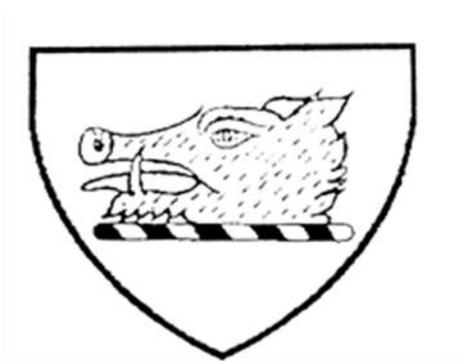


**Harrysmuir Primary School,
Harrysmuir Learning Community**



**PROGRESS
REPORT FOR
SESSION 2018/19**

(Standards & Quality Report)

Willowbank

Ladywell

LIVINGSTON

EH54 6HW

ABOUT OUR SCHOOL

At Harrysmuir Primary our vision is to: 'Work together to develop lifelong learners who will aspire to be the best that they can be.' 'Successful learners, confident individuals, effective contributors and responsible citizens.'

Our values: Respect, Determination, Kindness, Responsibility and Happiness

Harrysmuir Primary School is a non-denominational school with a role of 415 Primary children. The school has 16 classes including nurture provision, with 16 class teachers, one ASN co-ordinator, two Principal Teachers, two Depute Headteachers and a Headteacher. The school session commenced with a newly appointed Acting Headteacher (from outwith the school) taking up post for a few months, followed by a short period where one of the DHTs acted up as Headteacher. The permanent Headteacher took up post in December 2018.

The school benefits from Drama and PE specialists and there is brass tuition. Additionality in staffing this year has included Speech and Language Therapist, Family Link Work and additional teaching provision. The school is well supported by a team of nine Pupil Support Workers who support children in class. Clerical support is provided by two administration assistants and one clerical assistant. The school runs a very successful Breakfast Club and several After School Clubs. The school has a chaplaincy team who support throughout the year. There is a close working relationship across the campus which consists of the High School and two nursery schools. Most (84%) of the children who attend Harrysmuir are placed within quintile 1 and 2 . With FME of 30% the school was allocated a significant amount of Pupil Equity Funding.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the National priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2018/19, what the impact has been and what our next steps will be to continue to address these priorities in Session 2019/20.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf.

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) and How Good is Our Early learning and Childcare? (HGIOELC?) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2018/19 was to</p> <p>*Raise attainment through increased practitioner knowledge and use of a wide variety of formative assessment strategies.</p> <p>* Raise attainment in Writing through moderation and increased practitioner knowledge of pedagogical approaches</p> <p>*Raise attainment in Numeracy through increased practitioner knowledge and use of the identification of relevant contexts in learning and problem solving enabling children to transfer learning.</p> <p>NIF Driver(s):</p> <p><input checked="" type="checkbox"/> School Improvement</p> <p><input checked="" type="checkbox"/> School Leadership</p> <p><input checked="" type="checkbox"/> Teacher Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Assess. of Children's Progress</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • All class teachers completed Tapestry training which increased practitioner knowledge and development of formative assessment approaches with a focus on improving feedback, collaborative learning and enabling learners to take responsibility for their own learning. • Parents/carers were invited to two 'Sharing Our Learning' events. • Teachers used the West Lothian tracking and monitoring system and relevant attainment data to identify the need for targeted support. • Teachers were expected to plan for a variety of writing genres and to set appropriate targets. Through using the 3 writing jotter approach, teachers were expected to assess and monitor learner progress and application of learning. • In relation to numeracy, four teachers have undertaken Cognitive Guided Instruction (CGI) training which has enabled them to create worded problems with carefully selected number combinations to advance children's understanding of number. P2 and P5 teachers took part in a cluster lesson study focussing on fractions which enabled them to share and develop learning and teaching approaches. There have been greater opportunities planned for learners to develop and transfer their numeracy skills through outdoor learning, cooking, music, textiles, IDL and enterprise topics. • Outdoor Learning opportunities have been provided for all classes and the focus varied on the needs and interest of the classes. Team building challenges were introduced to classes that had children who found it difficult to work together. Listening skill activities were used for some of our younger pupils who found it hard to stay focused (Blindfolded/listening poem/storytelling). Plans for Numeracy were shared so that the outdoor activities could provide practical application for the context being taught (area/perimeter/venn diagrams/sharing/grouping/arrays) or to reinforce learning to help with progression (place value/skip counting). Other activities were topic related (Mapping/dinosaurs) or linked to sustainability and our local environment (plant/insect ID/gardening/food chain). Many of the activities had an element of problem solving and team work(Den Building). Each class teacher was given the opportunity to join in an outdoor activity with the PT (Outdoor Learning Coordinator). This enabled them to see how a lesson was structured, get ideas they could use themselves and see how the children responded to learning in the outdoor environment. CLPL was organised and attended by both teaching staff and pupil support workers. 11 teachers have completed the Green Gym Leaders Course: Green Gym aims to improve mental and physical health and wellbeing; Increased social engagement and resilience and Improve the local environment for all. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ✓ In Primary 1 this session, the majority of learners have achieved writing and numeracy Early Level. Only Listening & Talking Early Level attainment has increased from last session. ✓ In Primary 4, most learners have achieved First Level in numeracy and the majority of learners have achieved First Level in writing. Attainment in First Level reading, writing and numeracy has increased from last session. ✓ In Primary 7, the majority of learners have achieved writing and

