

# HARESTANES PRIMARY SCHOOL

## STANDARDS AND QUALITY REPORT

2022/23



**RESPECT    KINDNESS    HONESTY    PERSEVERANCE**

*"Creating a Community of Lifelong Learners"*

## Harestanes Primary School

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Harestanes Primary School is a non-denominational, coeducational school serving the community of Kirkintilloch and the Langmuir Area. Before coming to school, most of our P1 pupils attend our local authority early years centres and almost all our P7 pupils transition to our associated secondary school, Kirkintilloch High School.

There are 200 children registered on our school roll, arranged in 8 mainstream classes and 4 ELR Classes. Primary 1 has a maximum class size of 25. Primaries 2 and 3 have a maximum class size of 30 and for Primary 4 to 7 the maximum class size is 33.

Our teaching team consists of 20 full time equivalent teachers. Within this allocation, there is one Head Teacher, one Depute Head and one Principal Teacher who leads and manages the Enhanced Learning Resource base for children with language and communication challenges. The school is well supported by administrative staff, classroom assistants and support for learning assistants.

Our catchment area consists of a mixture of local authority, privately rented and owner occupied housing. Data from the Scottish Index of Multiple Deprivation shows that majority of our pupils live in areas of low deprivation. We received £45 360 from the Pupil Equity Fund (PEF) to help close the poverty related attainment gap. This included a top up of £7 385. The allocation is based on the number of pupils who are eligible and registered for free school meals.

The school identified pupils within this group and used targeted resources to support. Following consultation with stakeholders, it was agreed that Pupil Equity Funding would be used to employ additional staff to support our most vulnerable pupils through planned, targeted interventions in aspects Literacy. These interventions focused on narrowing attainment gaps that had emerged in reading, between our most and least disadvantaged pupils. Attendance is rigorously monitored and any issues are addressed promptly in order to best support our families. Our average attendance rate for this school year was 93%, with less than 5% exclusions.

We are proud of the strong partnerships we have built across our community to support children and families. Our dedicated Parent Council and Parent Teacher Association (PTA) continue to meet and provide a high level of support to the school. Our curriculum has been enriched by specialist input and all of our staff have participated in high quality professional learning. Our outdoor learning space has seen major improvements through the hard work of our Outdoor Learning Champion. The majority of our parents have commented on the positive and ongoing work of our Nurture Group. The communication between home and school has helped alleviate some anxieties, provided an insight into the life of the classroom and helped support reporting of progress and next steps in learning. All of our classes have continued to provide tasks and activities via Microsoft Teams to support family learning and the further development of our digital skills. Our Standards and Quality report has been created in consultation with children and young people, staff, parents/carers and community stakeholders. It tells the story of our school's performance, successes and achievements in Session 2022/23 and summarises our priorities for next year. Our most recent HMIE inspection was in April 2019.

## Progress in School Improvement Plan (SIP) priorities

School Priority 1: Raising Attainment in Literacy – Reading (Year /3)	
<p><b>NIF Priority</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap</li> </ul> <p><b>NIF Driver</b></p> <p>assessment of children's progress school improvement teacher professionalism</p>	<p>HGIOS4 QIs</p> <p>QI 2.3 Learning, Teaching &amp; Assessment QI 3.2 Raising attainment and achievement</p>
<p><b>Progress and impact:</b></p> <p>The school has made good progress with this improvement priority and is well placed to continue to improve attainment in Reading next year. This was year two of a three-year plan to improve attainment in Reading across the school. All teaching staff continue to deliver North Lanarkshire's Active Literacy in Reading to develop a shared school pedagogy and approach developed in year one. Year two has focused on developing a reading culture through the 'Reading Schools Programme' to compliment the development of improved pedagogy. This aspect of the improvement priority was identified through data and self-evaluation. Our Depute Head Teacher led this initiative, building capacity in staff to lead a range of self-initiated changes and practitioner enquiry approaches. Parents worked in collaboration with the Depute Head Teacher and Family Learning Assistant to redevelop the school library to support a reading culture. The work of the school was supported by partners including our local library and charities. Our pupils had the opportunity to lead change in their roles as Reading Leaders to help develop and support a reading culture through targeted work where they took responsibility for planning a range of activities including World Book Day. Our PEF funded Acting Principal Teacher continued to work with targeted groups of children and modelled learning and teaching approaches in all classes. Almost all staff reported that their skills and confidence in supporting a reading culture has improved. Staff said that they have also observed increased pupil engagement and motivation during reading sessions. All staff have created a bespoke Reading Area in their classroom which engages learners and enhances the classroom environment. The additional PEF funded member of staff effectively targeted individuals and good progress has been made in closing identified gaps in Reading attainment in P3 and P6. 2022/23 ACEL data does not yet reflect the growing confidence of both staff and pupils in raising attainment in reading. Across the school all teachers have observed an increase in children's confidence in selecting books and being able to discuss aspects of their favourite book. Feedback from parents via questionnaires, reports and Parent Council meetings has also been positive. Parents have requested that regular book recommendations are made to support them with reading at home.</p> <p><b>Next steps (Year 3) -</b></p> <ul style="list-style-type: none"> <li>• Improve collaboration through peer visits and team teaching</li> <li>• Using data effectively, targeting support to narrow the poverty-related attainment gap</li> <li>• Moderate Reading at all stages and levels to develop a shared understanding of standards and expectations and to support professional judgments when reporting on CfE levels</li> <li>• Implement approaches to engage and involve parents/carers in reading</li> <li>• Continue to nurture and grow –a culture of enjoyment of reading across the school.</li> </ul>	

