

HARESTANES PRIMARY SCHOOL

STANDARDS AND QUALITY REPORT

2023/24



**SILVER
2023-24**

RESPECT KINDNESS HONESTY PERSEVERANCE

"Creating a Community of Lifelong Learners"

Harestanes Primary School

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 174 children currently 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 (ELR) for children with language and communication challenges. The school is 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 £37 975 from the Pupil Equity Fund (PEF) to help close the poverty related attainment gap. This included a top up of £7 385 bringing the total to £ 45 360. 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 which is now in its third year. 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 2023/24 and summarises our priorities for next year. Our most recent HMIE Inspection was in April 2019.

PROGRESS UPDATE

School Priority 1: Raising Attainment in Reading (Year 3 /3)

NIF Priority

- Closing the attainment gap between the most and least disadvantaged children
- Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

- parent / carer involvement and engagement
- teacher professionalism
- school improvement

HGIOS4 QIs

QI 2.3 Learning, Teaching & Assessment
QI 3.2 Raising attainment and achievement

Progress and impact:

The school has continued to make good progress in raising attainment and the profile of reading across the school. This was to have been the final year in a 3-year cycle of this improvement priority but we will continue it for one further year to embed practice and build on the rejuvenated enthusiasm for reading. Active Literacy has continued to be further embedded in classes across all CfE levels in the school; most staff are now attuned to the use of strategies, methodology and resources as part of this intervention. Pupil Equity Funding (PEF) £3200 was used to train a member of staff to complete the year-long Reading Recovery training and purchase associated resources- £1014. The cost of releasing the Class Teacher (0.6FTE) from class to work on the programme in school from August 2023 – March 2024 was £23,685. The programme was aimed at the lowest achieving children and eight pupils were identified following assessment with each completing 12-20 weeks of an intense daily intervention on a 1-to-1 basis. All pupils who received this support have moved from non-readers into confident and able individuals in both reading and writing. Research suggests that these pupils should not be expected to require any further intervention in reading or writing. All school staff attended in house training and observed Reading Recovery lessons led by the Reading Recovery Leader. The staff trainer modelled strategies in classrooms with the aim of improving attainment for all. Targeted groups of pupils from P4 also received bespoke interventions which impacted positively on their engagement and achievement within the class.

Building on the development work in year 2 of this improvement cycle, a staff curriculum development group and new pupil focus group were established to continue the work across the school that was started previously. Pupil Reading Leaders worked alongside our Reading Recovery Leader to consult classes, create an action plan for the year, meet regularly, lead whole-school assemblies, help to plan and lead whole-school reading events such as Book Week Scotland, World Book Day and National Poetry Day.

These focus groups met regularly to plan and evaluate reading-based events and activities across the whole school community. Extensive work was carried out to transform and update our school library. New books, reading activities and other inclusive resources (purchased with a grant we received from Scottish Book Trust of £500) have allowed all classes to visit the school library at least once a week. All pupils also had the opportunity to access the school library during lunchtimes every week; these slots were attended by the majority of pupils. Parents and families also had the opportunity to access our school library and take part in several reading-based family learning events including Read, Write Count and 'Book and a Biscuit'. These have also been well attended and evaluated very positively. Improved links with our colleagues at EDLC Libraries this year have supported all classes to travel by local bus to visit our local library throughout the year. Almost all pupils now have a library membership. The work carried out by our Reading Leaders and staff in the curriculum development group have placed particular emphasis on Reading for Enjoyment, sharing recommendations and inclusive approaches. Several members of staff have engaged with CPD provided by Scottish Book Trust based on ASN, inclusion and UNCRC.

Evaluations have been completed on several occasions by pupils and staff in relation to reading engagement throughout the year where results have shown a shift in attitudes of most pupils who now view reading in a more positive manner. Our combined ACEL data for literacy still shows us behind the combined national overall data but with the shift in attitude we are optimistic that attainment will show improvement next year. We have recently re-submitted our Reading Schools evidence and action plan, and expect to be upgraded from Core to Silver Status.

