

Standards and Quality Report Struthers Primary School / Early Years Centre 2016/ 2017



To support our children to reach their full potential we are working towards being a Rights Respecting School.

With this plan we support :

Participation Right 12 Be Listened to and have opinions heard.

Participation Right 15 Meet together and join groups.

Development Right 13 get and share information.

Development Right 28 Free Primary Education.

Provision Right 42 Know what is in convention

Struthers Primary Context. The purpose of this report is to provide you with clear evidence of how well our school has performed in the academic year 2016-2017. The report provides a variety of information about how well our pupils are attaining, the many successes we have had, the wide variety of experiences children can expect at Struthers and how they will benefit from learning here. Struthers Primary is a non- denominational semi open plan school in a residential area of Troon close to North Shore Beach and Fullarton Woods which we use as an extension of our grounds for learning. The catchment area consists of mainly private housing and after a public consultation this has been extended. We welcome many placing request pupils into our school and this year 33.9% of our pupils are with us through this process. There is currently a new housing development of 600 houses comprising of privately owned and social housing under construction at the rear of the school. This is beginning to have an impact on our numbers and next year our roll is predicted to be 256 pupils including 30 pupils at each session in our Early Years Centre. This session our Free Meal Entitlement is 12%.

SIMD [Scottish Index of Multiple Deprivation] Profile of the Struthers Primary

% OF PUPILS IN DECILES 1-3	% OF PUPILS IN DECILES 4-7	% OF PUPILS IN DECILES 8-10
4	19	77

We encourage safe travel to school and have 3 bike shelters available. The roads around the school can become very congested and we therefore encourage active travel through our Junior Road Safety Committee and Bikeability programme. Our playground is a mix of tarmac and grass and is divided into activity zones for P3-7 pupils providing choice for their break times and opportunities to socialise across stages. The school has 2 main teaching areas which at present accommodate 10 classes including our Early Years Class but this will increase to 11 next session. The school capacity is 416 and currently we have 225 pupils in the school and 53 families in our Early Years centre. We still have rooms available for Art, a DFS Library and ICT suite but next session we will be using the Art room for our P6 class. We have an Eco Courtyard which the Early Years centre and Eco Committee have developed into a wildlife garden with nesting boxes and bug hotels. We also have a multi purpose gym hall which provides space for 2 hours PE for each class, after school clubs, whole school assemblies and school lunches. We are unable to cater for whole school events in this space so we use the facilities of the Town Hall for our annual school show. As a school we aspire to ensure a community ethos and welcome parents, community partners e.g. Local Churches, Local Charities and community projects in to our school. We offer an open door policy and for next session this is going to be further supported with the new Community Learning Hub.

Our Vision: As a community we will work together to ensure Struthers is a respectful, safe, inclusive and happy school where all have the opportunity through support and challenge to reach their full potential and recognise their achievements. To ensure this is sustained into future destinations we will support children to be independent and self -motivated learners who take on leadership with resilience. We are committed to delivering Curriculum for Excellence for each individual child meeting their needs and aspirations. At the heart of this is our aim that at Struthers Primary all pupils fulfil their potential as Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals. **In Session 2017-2018 we are going to be reflecting on our whole school vision as we develop a new curriculum rationale. This will involve all**

stakeholders and ask us to reflect what we want children at Struthers to experience and achieve.

Values

Inclusion

Respect

Honesty

Loyalty

Responsible

These values link with our Rights Respecting Level 2 accreditation which is fundamental to our ethos.

Aims

1. We aim to provide a quality educational service taking full account of National and Local Priorities and implementing them effectively by:

- Reviewing current practice collegiately.
- Self -evaluating our practice regularly against exemplars of excellence.
- Identifying and utilising examples of good practice outwith our school.
- Using effective planning and evaluation.
- Using a variety of teaching methods to deliver the curriculum especially through outdoor learning and exploring the use of technologies.
- Implement a vigorous and transparent monitoring and evaluation process that includes all stakeholders.
- Ensuring we have a commitment to promoting Children's Rights and encouraging positive relationships.

2. We aim to improve the standard of achievement and attainment within the school by:

- Promoting an ethos of achievement and setting and modelling high expectations whilst promoting independence and encouraging learners to be responsible for their own progress.
- Encouraging and supporting all learners to work to the best of their ability and ensuring we are sharing their progress with them regularly.
- Monitoring pupil progress closely through early intervention, and regular tracking meetings ensuring we are data literate and have a culture of professional dialogue.
- Using a variety of assessment strategies to inform us of pupil's progress but also importantly using profiling effectively to inform pupils and parents of their ongoing learning journey. Moderate across our school and wider to ensure we have consistent understanding of national standards.

3. We aim to assist pupil's personal and social development by:

- Building self -esteem and incorporating resilience training through our Health and Wellbeing programme.
- Promoting a culture of valuing people and property.
- Developing respectful, responsible behaviour with a focus on self-discipline, accountability and a commitment to following our Right Path rules and offering opportunities for personal reflection.
- Fostering good study habits both in and out of school and encouraging pupils to be more responsible for their own learning.

