

Standards and Quality Report 2017 - 2018

Carnwath Primary School



Context of the School:



Carnwath Primary School and Nursery Class is situated in the village of Carnwath. The school has a current roll of 135 and 33 nursery children. There are currently 6 classes and a nursery class in the school. The local area is a mixture of social and privately owned housing. Access to transport and facilities is limited.

We moved into our new school building in April 2015. It provides a fantastic, purpose-built environment for the children to learn in. The outdoor area continues to be developed in order to provide a range of learning opportunities for our children as well as areas for them to relax and have fun in.

Beginning in August 2018 our nursery will offer 1140 hours to children between the hours of 9am and 3pm. Our last Care Inspectorate visit in October 2016 rated the nursery as 'excellent' in the quality of care and support and 'very good' in the quality of our environment.

Carnwath Primary School Vision, Values and Aims:

I dare to challenge myself to be the best I can be

- Confident
- Achieving
- Respectful
- Nurtured
- Willing
- Ambitious
- Together



Healthy

Working as a team and with our community we aim to:

- create an ethos that promotes an inclusive environment
- encourage children to reach their full potential through opportunities and challenge
- equip children with the skills for learning, life and work
- develop a positive mindset that embeds resilience, respect and citizenship

To promote happy, confident individuals

The staffing situation has been stable over the last two years in terms of promoted staff. Staffing has become more stable with only one change of teacher in the past year.

Staff offer a range of extra-curricular activities, for example, cross country training, eco club, netball, Lego, homework club, drama, dance and senior pupils also offer extra-curricular activities for younger pupils. We have also offered clubs run by Active Schools and Healthy Valleys.

We have a small but active Parent Council who play a valuable role within the school and an interested Parent Forum who support the school in many ways, including fundraising. Our local community is interested in school involvement and we have developed a very strong link with BHC Ltd. We also have links with other local businesses and with the Evergreens. We are continuing to build links within the community.

We are part of the Biggar Learning Community and we have strong links with all primary schools within our community. We work well together to take forward Learning Community priorities. We also have strong links with the nursery classes within our Learning Community and with Rascals nursery. We work with Biggar High School and local nurseries to ensure a smooth transition is planned for all of our children.

Review of SIP progress session 2017 - 2018

Priority 1: Mathematics and Numeracy

National Improvement Framework Key Priorities

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

National Improvement Framework Key Drivers

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

HGIOS 4 QI: 2.2, 3.2

Progress and Impact:

Staff have embedded the new approaches and resources (Numicon, NumberTalks, Maths on Track) into their practice which is having a definite impact on the children. The percentage of Primary 1 and Primary 4 children who are on track has risen since session 16/17. CatchUp Numeracy has been ongoing with some children over the course of the year and has made a real difference: assessment shows that all children have raised their number age. The average rise in number age was 1 year and 9 months. NIP has been offered to 2 groups of children and is making a difference to their number age also. Their number age has risen by an average of 1 year and 2 months.

The continued use of a Number Talks approach to problem solving is paying dividends. Almost all children are able to discuss how they are solving problems and are able to explain and share their learning. There is a lot of peer learning taking place and confidence is also raised by such activities.

The use of the 5 Minute Box has also been introduced with Support Staff receiving some training. The use of the box has been developed over the past few months and will be improved upon in the new session now that staff are more confident in its use.

All staff report an improvement in children's number thinking and feel that our work over the past two years is making a significant difference to the children.

We have introduced a new target setting approach for all children. This has been adapted as we have progressed. Staff report that children need to further practice their target setting skills but acknowledge that practice will support an improvement.

Next Steps:

- Introduce updated Mathematics and Numeracy lines of progression
- Introduce the Calculations Policy
- All staff to attend 'Learning Walls and Display' inset with Lynda Keith
- Two staff to attend Jo Boaler conference
- Introduce a mathematics and numeracy assessment to give more robust data

Priority 2: Developing the Young Workforce

National Improvement Framework Key Priorities

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

National Improvement Framework Key Drivers

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

HGIOS 4 QI: 2.7, 3.3

Progress and Impact:

All children took part in an enterprise (community, business or social) within their class. This clearly has a positive impact upon the children by making links with the world of work and raising awareness of skills required for certain jobs. The business enterprise run by P7 involves links with a local business which allows all children to access information about running a business and helps them to develop 'real life' skills.

