



## Standards and Quality Report 2017-18

**School Name: Auchengray Primary**

Context of the school:

Auchengray Primary School serves the rural communities of Auchengray, Woolfords, Tarbrax and the surrounding areas. The school consists of a single multi-composite class of 17 pupils, with pupils at every stage. Strong links have been developed with the local community, the Auchengray Church Centre, the WAT Group and WATIF. These community groups are very support of the school, both financially and in terms of activity within the school community.

### **Vision:**

Auchengray Primary School promotes an ethos of mutual respect for staff, pupils, parents and our local community. We have consistently high but realistic expectations and every child is encouraged to work as active participants in their learning.

### **Values**

We ensure that all children experience a broad and balanced curriculum, nurturing and developing the whole child. Children are at the centre of all that we do and we listen carefully to their opinions and perspectives to ensure that learning has purpose and meaning. We develop partnerships with parents, valuing their views and support, in order to provide the very best opportunities for all children.

### **Aims**

We encourage and support pupils to become independent through developing their skills for learning, life and work. We aim to provide high quality learning experiences. We strive to develop and strengthen partnerships and links with home and the wider community. We encourage social and personal development in all stakeholder to contribute effectively to society.

Review of SIP progress session \_\_\_\_\_2017/2018\_\_\_\_\_

## Priority 1: Raising Attainment and Achievement

### National Improvement Framework Key Priorities

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

### National Improvement Framework Key Drivers

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

### HGIOS 4 QI:

- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 3.2 Raising attainment and achievement

### Progress and Impact:

- Pupils identified, and interventions put in place – some success
- Benchmarking provided more detailed information as to gaps in knowledge – more targeted teaching
- Staff are becoming more confident in using intervention material – able to challenge pupils and work at the correct pace
- 5 minute box proved to be a successful intervention with all pupils targeted
- Implementation of SLC Tracking and Monitoring has enabled early identification of possible concerns

### Next Steps:

- Parental workshops – first term next session
- Implement North Lanarkshire Literacy Reading Strategies

## Priority 2: Leadership of Learning

### National Improvement Framework Key Priorities

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

### National Improvement Framework Key Drivers

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

### HGIOS 4 QI:

- 1.2 Leadership for learning
- 2.3 Learning, teaching and assessment
- 2.4 Personalised Support

### Progress and Impact:

- Pupils' voice has been increased in the classroom setting. Learning conversations with CT; involvement in responsive planning; self and peer assessment;
- Pupils are becoming more aware of their strengths and areas for development.
- Skills Diaries have been developed with pupils. Pupils record target setting; achievements; work they are proud of; that demonstrates their learning and why. These are shared with parents on a monthly basis.
- Parents are enjoying being able to have meaningful conversations with their children about their learning

### Next Steps:

- Develop the pupils input into their learning journals along with their evaluations
- Continue to develop collaboration between school and parents

**Priority 3: Biggar Learning Community Improvement Plan - Numeracy & Developing the Young Workforce**

**National Improvement Framework Key Priorities**

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

**National Improvement Framework Key Drivers**

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

**HGIOS 4 QI:**

- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 2.6 Transitions
- 2.7 Partnership
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning

**Progress and Impact:**

- Limited impact of Catch-up Numeracy – 5 minute box (Number) introduced – not long enough for impact to be seen.
- Skills for Life, Learning and Work explored through class topics,

**Next Steps:**

- Skills for Life, Learning and Work to be further developed through Pupil Voice groups.

## The National Context for Education

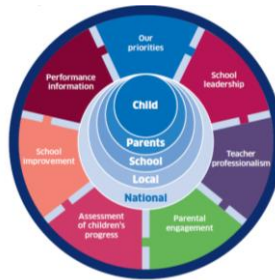
The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed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

The key priorities of the National Improvement Framework are:

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

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

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



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

Education Resources' key purpose is to:

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

The priorities relating to this are:

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

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

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

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

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

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

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

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

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

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

## Achieving Excellence: Overall Progress towards National Improvement Framework Priorities

### Session 2017-18

Use all available evidence (including data)

#### Literacy:

| Progress | satisfactory | good | very good | excellent |
|----------|--------------|------|-----------|-----------|
|          |              | x    |           |           |

#### Strengths

- Most pupils are making good progress with almost of all pupils on track to achieve the recommended CfE levels.
- Single Word Reading and Single Word Spelling summative tests show that 87% of learners in P2-P7 are reading at or above their chronological age with 80% of learners spelling at or above their chronological age
- Assessment processes indicate gaps and enables areas of targeted teaching and interventions to be put in place.

