



Standards and Quality Report 2017-18

School Name: Udston Primary

Context of the school:

Udston Primary School is a school whose catchment roll covers part of the Hillhouse area of Hamilton as well as the Westcraigs area of Blantyre. The main building was opened in 2010, with an extension added in 2015. The school building and surroundings provide an excellent, modern environment in which our children can learn and achieve. The present roll is 336 children and this roll has been steadily growing over the past few years. We currently have 13 classes and next session we have configured for 12 classes.

We have recently reviewed our school's vision, values and aims with parents/carers and pupils as this was an area we felt was important to review together. We held workshops for staff, parents/carers and pupils and finalised this process with a new school motto: *'Learn Together, Laugh Together, Achieve Together'*.

We strive to embed the principles of the *United Nations Convention on the Rights of the Child* (UNRCR) and *Getting It Right For Every Child* (GIRFEC) at the heart of our school ethos to ensure pupils are aware of their rights, responsible actions and respectful behaviours and use these to make informed decisions. We have a well-established School Charter, with characters known as the SHANARRI Family, based upon the Wellbeing Indicators outlined in GIRFEC, as well as the Articles contained in the UNCRC. This Charter is used in all classes, and the wider school, to promote positive relationships, behaviours and attitudes throughout the school.

We had a number of long-term staff absences this session, which resulted in a number of developments being halted and difficulties experienced in terms of staff cover.

We have an established Parent Council who is involved in decision making within the school. They liaise with other parents to ensure that parents' views are considered in all matters. They are responsible for organising and running fund raising events throughout the year. Regular Newsletters, from the Parent Council, outlining forthcoming events are sent out to all parents.

We are part of the Calderside Learning Community and we have developed strong links with the other establishments across it. We work with the local Early Years Establishments and with Calderside Academy to ensure that smooth transitions are planned for. We have successfully developed an enhanced transition pro-forma this year in partnership with the latter.

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. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. 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.

Review of SIP progress session 2017/18

Priority 1: Learners will demonstrate application of their skills in new and unfamiliar contexts across the curriculum.

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

Progress and Impact: Our Literacy and English Programme, which is based upon North Lanarkshire Council's Active Literacy approach, is in its third year and we continue to see an improvement in attainment, particularly in Reading. New teaching staff attended training sessions in Phonics & Spelling and Reading at the beginning of the session, which has enhanced their knowledge and skills, both of the theory and practice of this approach to learning and teaching. Our robust reading assessments continue to be extremely informative and ensure all pupils are reading at the correct level. This assessment programme has facilitated fluidity in learners' groupings, ensuring all learners are fully challenged and supported. This year in particular, it has been evidenced that our approach to teaching reading has resulted in accelerated progress within cohorts, with almost all children reading at their chronological age or higher. This year we completed our Book Banded Collection, which ensures all learners have access to a wide range of fiction and non-fiction texts. Our School Lending Library continues to enable all learners to access reading materials for enjoyment. This will be further enhanced by the introduction of Reading Cloud software. All teaching and support staff attended in-set training for Clicker 7 which is being used to remove barriers in Reading and Writing, and whilst this resource is in its infancy, feedback from staff and learners has been positive. Additional Support Needs provision in Literacy & English has been a key focus of improvement this year, with a Staged Intervention Flow Chart being devised which formalised our whole school approach and support resources available, in partnership with our Specialist Support Teacher. This enables learners with difficulties in Literacy & English to be identified and appropriate supports put in place, for example the 5 Minute Box programme for which all Support Staff received training.

We identified Listening and Talking as an area for improvement this session and introduced the Hearsay Programme across the school. This has ensured careful planning and delivery of the Common Skills and Core Learning for all stages with positive impact reported in teacher evaluations.

A key focus of professional learning and development for all teaching staff has been reviewing the Numeracy & Mathematics Benchmarks and identifying the core learning for each stage across the school. A collegiate approach has been adopted at stage, department and whole school levels. This has resulted in clearer lines of progression from Early to Second Level and will be adopted in our planning and assessment next session. Teachers have worked with their stage partners to create Planning Mats for groups of Experiences and Outcomes to ensure high quality learning and teaching for all learners.

Next Steps: We will review our planning and assessment approaches in Literacy & English and Numeracy & Mathematics in line with the Curriculum for Excellence Benchmarks. We will continue to add to our Numeracy & Mathematics Planning Mats to ensure high quality learning and teaching experiences for all learners.

Priority 2: Learners' Health and Wellbeing: Responsibility of All will be developed through a framework which ensures progression in learning across the four contexts of the curriculum.