The STEM focus raised awareness of these subjects and allowed us to make a link with the Institute of Civil Engineers who very kindly worked with P6 and P7 children with their 'Build a Bridge' and 'tetrahedron' activities. Primary 5 to 7 children developed their engineering skills by using Knex to investigate the design of bridges. Primary 5 entered the Glasgow Science Festival Knex Challenge which gave them a focus for their activities.

Every child took part in maths, science, engineering and technology activities, appropriate to their age and stage, over the course of our World of Work Week. This developed knowledge, skills and an interest in these subjects.

Focussing on a particular group of subjects allowed a greater impact in terms of skills development and knowledge. This has built on the work we did last year and allows continual development for all children.

Next Steps:

- To continue to develop World of Work Week with a different focus each year
- To continue to engage all children in an enterprise
- To continue engagement with Skills for Learning, Life and Work
- To engage with the Learning Community to develop opportunities for the children across the Community to work and learn together

Priority 3: Active Literacy: Writing

National Improvement Framework Key Priorities

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

National Improvement Framework Key Drivers

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

HGIOS 4 QI: 2.2, 3.2

Progress and Impact:

Once we had investigated NLC Active Literacy approach we agreed as a staff that it was more appropriate to develop our phonics/spelling and reading in line with this approach before we began work on writing. Writing development has therefore become a priority in our 2018-2019 Improvement Plan.

All staff attended training in the Active Literacy approach. We already used the phonics/spelling within school but this allowed staff to develop their knowledge and skills and then to work together to tighten up our programme since we introduced it originally without specialist training.

All staff attended training in the Active Literacy approach to reading. This has had a huge impact on the way we teach reading and comprehension. Staff report that the new approach is improving reading and they see children's comprehension improving as well. The new way of teaching comprehension skills is developing higher order thinking skills in all children. As part of this process we have introduced PM Benchmarking in P1 to P3 mainly but also with some children in P4 and P5. This has allowed us to identify children who need to move on with their reading to be given greater challenge and also confirmed which children need additional support. This is beginning to have an impact but it is still early in our development journey, particularly in the upper school. The percentage of children in Primary 1 and Primary 4 who are on track has risen since session 2016-17. We hope to see even greater progress next year as we fully embed this approach throughout the school.

Next Steps:

- To continue to embed active literacy approach across the school
- To hold parental workshops to develop their knowledge and skills about our new way of teaching reading in order for them to better support their children
- To develop writing across the school in order to raise attainment

- To develop a moderation cycle for writing across the Learning Community, including the development of a bank of moderated exemplars

The National Context for Education

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

The key priorities of the National Improvement Framework are:

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

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

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



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

Education Resources' key purpose is to:

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

The priorities relating to this are:

