

HARESTANES PRIMARY SCHOOL

STANDARDS AND QUALITY REPORT

2024/25



**GOLD
2024-26**



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 172 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. Administrative staff, Classroom Assistants and Support for Learning Assistants support the school. We also have two peripatetic Early Years Workers (EWY) who provide outreach support for targeted children.

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-moderate 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 it's fourth 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 2024/25 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 4 of 4) Developing a Reading Culture

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

Session 2024/25 has been the fourth and final year of reading as an improvement priority. New approaches continue to raise the profile of reading across the school, building upon and extending curriculum development work carried out since 2021/22.

Further Pupil Equity Funding (PEF) £1200 funded a member of staff to return to Reading Recovery training for the follow up, Continued Professional Development (CPD) year of training. The cost of releasing the Class Teacher for a second year was £27 689 (August – March) .This allowed additional pupils to take part in the Reading Recovery programme. Significant individual pupil gains were observed with almost all pupils increasing in confidence, accuracy and independence. Almost all class teachers reported a positive shift in pupil enthusiasm and motivation for learning and, in turn, targeted pupil attainment has improved in all areas of the curriculum.

Almost all teachers report that Active Literacy is now embedded in their classroom practice and at every CfE level across the school. Our Reading Recovery trained teacher (also Literacy Lead) has also been able to provide literacy support in classrooms throughout the year. Working with all teaching staff she has upskilled and supported the programme, including the Enhanced Learning Resource Base (ELR). Pedagogical approaches to literacy have been modelled, supported through team teaching and staff have been signposted to professional reading or resources. All staff have benefited from peer visits to other stages within the school. Bespoke, targeted interventions have benefited pupils in First and Second Level this year.

Outside of the classroom, pupils have had access to rich, quality experiences, which have allowed them to apply the skills and newly nurtured love for reading to real-life settings and situations. We have welcomed several authors, local and national-based, into school this year and all pupils have had the opportunity to hear what is involved in becoming/being an author. We were also fortunate to secure a visit from Lucy Rogers as part of Scottish Book Trust's Inclusive Stories Tour; P4 pupils enjoyed an interactive session with an illustrator who communicates mostly using British Sign language (BSL). This inspiring event focused on inclusive representation in children's literature. All staff completed in-service training in the use of 'Stem-a-Story', led by our Stem Development Officer. This opportunity gave staff confidence to deliver literacy lessons in a more active and engaging manner.

Improved attitudes and engagement with reading have been observed this year in almost all of our pupils; our weekly 'Library Lunch' clubs are well attended, and pupils have benefited from an outdoor 'reading trolley' where pupils can access a range of reading material during lunchtime breaks.

Our (pupil) Reading Leaders have played an active role in the promotion of a reading culture across the school. They have worked with our Literacy Lead to maintain the school library, host whole-school Assemblies and events and used their pupil voice when choosing new reading material for our school library and classes. All classes access our school library at least once a week. Parents and families came to school for 'Family Story Sessions' and P1-3 Read, Write, Count gifting sessions.

Partnership working with our local library has continued this year supporting our whole-school celebrations such as 'Scottish Book Week' or 'World Book Day', and our After-School Family Sessions. Our school was invited to be part of the pilot 'Summer Reading Challenge' scheme last year, which we promoted in June 2024. Almost one third of our families engaged with this challenge and accessed our local library over the summer break in 2024. By June 2025, every class will have been to visit our local library in Kirkintilloch.

Our Reading Leaders and Staff Development Group have helped to further promote reading for enjoyment and share book recommendations. We introduced 'Star Reader' rewards to pupils in classes and have now started to share book reviews and recommendations with our local community. We have also participated in intergenerational projects; writing stories and reading them to members of our community we have worked with previously.

As a result of the recent work carried out in school by our Curriculum Development and Pupil Focus groups (Reading Leaders), our school achieved Silver Reading Schools Status in November 2024. We subsequently submitted our Action Plan for Gold accreditation, which was quickly accepted, and we have been working towards that since December 2024. Our Literacy Lead has been sharing our Reading Schools journey and progress with colleagues from across our local authority, and arranged for our staff to visit colleagues within the local cluster area as part of moderation work and to share good practice.

Evaluations have been completed on several occasions by pupils and staff in relation to reading engagement throughout the year where results have shown a defined shift of attitude in most pupils who now view reading in a more positive manner. Our combined ACEL data for Literacy has shown a 9% increase from last year and we feel well placed to continue to build on this positivity to achieve Gold Reading School status in 2025/26.