School Priority 2: Health and Wellbeing ( Nurture/ 'The Inclusive Classroom' / RSHP) Year 2 /2	
<p><b>NIF Priority</b></p> <ul style="list-style-type: none"> <li>•Improvement in children and young people's health and wellbeing</li> <li>•Closing the attainment gap</li> </ul> <p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>parental engagement</li> <li>teacher professionalism</li> <li>school improvement</li> </ul>	<p>HGIOS4 QIs</p> <p>QI 2.3 Learning, Teaching &amp; Assessment</p> <p>QI 3.1 Wellbeing, equality &amp; inclusion</p>
<p><b>Progress and impact:</b></p> <p>The school has made good progress with this improvement priority and is well placed to continue making improvements in HWB. We have built upon the progress made in Year 1 of the EDC Nurture Pilot. Almost all of the original core group of 7 P1-3 children have maintained improvement in their social and emotional skills. All staff have undergone training to support the development of a whole school nurture approach. All classes took part in a whole school poster competition to design child friendly nurture principles which are displayed in all classrooms and communal areas of the school. All children have visited the Nurture Classroom to gain a better understanding of what attending the Nurture Classroom involves. Almost all pupils reported that they enjoyed these visits and have identified aspects they would like to see in their own classrooms. In questionnaire feedback from staff, almost all felt they had a good understanding of the nurture principles and how to begin to embed these in their practice. The Nurture Teacher attended Parent's Nights to promote awareness and understanding of the Nurture approach at Harestanes. Parental questionnaire feedback highlighted that many parents would still like to know more about Nurture. In response, parents have been invited to visit the classroom and speak with the Nurture Teacher as part of open afternoons and an information leaflet has been created and made available. This priority will be ongoing and merge with our UNCRC development in 2023/24. All staff attended training led by Dr.-Julie Docherty (EDC Educational Psychologist) on 'The Inclusive Classroom' based on the Circle Framework and took part in a coach-consult model where staff reviewed and adapted aspects of their classroom and approaches when working with learners. All staff also participated in peer observations and discussions to identify useful strategies. This aspect of the improvement priority was identified through staff self-evaluation and a staff review on managing challenging behaviours in the classroom. Almost all staff have reported and been observed using aspects of the training very positively across the school which has resulted in a calmer learning environment for most pupils. Almost all staff took part in RSHP ( Relationships, Sexual Health and Parenthood) training and were able to deliver selected aspects of the programme over the year. Only a few parents attended organised workshops to familiarise themselves with the resources. New planners have now been developed to enable all staff to design a bespoke approach for their class in 2023/24 to incorporate all aspects of Health and Wellbeing.</p> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Building on the work of the last two years now moving on to incorporate the work to inform the Bronze/Silver Award in UNCRC (UN Convention for the Rights of the Child)</li> </ul>	

## **Progress in National Improvement Framework (NIF) priorities**

### **Improvement in attainment, particularly in literacy and numeracy**

We now have some comparator data to track cohorts of learners across Curriculum for Excellence levels, over time. Taking account of the lack of data submitted in 2020/21 due to the Covid -19 Pandemic there has been a slight dip in improvement in the following two years in Reading, Writing and Listening and Talking. In Session 22/23, there was a decrease in attainment across Reading in P1,4 and 7 but there has been a slight increase in 2022/23 for the P1,4 and 7 groups in Numeracy.