- Offering all pupils the opportunity to lead change within our school through our Pupil Led committees and to take more responsibility for these roles.
- Ensuring pupils have the opportunities to experience different learning opportunities equipping them with skills for life and work.

4. We aim to promote an effective partnership linking school, home and community by:

- Providing effective communications to parents through our website, homework diaries, twitter feeds and weekly bulletins.
- Providing written progress reports and parents meetings.
- Supporting the Parent Council/Fundraiser Group and Parent Focus groups.
- Actively encouraging parental involvement in their child's education through helping hands and interdisciplinary showcase events.
- Through the implementation of our sharing the learning policy offer regular opportunities for parents/carers to discuss their child's progress.
- Involving local organisations in the life of the school to develop community partnerships.

Context of the school / early years centre

Name	Responsibility
Mrs Jane Houston	Head Teacher
Mrs Morag MacKenzie/ Miss Eilidh McBean (Jan 17)	Depute HT
Miss Neil	Early Years Class Teacher
Mrs Galloway, Ms Mackenzie and Mrs Kerr	Early Years Practitioners
Miss Campbell	P1C
Miss McKay	P1/2
Miss Wyllie	P2
Mrs Lockie	P3
Mrs Love	P3/4
Mr Haniford	P4
Mr Wilson/ Mr Cole (Feb 17)	P5
Mrs Brearley	P6
Mrs Smith	P7
Mr Crookston	PE Specialist 3 days
Mr Hill	Music Specialist 1 day
Miss Elliot/ Ms Nelson from May 2017	Pupil Support Teacher 1 day
Mrs Smith and Mrs Maley	Clerical
Mrs Boyd and Mrs Power	Pupil Support Assistants
Mr Hood / Mr Haining	Janitor
Mrs Wylie	Catering Supervisor based in Muirhead
Mrs Helliwell	Crossing Patrol Supervisor
Mrs Robinson, Mrs McBride and Mrs Johnstone	Cleaning Staff

What key outcomes have we achieved?

School Priority 1: To raise attainment in Literacy with a focus on Reading for all pupils.

To achieve an average standardised score of 117 in Reading in P3 and 115 in P5 and to achieve an average result of 110 in P7.

For 90% of all Pre School children to achieve all expected Literacy Milestones.

To track independently all chdn on staged intervention, Deciles 1-3 and who are LAAC and ensure they are attaining appropriate levels with any required support. This will be through our PEF priority.

NIF Priority:

Improvement in attainment, particularly in literacy and numeracy.

Closing the attainment gap between the most and least disadvantaged children

Links to HGIOS 4 / HGIOELC

- 1.1 Self Evaluation for Self Improvement
- 1.2 Leadership of Learning
- 2.2 Curriculum
- 2.3 Learning, Teaching, Assessment
- 3.2 Raising Attainment and Achievement
- 2.5 Family Learning
- 2.7 Partnerships
- 2.6 Transitions

Progress and Impact

- ✓ Whole school Literacy policy with class overviews to guide staff on expectations for each level.
- ✓ New reading resources purchased for all stages to ensure appropriate challenge.
- ✓ P7 to S1 reading skills project looking at shared language and consistency in reading teaching approaches.
- ✓ Positive feedback from authority writing moderation for P7.
- ✓ Reading for Enjoyment project through Reading for Gold project.
- ✓ New Library established with new books, furniture, pupil monitors and this is now timetabled and supported by Mobile Library and Librarian assistance.
- ✓ All staff have engaged with new Literacy assessment benchmarks and they are now part of planning.

For year 1 of this 2 year plan attainment was:

P3 standardised score for CEMS was 117.74

P5 standardised score for CEMS was 111.24

P7 standardised scores for CEMS was 107.3

Please see data and evaluative statements in attainment section of report.

Next Steps

To embed new Literacy policy ensuring consistency of approaches across all stages.

To take the good practice developed in P7 to P6 and P5 looking at reading language, skills and providing staff and pupils with guidelines for a high quality reading lesson.

Continue to promote reading for enjoyment through Reading for Gold and utilising our new library.

Further developing book groups and introducing targeted support book groups as part of the PEF project.

To support 90% of Pre School children to achieve all Literacy milestones through focussed development of letter and sound recognition and rhyme experiences.

School Priority 2 : To achieve attainment in Numeracy for our P3 pupils as an average of 120 in their CEM scores

To maintain an average Maths result of 120 in P5 but for our current P5 cohort to maintain their average of 129 in CEM scores

To achieve average maths results of 115 in P7 in CEM scores

To ensure our pupils in deciles 1-3, LACC and those on support plans are closely monitored and achieve in line with national expectations.

Create a strategic policy for Problem solving and the language of maths which can be an addition to our Numeracy policy.

NIF Priority:

Improvement in attainment, particularly in literacy and numeracy.

