



Spittal Primary School Establishment/Service

Standards and Quality Report

Spittal Primary School

Session 2013/2014

Stonelaw Learning Community

Section 1: Standards and Quality Report

- 1 A** Introduction, Statement of Purpose and Improvement Objectives and Aims of Learning Community
- 1 B** Establishment aims
- 1 C** Establishment Standards and Quality

Section 2: Planning for Improvement

- 2 A** Establishment Position in Relation to Education Resources
Improvement Priorities
- 2 B** Improvement Priority Action Plan – **Option 1**
Improvement Priority Action Plan – **Option 2**

Standards and Quality Reporting – Guidance for Establishments

Purpose

Standards and Quality reporting was introduced by the Standards in Scotland's Schools etc. Act 2002 which made it a requirement for all establishments to publish an annual report on progress made in establishment improvement over the previous year. The Act also placed a requirement that the report should be made available to all stakeholders.

The report's function is to provide information about the strengths and areas for improvement of an establishment. It should include reference to how information was evaluated and the extent to which the establishment has been effective in securing improvements.

Schools and establishments should use their Standards and Quality Reports to:

- Report to parents/carers by making available to the Parent Forum, discussing the report at the Parent Council or PTA or using the report as a basis for a presentation at the AGM of the Parent Council;
- Demonstrate the link between self-evaluation processes, evaluative statements and the priorities identified in the establishment Improvement Plan;
- Celebrate success; and
- Report to Education Resources as well as other agencies such as Education Scotland.

General Principles

- The Standards and Quality Report should clearly detail the strengths and areas for improvement;
- Any statements made should be based soundly on the outcomes of the establishments' self-evaluation processes;
- It should be evaluative with some relevant descriptive detail to explain the evaluations;
- It should contain evaluations using HGIOS3 and/or TCATC2;
- Evidence gathering should be an on-going task, reflecting the dynamic processes of effective self-evaluation;
- The evaluative statements about progress made on the previous improvement plan should be woven throughout the text rather than detailed separately;
- Each section should refer to:
 1. how evidence was gathered;
 2. impact of actions taken; and
 3. the next steps (priorities: actions and measures for next session).

Guidance for Standards and Quality Reports

- Within the text there should be greater emphasis on conclusions derived from data rather than raw data itself. E.g. *From a recent questionnaire focussed on pupil engagement, it was found that most pupils felt that the school/establishment provided them with a high quality of education, however they would like to be provided with more opportunities to talk with teachers about their learning. 83% of pupils felt that their learning in school/establishment was helping them in becoming more confident;*

- The report should include evaluative comments on assessment and achievements for example SQA examination results, ASDAN, Duke of Edinburgh or other similar awards. E.g. *The overall improvement in literacy is now very good and is strongly reflected at all stages across the school/establishment. During the programme of planned classroom/playroom visits for last session, which focused on active learning in mathematics, there was clear evidence that all pupils were actively engaged and motivated in their learning*

The Framework

It is recommended that the Standards and Quality Report for each establishment should follow the structure outlined within the template provided (**N.B.** at this stage the template is a working draft and will be subject to review following the planned consultation process)

The report should be split into **three broad sections:**

- 1A:** Introduction, Statement of Purpose and Improvement Objectives and Aims of Learning Community;
- 1B:** Establishment aims;
- 1C:** Establishment Standards and Quality

Each of the questions highlighted in each section is linked to one or more quality indicator which should be used to inform evaluations.

Submission of reports

The establishment report should be submitted electronically to Education Resources (Kay Anderson, Clerical Assistant: kay.anderson@southlanarkshire.gov.uk) no later than the end of June each year.

1A

Introduction

The Standards in Scotland's Schools etc Act (2000) places a duty on schools to produce an annual report on its work and the strategies it is implementing to raise education standards for all pupils.

This report has been written to provide information to parents/carers and other stakeholders about the work of Spittal Primary School and to celebrate our successes.

Spittal Primary School is situated in the area of Spittal within the district of Rutherglen and Cambuslang. We moved into a brand new school building in December 2012.