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: 3.1 Ensuring wellbeing, equality and inclusion / 2.2 Curriculum

Progress and Impact: We continue to make good progress with our approaches to Health and Wellbeing: Responsibility of All. A continued strength is learners' knowledge and understanding of children's rights and the UNCRC. Our annual Citizenship Fortnight reinforces our school's commitment to GIRFEC through our SHANARRI Family approach. Our Going for Gold Programme continues to be effective in highlighting our high expectations for all learners. Likewise, our P7 Buddy Programme continues to be a valuable contribution to the ethos of the school, with many parents and carers commenting on its effectiveness in settling their children into school life and developing leadership skills for our P7 learners. Our targeted Nurture Provision has continued this session with a dedicated area being created by the lead adult and group of learners.

In addition to our after school club provision, our extra-curricular programme has been expanded to include opportunities during the school day i.e. before school and during lunchtime. This is to facilitate our target group of learners whose participation levels were low. The clubs, including Get Fit in the Morning, Choir, Wednesday Workout Club and Girls' Football Club, have been well received. Our successful School Choir were recognised for their efforts in the Hamilton Regent Centre School Choir Competition this session where they came first place following a community vote.

After a series of staff, parent/carer workshops and pupil consultations we have reviewed our school vision, values and aims resulting in a new school motto being '*Learn together, laugh together, achieve together*'.

A key focus this session has been introducing all learners to The UN Global Goals for Sustainable Development. This has involved all teaching staff familiarising themselves with the theory behind the framework and transferring this important information in a child-friendly format through our Spotlight on Teamwork Week. Additionally, our weekly assemblies have focused on raising awareness of The Global Goals and ways in which learners can contribute to achieving these. Next session we will continue to deepen learners' understanding by linking the Goals to key school events such as Fairtrade Fortnight, Children in Need, Sport Scotland's Gold Award, Eco Schools, Comic Relief, etc.

Next Steps: In the new session, we will be adopting the Healthy in Schools Framework as a vehicle for planning and assessment in Health & Wellbeing across the school. This will ensure progressive and full coverage of the Experiences and Outcomes with links being made to the GIRFEC Wellbeing Indicators and the UNCRC. To facilitate a fully functioning Nurture Provision, an additional member of Support Staff will attend Nurture Training in the new session.

Priority 3: Learning experiences will focus on developing relevant Skills for Learning, Life and Work across the four contexts of the curriculum.

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: 3.3 Increasing creativity and employability / Developing creativity and skills for life and learning.

Progress and Impact: Valuable pupil leadership opportunities continues to be a key strength of the school, both as leaders of learning in the classroom and in the wider school. Over the course of the three-yearly improvement cycle, we have expanded our pupil leadership roles to include a wide variety of opportunities for learners. This includes P7 Buddies, P7 Pupil Team Leaders, House Captains and Vice Captains, Sport Captains and Vice Captains, Peer Mediators, Junior Librarians, JRSOs, Playground Leaders and Young Sport Leaders. Next session we will continue to develop Skills for Life, Learning and Work through our expansive leadership opportunities.

