

# Harrysmuir Primary School



# PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

Willowbank,  
Livingston  
EH54 6HW



## ABOUT OUR SCHOOL

Our vision for Harrysmuir is “**where the magic happens!**” and through this, we endeavour to provide motivating, aspirational educational of the highest quality for all children, within an ethos of mutual respect. We seek to uphold the rights of all children and to meet their educational, personal and spiritual needs, which will enable them to be successful learners, confident individuals, responsible citizens, and to make an effective contribution to society in their present and future lives. We have a strong commitment to ensuring excellence and equity for all our pupils and believe that everyone has the capacity to realise their full potential and to succeed. Our 5 core values sit firmly at the centre of what we want for all of our children: the desire for them to show **Determination** in their learning, **Kindness** and **Respect** for others whilst taking **Responsibility** for their own actions, to enable them to make positive choices, which lead to their own success and **Happiness**.

### **About our school:**

**Harrysmuir Primary School** is a non-denominational school with a role of 368 Primary children. The school has 14 classes and both nurture/play provision and a small group setting for children with additional support needs. We currently have 15 class teachers and one Support for Learning teacher, two Principal Teachers, two Depute Headteachers and a Headteacher.

The school is well supported by a team of 5 Pupil Support Workers who support children both in and out of class. Clerical support is provided by one administration assistants and one clerical assistant. The school runs a very successful Breakfast Club as well as a wide variety of extra-curriculum clubs including; tennis, fitness, football, art and craft etc. The school has a chaplaincy team who support throughout the year. There is a close working relationship across the campus which consists of; Inveralmond Community High School, Ladywell Nursery School and Inveralmond Early Years Centre. Most (80%), of the children who attend Harrysmuir are placed within Quintile 1 and 2. With a Free School Meal uptake of approximately 40%, the school is allocated a significant amount of Pupil Equity Funding each session, to improve outcomes for the most disadvantaged children.

The school has positive links with its large parent/carer body and wider community. Partnership links around the Ladywell Community, help to support a variety of learning experiences for children.

## 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 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

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.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) 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><i>Reevaluate school vision values and aims. All stake holders will have been consulted and VVA refreshed to reflect all views.</i></p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</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"> <li>• <i>All stakeholder were given multiple opportunities to engage in vision, values and aims consultation using a variety of media, including Microsoft forms, voting systems at parents night etc.</i></li> <li>• <i>Most stakeholders actively engaged and presented views on values most important to them/their child in school/life.</i></li> <li>• <i>Values launched using whole school assembly.</i></li> </ul> <p>Evidence indicates the impact is: (written in bullet points)</p> <p>Evidencing the impact if this work is best measured over longer period of time using the following criteria;</p> <ul style="list-style-type: none"> <li>• <b>Clarity and Purpose:</b> Our <b>clear vision</b> will provide direction and purpose for the entire school community—staff, students, parents, and even the wider community.</li> <li>• <b>Guidance for Decision-Making:</b> Our vision will act as a compass for decision-making. When faced with choices, all stakeholders will refer back to the vision to ensure their decisions align with the overall direction of the school.</li> <li>• <b>Motivation and Unity:</b> Our compelling vision will rallies and motivates staff, students, and parents around our shared goal.</li> <li>• <b>Accountability and Performance Measurement:</b> Aims and values will define the identity and culture of the school. They will serve as a measure of accountability for the school’s performance.</li> <li>• <b>Improved School Improvement Planning:</b> An up-to-date vision statement makes school improvement planning more meaningful. It ensures that all efforts are directed toward common goals.</li> </ul> <p>In summary, having a well-crafted vision and values provides a roadmap for success, fosters collaboration, and keeps the entire school community focused on achieving its full potential.</p>
<p>2.</p> <p><i>Planning evolves to meet the needs of all learners across all curricular areas. All staff are using revised planning formats</i></p> <p><b>NIF Driver(s):</b></p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• All staff collaborated to review curriculum planning for most curricular areas.</li> <li>• All revised planning was implemented in term 1 2023 and utilised with a child centred approach.</li> <li>• A review of the impact of planning was carried out in May 2024.</li> </ul>