Closing the attainment gap between the most and least disadvantaged children

Links to HGIOS 4 / HGIOELC

- 1.1 Self Evaluation for Self Improvement
- 1.2 Leadership of Learning
- 2.2 Curriculum
- 2.3 Learning, Teaching, Assessment
 - 3.2 Raising Attainment and Achievement
- 3.3 Creativity and Employability.
- 2.5 Family Learning
- 2.7 Partnerships

Progress and Impact

In year 1 the focus has been looking at mental maths strategies.

- ✓ All staff and pupils have extensive knowledge of Number Talks strategies and can use them confidently.
- ✓ Number Talks strategies shared with parents at curriculum evening.
- ✓ Mr Wilson was a Numeracy Development Officer for South Ayrshire council and provided all staff with regular support, modelling practice and sharing resources. This was not only at school but authority level.
- ✓ Big Maths and Little Big Maths approaches now embedded in all classes across the school.
- ✓ All staff have engaged with new assessment benchmarks and are using them in planning outcomes for pupils.

For year 1 of this 2 year plan attainment was:

P3 standardised score for CEMS was 119.10

P5 standardised score for CEMS was 110.57

P7 standardised scores for CEMS was 100.29

Please see data with evaluative statements in the attainment section of this report.

Next Steps

To continue to embed Number Talks and Big Maths but as part of general maths lessons. We can clearly see from our data we need to raise attainment further in Numeracy and this will be a key focus in session 2017-2018. Staff are looking at the language of maths and what a high quality maths lesson should be. This will then be shared with pupils and toolkits to provide helpful lesson structures developed. This will also be a focus for SMT class observations. We will link with schools with recognised good practice in Maths and also link with the secondary school and cluster primaries to gather appropriate information. In our EYC we will aim to provide support in Number recognition which will be led by our PT who is the EY class teacher. To measure the success we aim to have 90% of pre school children achieving all their Numeracy milestones.

To continue to embed and streamline Number Talks and Big Maths by developing mental maths planners with complementary resources for P1-4 but in context as part of general maths lessons in P5-7.

We will look to engage parents and help them in supporting their child's learning at home within maths by holding family learning afternoons and providing games based toolkits for parents to use with their child at home after each session.

School Priority 3 : Health and Wellbeing

Raise awareness of new legislation from Children and Young Persons Act and implement new pastoral notes and wellbeing expectations.- Year 1

Create a Mental health strategy paper. 90% of pupil survey returns will agree they are confident, safe and supported.-YEAR 2

Parent Survey returns for Pupil Support will have 90% agreement that Struthers provides good support and shares information appropriately.-Year 1

Develop resilient and independent learners who can be leaders of their own learning through Making Thinking Visible.-Year 2

NIF Priority:

Improvement in children's and young people's health and wellbeing.

Links to HGIOS 4 / HGIOELC

- 1.1 Self Evaluation for Self Improvement
- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 1.2 Leadership of Learning
- 1.4 Leadership and management of staff
- 2.1 Safeguarding and Child Protection
- 2.4 Personalised Support

Progress and Impact

In year 1 the focus has been implementing new legislation and South Ayrshire policy.

- ✓ Staff CLPL on wellbeing application and wellbeing assessment led by DHT after their training at authority level.
- ✓ Implementing new paperwork in line with South Ayrshire Management Guidelines and expectations.
- ✓ After feedback from school audit we have worked as a staff to create more effective SMART targets for pupil's plans.
- ✓ SEEMIS wellbeing application is now being used to create plans for children which will ensure pupils transition more effectively as all relevant information is transferred to their next destination.
- ✓ Pastoral notes are now instantly uploaded to SEEMIS and all relevant staff members notified of concern. This ensures all who work with the vulnerable pupil can support them effectively. If it is required this is also uploaded to Ayrshare as part of chronology.
- ✓ Parent surveys show that all parents agree children feel confident and supported at school.
- ✓ Pupil survey feedback demonstrate that 99.15% of children feel confident through opportunities and support in school.

Next Steps

- Engage with HWB new benchmarks and develop a framework for assessing pupil HWB.
- Develop a tool for measuring Social and Emotional HWB in all pupils.

School Priority 4 : Early Learning and Childcare. Establish a new name for our Nursery Class as Struthers Early Learning and Childcare Centre and refer to Nursery Nurses as Early Years Practitioners. All documents and signage to be amended.

Establish and deliver all day provision for children and achieve 90% satisfaction from parent survey.

Review impact of new Nursery learning environment and integrating this into P1 classes. Review PIPS data to see if there has been an impact in attainment.

NIF Priority:

Links to HGIOS 4 / HGIOELC

Improvement in attainment, particularly in literacy and numeracy.