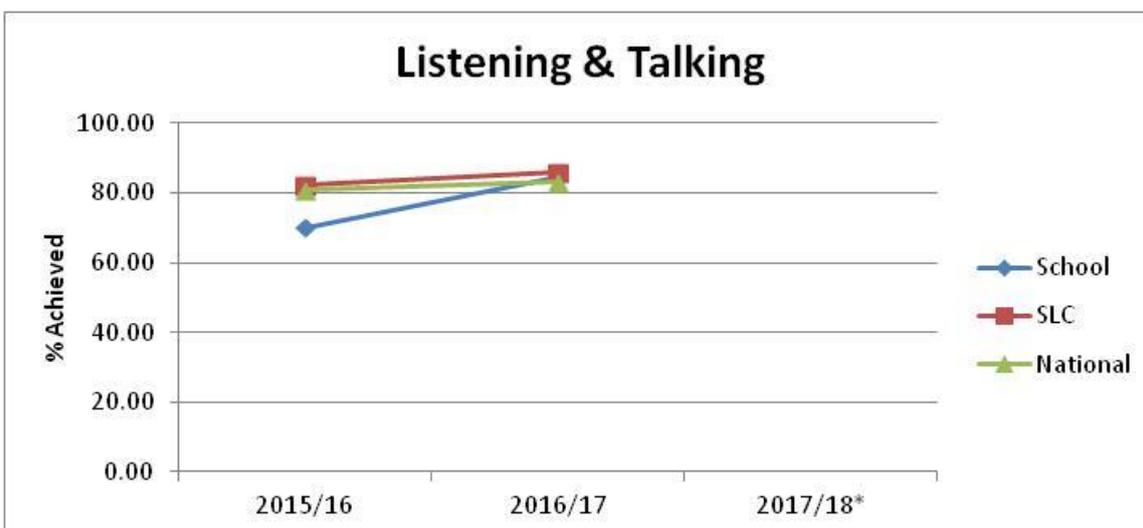
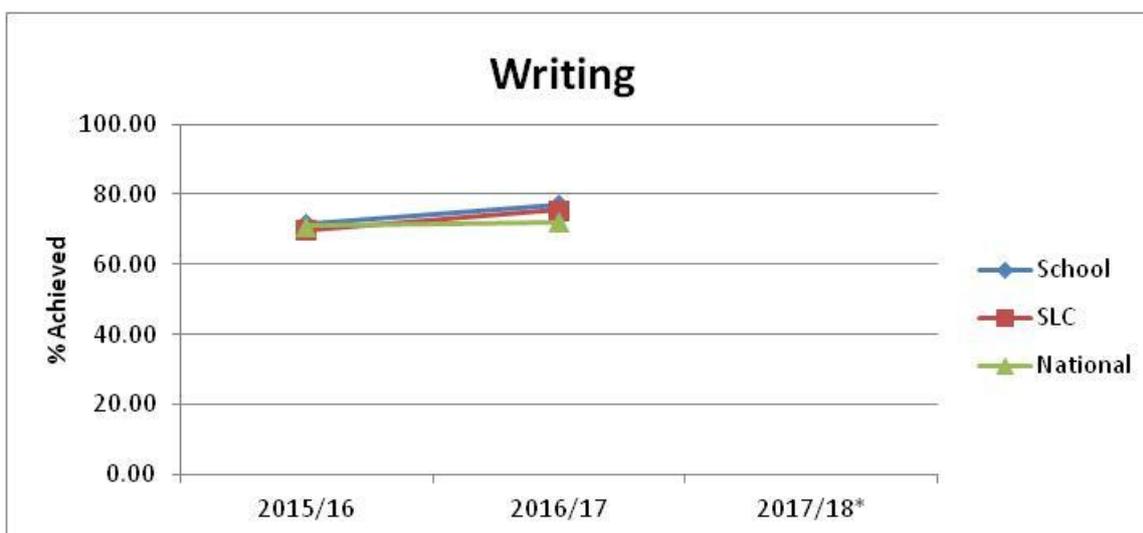
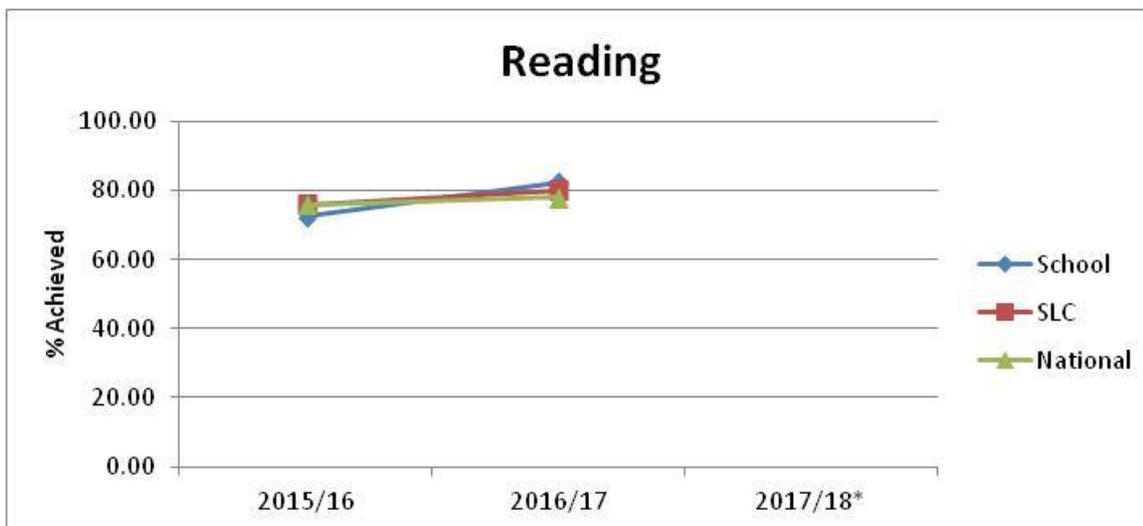
Spotlight Weeks continue to be an effective model for focused learning in a range of curricular areas. In particular, our Spotlight on Literacy Week provided a platform for celebrating Book Week Scotland through our 'My Favourite Book' theme. In addition to carefully planned reading for enjoyment classroom activities, our homework challenge invited families to work together to create their favourite story characters using our 'Say, Make, Write, Do' approach and the results of this were very impressive. Next session we will once again prioritise this focus to further demonstrate our ongoing commitment to reading for enjoyment.