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

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

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

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

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

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

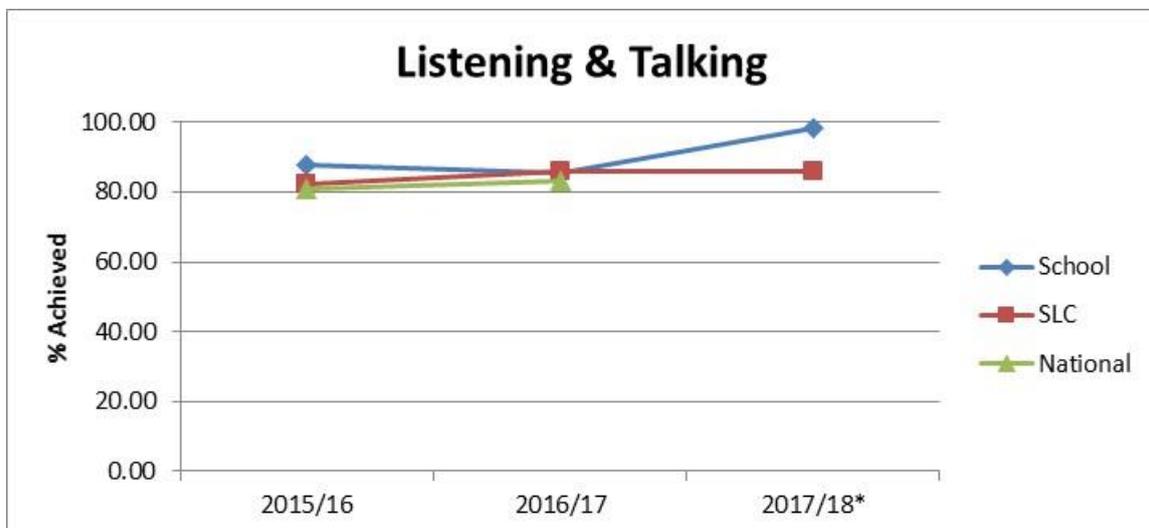
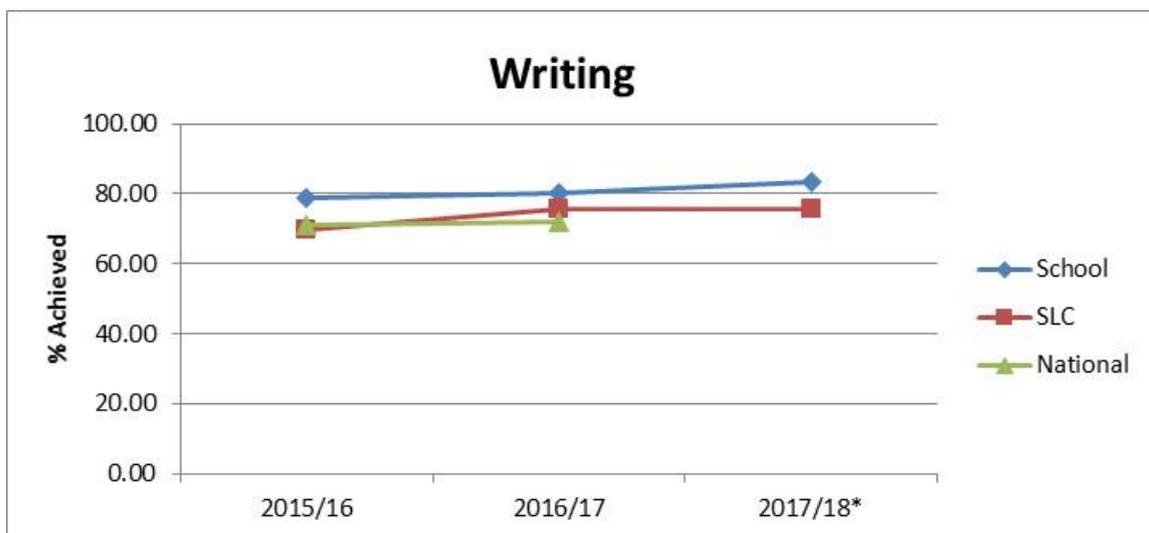
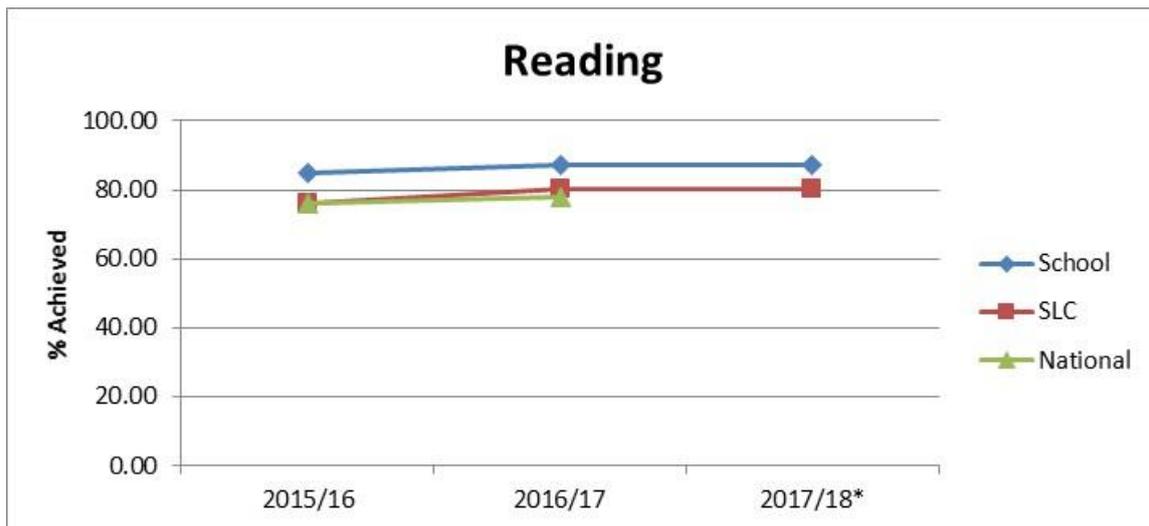
Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and abilities. Many children not attaining National Levels will have an Additional Support Plan (ASP) and may be making good progress but against different milestones e.g. individual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