numeracy at Second Level. Attainment in Second Level reading, writing, listening & talking and numeracy have all increased from last session.

- ✓ In all classes, there has been increased opportunities for children to : verbalise their learning and link it to real life; extend learners' thinking through high quality teacher classroom discussion and questioning; support each others' learning through collaboration and discussion; receive relevant feedback that aids understanding and provides clear next steps; take more responsibility for their own learning by self-assessing and evaluating their learning which leads to increased responsibility to progress.
- ✓ All learners who participated in Sharing the Learning were proud of sharing their progress and parents reported that they enjoyed the informal opportunity to spend quality time in dialogue with their child and siblings. There has been an increase in parent engagement through these events.
- ✓ All P5 and P6 learners who attended Digital After School Clubs have developed and transferred creativity and problem solving skills. Learner engagement has increased through use of digital technologies.
- ✓ All teachers are using the West Lothian tracking and monitoring system. Data is used to identify targeted interventions for individuals and groups also to inform changes to curriculum delivery. This is discussed at termly Excellence and Equity meetings. SNSA data has been used to plan next steps in learning and inform curriculum change and development.
- ✓ All learners have had greater opportunities to write for a wider variety of purposes. Through discussion of writing targets, they are becoming more aware of their next steps in learning. Engagement in writing activities for almost all learners in P4 and P7 increased through the use of Pie Corbett's Talk For Writing, in particular for learners who need support to transfer their ideas into writing; they are more aware of the structure for the target genre.
- ✓ Learners in CGI trained teacher classes have shown increased engagement in solving worded problems.
- ✓ Through outdoor learning, all learners were able to consolidate their learning through activities which resulted in high learner engagement. The majority of learners have enjoyed going outdoors regardless of the weather. They have been enthusiastic and excited about the activities carried out. They have become used to the routines and structures whilst outdoors and are participating well in activities. Most teachers have become more confident about using the outdoors as an environment to learn. A few teachers felt that the nurture support that some of their pupils needed did restrict what they felt they could do in the outdoors.

Our priority for next session will be:

- Write a whole school assessment and moderation strategy which recognises the need to continue to embed formative assessment practice through the use of Tapestry strategies.
- Introduce a whole school structured writing programme, including high quality CLPL for both teaching and support staff and, a structured programme of writing moderation.
- Embed CGI in identified classes. Introduce the principals of CGI to all class teachers and PSWs; Embed SEAL and Number Talks across all stages to ensure consistency in teaching & learning approaches; Extend lesson study into CGI and numeracy; build confidence in the