The school has 7 Primary Classes and a Nursery Class. The school has a Class Teacher in each class plus an additional Class Teacher in P1, P2 and P3. The school has a team of full and part time Support Staff who support learning, teaching and provide clerical support. There are 156 children on the current school roll. The school has a Nursery class which offers additional hours (8.00am-5.00pm.)

**Spittal Primary School
Lochlea Road
Spittal
G73 4QJ
0141 634 5861**

We promote positive relationships within the school and foster an ethos which encourages all pupils to respect themselves and others.

At Spittal Primary School it is important for all staff to work together as a team to raise attainment consistently for all our learners, ensuring they develop as successful learners, confident individuals, responsible citizens and effective communicators. We ensure all children have access to all areas of the curriculum and that the principles of Curriculum for Excellence- breadth, coherence, depth, progression, personalisation and choice, relevance and breadth- are embedded in the planning, implementation, assessment and evaluation of learning.

We aim to provide a variety of extra curricular activities. These currently include Football, Netball Badminton and Engineering. Our Parent Council have organised a guitar club for P5 pupils throughout this session.

Parents/Carers are very welcome in our school and we like to work in partnership in order to provide the best support for all children. Parents/Carers are invited into school events every term. This usually takes the form of a Sharing Our Learning event or Service e.g. Harvest, Christmas and Easter.

Pupils from P6 and P7 have the opportunity to attend a two night residential experience at an outdoor centre in Scotland each year.

Pupil voice is encouraged and supported through the work of the Pupil Council, Eco Group and Junior Road Safety Officers (JRSO.)

1A

Education Resources Statement of Purpose

The vision of South Lanarkshire Council is to *'Work Together to improve the quality of life for everyone in South Lanarkshire'*.

The purpose of Education Resources is to support this vision through ensuring that all learners:

- are effectively supported to raise their attainment and achieve their full potential;
- benefit from an appropriate range of learning opportunities which match their individual needs;
- are actively engaged, as appropriate, in evaluating the quality and impact of their learning experiences, and
- are safe and feel valued when using Education Resources premises.

This will be achieved by ensuring that all learners:

- access a curriculum which reflects national and council priorities and best practice in education;
- experience a motivated and professional workforce who demonstrate best practice in providing opportunities for learning;
- have access to modern resources which are used effectively to maximise the impact of learning experiences, and
- benefit from partnership working and the integration of services.

Aims of the Learning Community

All staff in establishments and teams in the Stonelaw Learning Community are committed to working together to :

- raise standards of educational attainment and achievement especially in the core skills of literacy and numeracy at all stages;
- share practice, use current knowledge, reflect on and evaluate practice to support continuous improvement;
- promote and secure equality and help every young person benefit from education with particular regards to pupils with additional support needs;
- work in partnership with parents and others in the community to develop the children's respect for self, one another and others in their community;
- integrate services to support all children to become successful learners, confident individuals, responsive citizens and effective contributors, and
- create and maintain environments which are conducive to high quality learning and teaching.

1B

Establishment Aims

During last session (2012-2013) staff and pupils were involved in creating a shared vision for our school. Consultation started in August, when staff were asked to identify the main aims of our school. As we moved into a new school building in December, further consultation took place to identify what was important to us in the old school and what we wanted to take with us to the new school. Pupils and staff then discussed possible vision statements and agreed on the following:

Vision Statement

We share, we learn, we grow, we care

Values

Supporting all learners to reach their full potential

Preparing for lifelong learning

Including everyone in all we do

Trusting and being trusted

Teaching a curriculum for the 21st century

Aiming high to achieve success

Learning to live, living to learn

By striving for this vision and highlighting our values, we aim :

- To consistently raise attainment for all our learners by providing a stimulating, challenging, relevant and enjoyable curriculum thus ensuring our children develop as successful learners, confident individuals, responsible citizens and effective communicators.
- To ensure that all learners have a clear understanding of their attainment and progress and what they need to do to achieve next steps in learning.
- To rigorously and systematically use performance data to monitor pupil progress, attainment and achievement.
- To ensure all learners are motivated, actively involved in their own learning and have high expectations.
- To promote a clear commitment to collegiality and to developing, empowering and supporting effective staff teams and individuals and to celebrating their successes.
- To encourage and support staff in their professional development.