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

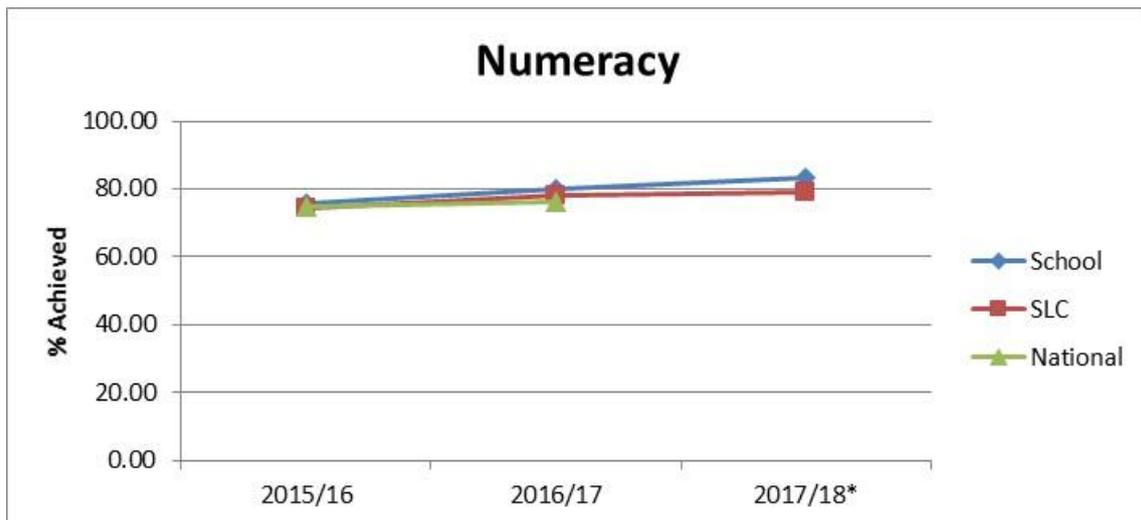
Schools and teachers work with others to set shared standards for assessing progress. These standards are based on National "benchmarks" for each area of the curriculum. This process is called moderation and it ensures that schools have similar expectations.

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

1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17, 2018 (teacher judgement).



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



Achieving Excellence: Overall Progress towards National Improvement Framework Priorities

Session 2017-18

Literacy:

Progress	satisfactory	good	very good	excellent
		X		

Strengths

- Our data and other evidence shows that in session 2016/17 our areas of strength were our performance in Reading and Writing in Primary 1 and Reading, Writing and Talking and Listening in Primary 7. In each of these areas data shows that performance was better than both the SLC and National averages.
- Within school we use a range of resources and have recently introduced an active literacy approach to reading which is already showing signs of success, particularly in the younger classes. We provide the children with relevant learning experiences to promote increased attainment.
- We invest in relevant staff training and staff work well together in order to introduce new approaches to teaching.
- Many Primary 6 and 7 children receive paired reading training in order to support younger children with reading skills and confidence.