Next steps (Year 4) -

- Improve collaboration through peer visits and team teaching
- Using data effectively, targeting support to narrow the poverty-related attainment gap
- 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
- Implement approaches to engage and involve parents/carers in reading (STEM –a - -Story)
- Continue to nurture, grow and model a culture of enjoyment of reading across the school

PROGRESS UPDATE

School Priority 2: Health and Wellbeing (UNCRC) Year 1 of 2

NIF Priority

- Improvement in children and young people's health and wellbeing
- Closing the attainment gap

NIF Driver

parental engagement
teacher professionalism
school improvement

HGIOS4 QIs

QI 2.3 Learning, Teaching & Assessment
QI 3.1 Wellbeing, equality & inclusion

Progress and impact:

Harestanes Primary achieved the Rights Respecting Schools 'Bronze Award' in December 2023 and started its journey towards the 'Silver Award'. The school raised awareness of the UNCRC Articles and its journey towards becoming a Rights Respecting School by providing each family with a parent information leaflet and a child friendly articles booklet. Almost all staff participated in training delivered during the Inservice day and completed online training in UNCRC. After attending further training, the DHT is now a certified UNCRC trainer within East Dunbartonshire Council. DHT has also attended Achieving Silver training to support the school on its journey. The Harestanes Rights Respecting Ambassadors and Staff Steering Group led the school towards achieving the 'Bronze Award'. Assemblies were organised and introduced the children to a range of Articles included in the UNCRC, an Article of the Week was introduced and displayed in each class throughout the school encouraging discussions in class and in the wider school community. This comprehensive Assembly Programme and Article of the Week approach ensured that: almost all children in Harestanes Primary have become familiar with a number of articles of the CRC (Convention on the Rights of the Child) and know these rights are universal and unconditional. The Rights Respecting Ambassadors encourage the children to know and talk about the rights through the use of the 'blue ticket' system where children who know about rights are rewarded. Most pupils can also demonstrate why some children around the world cannot access some of these rights.

The school has put in a range of measures to reduce the cost of the school day working with CPAG. These include uniform recycling and utilising PEF to help fund school excursions.

A majority of children can explain how the school allows them to enjoy a range of rights and how they can help to create a rights respecting environment. Class Charters have been co-constructed

by teachers and children and are displayed in all classrooms. Almost all children are aware of the articles that are included in their Class Charter. Peer Mediators have been introduced, P6 and P7 pupils have been given bespoke Peer Mediator training to support them to restore relationships in the playground setting. All staff use bespoke restorative lanyards linked to Article 19 to support restorative conversations. Pupil Voice is valued through the introduction of 'Talk Boxes' in each area of the school where children can voice any views or opinions about the school. These will be analysed by the Staff Steering Group and Rights Respecting Ambassadors with any action points taken forward.

All 'pupil voice' groups within Harestanes Primary (e.g. Pupil Council, Health Committee, JRSO, Eco Committee etc) identified core UNCRC articles & rights that applied specifically to their group. A recent pupil questionnaire showed that most children experience positive relationships within the school and speak positively of Harestanes Primary and their learning. Almost all children feel safe and can identify an adult to speak to if they don't.

Members of our Rights Respecting Ambassadors attend East Dunbartonshire Council led training as part of the My Voice My Choice sharing information and developments with the wider group.

The Religious and Moral Education and Health and Wellbeing Programmes of study have been linked to the articles within the CRC.

Next Steps (Year 2)

- The school aims to embed the progress made in creating a rights respecting environment and further increase pupils' knowledge and understanding of articles of the CRC, as well as identifying more ways in which 'pupil voice' and pupils' roles in decision-making can be enhanced. This will be achieved by: Rights Respecting Ambassadors and the Staff Steering Group forming an action plan to promote Article 12 (The Right to an Opinion) & Article 13 (The Right to Share What You Think with Others) within the school.
- The Rights Respecting Ambassadors and the Staff Steering Group will produce an audit which will be used to evaluate 'pupil voice' within the school linking with the Circle documents and creating an inclusive classroom. Rights Respecting Ambassadors and the Staff Steering Group will work to develop a School Charter linked to the vision, values and aims.
- Each class using a 'Rights Board' in their classroom to identify articles linked to various areas of learning Rights Respecting Ambassadors and the Staff Steering Group organising a 'Rights Day' with fun activities to increase pupil awareness of CRC articles.
- Staff will begin to audit and refresh Social Studies Topics to reflect CRC articles.

PROGRESS UPDATE

School Improvement Priority ELR: Including Mainstream where appropriate To Develop a Language and communication Friendly Establishment Programme across the Whole School Year 1 of 2

NIF Priority

•Improvement in children and young people's health and wellbeing

NIF Driver

school improvement

HGIOS4 QIs

QI 3.1 Wellbeing, equality & inclusion

Progress and impact:

Following the East Dunbartonshire LCFE(Language and Communication Friendly Establishment) framework, the ELR working party group, supported by all staff within the ELR, has made good progress in developing LCFE in the ELR and across the wider school.