<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> <li>• All children have experienced Interdisciplinary learning opportunities.</li> </ul> <p>Evidence indicates the impact is:</p> <p>Reviewing curriculum planning in primary schools can have several positive impacts. Let's explore some of them:</p> <ul style="list-style-type: none"> <li>• <b>Reduced Workload and Bureaucracy:</b> Eliminating unnecessary workload around planning and teaching resources is crucial. Teachers planning is now more efficient and less time consuming.</li> <li>• <b>Enhanced Lesson Planning and Adaptation:</b> Assessing pupils' progress heighten teachers' awareness of students' strengths and next steps.</li> <li>• <b>Collaboration and Sharing Best Practices:</b> We have created a culture where teachers share ideas and learn from one another.</li> <li>• <b>A progressive Curriculum which ensure breadth and depth of coverage:</b> A carefully sequenced curriculum, spanning Early to Third level, ensuring incremental knowledge progression.</li> </ul> <p>In summary, reviewing our curriculum planning has promoted efficiency, adaptability, and better educational outcomes for pupils. We will continue to adapt or planning based on the needs of the pupils in our care.</p>
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<p>3.</p> <p><i>All staff to plan 1 term using agreed IDL proforma. All plans must evidence pupil voice at planning stage.</i></p> <p><b>NIF Driver(s):</b></p> <input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• <i>All children have experienced some opportunities to lead learning by influencing learning opportunities at the planning stage.</i></li> <li>• <i>We have piloted the use of the Youth Voice Toolkit as a tool for engaging robust and meaningful pupil voice.</i></li> <li>• IDL planning proforma has been adapted and introduced to place pupil voice at the heart of learning experiences.</li> </ul> <p>Evidence indicates the impact is:</p> <p>Teacher Review May Inset 2024</p> <ul style="list-style-type: none"> <li>• <b>Enhanced Understanding:</b> Most pupils are now making connections across different disciplines, enhancing their understanding and making learning more meaningful.</li> <li>• <b>Real-World Application:</b> Most teachers believe planning better reflects the real world, which is not divided into specific subject areas.</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Collaboration:</b> some class teachers report IDL fosters collaboration as students often work in teams to investigate and solve problems.</li> <li>• <b>Engagement:</b> Most class teachers report increases student engagement, as learning becomes a more active and involved process. Some class teachers reported an improvement in low-level behaviour as a direct impact of increased engagement.</li> </ul>
<p>4.</p> <p><i>All staff to complete term 1 annual planning proforma. E's and O's, bundled and identified for specific targeted weeks/contexts.</i></p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• <i>All staff completed term 1 annual planning proforma. E's and O's were bundled and identified for specific targeted weeks/contexts.</i></li> <li>• <i>Learning conversations and observations evidence that All children experienced at least one block topic learning opportunity within a relevant contexts.</i></li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• QA process highlighted increased delivery and coverage of E's and O's across most stages.</li> <li>• Pupil focus groups discussed greater enjoyment in learning within meaningful contexts</li> <li>• Almost all staff are happy with revised planning formats, but understand this work should continue (Inset day May 2024 Feedback questionnaire)</li> </ul>
<p>5.</p> <p><i>All Annual planners moderated at school level. Feedback for practitioners provided immediately</i></p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• <i>All Annual planners co-created and implemented in term 1.</i></li> <li>• <i>All staff given opportunity to receive immediate feedback at implementation stage.</i></li> <li>• <i>Most practitioners received moderated feedback from SMT link to ensure consistency of use.</i></li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Most Children report learning experience are relevant and can describe 'Why they are learning what they are learning' (QA Pupil focus groups)</li> <li>• Most staff report annual planning to have a clearer purpose with explicit links made to local and national contexts.</li> </ul>