#### Next steps

- Develop a cohesive Talking and listening programme of work for across the curriculum
- Ensure the development of Inference reading skills

#### Numeracy:

| Progress | satisfactory | good | very good | excellent |
|----------|--------------|------|-----------|-----------|
|          |              | x    |           |           |

#### Strengths

- Most pupils are making good progress and are on track to achieve the recommended CfE levels.
- Work within the BLC ensures a consistency of numeracy standards across the learning community.

#### Next steps

- Further develop interventions for pupils requiring support
- Develop a series of assessments to enable pupils to apply their mathematical skill in different contexts and to provide data on progression on a regular basis

#### Health and Wellbeing

| Progress | satisfactory | good | very good | excellent |
|----------|--------------|------|-----------|-----------|
|          |              | x    |           |           |

#### Strengths

- All children are more aware of all of the health and wellbeing indicators and are able to recognise and share their understanding of their health and wellbeing under each indicator.
- Celebration of wider achievement

#### Next steps

- Coherent and progressive programme of work across all HWB E&Os.
- Robust Monitoring and tracking
- Development of pupil voice across all aspects of the school

#### Employability Skills/Positive Destinations

| satisfactory | good | very good | excellent |
|--------------|------|-----------|-----------|
| x            |      |           |           |

#### Strengths

- Enterprising approach to the curriculum

- Pupils leading learning
- Development of My World of Work profiles with P7 in conjunction with Biggar High School

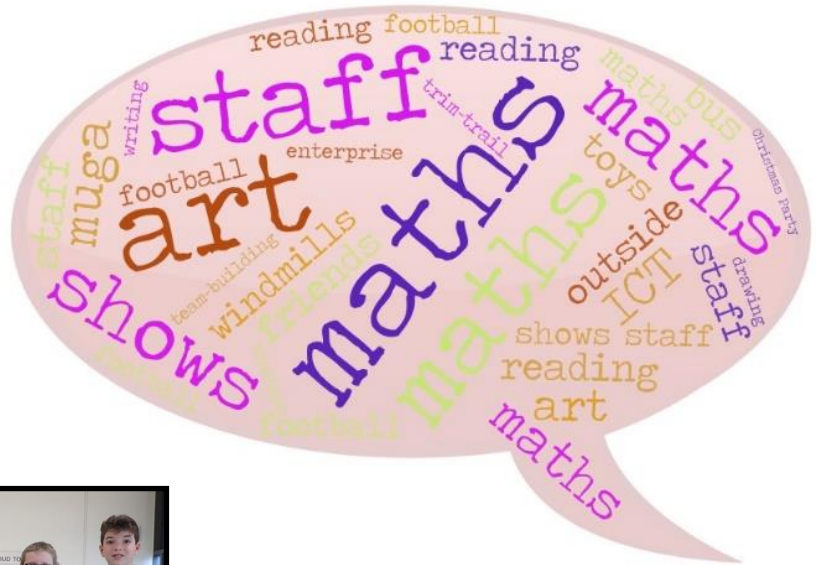
Next steps

- Continue to work on developing skills for learning, life and work throughout our school
- Develop links with local employers, parents and other partners within World of Work.
- Improved opportunities for digital technologies to enhance learning

**Overall quality of our learners' achievements**  
**Highlights of session 2017-18**

We had a very busy and productive session with pupils at all stages receiving a broad, balanced and well-planned curriculum in line with Curriculum for Excellence. It has been full of many experiences and achievements that we have enjoyed sharing with all of our stakeholders through our website, newsletter, local newspaper along with SLC's Education newsletter.

Some positives of our school in the words of our pupils.



We were awarded the Acorn Award by the Levensat Trust for our project on 'Using STEM to investigate renewable energy'





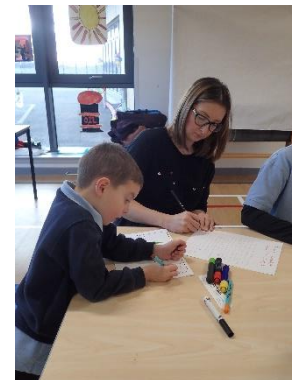
Biggar Rotary Club P7 Quiz  
Runners-Up (3 x P7, 1 x P6)