Following on from staff evaluations there has been a focus on **Indicator 1**: A physical environment that enhances and promotes opportunities for speech, language and communication for all children and **Indicator 2**: Adult talk that encourages and promotes participation from all learners, within the ELR and wider school. A display in the ELR illustrates the actions taken and the impact of LFCE development with the ELR and wider school.

EDC LCFE guidelines have been shared with all staff across the school to develop an understanding of the underpinning principles. A parent/carer information leaflet has been created and shared with all parents/ carers of children within the ELR. An Inclusion policy is in draft format and has been shared with all teaching staff across the school as well as all parents of children within the ELR for feedback. A new inclusion planning format is being piloted across the school to create shared planning for inclusion and all staff have had the opportunity to take part in the consultation process. LCFE consultation with colleagues from other disciplines has included dialogue with educational psychology, speech and language and colleagues from other educational establishments.

The Circle Inclusive Classroom scale was used to evaluate provision and measure progress in the ELR. All classrooms across the whole school now have consistent signage. This consistent approach supports inclusion. Sensory profiles are in place for the majority of pupils in the ELR. Sensory profiles are now generated as part of transition planning for all children coming into Primary 1 in the ELR. A pupil led project has been started to involve a few of the children in creating visuals for resources and prompts to give other children ideas when using resources.

Pupil voice has increased with almost all children completing the Stirling Wellbeing Scale three times yearly, termly action plan target discussions using a newly introduced format and planned pupil participation in Team Around the Child meetings. Talking Mats has been introduced to support with transition to high school for all Primary 7 pupils in the ELR and also to gather pupil views, Talking Mats has also been used with the majority of pupils to discuss what helps them to learn.

Parents/ carers of pupils in the ELR were invited to take part in workshops delivered by Speech and Language Therapy (10% parent attendance) and the East Dunbartonshire local area coordinator (12.5% parent attendance plus 1 parent from the wider school). Feedback responses show that these were well received. A 'What Helps My Child Learn' parent/ carer questionnaire (23% response rate) was issued to ELR parents/ carers in both digital and paper format to gather as many views as possible.

Feedback from staff questionnaires showed a desire for further training. Speech and Language have delivered training in the use of visuals as part of a curriculum development sessions for all teaching staff across the school and in AAC communication and an introduction to signing to less than half of ELR teaching staff. A few staff attended training in nurture informed strategies to support emotional regulation, a few staff attended training in supporting children with additional support needs through play pedagogy and the principal teacher attended Talking Mats training. Links to online training and resources are shared electronically with all staff.

Next Steps:

- Further develop knowledge and understanding of the LCFE framework across all staff
- Focus on Indicators 3 – 5 whilst maintaining practice for Indicators 1 and 2
- Continue to build opportunities for children to be involved in taking LCFE forward
- ELR staff to visit other LCFE establishments
- Review sensory audits and support relevant actions

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 2019/20 due to the Covid -19 Pandemic and the ensuing impact for many of our children, there has been a dip in improvement in the following four years in Reading, Writing and Listening and Talking compared to the EDC targets. In Session 23/24, there was a slight decrease in attainment across Reading in P1,4 and 7 but there has been a slight increase in 2023/24 for the P1 but not 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 in our context which compares The National Overall Averages and Quintile 2 which contains 65% of our school population and is a much more viable comparison. Pupil Equity Funding was used to support our most vulnerable pupils through planned, targeted interventions in aspects of Literacy but especially reading. 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 historically 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 using the EDC Health and Wellbeing Tracker, 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

key priority infiltrating everything we do, 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 2024				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	most	most
First level by end of P4	majority	majority	majority	majority
Second level by end of P7	majority	majority	most	majority

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

Pupil Equity Funding secured additional staffing 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:

- Class Teacher took part in yearlong external training in Reading Recovery which specifically targeted children in P2 cohort who were not making appropriate progress in reading and writing.
- Teacher modelled strategies to staff and supported parents to do the same.
- 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.

Summary of School Improvement priorities for Session 2024/25

- 1. Raising Attainment in Literacy: Reading (Year 4/4– Building a Reading Culture from Yr3)
- 2. Health and Wellbeing: UNCRC (UN Convention on the Rights of the Child – Silver Awards)
- LCFE (prioritised by ELR)

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 very clear

vision for improvement and is very well placed to achieve this, through collaboration with children and young people and committed stakeholders.

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation 2023/24	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 2019 inspection	