Closing the attainment gap between the most and least disadvantaged children

2.3 Learning, Teaching and assessment

3.2 Securing Children's progress

Progress and Impact

- ✓ Our Early Years Centre now has a clearly established identity ensuring it receives the recognition it deserves. All communications have the new identity clearly noted e.g. Bulletins, Letters, Social Media and staff are referred to as Early Years practitioners by all involved in the school.
- ✓ Parent Survey demonstrated an overwhelming support for provision in the EYC with 100% of responses agreeing that they are happy with overall service provided. Key strengths were positive welcoming ethos, staff, staff know children well and positive relationships in all aspects of the centre. Communication was also identified as being a core strength. An aspect we had been focussing on from previous feedback was parental involvement and opportunities to explore the community. This had 100% positive responses from the project developed such as Wandering Wednesdays and Family Fun.
- ✓ We have successfully adapted our EYC routines to accommodate children who stay with us all day. We have additional staffing and this allows staff on a rotational basis to have lunch with children. We have created a breakout room for them to visit to avoid 2 welcome and pick up sessions. Children enjoy joining the school for lunch and this will be a good transition experience for them. On the recent questionnaires this was identified as being successful and we have had interest from other centres about how we provide this service.
- ✓ Profiling electronically has been fully developed led by Miss Neil and was recognised as good practice and she was asked to present this to other staff at an authority event.
- ✓ Assessment has been another recognised of good practice and Miss Neil was asked to present her work at an Authority Early Years In service day.

Next Steps

- Survey actions from this session will be to reduce expectations for parent engagement. A few parents have given feedback that there are too many opportunities to come in to the EYC. We will seek more feedback on aspects they found most helpful and focus on those.
- Some parents want more regular feedback therefore profiles will be sent home more often and staff will highlight they are available at all times. We will also set appointment meetings for Care Plans and make this process more formalised.
- P1 environment will be developed this session to provide a more calm and nurturing environment. New staff in P1 will also be working closely with EY staff to look at methodology and share good practice especially in active start.
- Identifying times to access our community room for Early Years parents with Book Bug sessions. We will ensure all Parents know when these opportunities are available whilst encouraging and supporting more vulnerable families to attend.
- When updating care plans we will identify strategies to support children at home to create a more joined up approach to help children meet milestones. These will be shared with Parents and tracked so we can support any parents who may have difficulty providing this help.
- Identifying children who require support in the EYC and Principal Teacher who is EYC Class Teacher will provide interventions and supports which will make an impact in Literacy and Numeracy.

Evaluation Summary

Quality Indicator	School Self Evaluation
1.3 Leadership of change	<p>Developing a shared vision, values and aims – Our vision was created in consultation with all stakeholders in 2014 and we feel has captured our aspirations for our learning community. We have recognised that our school landscape is changing as our school expands and we need to create a new Curriculum rationale. Staff have worked collegiately on this in June 2017 and this will be the focus for our first parents meeting in August. We will then be consulting with pupils on their return. We have focused on the questions “What do we want for our children at Struthers?” and “ What are we going to do to achieve this?”</p> <p>Strategic planning for continuous improvement – We use a range of evidence to agree as a school community our focus for improvement. This involves SMT gathering data e.g. CFE Levels, CEM information and sharing this with Class Teachers. This lets us target support for pupils individually but also allows us to understand the context of our school and where we sit locally and nationally. We seek feedback from all stakeholders formally and informally through annual surveys and through feedback at events and meetings. An aspect of improvement we had identified that we needed to address this year was raising attainment in reading. We felt this would stem from creating a culture of reading for enjoyment. This was developed by the Reading for Gold programme and as always this was led by staff and pupils through our whole school committee. The impact of this project has been significant and our aspiration to raise attainment has been achieved and we have a reading culture now embedded in our school from Early Years to Second Level. Many children in the school achieved their Platinum award and almost all children participated. Parental feedback and measures of success from questionnaires were also very positive. We will be looking to continue this project next session and look to include all pupils through targeted book clubs for more reluctant readers.</p> <p>The School Improvement Plan is shared with the whole school community and summarised on the website and weekly bulletins. There is also a School Improvement Plan wall in the school which links to our pupil committees. This year it has been implemented and impact measured through the Improvement Science model and this has enabled priorities to be clearly</p>

	<p>defined, actions much more manageable and impact can be easily demonstrated through measurable targets.</p> <p>Implementing improvement and change</p> <p>The school has collegiality at its very core. All staff are part of school improvement working parties and take on leadership roles. Pupils from P3-7 all have a role on a Pupil Committee which is directly linked to our SIP. We have focused on 3 whole school priorities and 1 Early Years priority and we are following the Improvement Science methodology where clear and measurable targets are set from the outset. These are based on robust analysis of our school data and authority data.</p> <p>We monitor progress of our Improvement Plan regularly from assessments and feedback each term with a particular focus on our February In service day. This allows us to see the strategies which are making a positive impact and therefore must be developed further across the whole school and allows us to see where further improvements need to be made. When we have all our data in June we can then plan for the next session. This culminates in a reviewed SIP which is shared with the whole school community. All staff are part of creating this plan and we then share it with children to get their thoughts at House assemblies in June. It is also discussed with parents at the Parent Council and encourage them to take an active role in it. Children and staff form School Improvement Committees and then it is updated regularly through our weekly staff and parent bulletins. Our EY team will be creating a Parent Group next session to take an active role in shaping Parental Involvement. From all the evidence we have gathered, shared and analysed we feel we are very good in the Leadership of Change. We have made significant progress in this area with new staffing, greater focus on self evaluation and strong community working. We will still strive to achieve excellence.</p>
2.3 Learning and teaching	<p>Learning and engagement</p> <p>We undertake classroom visits each term. These are initially led by SMT then as a shared SMT/ CT approach and finally peer visits. From this evidence we can see almost all our children are very engaged in their learning in all classes and in most cases are challenged and supported appropriately. We have high expectations for our learners as would be expected for pupils in our context and this is evident through recent pieces of moderated writing used at an authority event.</p> <p>We have achieved our Level 2 Rights Respecting School Award and were the 2nd school in the authority to achieve this. This ethos is embedded in all that we do in Struthers and we have no incidences of bullying recorded.</p> <p>Pupil's views are constantly sought and we regularly have break out House assemblies led by House Captains to gather pupils views about their school and how we can make it better. This has special significance when we receive the results of our pupil questionnaires. Children are given the results and we address key areas highlighted for improvement consulting children on</p>