How well do our children learn and achieve?**Existing Strengths:****Improvements in Performance (Q.I. 1.1)**

- Consultation with staff reflects a commitment to improving attainment across the school. Opportunities are available during C.A.T. sessions and In-Service Days for professional dialogue about teaching approaches and the impacts on learners. Staff are encouraged to reflect on their practice.
- Staff are involved in identifying priorities for school improvement. All teaching staff contribute to the development of the Standards and Quality Report. The priorities in our School Improvement Plan are agreed by all Teaching Staff and focus on raising attainment in learning using measurable targets.
- Planning approaches and tools provide staff with a greater focus on children's learning-rather than on learning activities. Assessment is planned as part of learning, using the experiences and outcomes across the curriculum. More children are becoming aware of their preferred learning style.
- Class Visits provide opportunities for staff to reflect on pupil learning as well as teaching methodologies. Staff share learning through regular whole school events-this has led to the development of HT Learning Visits becoming Peer Visits-where teachers can share and discuss practice.
- Pupils are taking ownership of learning by recording achievements and setting next steps in learning. All children have opportunities to celebrate success.
- The development of VCOP across the school has contributed to a rise in attainment of writing. Evidence of pupil work has been used by staff to discuss standards.
- Almost all children have opportunities to lead learning across the curriculum. This includes the Pupil Council, Eco Group and Junior Road Safety Officers. Pupil Voice has been developed and consultation is valued.
- More focused planning for inter-disciplinary learning has resulted in children having more opportunities to identify areas of learning which Teachers respond to and adapt planning documents accordingly.
- Children are benefitting from sharing wider achievements at Assemblies. Consultation with children shows that this is enjoyed and valued thus leading to raised self esteem.
- Pupil questionnaires are used to ask pupils about the kind of school activities they enjoy or would like to participate in. This information is used to plan further learning experiences. The Pupil Council are regularly consulted and their views shared with the rest of the school.
- Children are benefitting from increased opportunities to share their learning with Parents/Carers through Sharing Our Learning Events. Through consultation an increasing number of Parents/Carers are noticing this and comment on pupil confidence and knowledge.
- Standardised assessment is used to measure progress in Reading and Maths. Monitoring has provided evidence of increased understanding in mathematics. Many children are able to talk confidently about their learning and can identify next steps in Maths.

Learners' Experiences (Q.I. 2.1)

- Evidence from Class Visits demonstrate more active learning approaches to Reading. Children regularly work together to discuss learning and most are aware of the learning intentions and success criteria-some children are beginning to set this themselves.
- Approaches to planning for inter-disciplinary learning are continuing to develop with children becoming more involved in decision making about contexts to study.
- Forward Planning reflects how teachers are beginning to highlight the development of skills across the curriculum.
- The introduction of Money Week was led by two class teachers. Consultation with pupils reflected the importance of active approaches to learning, which all children said they enjoyed. Progression was evident as each class shared their learning with Parents/Carers. Staff said that CPD helped to develop their understanding of Financial Education.
- Staff work across stages to plan a variety of learning experiences across the curriculum. Nursery and Primary 1 staff worked together to develop Science experiences. This has highlighted the importance of progression and providing challenge for our learners.
- Parents/Carers are asked for their views on learning experiences for children and are beginning to make suggestions as well as comments. Sharing Our Learning events and Parents Evenings are always very well attended and received positively.
- In response to consultation with pupils, individual/class/school achievements are highlighted at Assemblies, with children increasingly involved in presentations and sharing of learning. Staff encourage children to share wider achievements.
- We actively encourage children to participate fully in the life of the school by promoting pupil groups and providing opportunities for an increasing range of extra-curricular activities.
- Anti Bullying has been a focus of many Assemblies and children are encouraged to tell staff if they are experiencing friendship difficulties. Parents/Carers are encouraged to approach the school and more are doing this at an earlier stage and working with staff and children to improve relationships.