Next steps

- To continue to embed the active literacy approach to reading throughout the school in order to further raise attainment in reading and to develop better comprehension skills.
- Data from previous years suggests that we need to work on improving writing, particularly across the Primary 4 stage. Staff who have attended training in the Talk4Writing approach will lead writing development across the school.
- Working to close the attainment gap for children in receipt of Free School Meals remains a key priority within our plans for our Pupil Equity Fund spending over the coming year, both in Reading and Writing.

Numeracy:

Progress	satisfactory	good	very good	excellent
		X		

Strengths

- Our data and other evidence shows that in session 2016/17 Primary 7 performed better than both the SLC and National average. Data for Primary 4 shows an improvement since session 2015/16.
- Staff have continued to work to improve numeracy over the past year, both by embedding previously new approaches but also by continuing to introduce new ways of teaching and learning. Children have also been offered CatchUp Numeracy and Numicon Intervention Programme support, when appropriate, across the school. Both interventions have shown a very positive impact.
- Most children had a parent who attended our Family Learning event in order to find out more about our new approaches to Numeracy, how their child was learning and how they could support their child. The children were very good at sharing their learning with their parents.

Next steps

- We will continue to embed our new approaches to numeracy and introduce our calculations policy over the next session.
- We still have work to do to ensure that the attainment gap closes for children in receipt of Free School Meals. This is a key priority within our plans for our Pupil Equity Fund spending over the coming year.

Health and Wellbeing

Progress	satisfactory	good	very good	excellent
		X		

Strengths

- As a school we work hard to have a positive ethos and to support children to develop their wellbeing. We continue to develop this curricular area, eg working on developing a Growth Mindset, resilience and self-esteem. We have an annual calendar to support staff to work through the Wellbeing Indicators.
- All children are given the opportunity to take part in Monday Mile, Fruity Friday, Work it Wednesday in order to improve health and wellbeing.
- We have a member of staff trained in Lego therapy. There was a Lego club run at lunchtimes for a term.
- We also had a forest schools group for older children.
- A Breakfast Club run by parents took place this year.

Next steps

- We will have staff training on the Healthy Schools Programme which we will introduce into the school, adapting it to include the work we already do which helps to support children. We hope by the end of the year to have developed a Carnwath Primary School Healthy School Programme to meet the needs of all children.
- All staff will be trained in the use of Emotion Works in order to help their children to develop emotional language, awareness and understanding.
- We will use a Learning Community pupil questionnaire to track how our children feel about their wellbeing.
- An SLC Breakfast Club will be in place starting in August.

Employability Skills/Positive Destinations

satisfactory	good	very good	excellent
	X		

Strengths

- As a school we have had a STEM focus on Developing the Young Workforce. During our World of Work Week all children took part in special activities with a STEM focus. Primary 5 – 7 had a particular focus on engineering and bridge building. They took part in K'nex challenges and ICE bridge building.
- All children have been involved in an enterprise throughout the course of the year.
- Primary 6 children run a successful Credit Union within the school

Next steps

- We will have a focus on expressive arts when thinking about Developing the Young Workforce in the coming session. This will also link with our development of writing.
- Staff will continue to focus on skills for learning, life and work across all stages of the school.
- Develop a Youth Award programme linked to an achievement folio for each child.

Overall quality of our learners' achievements

Highlights of session 2017-18

Once again this has been a very busy year. Staff continue to provide a broad, balanced and well planned curriculum in line with Curriculum for Excellence. Our staff team regularly engage in training opportunities in order to enhance their teaching and positively impact on the learning and attainment of our pupils.

The year started off with a fantastic collaboration between Primary 3/4 and Primary 7 who worked together to design and produce some original artworks using mosaic tiles. Their ideas were superb and they showed great resilience as they worked through the production of the mosaics which did pose them some problems. The end results are amazing!