what this may involve. This then feeds into the School Improvement Plan and shapes pupil committees.

Quality of Teaching

The SMT set high expectations for teachers and with the cohort of children at Struthers we can usually focus on providing high quality learning experiences. We use many technologies with each class having new Interactive White Boards. We have multiple mobile devices which are used regularly to support and evaluate learning. Children also access our ICT suite to learn fundamental ICT skills. We are lucky to have high quality outdoor space both on and off school grounds. We have large grassy open areas around the school and are in walking distance to the beach and woods. Staff regularly take learning outside and we have participated in a Big Eco Litter Pick at the Woods and Pr1 and Pr2 went to Barassie Beach as part of their seaside topic as a few examples. The EYC access the wider local environment on a weekly basis including the use of public transport through their Wandering Wednesday initiative. Staff are all trained in cooperative learning and staff are currently being trained in Making Thinking Visible and these both promote pupils cooperation, thinking and reasoning skills. We have HWB whole school programmes in Creating Confident Kids and Bounce Back and we use this to develop resilience.

We also have sharing good practice staff meetings where good practice noted during class observations is shared across the whole staff and we have provided staff with opportunities to also go and visit each other's classes to see good practice modelled.

We have had staff also leading authority development work in Numeracy and Early Years which validates the good practice that we see.

Evaluative use of Assessment

Staff plan with assessment and what they want children to achieve as the starting point. They create mid term plans which are focussed around holistic assessments. This ensures they have a clear direction for all learners and can develop learning experiences which will help children achieve their targets. Children are assessed through end of unit assessments, authority assessments, CEM, ongoing CFE levels updated by CTs on SEEMIS and termly tracking meetings. We use Assessment is for Learning strategies and this ensures all children receive ongoing feedback about their achievements and next steps. This is summarised in their profiles and we share this with parents regularly. Pupils are also encouraged to self-assess and peer assess their work and through using Success Criteria set for their tasks they can evaluate how well they have achieved their targets.

As an authority we are developing our practice in moderating learning. We have been meeting across the authority in stages to look at assessments at the end of each level in Literacy and Numeracy and then provide feedback to clusters. This is helping

us achieve consistency in our professional judgements. We have 3 staff who are taking a lead role at National and Authority level in assessment and moderation which enables us to work with the most up to date information and guidance.

Planning, Tracking and Monitoring

The school has developed Curriculum Frameworks for each stage which ensure consistency and progression in learning. These frameworks take the Experiences and Outcomes of CFE and break them down into relevant skills for each stage closely linked to assessment. This allows any staff working in our classes to fully understand the curriculum they should be delivering and keeping the focus around assessment. As staff have worked to develop these as a team this enables them to fully understand pupils progress from Early Level to Second Level. This means they can plan for pupils building on prior learning and also by preparing them for what is coming next. This has been improved this year by close links with Secondary colleagues as part of our Literacy project ensuring pupils can confidently transition.

Planning is carried out 6 times a year with a yearly plan created in June for the start of the new session as an overview and then from this mid term planners which are more detailed written twice each term. Children are consulted on their learning experiences from this early stage and can choose their contexts for learning linking to the Experiences and Outcomes they have to cover. They are also involved in learning conversations with their class teacher about their progress and this allows them to set personal goals and take responsibility for their learning. Pupil's progress is tracked regularly by SMT through looking at all their CEM, CFE and ongoing assessment data from end of unit assessments and authority moderations. This is then discussed in detail with class teachers in tracking meetings each term and we look at where we need to support and challenge. This can be through resources, pupil boost groups, across stage groups and innovations like book groups or our Fantasy Football league. We as a school have access to a lot of data and this is collated on class spread sheets and graphs and enables staff to see information about the whole child and their progress from Early Level through until Pr 7. It also gathers information on attendance and other factors which can affect progress. These are updated and discussed regularly with Senior Management. A more responsive approach to planning is adopted in our EYC inline with guidance from Building the Ambition and HGIOELC. Staff have been trained on 'Taking forward Children's Interests' and centre planning, learning and assessments around this model. Appropriate outcomes are developed through children's interests making learning relevant and meaningful for our youngest pupils.