Progress and impact:

Next steps ongoing until Gold Status is achieved; -

- 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
- 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 3 of 3

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 School achieved its 'Rights Respecting Schools Silver Award' in March 2025. The assessor was very impressed with the schools journey of embedding children's rights so far and highlighted how impressed she was with the inclusive nature of the school.

Strand A – Teaching & Learning About Rights:

Almost all children displayed a sound knowledge of rights and were able to discuss a range of different ways they learned about and experienced these. Across all stages children shared a wide range of articles and discussed how these impacted on their lives. .Most children have enhanced their understanding of rights, engaging in discussions about various UNCRC articles and relating them to their own experiences. Each week, an "Article of the Week" is introduced during Assembly and explored further in classes connecting to themes studied in class. Class charters, co-created by teachers and students, are regularly referenced.

The Rights Respecting Pupil group facilitated and organised a 'Rights Week' based on pupil suggestions, prompting reflection on activities related to the UNCRC. Particularly well-regarded examples were the 'Rights Walks', which were part of the focus week, and "Rex the Rights Bear", which travels between home and school, has been introduced in P1 and P2 to help families learn with their child about rights. Children went outside of school to learn about their rights in the community and identified barriers some people may face in accessing them. Strategies like class "Talk Boxes" where pupil voice is valued and heard and bespoke restorative lanyards (linked to Article 19) with visual prompts have been introduced to encourage consistency in the use of rights language amongst staff and pupils. At Harestanes Primary, we aim to ensure that rights are fully integrated into daily school life. The Rights Respecting Ambassadors meet regularly and help plan initiatives and contribute to the school's ongoing rights journey. The UNCRC has been part of the School Improvement Plan for two years, fostering mutual respect and positively impacting relationships among students and staff. Almost all staff noted that students have a greater understanding of the importance of respecting each other's rights, supported by class charters. Almost all children can explain how the range of activities which the school offers such as Focus Weeks, Assemblies, Clubs, and Committees, to illustrate rights in action helps the school create a rights respecting school environment. All staff and students recognise these opportunities enhance understanding of the UNCRC and its relevance in daily life.

Strand B – Teaching & Learning through Rights – Ethos & Relationships:

All staff incorporated children's rights through the school vision, values and aims. Rights have been assimilated into the school through Social Studies, Health and RME curriculum.

Almost all pupils could discuss who they would turn to if they needed help and spoke of adults encouraging them to share any concerns. They were also able to explain how the school keeps them healthy, offering examples from lunchtime and after-school clubs.

All teachers spoke of rights having shaped their approach to relationships. Evidence showed a range of activities demonstrated rights in action - such as focus weeks, charters, pupil committees, celebrations of achievement, after school clubs and assemblies. Staff, parents and children reported the positive impact these had on awareness of rights.

All 'Pupil Voice' Councils and Committees have identified core UNCRC articles and rights which specifically link to their group.

Strand C – Learning for Rights

Most children expressed confidence that they were listened to in Harestanes Primary School. They were able to explain this in a number of ways such as - school committees, HWB check-ins and representation on the EDC pupil forum. Almost all children also discussed how they worked to support others' rights through donations to charity events. They were proud to discuss their organisation of Rights Week, Reading Leader and Health Committee activities. Pupils also discussed how they could influence school improvement through committees and suggestion boxes.

All staff have used the Circle inclusive Classroom Scale to evaluate their classroom environment and have identified adaptations to their classroom environment. Targeted groups of children have evaluated their classroom environment to provide a deeper understanding of learner needs. Almost all staff have become more confident in supporting inclusion and additional support needs of learners. A majority of staff have completed the Promise training and have an understanding of approaches to support care experienced children and young people.

Next Steps

- HT/DHT to present RRS development updates to Parent Forum.
- Develop a Harestanes School Charter linked to whole school refreshed Vision, Values and Aims.
- Move to an article of the month to allow for more in depth class discussion and related activities
- Sharing "You said, We did" with pupils and parents, display in school - survey completed by both pupils and parents about improvements/suggestions.
- Support an understanding of our pupils as campaigners for positive change at a school, community and global level.
- Pupil Voice/Decision making – Talk Boxes discussed at Assembly each term or month where children explain how their ideas have been implemented in the school.
- Develop the use of the Circle Participation Scale.