Areas for development:

1. Tracking of experiences and outcomes to ensure breadth, depth and progression with the contexts of inter-disciplinary learning.- specifically with regards Studying Scotland (an annual whole school focus.)
2. Continue to develop approaches to raising attainment in reading, focusing on before, during and after strategies. Sharing standards through moderation activities including peer visits and professional dialogue.
3. HT Class Visits to focus more on consultation with learners regarding the learning experience, the learning and next steps.
4. Peer Visits are introduced to provide opportunities for staff to share learning and teaching and to discuss approaches and standards.
5. Further develop the use of summative assessment data. Continue with TLC for AiFL.
6. Ensure learning experiences in Science are progressive and challenging across Early Level (Nursery and P1.) Work with other establishments to share CPD and good practice.
7. Provide opportunities to extend learning for more able pupils.
8. Monitor attainment in reading using standardised assessment data and through consultation with learners and staff.
9. Provide opportunities for children, staff and Parents/Carers to become more aware of wellbeing factors (SHANARI.)

Existing Strengths:**Meeting Learning Needs (Q.5.3)**

- Teaching and Support staff work collaboratively, seek advice and support good practice across the school. Staff work with Specialist Teachers in order to provide specific support for individuals and groups.
- Buddy Systems help younger children develop confidence.
- Pupil groups ensure children have a voice which is valued across the school. Staff have a genuine interest in all pupils-not just those whom they work closely with.
- The local outdoor environment is being used more to provide learning experiences across the curriculum.
- Children have opportunities to become responsible citizens through our annual Spring Clean. This work was recently recognised through a motion in the Scottish Parliament, by one of our local councillors.
- ICT is used to enhance learning and teaching- especially through increased use of interactive whiteboards across the school. Teachers have increased confidence and more opportunities are being made available to learners to use technology.
- Inter-disciplinary learning provides pupils with relevant contexts to motivate and challenge. Personalisation and choice is promoted and teacher planning is becoming more responsive.
- Curriculum developments and the ongoing work of the establishment is communicated to Parents/Carers through regular newsletters, information sessions and Parent Consultations. Sharing Our Learning events provide a further opportunity for parental involvement.
- Involvement in Learning Community CPD and development work in Reading has resulted in a better understanding of the teaching of reading strategies. Teachers are beginning to improve learners' experiences in this area.
- Arrangements for P7 transition are well organised and staff work collaboratively within the Learning Community and with a neighbouring Local Authority. Pupils who require additional support at transition are identified and appropriate programmes put in place. The P7 Teacher works with the Learning Community to support and ensure curriculum continuity in the areas of Maths and French.
- Arrangement for Nursery to P1 transition are well established and include written reports as well as visits by P1 staff to local Nursery centres. The needs of individuals are identified and supports planned accordingly. Nursery and Primary 1 staff are working together more to improve transition for all children.
- Opportunities are available for consultation with the Specialist Support Teacher and Educational Psychologist to discuss the needs of individual pupils and families. Other agencies are involved in consultation and discussion of specific needs and supports required. SLC policy and procedure are followed.
- A staged intervention approach is being developed across the establishment and GIRFEC tools are used to help gather evidence of learners' health and wellbeing in relation to their learning.
- Learning visits (HT) are used to monitor and observe teaching and learning. Opportunities are provided for Teachers to discuss their teaching and the children's learning. The focus is in relation to the School Improvement Plan and decided on in consultation between CT and HT. Most Teachers say this makes them feel valued and they, in turn value feedback comments-especially in relation to children with additional support needs.
- Child Protection procedures and training are adhered to and multi agency working is valued. This involves 4 Social Work Departments, 2 Educational Psychologists and various Health Professionals.
- Monthly Punctuality Weeks are used to encourage better time keeping and attendance at school.

Areas for development:

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1. GIRFEC- principles and procedures are used consistently by all staff. Staff develop a shared understanding of the terminology-SHANARI, Staged Intervention, Additional Support Plans.
2. Pastoral Notes(SEEMIS) for vulnerable children are being used consistently by HT.
3. Developing a shared understanding of standards and moderation of learning in reading.
4. Continue to monitor attendance and support families with getting to school on time.
5. Continue to develop curricular areas through collegiate working involving staff from other local establishments-particularly in the areas of Science and Music-this was identified by staff as part of our self evaluation process.
6. Peer Visits include curriculum areas other than Language and Maths and draw on individual expertise of teachers.
7. Continue to explore how to make best use of the new school environment to enhance active learning. Development of ICT skills and reading (fiction and non-fiction areas.)