Significant achievements are recorded in their individual profiles which are regularly reflected upon and help to form next steps for children. These next steps are recorded in personal plans

	<p>which are shared and agreed with parents each term. Developmental milestones are recorded for all pre-school children and these are also used to inform individual next steps as well as supporting short and mid- term planning. When looking at Learning and Teaching we would evaluate our progress as Good. With new national Benchmarks and updated Curriculum Frameworks alongside many newly introduced teaching methodologies we understand we have to further build on existing good practice.</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>Wellbeing We are a Rights Respecting School having achieved our Level 2. This has created a culture of respect, tolerance and provided meaningful ways for developing children’s skills for learning, life and work. All classes establish a SHANARRI display in their class and this is an interactive resource for children to show daily how they are feeling relating to the wellbeing outcomes. Each class also has a Rights Respecting class charter and there are charters for our lunch hall and playground. This is all included in the whole school positive behaviour policy. All children who are supported through staged intervention complete a wellbeing web 3 times a year. This is used to facilitate conversations about their feelings both in and out of school. We have a whole school Health and Wellbeing programme called Creating Confident Kids which targets pupil’s wellbeing and resilience. We run targeted support groups when we feel children require this such as lunchtime clubs and drop in sessions. SMT are also trained on Circle of Friends.</p> <p>Fulfilment of Statutory duties All staff in school are appointed using council policy and have the appropriate qualifications to meet the roles they hold. At the start of each year all staff who contribute to the life of the school undertake Child Protection training and are aware of how to report any concerns. New staff joining the school would also receive this training throughout the year. One of our priorities for this session was to fully implement new Staged Intervention paperwork which meets national and local guidelines. This year we have had a PE specialist who has worked with all stages and delivered high quality PE experiences and provided CLPL for staff. We have also worked in close partnership with Active Schools and children have had the opportunity to participate in many events from swimming to rugby to orienteering to hockey as part of the promotion of healthy and active lifestyles. This is all helping us to achieve our Gold sports award.</p> <p>Inclusion and Equality Inclusion and equality are at the heart of our values and we strive to uphold these in the daily life of the school. Our school is easily accessible to everyone and we ensure we know our families and pupils well and adapt any communication or</p>

activities to ensure there is no discrimination. We have an RME programme that looks at different faiths and through our Rights Respecting focus we promote tolerance of other peoples cultures and beliefs. This session we have had 2 Pupil Support Assistants. They are fully timetabled to be with children in and out of class. They have been on extensive courses around raising attainment in Literacy and Numeracy and support children through Readingwise, Catch Up Literacy and Number talks. Support plans are written in collaboration with pupils, parents and all staff who work with the individual child. These plans are reviewed and evaluated 3 periods each year. These are working documents that class teachers refer to on a daily basis and will be continuously updating and evaluating. We forge many positive relationships with outside agencies to ensure we can use all resources available to support children. Staff also attend Team Around the Child meetings allowing them to keep updated with interventions in place and how they can best support children in class with this holistic knowledge. We would evaluate our achievement in this area as good as there is still significant change to be made and new processes to be put in. Our new DHT has made huge progress in this area and will continue to drive improvement to ensure all our children are identified in a timely manner and supports from our minimal allocation are utilised for greatest impact. Staff will continue to develop their understanding of the wellbeing application and creating SMART targets.

3.2 Raising attainment and achievement

Attainment in Literacy and Numeracy.

Milestones in Early Years Class for Pre School pupils	30 Pupils
Literacy	63.3%- 11 chdn did not achieve all milestones
Numeracy	73.3%- 8 children did not achieve all milestones
Health and Wellbeing	84%- 5 children did not achieve all their milestones

Class	Read 16/17	Maths 16/17	Read 15/16	Maths 15/16	Read 14/15	Math 14/15
P1	97.5%	97.5%	96%	96%	95%	95%
P3	97%	97%	100%	100%	88%	96%
P4	100%	100%	N/A	N/A	N/A	N/A
P5	90.5%	90.5%	96%	92%	96%	100%
P7	96.3%	78%	91%	77%	85%	93%

Literacy

In P1, **almost all** pupils assessed in Literacy achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P3, **almost all** pupils assessed in Literacy achieved levels

which were either in line or higher than expected for their age, compared with other pupils nationally.

In P4, **all** pupils assessed in Literacy achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P5, **almost all** pupils assessed in Literacy achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P7, **almost all** pupils assessed in Literacy achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

Numeracy

In P1, **almost start** pupils assessed in Numeracy achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P3, **almost all** pupils assessed in Numeracy achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P5, **almost all** pupils assessed in Numeracy achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In P7, **most** pupils assessed in Numeracy achieved levels which were either in line or higher than expected for their age, compared with other pupils nationally.

In analysing data we can see that P1 and P3 are achieving positive outcomes and we are confident in the very structured Literacy programme we have. We can also evidence the positive impact the P7 transition Literacy project has had and we will now look to adapt this for P5 and P6.