During our Spotlight on Teamwork Week, our P2-7 learners met each afternoon in their teams to learn and investigate their allocated Global Goal resulting in high quality shared learning experiences. During our learner feedback sessions, children could confidently speak about The Global Goals and discuss their relevance and importance. Feedback from staff and parents was equally positive and, as a result, this model will continue next session.

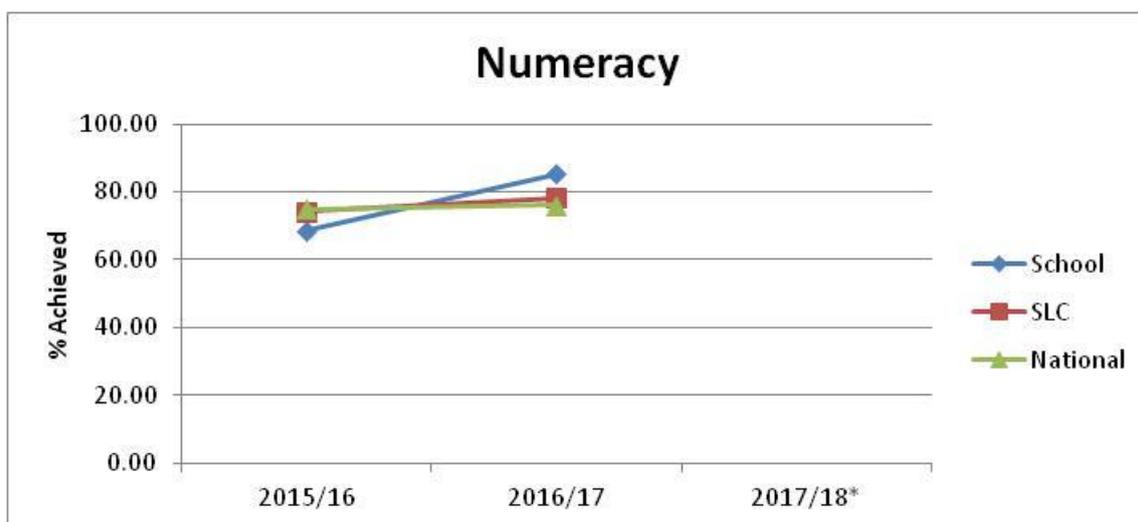
Educational visits have been carefully planned this session to link to learning in class and enabled learners to deepen their knowledge and understanding in new and unfamiliar contexts. Furthermore, we have facilitated a range of valuable partnership visits in school, including UWS, SYSTRA, Zoo-Ed, Hamilton Accies FC, Hamilton Rugby Club, Scotrail Safety Workshops, taekwondo, Youth Music Initiative and Mandarin lessons.

Next Steps: We will continue to plan Spotlight Weeks which develop learners' knowledge and skills in a range of contexts. We will also continue to use the 'Say, Make, Write, Do' approach to pupil assessment in line with the Benchmarks for Numeracy & Mathematics and Literacy & English.