Primary 1 to 3 children staged 'A King is Born' and the Primary 4 to 7 choir sang both in school and out in the community at Christmas. All children took part in our annual Scottish Celebration which is enjoyed by the school community, including parents and friends. Each child has also taken part in their class assembly. These events bring together the wider community and allow the children to showcase their amazing talent.



The children in Primary 5 to 7 have been very fortunate to have a visit from two authors: Lari Don and Victoria Williamson. Both ladies read from one of their books and engaged the children who were inspired to write as a result of the visits.



Primary 5 children took part in the K'nex challenge which is part of the Glasgow Science Festival. All children took part in the school heats, with two children progressing to the Learning Community heat. The theme was 'bridges' and working through the introductory activities introduced the children to the sorts of problems engineers face and meant they really had to think about angles, stability and load before

constructing their own bridge. The children worked very well together and their enthusiasm and teamwork shone through.

Primary 6 and Primary 7 children carried on this theme when they worked with the ICE on both 'Bridges to School' and on the giant tetrahedron. Engineers helped them to build a 13m long, cable stayed bridge. Their teacher also tied in work with K'nex which taught them about different types of bridge and gave them an opportunity to try out some of what they had learned to build their own structure.

They worked on a 4m high tetrahedron with another engineer. Again teamwork paid off and the children achieved their goal.



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

At the start of the year we organised a very successful Numeracy Parental workshop to showcase the new maths strategies that we had introduced the previous session. This proved very popular and the children enjoyed sharing their learning with their parents. Staff also produced numeracy leaflets to allow parents to take home some additional information. There was also a short talk to explain our work on Growth Mindset to parents in order that they could use growth mindset language with their own child at home.

We regularly seek the views of parents at Parent Council meetings and ask them to help with our self-evaluation. We have recently had some new members join the Parent Council which is a positive sign. All parents were asked to complete a questionnaire in March to help us plan improvements over the coming year. Their views were very positive but there were also areas where they felt we could make positive changes.

Our website continues to develop to give parents as much information as possible about our work and the learning their child is involved in.

Many parents engage in the life of the school by attending assemblies, the Scottish Celebration, Once Upon Our Time work and celebration, helping with children's learning by sharing their expertise and running the Breakfast Club.

Pupils continue to seek new ways to work collaboratively, eg P3/4 and P7 worked on outdoor mosaics together, P3/4 and P5/6 shared internet safety information and STEM workshops, nursery and P7 work on Once Upon Our Time. together.

Nursery parents have the opportunity to learn with their children in nursery on a termly basis. Each open day has a particular curricular focus, which parents find useful.

This year our STEM activities have allowed us to forge some different links, eg K'nex challenge with Glasgow University, Bridges to School and the giant tetrahedron with the Institute of Civil Engineers. We continue to build links with the local community, eg Evergreens, BHC Ltd.

Children are consulted by their teacher in terms of their learning. They have also been asked to complete questionnaires which have given us some ideas to take forward in the new session and some have been taken on board this session. Pupils are also able to have their viewpoint listened to and taken forward as part of the work of a forum or through focus group work.

All of our work provides the children with a richer experience and deeper learning. It also allows us to continue to build links with the local community in order to work with them to enhance our work and to help to make a positive impact on the families we serve. Parental engagement continues to improve and going forward we hope to provide different family learning opportunities.