We would highlight results in P5 have fluctuated due to P5 being our smallest class roll by a large margin. This means that each pupil accounts for a higher % and can make attainment results seem out of line with our trends.

Our Numeracy results support our focus on general maths next session as part of our Improvement Plan. We have had to undertake many new mental maths initiatives driven by the authority and we have been focussing a lot of our staff development time on Mental Maths and also on Literacy. We will now be looking at bringing a more consistent approach to general maths to raise attainment in this area.

CFE Levels- % of pupils who have achieved expected levels.

Literacy	2016-17	2015-16	2014-15
P1	92.5%	93%	94.59%
P4	93.18%	91%	92%
P7	96.29%	85%	85.19%

Language - Overall **almost all** (92.5%) pupils in P1 achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age.

Overall **almost all** (93.18 %) pupils in P4 achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age.

Overall **almost all** (96.29%) pupils in P7 achieved Curriculum for Excellence levels in Language which were in line with or

higher than levels expected for their age.

Maths	2016-17	2015-16	2014-15
P1	97.5%	97%	97.3%
P4	90.51%	88%	88%
P7	88.88%	88%	88.89%

Mathematics – Overall **almost all** (97.5%) P1 pupils achieved Curriculum for Excellence levels in Mathematics which were in line with or higher than levels expected for their age.

Overall **almost all** (90.51%) pupils in P4 achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age.

Overall **most** (88.88%) pupils in P7 achieved Curriculum for Excellence levels in Language which were in line with or higher than levels expected for their age.

Health and wellbeing	2016-17	2015-16	2014-15
P1	100 %	100%	100%
P4	98.18%	92%	92%
P7	100%	96.3%	96.3%

Health and Well-being (HWB) - Overall **all** (100%) P1 pupils achieved Curriculum for Excellence levels in Health and Well-being which were in line with or higher than levels expected for their age.

Overall **almost all** (98.18%) P4 pupils achieved Curriculum for Excellence levels in Health and Well-being which were in line with or higher than levels expected for their age.

Overall **all** (100%) P7 pupils achieved Curriculum for Excellence levels in Health and Well-being which were in line with or higher than levels expected for their age.

Attendance	2013/14	2014/15	2015/16	May 2017
Struthers PS	97%	96%	97%	96.28%
Authority	95%	95%	95%	95%

We can record a dip in attendance this session and reflecting on the data we have we can see there have been a lot of requests for holidays outwith term time. The school follows Council policy on recording this information and following this up with appropriate letters. It is highlighted in the weekly bulletin and at parent Council meetings.

Attainment over Time

We regularly monitor and track pupils progress. At the start of every session as class structures are created staff are provided with overviews showing pupil CEM, CFE, SIMD, FME, Staged Intervention and Attendance data as well as any HWB issues. This is discussed fully at transition tracking meetings in June and class teachers meet with previous teachers and SMT to share information. This also means strategies which have been evidenced to best support pupils continue and discussion about possible future interventions agreed. This allows staff to plan fully for their new class. We ensure in these meetings we have

an individual conversation around our Looked after children and children from deciles 1-3 or who are receiving free school meals.

These meetings are then held across the academic year to monitor attainment and identify children who require support or challenge. These then feed in to Staged Intervention targets and strategies and parents and pupils will be invited in to contribute to this process.

This session our CFE levels have been a main focus through authority assessment and moderation priority. We have worked across clusters to gather evidence of what achieving a level would look like and then met in across authority groups to review and evaluate this to agree consensus. Staff have a much better knowledge of expectations now and feel more confident in making judgements on attainment.

We receive data from the authority regarding our attainment linked to our cluster, family of schools and national picture. We can analyse this and ensure we are meeting expectations and clearly identify where we need to improve.

Overall quality of learners' achievements

Achievements are celebrated fortnightly through whole school assemblies and through High Flyers award in PE. Pupils are encouraged to share a wide variety of out of school achievements e.g. sports, music, personal achievements etc.

Achievements are shared through the Achievement Committee and they take overall responsibility for posting all achievements on Twitter and the school website to be shared with our wider community. All P7 pupils achieved their Award of Ambition.

To support developing children's skills for life and work they have many leadership roles such as House Captains, Class Monitors and Pupil Committee roles. We also expect children to lead lunchtime clubs and P7 also take on their Sports Leaders training. We have whole school projects such as Finance Fortnight where children set up their own businesses and STEM projects. During these events we have many speakers and experts coming in to share their knowledge and inspire children in future careers. We had a highly successful winner in a National Science Competition. Parents are welcomed in to share their work experiences also and we have links with Kilmarnock and Ayr colleges who have delivered projects in art and drama. Achievement books are used in our EYC. Children can take these home and enjoy recording their achievements in them with parents they then bring these in to share in our centre and they are also recorded in their individual profiles. The EYC also use 'edmodo' to support parents and children to share their wider achievements from home.