1C

How well does Spittal Primary School improve the quality of its work?

Existing Strengths:

The Curriculum (Q.I. 5.1)

Improvement through Self Evaluation (Q.I. 5.9)

- Staff are beginning to use key quality indicators to regularly reflect on current practice and to identify areas for development. All staff are involved in self evaluation.
- Almost all staff are involved in leadership activities e.g. providing extra curricular clubs, leading learning in a specific area, leading a pupil group.
- The Professional Review and Development process for all staff reflects a commitment to self evaluation as a means for improvement.
- Sharing Our Learning events evidence progression in learning and celebrate achievements and attainment.
- Parent/carer opinions are encouraged and captured in annual questionnaires and during Sharing Our Learning Events.
- The Head Teacher engages in organised Class Visits to observe aspects of learning and teaching and provides focussed feedback to Teachers.
- The Pupil Council are beginning to become more involved in the life of the school and have been consulted more regularly.
- Pupils set their own targets and regularly reflect on learning.
- Learning Community practices are shared through collaborative working including shared In-Service and C.A.T. sessions and Networks.

Areas for development:

- Continue to develop systems to support all staff in embedding self evaluation at classroom and whole school level to ensure impact on learning and teaching.
- Continue to encourage pupil voice by involving the Pupil Groups in more consultation regarding learning and teaching.
- Consult more with pupils during and after Learning Visits.
- Introduce Peer Visits with specialised focus e.g. observing good practice across the curriculum, focus on standards etc etc etc
- Provide more formal opportunities for Pupil Peer Visits where children go into other classes to share learning e.g. Door Open Day at the end of a Topic or Focus.
- Provide more opportunities for the school community (pupils, staff, parents/carers, visiting professionals) to provide feedback through more, formal, questionnaires and response sheets.
- Greater involvement in working across the learning community.
- Develop Working Groups as part of the Working Time Agreement (CPD.)

1C

How do you we ensure equality and inclusion and promote diversity across Spittal Primary School

Spittal Primary School and Nursery Class staff and pupils worked together during last session to create a Vision Statement with accompanying values. This shall be shared with the wider school community and further developed and embedded in the work of the school during 2013-2014 session.

Vision Statement

We share, we learn, we grow, we care

Values

Supporting all learners to reach their full potential

Preparing for lifelong learning

Including everyone in all we do

Trusting and being trusted

Teaching a curriculum for the 21st century

Aiming high to achieve success

Learning to live, living to learn

This statement and values clearly reflects a staff team who are committed to providing a high standard of education for all pupils, which highlights the development of key skills alongside the enjoyment of learning across the curriculum. It reflects the importance of inclusion-for staff as well as children, recognising learning as our key purpose. It encompasses the importance of well being as an integral factor in relation to successful learning. It fosters confident individuals who want to do their best and who know their achievements matter-to them and to others. These words will be used often during the session-as Assemblies, on school Newsletters, during professional dialogue with staff and learning discussions with children. Examples will be visually displayed throughout the school.

All pupils are given opportunities to participate in after school and lunchtime clubs.

Teachers ensure work is differentiated to meet the needs of all learners, through the use of specialised resources, equipment and support.

Specialist staff support the work of the school by working directly with children or providing advice to school staff and families. Additional Support Plans are developed to support individuals.

A strong partnership with the local chaplaincy team ensures opportunities for our children to participate in religious observance and spiritual guidance and opportunities are provided for children to learn about other world religions. Children also have opportunities to learn more about Fairtrade and how they can support ethical work and make a difference to the world they live in.

Children are encouraged to talk with staff about issues affecting them or things they are concerned about.

Golden Time is organised to include all pupils and staff in participating in a range of enjoyable activities of choice.

The Parent Council provide a Breakfast Club which is open to all children and help to promote an enjoyment of reading through the organisation and provision of a lending library.