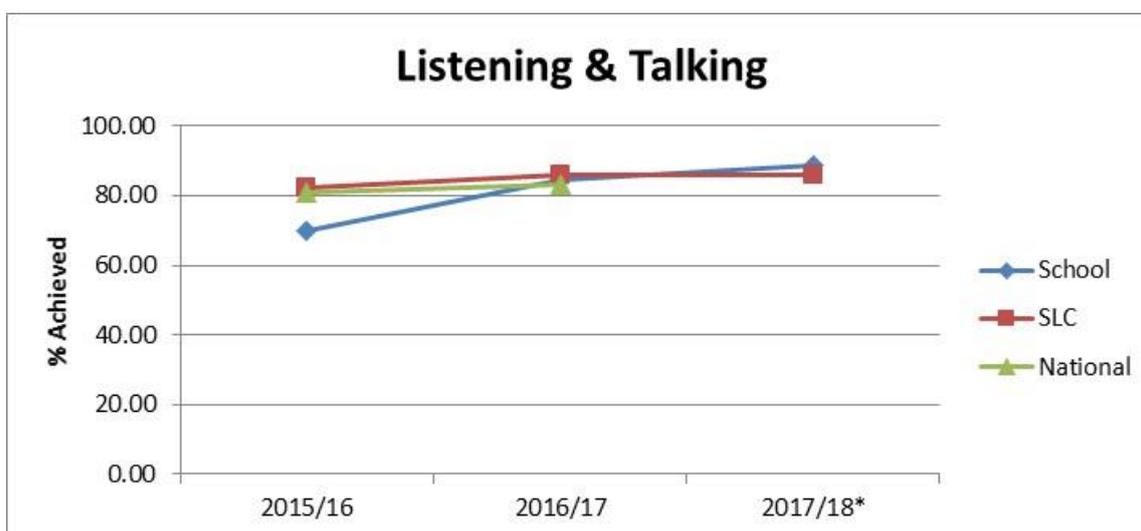
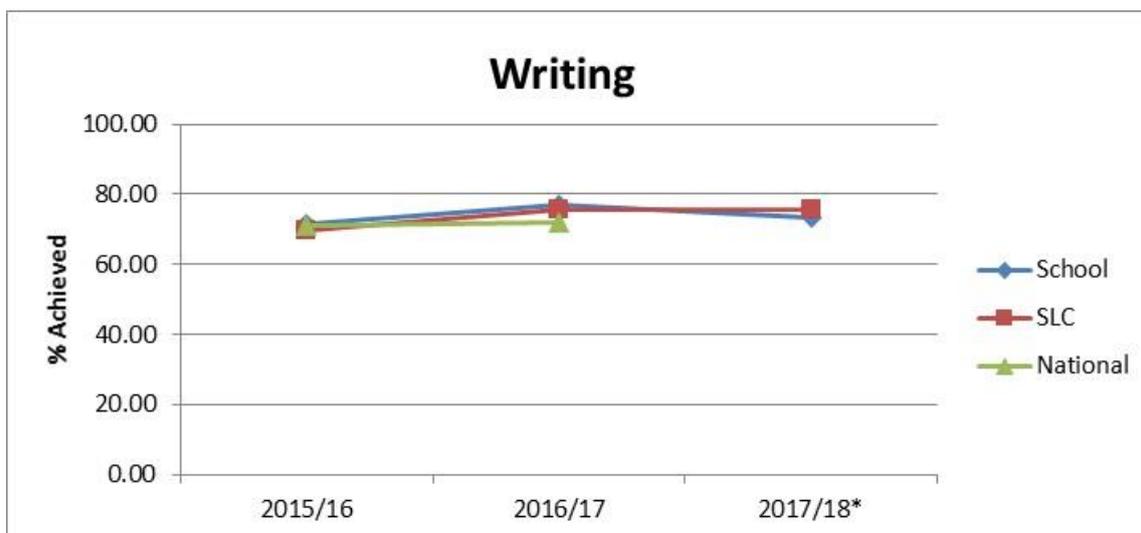
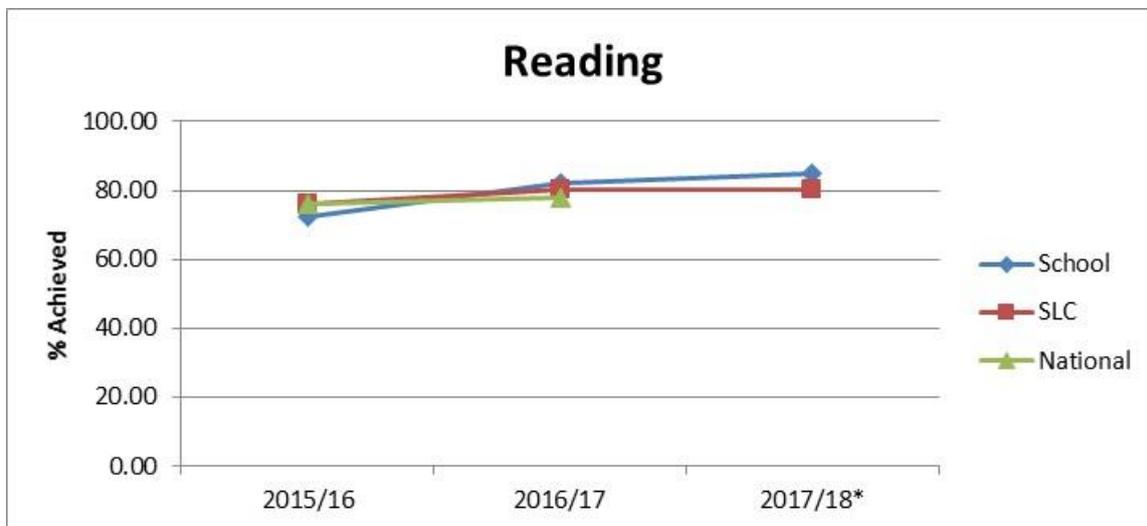
1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16 and 2016/17 (teacher judgement).