Quality Indicator	How are we doing?	How do we know?	School / Nursery Self-Evaluation
1.1 Self-Evaluation for Self-Improvement	We continue to develop our collaborative approach to self-evaluation. We have introduced a new tracking and monitoring system which is helping us to build and interrogate our data in order to inform and improve our decision making. We feel we are better able to demonstrate children's successes and achievements as well as notice when children need support.	HGIOS / HGIOELC Class visits Forward Plan discussion Tracking and monitoring meetings Pupil focus groups Staff/parent/pupil questionnaires Moderation PDRs	Good
1.3 Leadership of Change	All staff feel engaged and work together towards common goals. Staff lead change in various ways, eg numeracy and literacy development, science and RME development, AifL staff group. Nursery staff work with others across the Learning Community to develop agreed areas, eg DYWF, literacy, creativity.	CAT meetings Staff Development Days Meetings with HT New science/RME planners Staff development calendar Nursery staff Learning Community calendar	Good
2.3 Learning, teaching and assessment	All staff are engaged in improvement of learning, teaching and assessment. They engage in learning opportunities and willingly take on leadership roles in order to promote improvement. We have a Teacher Learning Community model which allows staff to learn together and engage in some class research. This is having a positive impact on the children. Data shows that we are having a positive impact on the achievement and attainment of the children. We have introduced new approaches to numeracy and literacy and have a plan for continuous improvement over the coming session. We have introduced new target setting and 'questions to ask' in order to improve the children's ability to discuss their learning and to help them to better	Pupil attainment results: PM Benchmarking SNSA SWRT, SWST, Salford, Basic Number Screening Test CatchUp Numeracy and Literacy NIP Moderation activities Tracking and monitoring Parental questionnaires Pupil focus groups Staff questionnaires	Good

	understand their strengths and development needs.		
3.1 Ensuring wellbeing, equity and inclusion	The nurturing ethos of the school promotes the wellbeing of all children, using the principles and practices of GIRFEC. Staff work well together to consider the health and wellbeing of all children. We work on: *developing Growth Mindset in all children *develop children's knowledge and understanding of the Wellbeing Indicators *all children engage in a forum *Citizen of the Week *staff regularly engage with other professionals to support children	Parental/pupil questionnaires Lego Club Afterschool/lunchtime clubs uptake by pupils ASN/CP folders Monitoring of attendance Monitoring of behaviour	Good
3.2 Raising attainment and achievement	Staff (teaching and support) work as a team to raise attainment and achievement by undertaking training, sharing their learning and practice, making peer visits, working in partnership with parents and other organisations. Our hard work is beginning to make a positive impact on our children. PEF funding has allowed us to introduce more approaches and more targeted support.	Tracking and monitoring data Assessment results SNSA results Staff feedback PEF reporting: Benchmarking CfE levels	Good

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

Amount allocated: £27600

How are we doing?	How do we know? (Evidence measures of success)	What are we going to do now?
<p>(High level paragraph addressing the three questions)</p> <p>The money allocated had has a positive impact on the work of the school in general and is beginning to make a difference to the targeted children in particular. It has allowed our PT to be out of class for two days to focus on developing maths and language skills and knowledge for individuals or groups of children. Support Staff have also been trained in CatchUp Literacy thus allowing individual support for children in both numeracy (staff have previous training in CatchUp Numeracy) and literacy. An active literacy approach has been introduced across the school in order to continue to improve children's reading and comprehension.</p> <p>Although some of our approaches and interventions are not fully embedded early evidence is positive. Assessment data shows that for all targeted children there is an improvement in their number and/or reading/comprehension age. We are beginning to close the attainment gap for some of our targeted children, particularly in Primary 1 and Primary 4.</p> <p>Over the coming session we will continue to embed our new practice. We will begin to develop our writing through the introduction of the Talk4Writing approach. As part of our work to improve the health and wellbeing of all children we will introduce and personalise the Healthy Schools programme of study as well as adding Emotion Works into our health promoting approaches. Our PT will continue to work with targeted children to close the attainment gap and Support Staff will continue to offer CatchUp Numeracy and Literacy intervention.</p>		

Overall evaluation of establishment's capacity for continuous improvement

All staff are fully engaged in the work and life of the school. They willingly take part in knowledge and skills development and seek out opportunities to improve their practice and to share their learning. Staff are keen to take on leadership roles in order to drive change. They work well as a team to provide the best educational experiences for the children within Carnwath Primary School and to offer extra curricular opportunities. This gives us a very good capacity for continuous improvement.

Signed: Pamela L. Easton

Date: 25th June 2018