### **Closing the attainment gap between the most and least disadvantaged children and young people**

The Senior Leadership Team worked with class teachers to review assessment evidence and analyse data, identifying existing or emerging gaps in attainment and achievement between our most (Quintile 5) and least disadvantaged\_(Quintile1) children and young people. Pupil Equity Funding was used to support our most vulnerable pupils through planned, targeted interventions in aspects of Literacy. These interventions focused on narrowing attainment gaps which emerged in Reading and Writing between our most and least disadvantaged pupils.

### **Improvement in children and young people's health and wellbeing**

It is widely recognised that the pandemic and school closures have had an ongoing impact on the physical and mental health of children. For that reason, we have focused on supporting children's health and wellbeing through trauma informed training for all staff and revisiting nurturing approaches. The Senior Leadership Team met regularly with class teachers to track pupil wellbeing, ensuring that targeted supports were identified and put in place to support vulnerable children and families. Looking ahead to next session, mental health will continue to be a priority for school improvement, with a focus on: raising awareness of wellbeing and promoting pupil voice through the UNCRC (UN Convention on the Rights of the Child)

### **Attainment and Achievement Data**

Curriculum for Excellent Levels at the end of June 2022				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	majority	majority	most	most
First level by end of P4	majority	majority	most	most
Second level by end of P7	most	most	most	most

### **Impact of Interventions for Equity and Pupil Equity Funding (PEF)**

Pupil Equity Funding secured staffing additionally to raise attainment for children at risk of not achieving, with a particular focus on narrowing the poverty related attainment gap. This additionally provided the following supports:

- Working with class teachers to use a data informed approach to design interventions in Literacy. Almost all of these interventions were organised as 3 or 5 day

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**Commented [A3]:** Include comparison to National and EDC data

**Commented [A4]:** Do you have data to reference mitigations against the cost of the school day?

**Commented [A5]:** Could include Shine Survey results,

programmes and focused on modifying curriculum and learning processes. Almost all class teachers reported that this supported them to differentiate more effectively and that 3 and 5 day programmes contributed to narrowing attainment gaps.

- Working with class teachers to identify approaches to measuring progress and impact over time, through the use of pre, during and post intervention assessments, observations, qualitative feedback and wellbeing assessments/scales. Most class teachers evaluated this positively, but noted that they would welcome further training in using data.
- Model teaching and team teaching, specifically to North Lanarkshire's Active Literacy Approach.
- Targeted approaches to support children's health and wellbeing, including emotion coaching and supporting the implementation of the Compassionate and Connected Classroom Programme in Primary 7. Almost all children and parents evaluated the CCC programme positively.

The school has continued to promote actions to mitigate the impact of poverty, including approaches to reducing the Cost of the School Day. Pupil Equity Funding was used to pay for ingredients to be used in our Cooking Kitchen, purchase school supplies and provide funding for children and young people to participate in school excursions. Pre-loved uniform is available to all pupils.

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#### **Summary of School Improvement priorities for Session 2023/24**

- 1. Raising Attainment in Literacy: Reading (Year 3/3– Developing a Reading Culture)
- 2. Health and Wellbeing: UNCRC (UN Convention on the Rights of the Child – Bronze/Silver Awards)

#### **What is our capacity for continuous improvement?**

Our school community has shown great resilience this year. Children, staff and parents/carers have been responsive to changing economic needs and ensuring that our children have been safe, happy and learning.

The school has fastidiously continued to work through priorities in the School Improvement Plan and been responsive and understanding of factors impacting on our children's daily lives CPAG (Child Poverty Action Group) Our Family Learning Assistant has worked with targeted families to support and signpost onto other agencies. The school has a clear vision for improvement and is very well placed to achieve this, through collaboration with children and young people, staff. Parents/carers, partners and community stakeholders.

### Self-evaluations of How Good Is Our School? (4<sup>th</sup> edition)

**Commented [A7]:** Add a qualifying statement re why evaluations between school and Inspection differ

Quality indicator	School self-evaluation 2022/23	Inspection/ Authority evaluation
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment	Good *	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Good	Good
3.2 Raising attainment and achievement	Good	Good
	* Staff self-evaluation based on actions carried out post inspection	