Equity for all learners

The first aspect of this is identifying children and families who require our support to ensure equity. Again we use all the data we have available and link with Health Visitors, Early Years centres and other professionals. From this we plan targeted or universal support strategies. Universal supports such as our

	<p>highly successful Dyslexia Friendly Gold award have been used as a model of good practice. We have PEEP and Bookbug sessions all year in our Early Years centre. Their Stay n Play sessions are also invaluable in supporting parents and establishing an ethos of partnership working. We pride ourselves on communication and have a very current website, active Twitter Feed and regular bulletins. This ensures all parents can keep updated with school life and feel part of our community. We also run Curricular Workshops in evenings to highlight teaching strategies and how parents can support pupils at home. Information is also uploaded on website which gives curriculum support.</p> <p>Enhanced transition across not only Primary to Secondary is something that has been evaluated as highly successful and provides effective support for all vulnerable pupils.</p> <p>We have now established our Community Learning Hub which will provide a welcoming space for parents to come in for formal and informal sessions. We hope to have coffee and chat times and also times when targeted parents can come in and work with PTs or PSAs on how to support learning at home. This is going to be a focus for our PEF project next session.</p> <p>We have made significant improvements in using data to know who our most vulnerable pupils are. We have targeted them through book groups, homework clubs and supporting them to attend sports events. We feel we are good in this indicator but with our new Pupil Equity Funding project we will strive to be very good next session.</p>
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What are the key priorities for improvement in 2017/18

As you can see from this report we have analysed and reviewed all our data and feedback to identify our focus for improvement. We have ensured this is manageable but ambitious and we will take opportunities to fully research best practice and work collegiately to make appropriate changes.

These priorities are summarised below and will be shared with the whole school community by displaying on our School Improvement Plan wall. They will also be discussed at assemblies, be the focus of staff working parties and pupil committees and be a regular item on agenda for the Parent Council meetings. We hope that all stakeholders will take an active role in their implementation.

- ✓ Create a new **Curriculum Rationale** involving EYC which captures the ethos and aspirations of Struthers.

LITERACY

- ✓ By June 2018 90% of pupils in Quintile 1 will achieve expected CFE levels in Reading and school average scores in CEM assessments will be :
 - P3 Average CEM score of 117
 - P5 Average CEM score of 110
 - P7 Average CEM score of 110

In Early Years 90% of all children will achieve all milestones. This will be targeted through development of learning and teaching strategies with target Pre School groups looking at recognising and naming letters and rhyme.

NUMERACY

- ✓ By June 2018 90% of pupils in Quintile 1 will achieve expected CFE levels in **General Maths** and school average scores in CEM assessments will be :
 - P3 Average CEM score of 120
 - P5 Average CEM score of 115
 - P7 Average CEM score of 110Early Years will improve from 73.3% to 90% through a focus on Number recognition and we will access CLPL to support this and find centres who have recognised good practice in this area.

Children are expected to achieve a score of 85 and above in CEM.

HEALTH AND WELLBEING

- ✓ Develop a tool for measuring Emotional HWB and run a test of change with targeted PEF pupils. This will then be up scaled to run in one class before implementing with all pupils in Session 2018-19
- ✓ In EY we had achieved 84% and will aim to achieve 90% through focus on supporting children with transitions.

PUPIL EQUITY FUND PROJECT

- ✓ Implement our PEF project enabling us to target pupils who meet the requirements set out by Scottish Government and who are not achieving expected levels through our new Literacy and Numeracy strategies led by our 2 PTs matched with opportunities for increased parental engagement. This will be built on the good practice in Early Years and in Year 1 will be focussed on Pupils in P1 and P2.

What is the capacity for improvement?

With our existing staff and newly appointed staff who are taking up permanent posts we have a dedicated team who have a commitment to drive our school forward. The school also now has a stable management team including the addition of 2 Principal Teachers resourced from our Pupil Equity funding. The Leadership team and Leadership skills of all staff will enable us to fully develop our identified priorities.

The school has a clearly defined Curriculum Framework for all stages and across all 8 subject areas ensuring our children will receive appropriate learning experiences and the opportunity to take a lead role in engaging with them.

Our Improvement Plan has been created using rigorous evaluation of our data ensuring we can raise attainment with appropriate strategies and progress will be measured using clear targets to provide evidence of positive impact. This will be planned using the Improvement Science methodology built on small tests of change allowing us to identify exactly what strategies make an impact and should be up scaled.

Continuing building work in the school is providing appropriate learning environments for our expanding pupil roll and an additional class is being created from our Art Room. We still have our ICT suite, Music room and Library plus all open area space for children to access.

We have even more access to data from our data analyst and all staff are now confident in engaging with data. This ensures we can rigorously track all children and meet their needs.

The additional Pupil Equity Funding is providing us with capacity to build a bigger team including 2 PTs and another Pupil Support assistant to work with our most vulnerable families and ensure equity for all our learners. This is also helping us create our new Community Learning Hub where we aim to get parents and community groups in to our school and build more meaningful and sustainable relationships. By targeting this in to Early Years even from birth we will ensure our school is seen as an open and welcoming environment here to support children and families.