Section 2:

Planning for Improvement

2A	Improvement Priorities Session 2012/2013	Progress of Priorities and Impact for Learners
<p>Improve achievement and attainment outcomes in all establishments annually till March 2013.</p>	<p><u>Language</u></p> <p>Action</p> <ul style="list-style-type: none"> • All classes are developing the Big Writing strategy- VCOP. • All classes have been introduced to the LC Reading Strategies resource. • CPD provided for all staff. • Learning Visits focused on the teaching of Reading. • Standardised assessment of Reading at all stages. <p>Impact on children</p> <ul style="list-style-type: none"> • Most children can confidently use VCOP strategies in writing. • All children are developing their understanding of a variety of reading strategies. • Staff have increased understanding of the importance of teaching a variety of strategies- before, during and after reading. • Children have increased opportunities to talk about their learning. • Attainment has increased for many children. <p>Next Steps</p> <ul style="list-style-type: none"> • Continue to embed VCOP strategies to improve writing from P2 onwards. • Continue to implement a variety of reading strategies, in both fiction reading and across the curriculum. • Develop assessment tools linked to reading strategies. 	

- Introduce and/or further develop Reciprocal Reading in P4-P7 classes.
- Monitor attainment by making use of standardised assessment data. Provide opportunities for children to talk about their learning and the impact of learning about different reading strategies.

Maths

Progress

- Assessment is planned for.
- Financial Education has been introduced through a whole school Money Week.
- 3 members of staff have started First Steps Training.
- Standardised assessment to measure attainment in Maths is used throughout the school.

Impact on children

- Children are more actively involved in learning and more aware of learning intentions.
- Peer visits involving staff and pupils have highlighted good practice. Learning has been celebrated and shared with Parents/Carers.
- The Pupil Council were consulted about Money Week and all were able to talk about both the learning activities and also the importance of the activities in terms of learning.
- Most children are developing awareness of skills for learning-in relation to Financial Education. Some children are developing enterprise skills. This is a result of good quality CPD and the work of two Teachers who took on the role of Financial Education Co-ordinators. All staff say they feel more confident about Financial Education. Some change to the teaching of mathematics as a result of involvement in First Steps Training.
- Summative assessment data has been monitored and many children have had opportunities to reflect on their learning and to identify and talk about individual next steps in learning.

Next Steps

- Further development progression in Financial Education by planning a further Money Week.
- Involve Parents/Carers more in Financial Education

through the school website and by organising events e.g. Sharing Our Learning. (Children highlighting skill development from last session.)

- First Steps introduced to all classes. CPD provided by trained staff. Information shared with Parents-written by a group of more able pupils.
- Further monitoring of assessment using summative assessment data and providing opportunities for children to talk about their learning and to highlight evidence of individual learning.

Assessment

Progress

- All Teachers are planning for assessment prior to teaching
- Assessment information is used to inform next steps in teaching and learning
- Children using self and peer assessment strategies more confidently
- Standardised Assessments for Maths and Reading are being used to measure and monitor attainment.

Impact on children

- Forward Plans reflect planning for assessment to meet individual needs and to raise attainment overall.
- Learners are more actively involved in learning. Peer assessment is motivating children to develop their understanding of what they can and cannot do. Target setting of next steps is helping individuals to raise attainment.
- For some children, opportunities to talk about their learning in Maths, by explaining strategies and comparing answers, is leading to a better understanding of why answers are wrong.
- Monitoring of attainment is highlighted through the use of Standardised Assessment data. Many children have had opportunities to reflect on individual learning and to talk about how they can further improve. Most children can talk confidently about what they are good at and what they need to improve in.

Next Steps

- Identify how the Experiences and Outcomes, across the curriculum, are used to plan for assessment.