	<p>professional judgement of teachers through an assessment and moderation strategy in order to report the achievement of a level.</p> <ul style="list-style-type: none"> ➤ Provide support to teachers with both their planning and resources to enable them to incorporate/adapt activities that can be undertaken outdoors; to look at ways to assess and record learning that has been undertaken outdoors.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2018/19 was to:</p> <ul style="list-style-type: none"> *Improve learner attainment in reading, writing and oral vocabulary. *Increase teacher knowledge and understanding of concrete, pictorial and abstract to support learning in numeracy. *Increase parental engagement and family learning opportunities to assist parents/carers to support their children's learning. <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Word Boost training was delivered to P4-7 teachers, along with a new Primary 2 teacher. Staff continue to embrace Word Boost teaching throughout the week. Nursery Word Boost training was given to nursery staff in order that they can introduce the programme early next session; The Teaching Children To Listen programme was delivered to Primary 1 classes with class teachers observing and supporting as appropriate. Activities were completed to focus on each of the 4 skills of listening, i.e. looking at the person who is talking, good sitting, staying quiet and listening to all of the words. A PSW has been taking smaller targeted groups who require further support; Narrative groups were implemented in term 3 this year. The group ran for 5 weeks and was delivered by the Speech and Language Therapist (SLT) with a PSW supporting. The programme consisted language activities delivered in a group format to support oral narrative skills. Progress was discussed with the class teacher, and home packs were provided in order to ensure that skills were retained; Box Clever (targeting vocabulary) was implemented as a universal intervention for all Primary 1 children through outdoor learning. • Number Talks observations were carried out in classes across the school by numeracy development post holders. They supported the raising of teacher confidence through team teaching and CLPL sessions; A peer numeracy tutoring project, involving P4 and P6 pupils, was trialled at breakfast club; All Harrysmuir Maths planners were audited against the benchmarks and new West Lothian Progression Pathways. A family quiz and games night with a specific numeracy focus was held in January. A Numeracy lending library was launched during the family games night. • Our Home Link Worker, along with other staff, has run a Families Connect Group (parent/carer & child) and 2 rounds of Raising Children With Confidence (parent/carer group); a comprehensive holiday transition programme was organised during school breaks which included opportunities for parents/carers and their children to attend; a weekly Parent & Child Craft Group was facilitated, supporting relationships with pupils and their families; a weekly Adult Craft Group was run to support family engagement; a Parent/Carer and Pupil support drop in support ran regularly throughout the session; targeted parents/carers have been supported to engage during Sharing the Learning events <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> ✓ In Primary 1 this session, almost all of quintile 1 learners have achieved listening & talking at Early Level, with most achieving writing and the majority achieving reading and numeracy at Early Level. ✓ In Primary 4 this session, most quintile 1 learners have achieved

reading, listening & talking and numeracy at First Level with the majority achieving writing at First Level.

- ✓ In Primary 7 this session, almost all quintile 1 learners have achieved listening & talking at Second Level with the majority achieving reading, writing and numeracy at Second Level.
- ✓ There was an overall increase in the number of words understood by children following Word Boost intervention. The range of post-intervention scores is also significantly higher than the range of scores from pre-intervention screening assessments. During the post-intervention assessments the children were more familiar with the vocabulary and able to identify more of the pictures. It was noted that children were also keen to provide definitions of the words, and put them in a sentence. When compared to pre-intervention results, these results indicate that P4 children reported a greater understanding of the vocabulary following exposure to the chosen words within the story and definitions discussed. There was a decrease of 16% of pupils who reported that they did not know the vocabulary at all. Similarly, there was a decrease of 3% of children who expressed that their knowledge was limited to having heard the vocabulary before, and a decrease of 4% of children who had some knowledge about the vocabulary. Subsequently, there was an increase of 23% of children who reported that they understood and were able to use this set of vocabulary in different contexts.
- ✓ Following Teaching Children to Listen interventions, individual class scores highlighted a rise in mean class listening score, as well as a decrease in the percentage of children with severe listening difficulties. In P4 there was overall rise in the number of children demonstrating adequate listening skills by the end of the programme (54% to 70%). Although overall scores for P1 do not report an increase in those who demonstrated adequate listening skills, it would appear that children who previously demonstrated severe listening difficulties now demonstrated moderate difficulties.
- ✓ The majority of learners are familiar with the number talks approach. Most teachers are using a wider variety of resources to support Number Talk sessions and are clearer on the main aims of a Number Talk.
- ✓ Most teachers have greater confidence when reporting progress through a numeracy curriculum level – particularly in second level.
- ✓ Less than half of our families attended the Numeracy Games Evening however feedback from those who did was overwhelmingly positive.
- ✓ Increasingly more families are now seeking family support from the school. There have been regular opportunities this session for families to attend events, groups and drops in sessions within the school. Pupils have been offered support for attendance and lateness via home visits, walking bus and support meets. There has been a low attendance of family groups during the holidays, however overall numbers of engagement of families during the whole of the holidays and evaluations of groups, suggested this was valuable to our families.