Caring for our  
environment with bird  
friendly Christmas tree  
decorations



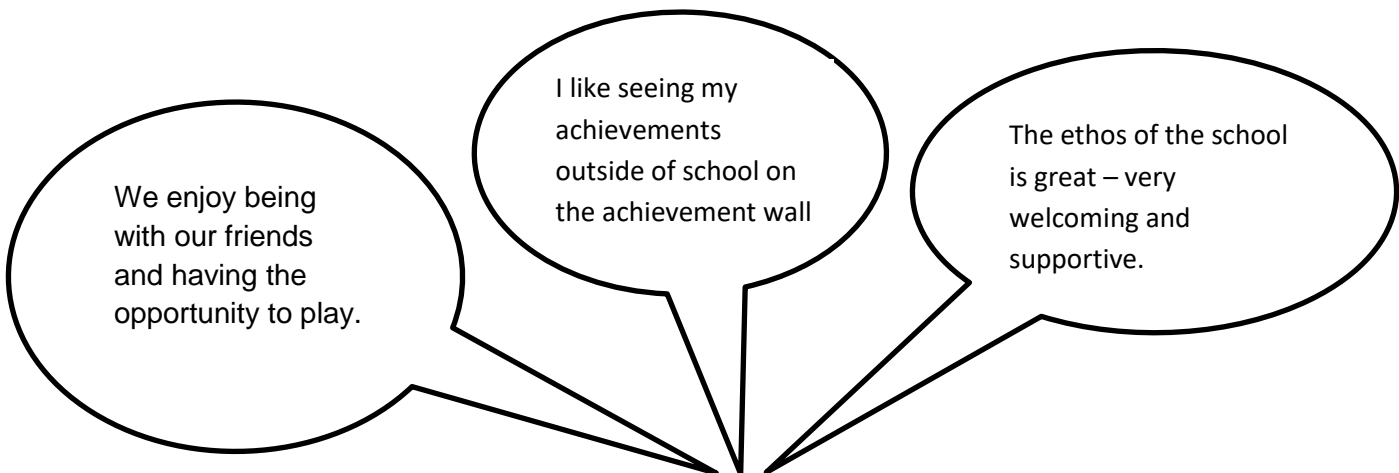
Celtic & Pict Museum in a Classroom



Enjoying sharing learning as  
part of Scottish Book Week



A very successful performance of  
Christmas around the world in which  
every pupil had a part.



We enjoy being with our friends and having the opportunity to play.

I like seeing my achievements outside of school on the achievement wall

The ethos of the school is great – very welcoming and supportive.

- Small Schools Cross Country Championship
- Participation in sports festivals – benchball, netball, skipping, cross country, football, triathlon
- Our achievement wall showcases the activities our children enjoy out-of-school.
- Growth mindset
- Transition working with Biggar High School – P7 STEM day and P6 World of Work
- Participation in Auchengray flower show
- P6/7 residential,
- P5 visit to RHET day at Lanark Agricultural Centre
- Christmas Show
- Visit to Lanark Panto
- Children in Need – citizenship, the rights of children
- Health Day with Walston Primary School
- Active Schools in conjunction with WATIF provides lunchtime and afterschool sports club in conjunction with their Sports Academy Coaches

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

Our families receive regular newsletters outlining events and activities taking place in the school. The parents have been consulted about their preference for communication avenues from the school and we have started emailing correspondence etc. to some of the parents. Parents had expressed concerns at the lack of updates on the school website, this has been addressed and it is now updated on a regularly basis. We have introduced a school app which has a 100% take-up and has proved successful.

We have hosted many activities across the school year in order to engage our learners, staff, parents and the wider community. Open afternoons/evenings have provided opportunities for pupils to share their learning with their parents. Curricular afternoons have successfully informed parents of ways in which to support their child's learning, School performances in school hall and at the Auchengray Church Centre are always well attended by parents and the wider school community. Articles about the work of the school are regularly published in the Tarbrax, Woolfords and Auchengray newsletter. This ensures that the school is at the heart of the community within the area.

The staff and children in the schools across the Biggar learning community work closely together; staff link up in planned in-service days, moderation sessions and TLC groups. This is very beneficial for sharing good practice and innovation especially in the small school setting. Pupils from feeder primaries come together for curricular/sporting/social events which aids transition to High School.

We will continue to take every opportunity to engage our parents and wider school community in the coming year.