	<ul style="list-style-type: none"> • Focus on the assessment of reading strategies. • Further embed formative assessment strategies such as peer assessment and self assessment in order to provide more opportunities for children to talk about learning and to learn from each other. <p><u>Achievement</u></p> <p>Progress</p> <ul style="list-style-type: none"> • Examples of excellent work across the curriculum is displayed on a Wall of Excellence • Out of school achievements are encouraged to be shared during weekly assembly • Monthly celebration assemblies recognise achievements through the Spittal Stars awards. • Local Councillors and staff from SLC have recognised good practice in the work of the Eco Group. This has been highlighted and celebrated at Assemblies. <p>Impact on children</p> <ul style="list-style-type: none"> • Children are encouraged to celebrate their wider achievements and to understand the importance of skills development in a variety of different activities. • Whole school involvement in recognising and celebrating achievement has raised its importance and added positively to school ethos. <p>Next Steps</p> <ul style="list-style-type: none"> • Continue to celebrate and highlight wider achievements. • Share these with Parents via Newsletters and the wider community via the school website.
<p>Implement key aspects of Curriculum for Excellence in all schools and establishments as appropriate annually till March 2013.</p>	<p>Progress</p> <ul style="list-style-type: none"> • Staff are using the Experiences and Outcomes to plan learning activities in all curriculum areas. • All teaching staff are involved in professional dialogue to develop understanding of moderation activities. • A Money Week to introduce Financial Education was led by two members of teaching staff. • The P7 Teacher was involved in the development of a Maths Transition project. • The DHT worked with colleagues across the Learning Community to produce a teaching and assessment resource for reading strategies. • Nursery and P1 staff worked together to develop

Science planners and to improve learning experiences in aspects of Science.

- Cycle Training and Play Leader Training was provided for P6 pupils
- A residential experience for P6 and P7 provide opportunities for Outdoor Learning.
- Outdoor Learning opportunities at Castlemilk Park are used across the school.
- An inter disciplinary approach to learning across levels and stages is being developed.
- P7 pupils completed Achievement Profiles.
- The use of Glow is supported by ICT Co-ordinators. A school website was created. New interactive whiteboards were introduced in all classes.
- Opportunities for visits and activities out of school are sought to enhance learning experiences across the curriculum.
- Staff work collaboratively across sectors to support transitions.
- Pupil voice and participation is encouraged through the Pupil Council, JRSO scheme and Eco Group.
- A Healthy Tuck Shop was introduced by Senior pupils.
- A Technologies lunch time club was established for P6 pupils.

Impact on children

- Attainment in Literacy and Numeracy is being monitored and information shared with staff and learners.
- Class visits provide opportunities for Teachers to reflect on key aspects of learning and teaching.
- Children are more aware of specific skills across the curriculum.
- Pupil Council and Eco Group include children from all stages across the school. Opportunities are made for children to share learning and to teach others during regular assemblies. Recognition from SLC and local Councillors has helped to raise the positive profile of the work of the Eco Group in the school and the wider community. This has raised the confidence of many children. The JRSOs have started working on our School Travel Plan.
- More staff are involved in Early Transition. Science experiences across the Early Level have improved- providing greater progression and challenge to

learners.

- Transitions have been highlighted and staff have opportunities to share information about individual needs.
- All children have access to Glow and Teacher use of this has increased. The introduction of interactive whiteboards have provided more opportunities for richer learning using ICT.
- The school website has helped to celebrate our work more widely.
- Teacher understanding of assessment as an integral part of the planning process has increased. Pupils have more opportunities for self and peer assessment, thus leading to deeper understanding.
- Opportunities to challenge P6 pupils in the area of Technologies (engineering) was well received. An outing to a Science Conference further motivated pupils.

Next Steps

- Continue to use summative assessment data to help children to recognise individual learning and to identify next steps in learning.
- Continue to use formative assessment strategies to provide opportunities for learners to talk about their learning.
- Develop the Science curriculum to ensure high quality learning experiences and effective use of formative assessment in Sciences.
- Develop the Music curriculum to ensure high quality learning experiences and effective use of formative assessment strategies in Music.
- Work towards Green Flag accreditation- led by the Eco Group.
- Support the JRSO scheme to complete the School Travel Plan. Involve the current pupils in recruitment of new JRSOs.
- Further develop the role of the Pupil Council to include Pupil Learning Groups for Reading and Maths.
- Continue to make best use of ICT to enhance both learning and teaching. Celebrate our work and achievements more using the school website.
- Continue to provide opportunities to challenge more