Our priority for next session will be:

- Continue implementing Word Boost and Narrative Groups across the school including within the nursery; Continue to develop Box Clever initiative through outdoor learning.

	<ul style="list-style-type: none">➤ Continue to develop peer numeracy tutoring across P4 and P6, measuring the impact on attainment; Numeracy Lending Library to be refreshed, ensuring that pupils and parents/carers are aware of the resource; Provide CLPL and support to PSWs in order to use 5 min numeracy boxes and SEAL catch up boxes with targeted pupils; make more targeted use of maths recovery trained teachers to support identified pupils.➤ Increase the range of opportunities for parental engagement within the school including the re-establishment of a Parent Council; Raising Children with Confidence programme to be offered to more families across both nursery and primary; increase the range of opportunities for parents/carers to support their child's learning at school.
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3.

To improve children and young people's health & wellbeing

Our measurable outcome for session 2018/19 was to:

*Ensure our enhanced inclusive environment will be achieved through increased adult understanding, action and role modelling of nurturing approaches.

NIF Driver(s):

- School Improvement
- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assess. of Children's Progress
- Performance Information

We have made good progress.

What did we do?

- Boxhall Profiling was used for all Primary 4 children to identify and address health and wellbeing targets. The nurture teacher piloted the use of Relax Kids and the SLT delivered 'Teaching Children To Listen'.
- All staff undertook training which has enabled them to have a greater understanding of how to meet the needs of Looked After Children. All staff are aware of the impact Adverse Childhood Experiences can have on the health and wellbeing of learners. Emotionworks programme is becoming embedded throughout the school. All classes have access to Cool It Kits to help them manage big emotions.
- Training has been provided for some staff in order to deliver Lego Therapy.
- A climate for learning policy has been developed which is founded on agreed principles from the work of Paul Dix and reading, 'When The Adult Changes, Everything Changes,' ensuring a whole school approach for promoting positive relationships'
- After school clubs have been well attended this session. Pupils have been identified and invited to attend these clubs to increase the experience for pupils.
- Health and Wellbeing indicators have been shared with pupils through regular school assemblies and this has raised confidence in pupil and teacher understanding of the indicators.
- As part of our main Breakfast Club offer, additional clubs (football, homework and dancing) have been established to support with attendance, homework and participation.
- Nurture Football sessions were provided weekly for identified pupils.
- The annual Health Week provided opportunities for children to experience a range of healthy activities including judo, dancing, gymnastics, football, emotion works, outdoor learning, heartstart
- Primary 6 worked with NHS Lothian to undertake a Smoke Free Gates initiative.

Evidence indicates the impact is:

- ✓ Most children from Primary 4 to 7 are aware of the wellbeing indicators, can talk about the importance of them and how they relate to themselves.
- ✓ Children have clearly benefitted from the opportunity to attend a range of clubs and activities which has allowed them to develop their skills and to engage positively with their peers. As many of these are before school, staff have noticed that pupils who have attended clubs are more prepared for the start of school and engage quicker with learning.
- ✓ Pupils have greatly benefited from attending the nurture football class. Over the course of the session, the coaches have worked closely with numerous children to develop confidence, attention, listening skills. They have worked in a group but time has also been taken to work with individual children to develop relationships and give children the opportunity to build resilience. Progress for some was limited but for most, levels of skill & confidence are building each week.
- ✓ The majority of learners in P4 are able to talk about strategies they can use, including Relax Kids techniques, to help manage their emotions. The majority of learners in the targeted Primary 4 group showed increased ability to listen through undertaking the Teaching