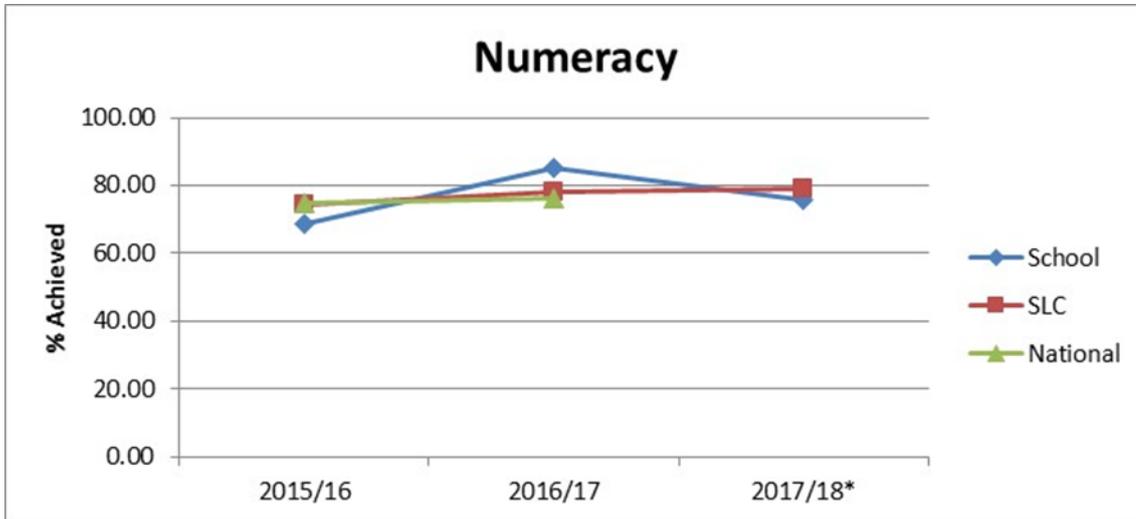
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1.3 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement).



1.4 Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement).



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

This year in particular, it has been evidenced that our approach to teaching reading has resulted in accelerated progress within cohorts, with almost all children reading at their chronological age or higher. This year we completed our Book Banded Collection, which ensures all learners have access to a wide range of fiction and non-fiction texts. Our School Lending Library continues to enable all learners to access reading materials for enjoyment. This will be further enhanced by the introduction of Reading Cloud software. All teaching and support staff attended in-set training for Clicker 7 which is being used to remove barriers in Reading and Writing, and whilst this resource is in its infancy, feedback from staff and learners has been positive. Additional Support Needs provision in Literacy & English has been a key focus of improvement this year, with a Staged Intervention Flow Chart being devised which formalised our whole school approach and support resources available, in partnership with our Specialist Support Teacher.

Next steps

We will review our planning and assessment approaches in Literacy & English in line with the Curriculum for Excellence Benchmarks. This will include moderation of Reading, using the Moderation Cycle.

Numeracy:

Progress	satisfactory	good	very good	excellent
		X		

Strengths

A key focus of professional learning and development for all teaching staff has been reviewing the Numeracy & Mathematics Benchmarks and identifying the core learning for each stage across the school. A collegiate approach has been adopted at stage, department and whole school levels. This has resulted in clearer lines of progression from Early to Second Level and will be adopted in our planning and assessment next session. Teachers have worked with their stage partners to create Planning Mats for groups of Experiences and Outcomes to ensure high quality learning and teaching for all learners.

Next steps

We will review our planning and assessment approaches in Numeracy & Mathematics in line with the Curriculum for Excellence Benchmarks. This will include moderation using the Moderation Cycle. We will continue to add to our Numeracy & Mathematics Planning Mats to ensure high quality learning and teaching experiences for all learners.

Health and Wellbeing

Progress	satisfactory	good	very good	excellent
		X		

Strengths

A continued strength is learners' knowledge and understanding of children's rights and the UNCRC. Our annual Citizenship Fortnight reinforces our school's commitment to GIRFEC through our SHANARRI Family approach. Our Going for Gold Programme continues to be effective in highlighting our high expectations for all learners. Likewise, our P7 Buddy Programme continues to be a valuable contribution to the ethos of the school, with many parents and carers commenting on its effectiveness in settling their children into school life and developing leadership skills for our P7

learners. Our targeted Nurture Provision has continued this session with a dedicated area being created by the lead adult and group of learners.

In addition to our after school club provision, our extra-curricular programme has been expanded to include opportunities during the school day i.e. before school and during lunchtime. This is to facilitate our target group of learners whose participation levels were low. The clubs, including Get Fit in the Morning, Choir, Wednesday Workout Club and Girls' Football Club, have been well received. Our successful School Choir were recognised for their efforts in the Hamilton Regent Centre School Choir Competition this session where they came first place following a community vote.

A key focus this session has been introducing all learners to The UN Global Goals for Sustainable Development. This has involved all teaching staff familiarising themselves with the theory behind the framework and transferring this important information in a child-friendly format through our Spotlight on Teamwork Week. Additionally, our weekly assemblies have focused on raising awareness of The Global Goals and ways in which learners can contribute to achieving these. Next session we will continue to deepen learners' understanding by linking the Goals to key school events such as Fairtrade Fortnight, Children in Need, Sport Scotland's Gold Award, Eco Schools, Comic Relief, etc.