<p><input checked="" type="checkbox"/>Performance Information</p> <p>6 &amp; 7</p> <p><i>Establish Working Parties based on curriculum design needs. All teaching staff will contribute and facilitate improvements .</i></p> <p><i>All Staff working parties will create an action plan, setting achievable targets and the steps required to ensure success.</i></p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/>School and ELC Improvement.  <input checked="" type="checkbox"/>School and ELC Leadership  <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/>Parental Engagement  <input checked="" type="checkbox"/>Curriculum and Assessment  <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• All stakeholders involved in decision making. Leadership evident at all levels with established working parties.</li> <li>• All working parties have created and action plan.</li> <li>• Some working parties have actioned most points already and fed back to all staff.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Leadership at all levels and full empowerment have positive impacted pace of change. As a result, almost all Sip targets have been achieved, some exceeded.</li> <li>• Improvements in consistency in approaches around emotional regulation, following work by working party. This was highlighted as a positive in VSE November 2023</li> </ul>
<p>8.</p> <p><i>Assessment timeline to be co-created. Consistency and purpose of assessments agreed and set</i></p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/>School and ELC Improvement.  <input checked="" type="checkbox"/>School and ELC Leadership  <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/>Parental Engagement  <input checked="" type="checkbox"/>Curriculum and Assessment  <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made good progress. What did we do?</p> <p><i>Investment in GL assessment to support the use of consistent robust assessment to underpin Teacher Professional Judgement.</i></p> <p><i>Assessment timeline co-created by all staff members to ensure proportionate use of this resource.</i></p> <p><i>Timeline implemented in term 3 and a pilot initiated throughout the school</i></p> <p><i>Full roll out of assessment timeline and use of GL assessment in Term 4</i></p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• <i>ACEL data more reliable as all professional dialogues and TPJ underpinned by robust evidence. Consistency across school.</i></li> <li>• <i>Assessment time line is appropriate and proportionate to providing necessary information only.</i></li> <li>• <i>Assessments feature more prominently in excellence and equity meetings.</i></li> </ul>

<p>9.</p> <p><i>Pupil profiling. Establish consistent approach to pupil profiling. Lead a pilot across all stages.</i></p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/>School and ELC Improvement.  <input checked="" type="checkbox"/>School and ELC Leadership  <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/>Parental Engagement  <input checked="" type="checkbox"/>Curriculum and Assessment  <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• Co-created a structure for engaging in profiling.</li> <li>• Co created expectation in profiling P1-3 Sway, P4-7 notebook.</li> <li>• Ran a Profiling pilot across whole school</li> <li>• Used collegiate time to share good practice and evaluate effectiveness.</li> <li>• Made necessary changes and embedded profiling into all classroom practice.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• <i>Pupils leading own learning.</i></li> <li>• <i>Pupils creating targets and evaluating own work.</i></li> <li>• <i>Ownership and empowerment has had a positive impact on engagement</i></li> </ul>
<p>10.</p> <p><i>Explore the difference between multi disciplinary and interdisciplinary learning. Understand the value of both and use appropriately.</i></p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/>School and ELC Improvement.  <input checked="" type="checkbox"/>School and ELC Leadership  <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/>Parental Engagement  <input checked="" type="checkbox"/>Curriculum and Assessment  <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• Collegiate sessions exploring difference between IDL and MDL.</li> <li>• Directed staff to and dedicated time for professional reading opportunities</li> <li>• Reviewed IDL planning templates and established a consistent understanding in how these should be used.</li> <li>• All staff implemented IDL planning from Term 2</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Breadth and depth of E &amp; O coverage positively impacted through collegiate work on chinking E's and O's using IDL Framework.</li> <li>• All children experience IDL learning in school.</li> <li>• IDL templates used with increasing consistency following collegiate work.</li> </ul>