| Quality Indicator                               | How are we doing?   | How do we know?   | School Self-Evaluation |
|---|---|---|------------------------|
| 1.1<br>Self-Evaluation for Self-Improvement     | All staff are involved in self-evaluation. We take a collaborative approach to self-evaluation. Being a small school makes this approach more “real” in the fact that you cannot hide away and avoid involvement. Quality Assurance calendar to support and embed the self-evaluation process. Frequent discussion takes place between CT and SS in relation to observations and evaluations on individuals and groups. Variety of assessments in use to inform data. Regular teacher: pupil conversations with a view to target setting and Pupils reviewing their own learning.   | As a result of this, we are better able to demonstrate learners’ successes and achievement. Progress of pupils tracked to show achievements and problem areas. Strong ethos of peer support across pupils and staff. All staff have high aspirations for pupils. Staff have a shared understanding of pupil progress and interventions that are being used and the evaluation of these. Pupils are aware of their learning successes and challenges and are able to talk about these. | Good                   |
| 1.3<br>Leadership of Change                     | All staff are involved in self-evaluation activities within the school. HT promotes innovation and changes led by staff. Time provided for all staff to contribute. Pupil reviewed and updated School Charter, which they all agreed to. This is now on display around school. Profile of school is being raised through a variety of community activities and through a range of media outlets. Pupils readily take part in activities within community. Pupils show eagerness, confidence and fun in doing so<br>Activities are planned to ensure positive outcomes for learners. | Pupils comment on the three elements of charter when necessary. Staff / Pupils link charter to gaining “pebbles” when necessary. Scottish Book Week lunch demonstrated interconnectedness of the school and community – evaluations showed impacts on parents / pupils  | Good                   |
| 2.3<br>Learning, teaching and assessment        | A variety of teaching and learning strategies are employed across the curriculum. A Quality management calendar is in place. SLC’s tracking and monitoring system has been introduced to record attainment across the school as well as to highlight areas of support for learners’. An Assessment calendar has been developed incorporating a range of assessment activities. Pupil involvement across the school through Team and House activities has enabled pupils to develop their leadership of learning and resulting in a wider contribution to the school.                | Tracking and monitoring highlights trends, strengths and areas for development across the whole school and provides consistent and robust evidence available for analysis. Quality management activities highlights key aspects of teaching and learning activities along with areas for development.   | Good                   |
| 3.1<br>Ensuring wellbeing, equity and inclusion | Almost all parents report that we promote a climate where our children feel safe and secure. Staff know the children very well and are responsive to their needs. Pupils report that they feel listened to and their opinions are valued in school. Pupil assemblies have centred around the wellbeing indicators and all children are beginning to express themselves using the language of the indicators.  | Staff to access and use the NHS resource <a href="http://www.healthyschools.scot">www.healthyschools.scot</a> to enhance work within this area.   | Good                   |

|  |   |   |             |
|--|---|---|-------------|
| <p><b>3.2 Raising attainment and achievement</b></p> | <p>Attendance is very good and almost all learners make progress over time and a few make very good progress from their prior levels of attainment. Staff identify pupil progress through the use of formative and summative assessment and moderation. Moderation activities within the establishment and with other schools in the learning community has allowed staff to become more confident of what is expected at each level in the assessment of reading. Staff are beginning to use the benchmarks as the main tool to ascertain progress across a level. The new SLC tracking and monitoring system has been set up with data added.</p> | <p>Effective use of AifL strategies will result in pupils being able to set their next steps following assessments. Staff's confidence in agreeing shared standards increased. Pupils' are becoming more familiar recording their learning and skills development in their Skills Diaries and enjoy sharing these with their parents.</p> | <p>Good</p> |
|--|---|---|-------------|

| <p><b>Overall impact of establishment's actions to improve excellence and equity (PEF)</b><br/> <b>Amount allocated: £1200</b></p>  |  |  |
|---|--|--|
| <p><b>How are we doing?</b></p>   | <p><b>How do we know?<br/>(Evidence measures of success)</b></p> | <p><b>What are we going to do now?</b></p> |
| <p><b>(High level paragraph addressing the three questions)</b></p> <p>The use of the PM Benchmarking as an audit tool and the subsequent groupings and book banding of reading resources have enable pupils to be successful in their reading comprehension. PM Benchmarking will continue to be a tool used on an 'as and when' basis, according to teacher professional judgement. Using book-banded resources has worked extremely well – pupils are not restricted by age and stage.</p> <p>Data held on file in the school shows an increase in the spelling and reading age of almost all pupils targeted, again due to small numbers within the school, specific data is not being published here. There is capacity in the school to use these as interventions with other children as and when the need arises.</p> |  |  |

| <p><b>Overall evaluation of establishment's capacity for continuous improvement</b></p>  |
|--|
| <p>The priorities for improvement identified within the school's improvement plan this session are based on a range of self-evaluation activities and focused clearly on raising attainment and improving learning experiences. With the commitment of staff, a supportive team and an understanding of the importance of continuous improvement to ensure improved outcomes for learners, I believe that we have the ability and the drive to take the school forward and provide an education of the highest quality for all of our pupils</p> <p>Signed: <i>Elenock</i></p> <p>Date: 29 August 2018</p> |