Next steps

In the new session, we will be adopting the Healthy in Schools Framework as a vehicle for planning and assessment in Health & Wellbeing across the school. This will ensure progressive and full coverage of the Experiences and Outcomes with links being made to the GIRFEC Wellbeing Indicators and the UNCRC. To facilitate a fully functioning Nurture Provision, an additional member of Support Staff will attend Nurture Training in the new session.

Employability Skills/Positive Destinations

satisfactory	good	very good	excellent
	X		

Strengths

Valuable pupil leadership opportunities continue to be a key strength of the school, both as leaders of learning in the classroom and in the wider school. Over the course of the three-yearly improvement cycle, we have expanded our pupil leadership roles to include a wide variety of opportunities for learners. This includes P7 Buddies, P7 Pupil Team Leaders, House Captains and Vice Captains, Sport Captains and Vice Captains, Peer Mediators, Junior Librarians, JRSOs, Playground Leaders and Young Sport Leaders. Our Spotlight on Teamwork Week enables our P2-7 learners to meet each afternoon in their teams to learn and investigate their allocated Global Goal resulting in high quality shared learning experiences. During our learner feedback sessions, children could confidently speak about The Global Goals and discuss their relevance and importance.

Next steps

We will continue to plan Spotlight Weeks which develop learners' knowledge and skills in a range of contexts.

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

We celebrate and share our learners' achievements in many ways across the school. Our weekly assemblies celebrate achievements within school through our four capacity certificates and each class having a Masterpiece of the week to celebrate. Likewise, learners are actively encouraged to share successes outwith school & they share these with the school community during assemblies. Our learners' achievements are also celebrated and shared on our school website, newsletters, our Wall of Achievement, local press and SLC Newsletters.

Our P7 Buddy Programme continues to be a valuable contribution to the ethos of the school, with many parents and carers commenting on its effectiveness in settling their children into school life and developing leadership skills for our P7 learners. Our P7 learners are also awarded Leadership Ties in recognition of the important Leadership roles they embrace. These include P7 Buddies, P7 Pupil Team Leaders, House Captains and P6 Vice Captains, P7 Sport Captains and P6 Vice Captains, P5-7 Peer Mediators, P6 Junior Librarians, P6 & 7 JRSOs, P6 Playground Leaders and P7 Young Sport Leaders and P7 Team Leaders

In addition to our after school club provision, our extra-curricular programme has been expanded to include opportunities during the school day i.e. before school and during lunchtime. This is to facilitate our target group of learners whose participation levels were low. The clubs, including Get Fit in the Morning, Choir, Wednesday Workout Club and Girls' Football Club, have been well received. Our successful School Choir were recognised for their efforts in the Hamilton Regent Centre School Choir Competition this session where they came first place following a community vote.

A key focus this session has been introducing all learners to The UN Global Goals for Sustainable Development. This has involved all teaching staff familiarising themselves with the theory behind the framework and transferring this important information in a child-friendly format through our Spotlight on Teamwork Week. Additionally, our weekly assemblies have focused on raising awareness of The Global Goals and ways in which learners can contribute to achieving these. Next session we will continue to deepen learners' understanding by linking the Goals to key school events such as Fairtrade Fortnight, Children in Need, Sport Scotland's Gold Award, Eco Schools, Comic Relief, etc.

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.

After a series of staff, parent/carer workshops and pupil consultations we have reviewed our school vision, values and aims resulting in a new school motto being 'Learn together, laugh together, achieve together'. The level of engagement with all members of our school community was extremely positive, and continues to be so.

P1 Welcome Sessions provide opportunities for family engagement, which have a positive impact on communications between school and home, as well as building positive relationships. Throughout the year we encourage family involvements and engagement, and we have drop-in sessions, "Sharing the Learning" sessions, Bingo sessions, fundraising events, including Parent Council events. We are very well supported by parent/carers through sharing areas of expertise during Spotlight Weeks. Our library is very much supported by parent/carer volunteers. Likewise, our P2 Kerbcraft programme could not proceed without parent/carer volunteers. This year, we also had a whole school trip to the local cinema, in consultation with families, which was highly successful and relied on a high number of parent/carer volunteers.

Our pupil focus groups are highly effective at involving our learners in reflecting on their learning, and reflecting on their teaching. Having all learners at P2 – 7 as part of a pupil committee/council facilitates all learners to achieve in another aspect of our school improvement.

Once again being part of a UWS Health and Wellbeing project whereby families were being encouraged to participate in physical activity, whilst recording their levels on accelerators. A high number of families took part in this, which was an extension of our original whole school involvement in a study on the effects of physical activity. The continued level of response from families has been such that we are aiming to participate in another study next session.