<p>11.</p> <p><i>Develop and intervention tracker to track interventions and progress.</i></p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/>School and ELC Improvement.  <input checked="" type="checkbox"/>School and ELC Leadership  <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/>Parental Engagement  <input checked="" type="checkbox"/>Curriculum and Assessment  <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• <i>Intervention tracker established to track interventions and progress.</i></li> <li>• <i>Approaches taken to ensure this information is transferrable at all points of transition.</i></li> <li>• <i>Staff empowered to ensure full agreement on the rationale, physical layout and consistent use of this tracking system.</i></li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• <i>A tracking system which monitors and evaluates the success of any intervention, factoring in number of sessions, challenges and impact.</i></li> <li>• Information during Teacher handover in June 2024 was consistent, transferrable and accessible.</li> <li>• SfL teacher and class teacher have created open fluid opportunities to share data and outcomes.</li> </ul>
<p>12.</p> <p><i>Undertake professional study to establish an agile curriculum designed the meet the needs of all learners</i></p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/>School and ELC Improvement.  <input checked="" type="checkbox"/>School and ELC Leadership  <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/>Parental Engagement  <input checked="" type="checkbox"/>Curriculum and Assessment  <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• <i>Visits to other establishments undertaken.</i></li> <li>• Reflective group created to reflect upon best practice in other establishments.</li> <li>• Early indication of whole staff involvement of looking inward, outward and forward.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Best practice from other establishments shared across whole staff which in turn has allowed us to reflect on our practice.</li> <li>• Positive changes made to physical environment following outward look</li> <li>• Next impact will be to incorporate curriculum development work and create a truly agile curriculum.</li> </ul>
<p>13.</p> <p><i>Under take a Teaching learning assessment and</i></p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• Cluster wider teaching, learning, assessment and moderation process established and coordinated by school.</li> </ul>

<p><i>moderation cycle at cluster level.</i></p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.  <input checked="" type="checkbox"/> School and ELC Leadership  <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/> Parental Engagement  <input checked="" type="checkbox"/> Curriculum and Assessment  <input checked="" type="checkbox"/> Performance Information</p>	<ul style="list-style-type: none"> <li>• Opportunities to plan programmes of work with colleagues across cluster.</li> <li>• TLAM working group established with representatives from all establishments.</li> <li>• Next sessions TLAM process already planned.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Staff have developed a more evolved understanding of success within a level following moderation process across cluster.</li> <li>• TPJ more reliable as underpinned by TLAM</li> <li>• Support networks created as a direct consequence of collegiate working.</li> </ul>
<p>14.</p> <p><i>Review QA arrangements and implement changes. Ensure consistency</i></p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.  <input checked="" type="checkbox"/> School and ELC Leadership  <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/> Parental Engagement  <input checked="" type="checkbox"/> Curriculum and Assessment  <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• A consistent offering of learning and teaching throughout all stages. All work is evaluated and next steps agreed collectively</li> <li>• Reviews all QA paper work (requires further refining)</li> <li>• Co-created a QA timeline. Triangulating evidence in one, observation of learning, completed work and learner voice.</li> <li>• Developed a process to reflect on, share and use QA outcomes for setting future goals/plans.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• QA information more reliable</li> <li>• QA information has been utilised to inform whole school strategic planning.</li> <li>• Staff are more familiar with acting upon received feedback.</li> </ul>
<p>15.</p> <p><i>Evaluate the use of highly skilled questioning throughout lessons. Develop a consistency in approach and expectation,</i></p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• Highly skilled questioning is used in some lessons to extend learning opportunities and provide further challenge.</li> <li>• This will be further developed in session 2024-25</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• QA Observations – Some children are given extended learning opportunities through the use of highly skilled questioning.</li> </ul>

<input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	
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Overall school attendance has increased by from 88% to 89%. Overall attendance from targeted group has increased by 6%

Overall exclusions have reduced for almost all children from last session.

School have utilised parent events to engage with improvement participation. For example, using parents evening for parents to vote on the use of the participatory budget. Parents Evening have seen a turnout of approximately 95%. All school Performance indicators are emailed to parents and displayed on the school website which is a public domain accessible to all.

**Our Wider Achievements this year have been:**

- Rights Respecting Bronze Award (retained)
- Gold Reading Accreditation
- Hedgehog Friendly Schools Gold Award, second year running
- Big Hog- Friendly Litter Pick Challenge – British Primary School Winners, second year running
- Eco Schools 9<sup>th</sup> Green Flag
- P6- Attained John Muir Award
- Stem Leaders leading learning throughout school
- Sphero Project in collaboration with Herriot-watt university
- Cyberdrive Project in collaboration with West Lothian College
- Lead sustainable activities - Weekly community litter picks and cluster/community Mini –COP approach.
- Developed and enhanced the community garden in partnership with West Lothian College.
- Fairtrade Café for the school community.
- P7 Supported 'Winter Ready' Event at Forrestbank Community Centre.
- Gowanbank consultation survey

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

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Satisfactory

\*(Indicators used in How good is our School? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)