	<p>Children To Listen programme.</p> <ul style="list-style-type: none"> ✓ Most learners are able to identify, talk about, plan for and manage their emotions through the use of Emotionworks. They are also better equipped to understand the emotions and related behaviours of others. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> ➤ Continue to embed Emotionworks across the school ➤ Implement new Climate for Learning (Positive Behaviour) Policy throughout the school. Update our Anti-Bullying Policy. ➤ Embed the wellbeing indicators within the School Health Programme.
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2018/19 was to:</p> <p>*Increase learner engagement through decision making relating to the curriculum they are going to experience developing skills for learning, life and work.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information 	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Teaching staff have begun to review and update the Curriculum Rationale to ensure that there is a specific focus on teaching a curriculum that develops skills for learning life and work. • Primary 7 pupils attended a very successful career afternoon within the school where they had an opportunity to develop a better understanding as to what particular careers entail and the skills required to succeed within them. • Qualified engineers from local businesses delivered a presentation and engaged in a question/answer session on the skills they use in their vocation to all children in P4-P7. • In order to develop STEM an audit of second level has been completed and engineering topics have been introduced into P2 and P6. • The STEM co-ordinator delivered bitesize sessions to teachers to develop their confidence in planning and delivering digital technology experiences and P5 and P6 teachers worked with Creative Scotland to introduce film making skills to their classes. This was further developed through an After School Club. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ✓ Most (83%) of Primary 4-7 learners state that they enjoy learning all or most of the time at school. Learners within some classes are sharing that they have had greater opportunities to shape their curriculum and develop a wider set of skills for learning, life and work. This however is not consistent across the school. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> ➤ Finalise the reviewed Curriculum Rationale, ensuring a focus on the development of skills for learning, life and work. ➤ All teachers to ensure that children have opportunities for decision making relating to the planned curriculum which will have a positive impact on learner engagement. ➤ STEM development post to build capacity, teacher knowledge and confidence.

Average attendance for this session is (tbc) which is an increase/decrease (tbc) on last session. The average attendance for children in Quintile 1 is 94.06%. There have been 3 exclusions this session which is an increase on last session,

The effectiveness of our engagement with parents, carers and other stakeholders in relation to our improvement planning was weak this session. This was mainly due to us not having an active parent council. Questionnaires were distributed to all school families in relation to PEF priorities however only a few completed questionnaires were received, all of which felt that the current school priorities were appropriate.

Our Wider Achievements this year have included:

- ✓ Children learning about the health benefits of being outdoors, gardening skills, the process of planting seeds and the food cycle and sustainability through working in partnership with the Green Gym. They used the food grown in food technology lessons. Food For Thought Funding has been used to purchase and erect the poly tunnel.
- ✓ After School Show 'Fantastic Books and Where To Find Them'
- ✓ As part of the Scottish Engineering Leaders Awards, two of our pupils were shortlisted with distinction (from 17 500 entries) to have their entries displayed as part of the final Public Exhibition.
- ✓ Primary 6 pupils being actively involved in the Smoke Free School Gates Campaign
- ✓ Woodland Trust- Keep Scotland Beautiful Litter Picks
- ✓ Glee After School Club
- ✓ Singing Kids From Africa performed with Harrysmuir Primary School to a full hall
- ✓ A range of children from P4-7 entered the Rotary Club Quiz. Euro Quiz and Rotary Art Competition
- ✓ We maintained our John Muir Award Status for the third year running
- ✓ Pupils and staff worked in partnership with the Regeneration Group to support the adoption of a local area woodland. We also attended the opening ceremony of the Ladywell Underpass Art Murals which celebrated a community intergenerational art project which many children participated in.
- ✓ We were awarded our 3rd ECO Green Flag
- ✓ Intergenerational Science Session with the Elderberries in the local woodland
- ✓ Fairtrade cultural experience event held- linking Fairtrade and 1+2 Languages
- ✓ Limelight Music led Nurture Rock Group who performed at the Howden Arts Centre
- ✓ Primary 3s were awarded the heaviest potatoes harvest by the RHET Lothians

Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

How good is our school? The quality indicators* evidence that:

How good is our leadership and approach to improvement?	1.3 Leadership of Change	Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Good
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion	Good
	3.2 Raising attainment and achievement	Satisfactory

*(Indicators used in How good is our school? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)