	<p>able learners across the curriculum.</p>
<p>Implement key aspects of legislative duties as prescribed in revised/new legislation annually till March 2013.</p>	<p>Progress</p> <ul style="list-style-type: none"> • Staff are becoming familiar with legislation and the need for consistent application of SLC policy and procedure. • Staff are aware of the importance of issues relating to equality and fairness. • Equality of opportunity for all is actively promoted. • Monitoring of attainment for LA/LAAC pupils is ongoing. • Attendance is monitored regularly by the HT and Support Staff. <p>Impact on children</p> <ul style="list-style-type: none"> • Staff follow procedures for Early Intervention and Staged Intervention, ensuring individual needs are supported. • Families are supported, where required, to help improve school attendance. <p>Next Steps</p> <ul style="list-style-type: none"> • CPD from SLC staff on Staged Intervention and support with Additional Support Plans. • Continue to regularly monitor and support attendance. • A policy/position statement is required in relation to Equality.
<p>Progress recommendations of Getting it Right for Every Child (GIRFEC) till March 2013.</p>	<p>Progress</p> <ul style="list-style-type: none"> • SMT have attended training. • All staff receive Child Protection training annually. • Child Protection information is displayed in the school. • All staff have been introduced to GIRFECC and how this seeks to support learners and their families. • SMT attend hearings and review meetings and share information, as appropriate, with staff members. • Multi agency working is valued, respectful and professionally conducted. <p>Impact on children</p> <ul style="list-style-type: none"> • Individual children and their families are supported appropriately. • Information is shared in a professional manner. <p>Next Steps</p>

	<ul style="list-style-type: none"> • Staff now need support to develop a shared understanding of GIRFECC and how procedures can help support young people and their families. • Develop a shared understanding (staff, families and pupils) of the wellbeing factors (SHANARI.)
<p>Increase involvement in lifelong learning for young people and adults till March 2013.</p>	<p>Progress</p> <ul style="list-style-type: none"> • Children are encouraged and supported to participate in discussions relating to their health and wellbeing using the What I Think Tool. • Children are encouraged to develop Financial Education knowledge and skills. • Skills are highlighted across the curriculum. <p>Impact on children</p> <ul style="list-style-type: none"> • Some children have had opportunities to talk about their wellbeing. This information has been shared with Parents/Carers. • Awareness of the importance of Financial Education has increased. • More children can talk about learning skills and how these help them to learn better. <p>Next Steps</p> <ul style="list-style-type: none"> • Staff work closely with the Home School Partnership worker to deliver programmes to support vulnerable families. • Introduce all children to the wellbeing factors (SHANARI.) Provide opportunities for children to reflect on these as individuals. Share this information with Parents/Carers. • Provide more opportunities for children to talk about skills for learning, life and work, through the introduction of Pupil Learning Groups. • Provide more Sharing Our Learning events for families to attend.
<p>Progress the key themes of self evaluation and leadership in all establishments and services till March 2013.</p>	<p>Progress</p> <ul style="list-style-type: none"> • All staff have a leadership role in the school. • HT is developing Class Visits to provide opportunities for professional reflection and discussion. • Staff are informed of CPD opportunities and secondment opportunities. • The PRD process provides all staff with an

opportunity to discuss development needs and strengths.

- All staff are regularly consulted and involved in decision making. All teaching staff and some support staff were involved in reviewing the work of the school and identifying priorities for improvement. Consultation and high quality professional discussion informed this Standards and Quality Report and the School Improvement Plan for next session.
- Staff and pupils contributed to the organisation of a move to a brand new school building. This included deciding which resources to pack and how to set up effective learning spaces in our new school. Children buried a Time Capsule under the new building.

Impact on children

- Children are more aware of specific expertise among staff.
- Staff are becoming more aware of management and leadership issues and participation is encouraged. This leads to raised confidence and more effective planning and evaluation.
- More children have more opportunities to talk about their learning. Pupils expressed enjoyment at further opportunities to showcase their learning.
- Children developed as responsible citizens during our big move. They reflected on what was important to them about their old school and made a Time Capsule to celebrate this.

Next Steps

- Consultation is extended to include all staff on matters of self evaluation and school improvement planning.
- All staff have a leadership role, identified through the PRD process. The GTC standards are used to inform this.
- Learning Visits will be further developed and extended to include more curriculum areas, peer visits by staff and pupils, a more specific role for the observer and more opportunities for the HT to discuss learning with pupils.
- The annual monitoring calendar will be drawn up by teaching staff during In-Service in August 2013.
- The Standards and Quality Report and School

	<p>Improvement Plan will be accessible via the school website. Parents/Carers will be informed of progress through regular newsletters.</p>
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