Quality Indicator	How are we doing?	How do we know?	School Self-Evaluation
1.1 Self-Evaluation for Self-Improvement	We take a collaborative approach to self-evaluation. Having carefully identified our school improvement priorities in consultation with staff and pupils, Parent Council and Parent Forum. We continue to use data, stakeholders' feedback, and other information to inform our decision making. As a result of this, and improved quantitative data, we are better able to demonstrate learners' successes and achievements.	We will continue to consult with learners, parents/carers and other partnership agencies to fully involve them in our self-evaluation processes, which are ongoing and based on evidence. We will continue to embrace the use of data and other intelligence to inform our decision-making, including the PEF spend.	Good
1.3 Leadership of Change	Having reviewed our school vision, we are moving forward together as a school community in terms of our aims and values with greater clarity. All staff have demonstrated a commitment to implementing change, with many taking on additional leadership roles. We plan change carefully and ensure that developments are based on sound educational thinking and research.	We will further create collaborative conditions for staff to learn with and from others, so supporting peer collaborative learning for all staff. Learners to engage in communication and discussions about their next steps and contribute to planning learning pathways which meet their needs and aspirations.	Good
2.3 Learning, teaching and assessment	The ethos and culture of our school reflects a commitment to children's rights and positive relationships. Almost all children are engaged, motivated and interact well during activities. We observe learners closely to inform appropriate and well-timed interventions and future learning.	To continue to review our approaches to planning for continuous improvement and assessment. To further develop staff skills of data analysis which are focused on improvement.	Good
3.1 Ensuring wellbeing, equity and inclusion	Our approach to ensure wellbeing, equity and inclusion is underpinned by the UNCRC, the Wellbeing Indicators through our use of SHANARRI family characters. Staff, children and young people know, understand	We will continue to track progress of target learners through PEF and the use of hard data. To continue to communicate with parents, partners and learning across these key themes.	Very good

	and use the wellbeing indicators as an integral feature of school life.		
3.2 Raising attainment and achievement	Increasing confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment. Our learners exercise responsibility and contribute to the life of the school, the wider community and as global citizens. We have systems in place to promote equity of success and achievement for all our learners.	To further develop the use of evidence from tracking meetings, professional dialogue and assessments to measure progress. We will be implementing new systems for tracking attendance as part of our target cohorts where attainment levels are not on track.	Good

Overall impact of establishment's actions to improve excellence and equity (PEF)

Amount allocated: £99,400.00

How are we doing?	How do we know? (Evidence measures of success)	What are we going to do now?
(High level paragraph addressing the three questions)		
<p>Having the PEF funding has already made a difference to attainment levels in the main. It has been evidenced that our approach to teaching reading has resulted in accelerated progress within cohorts, with almost all children reading at their chronological age or higher. It has also been evidenced that our intervention approach of supporting pupils through small group or 1:1 teaching opportunities is working. Having resources to support pupil progress with identified gaps, as well as extending pupil progress which requires to be challenged has resulted in an overall improvement in attainment levels. It has also made a difference in terms of staff's confidence in teaching and learning approaches that have altered for interventions introduced across the school. It has made a difference to pupil engagement and to a targeted group of pupils' health and wellbeing. The latter is an area for improvement next session.</p> <p>Other gaps identified as a consequence has been the link between attendance and progress, which whilst may appear obvious, it is an area that we were unable to specifically target and monitor as we did not have a full staffing complement for most of the session. A member of SMT will have responsibility for monitoring this more closely next session. Having more skilled expertise in how to collate and record data in spreadsheet form will undoubtedly make a difference next session.</p>		

Overall evaluation of establishment's capacity for continuous improvement

Planning for next session is clearer as we have a better grasp on how the process must be followed. Baseline data collected for literacy and numeracy facilitated identified gaps and quantifiable measures are in place. Our access to raw data also facilitates our ability to evaluate the effectiveness of specific interventions in Literacy and Numeracy. Systems are in place to gather data and report progress in respect of measures/targets.

Engagement levels with families of children who are not performing to their potential is an area for improvement, specifically in terms of Health and Wellbeing. We have invested in a programme of workshops and support for staff, parents/carers and pupils, with a focus on Resilience, Self-esteem and Confidence as these are three areas wherein our interventions are required to facilitate equity. This, coupled with our focus on continuous improvement in Learning and Teaching, will better equip us to engage with these learners and families.

Our attendance figures are closely on par with SLC data, however specific pupils have patterns of absences and this is an area we plan to target next session as they also reflect gaps in learning.

Signed: Elaine Henry

Date: 30.08.18