. They feel that they would like more regular opportunities to choose how and what they learn. Some progress has been made towards this however it will need to be further developed.

Teaching staff continue to engage in career long professional learning to develop their knowledge, understanding and skills across the curriculum and beyond. Two members of staff have completed nurture training, which has led to the inception of a nurture room within the school. Another member of staff has completed the CUSTTAD training and will begin delivering this within the school, as needed, next session. They have participated in sharing good practice groups across the learning community and learning trios. This has had a positive impact on the development of moderation and teacher professional judgement. The working parties within the school have assisted in the development of numeracy and literacy, which could be a contributory factor on the positive impact on the attainment figures.

The school support staff have also continued to develop their knowledge, understanding and skills for various aspects of the school. One member encourages, organises and trains the parent helpers, who play a vital role within the school, also planning and jointly facilitating ‘Give Us A Break’ group. Another has completed the nurture training and takes a lead role with nurturing interventions which assists identified
pupils in developing their own health and wellbeing skills. Three support staff continue with literacy and numeracy interventions, having completed the Catch-Up Literacy and Numeracy training. The analysis of the data shows that these interventions are having a positive impact on ‘closing the gap’.

We fully understand the importance the impact of parental engagement can have on pupils and to help with this we have continued to build positive, effective relationships with parents through successful parental engagement programmes including ‘Feed the Family’ events, where parents and pupils work together to prepare, cook and share healthy food, with very positive feedback given after sessions. This has been extended to ‘Family Craft, Games and Reading Together’ programme. These have been successful, collaborative ventures with the Home, School Partnership. The school will continue to build upon the successful parental engagement next session.
<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>How are we doing?</th>
<th>How do we know?</th>
<th>School Self-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Self-Evaluation for Self-Improvement</td>
<td>Self-evaluation is becoming increasingly used across all stakeholders.</td>
<td>Questionnaires and survey results are used as part of the process for improvement. Staff completed ‘How Nurturing is Our School’ audit, the results of which were used to develop a whole school nurturing approach. Pupil participation is taking forward using Learning Walks, however we do recognise that further work is needed is needed to fully understand the impact.</td>
<td>Good</td>
</tr>
<tr>
<td>1.3 Leadership of Change</td>
<td>The shared vision of ‘Dream, Believe, Achieve was developed in conjunction with all stakeholders demonstrates our commitment to ensure every pupil has the opportunity to be the best they can be. Staff have contributed to plans for continuous improvement through working collegiately on practitioner enquiry.</td>
<td>Staff have an excellent understanding of the socio-economic and cultural aspect of our school and it’s pupils and use this knowledge to implement the whole school nurture approach. The SIP identified a focus on raising attainment in writing at all levels, as one aspect of this the staff worked collaboratively to complete a practitioner enquiry focused on teacher talk time and he use of media to stimulate writing, which will be further developed next session.</td>
<td>Good</td>
</tr>
<tr>
<td>2.3 Learning, teaching and assessment</td>
<td>Most children demonstrated they understand the purpose of their learning. The pupils contribute fully to the life of the school.</td>
<td>Pupil views show that pupils are aware of what they are learning and how they can achieve the learning intention through success criteria. All pupils participate in Community Cafes</td>
<td>Good</td>
</tr>
</tbody>
</table>
Further work continues to be needed to ensure all staff are promoting personalisation and choice within the learning.

A variety of assessments are used to ensure progression across the curriculum. We have worked across the learning community to ensure we have developed a shared understanding of the standards needed to in progression towards and in achieving a level.

Tracking and monitoring procedures are in place to ensure early identification of needs. It allows the data to be analysed to give comparison figures for the ‘closing the gap’ programme. Staff have developed their knowledge and skills in professional judgement using an array of assessment data including moderation, SNSA, standardised assessments in literacy and maths.

Targeted children receive intervention strategies to help them to develop their knowledge, understanding and skills in numeracy and literacy. Identified children participate in nurture sessions to assist them in removing barriers to their learning. Staff are becoming more confident in justifying their professional judgement.

### 3.1 Ensuring wellbeing, equity and inclusion

Pupils are active participants in several aspects across the school.

All stakeholders feel they are supported to become the best they can be.

The UNCRC is beginning to become embedded within the school.

All pupils are part of pupil voice committees where their views are sought on how we can improve the school.

The parents who responded to a parent questionnaire 100% reported that their child feel safe at school.

The school has been on the journey to become a Rights Respecting School, this has been reviewed and the school is now using the Making Rights Real approach. This will continue in the next session.

| Good |
SMT have an awareness of the new Inclusion Framework and how it can impact learners.

School Improvement Plan identified priorities to focus on raising attainment in literacy and numeracy.

Most pupils have achieved a wide range of skills by being offered a variety of extra-curricular activities.

Review of High level Strategic outcome demonstrate good progress towards achieving the priorities set out.

Analysed data has shown some improvement in attainment however this is an ongoing process and we will continue to drive this forward.

Tracking and monitoring of achievements have shown we have almost 92% participation rate in extra-curricular activities. We celebrate achievement in and out of school through our STAR award system which recognises each individual child.

Overall evaluation of establishment’s capacity for continuous improvement

Our school was last inspected in 2011 and was awarded the following:

2.1 Learners’ experiences **satisfactory**
1.1 Improvements in performance **satisfactory**
5.3 Meeting Learning needs **satisfactory**
5.3 The curriculum **satisfactory**
5.9 Improvement through self-evaluation **satisfactory**

Since then we have continued to engage in rigorous self-evaluation procedures to audit how the school is performing. We continue to develop our tracking and monitoring systems for attainment and achievement in order that we can identify the needs of children and put in place interventions to ensure every pupil’s needs are being met.
The school has embraced the changes in education that have come in the last 3 years and all staff have worked hard to make sure that the changes are implemented within the school. We have reviewed and adapted the tracking and monitoring systems to ensure that we have robust, reliable data, which enables analysis. We continue to develop our confidence to use the data to create a positive impact for every child.

Quality management procedures; class observations, forward plan reviews, work monitoring, are in place and assist in identifying good practice which is shared. This will be further developed next session using the data and professional judgement to lead discussions on learning and teaching as well as attainment and achievement.

Over the last year there has been significant changes within the management team, however we will continue to ensure that priorities identified in the school improvement plan will be implemented to enable progression for the school and all of it’s stakeholders.

The whole staff team, pupils and parent council are committed to continuing the improvement journey for the school.

Signed:  

[Signature]

Acting Head Teacher

Date: 21/07/2018