PROGRESS UPDATE

School Improvement Priority ELR: Including Mainstream where appropriate To Develop a Language and communication Friendly Establishment Programme across the Whole School Year 2 of 3

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 Development Group has made good progress in maintaining provision for Indicators 1 and 2. These indicators were the primary focus for 2023/2024. Indicators 3, 4 and 5 were the planned focus for the LCFE development group in 2024/2025. In practice, Indicator 3: Adult Interaction Styles that are Responsive to Individual Children's Needs was the predominant focus during 2024/2025 in the ELR.

A staff questionnaire linked to Indicator 3 was completed by most ELR staff at the beginning of the school year to gather views. Views were recorded and shared via SWAY. Responses informed next steps with a focus on pupil voice and strategies for pupils to understand and share emotions.

Pupil Voice

Strengthening pupil voice was identified as a focus by most staff. A pilot pupil questionnaire supported by visuals was used as a pre measure of intervention and was used by most pupils. A 'Talking Mats' approach for some pupils was a more effective way of gathering pupil views. Feeling safe, friendships and having someone to talk to were the main themes to develop that came through from the questionnaires.

A bank of ideas was created by all teaching staff sharing opportunities to incorporate pupil voice across the curriculum. LCFE aims linked in with achieving Silver UNCRC accreditation. An LCFE pupil voice group was established with a small group of pupils from the ELR and the mainstream with the purpose of developing use of Alternative Augmented Communication (AAC) tools and sharing learning with peers. This includes TD Snap, Immersive Reader, accessibility tools and Power Point. All pupils who took part in this developed their knowledge of these tools.

Understanding and Sharing Emotions

Understanding and sharing emotions was identified at the initial stages as also being a focus for development. Lead members of staff were designated to develop the use of Colour Monsters and the Zones of Regulation to support emotional literacy. Staff members led staff meeting sessions to share knowledge and build capacity. Colour Monster resources were purchased and all pupils have responded positively to these. Zones of Regulation planning and displays to support learning and teaching are in the process of being developed.

Staff Development

Various opportunities for ELR staff training were provided across 2024/2025 including some staff taking part in AAC training, Makaton training delivered by Speech and Language, Intensive Interaction training online and attending the Woodland View Festival which also included networking/ sharing good practice. In house training for almost all teaching staff across the school, developing knowledge of Social Stories and Immersive Reader, was delivered. Harestanes PS ELR and Castlehill PS ELR teaching staff came together to undertake a shared evaluation of practice based on the Circle Inclusive Classroom framework. Feedback from all participating staff showed very positive responses to this.

Parental Involvement

Parental views were gathered through informal dialogue during home/ school links, parents evening, school events and daily interaction. Next steps include linking LCFE more with termly newsletters and monthly whole school newsletters. Other methods of sharing learning linked to LCFE will be explored in 2025/2026.

'Drop in' meetings were arranged for parents to meet partner agencies which provided sign posting to other services

Next Steps:

- Maintain Indicators 1,2 and 3
- Introduce Indicators 4, The use of supportive learning strategies to develop language and communication skills, and Indicator 5 The establishment can demonstrate a strong commitment to staff training and development to meet the speech, language and communication needs of all children.
- Review and develop methods of sharing LCFE progress with pupils, involving pupil voice
- Work with other ELRs within EDC to share practice

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 has been a slight increase in for the P1 group in Numeracy.

In Session 2024/25 We have made gains in Literacy in both P4 and P7 and maintained attainment at P1. We have also made gains in Numeracy in P4 and P7.

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 with 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	majority	majority	majority	majority
First level by end of P4	most	most	almost all	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 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:

- Our Reading Leader embarked on a second year of training in Reading Recovery, which specifically targeted children in P2 cohort who were not making appropriate progress in reading and writing. In our second year other children throughout the school who were not making significant progress were targeted for additional ‘Reading Recovery’ style input.
- The Literacy Lead modelled strategies to staff across the whole school 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 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 at no cost to all pupils.

Summary of School Improvement priorities for Session 2025/26

- 1. Raising Attainment in Literacy: (Writing Year 1of 2)
Achieving Reading School: Gold Level
- 2. Health and Wellbeing: UNCRC (UN Convention on the Rights of the Child –
Gold Award/Circle/Attendance
- LCFE (prioritised by ELR)

What is our capacity for continuous improvement?

Our school community has shown great resilience again 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 influencing 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	