Udston Primary School

Establishment Improvement Plan and Standards and Quality Report

Session 2015/2016

Calderside Learning Community
Section 1: Standards and Quality Report

1 A Introduction, Statement of Purpose and Improvement Objectives and Aims of Learning Community

1 B Establishment aims

1 C Establishment Standards and Quality

Section 2: Planning for Improvement

2 A Establishment Position in Relation to Education Resources Improvement Priorities

2 B Improvement Priority Action Plan – Option 1
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Standards and Quality Reporting – Guidance for Establishments

Purpose

Standards and Quality reporting was introduced by the Standards in Scotland’s Schools etc. Act 2002, making it a requirement for all establishments to publish an annual report on progress made in establishment improvement over the previous year. The Act also placed a requirement that the report should be made available to all stakeholders.

The main function of the Standards and Quality reports is to provide information about the strengths and areas for improvement of an establishment. It should include reference to how information was evaluated and the extent to which the establishment has been effective in securing improvements.

In order to demonstrate adherence to requirements within the Act School/Establishments should use their Standards and Quality Reports to:

- report to parents/carers by making it available to the Parent Forum; discuss the report at the Parent Council or PTA; or use the report as a basis for a presentation at the AGM of the Parent Council;
- demonstrate the link between self-evaluation processes, evaluative statements and the priorities identified in the establishment Improvement Plan;
- celebrate success; and
- report to Education Resources and other agencies such as Education Scotland.

General Principles:

- the Standards and Quality Report should clearly detail the establishment’s strengths and areas for improvement;
- any statements made should be based soundly on the outcomes of the establishment’s self-evaluation processes;
- it should be evaluative with some relevant descriptive detail to explain the evaluations;
- it should contain evaluations using HGIOS3 and/or TCATC2;
- evidence gathering should be an on-going task, reflecting the dynamic process of effective self-evaluation;
- the evaluative statements about progress made on the previous improvement plan should be woven throughout the text rather than detailed separately;
- each section should make specific reference to:
  1. how evidence was gathered;
  2. impact of actions taken; and
  3. the next steps (priorities, actions and measures for next session).
Guidance for Standards and Quality Reports

1. Within the text there should be greater emphasis on conclusions derived from data rather than raw data itself. E.g. From a recent questionnaire focussed on pupil engagement, it was found that most pupils felt that the school/establishment provided them with a high quality of education, however they would like to be provided with more opportunities to talk with teachers about their learning. 83% of pupils felt that their learning in school/establishment was helping them in becoming more confident; and

2. The report should include evaluative comments on assessment and achievements for example SQA examination results, ASDAN, Duke of Edinburgh or other similar awards. E.g. The overall improvement in literacy is now very good and is strongly reflected at all stages across the school/establishment. During the programme of planned classroom/playroom visits for last session, which focused on active learning in mathematics, there was clear evidence that all pupils were actively engaged and motivated in their learning.

The Framework:

It is recommended that the Standards and Quality Report for each establishment should follow the structure outlined within the template provided.

The report should be split into three broad sections:

1A: Introduction, Statement of Purpose and Improvement Objectives and Aims of the Learning Community;

1B: Establishment aims;

1C: Establishment Standards and Quality

Each of the questions highlighted in each section is linked to one or more quality indicator which should be used to inform evaluations.

Submission of reports:

The establishment report should be submitted electronically to Education Resources (Kay Anderson, Clerical Assistant: kay.anderson@southlanarkshire.gov.uk) no later than the end of 24\textsuperscript{th} June 2016.
Introduction

The Standards in Scotland’s Schools Act (2000) places a duty on schools to produce an annual report on its work and the strategies it is implementing to raise education standards for all pupils.

This report has been written to provide information to parents/carers and other stakeholders about the work of Udston Primary School and to celebrate our successes.

Udston Primary School is situated in the Hillhouse area of Hamilton. The catchment zone covers part of the Hillhouse Area of Hamilton as well as the Westcraigs Area of Blantyre.

At Udston, we place a strong emphasis on celebrating and recognising the individual achievements and talents of all children. This is done in a wide range of contexts which reflect the interests of all our young people. We promote a safe, positive environment where our pupils can thrive, reflect on their success and be the best they can be.

As a result of the strong partnerships which exist amongst both teaching and support staff, the staff is a strength of the school. They are highly motivated, hardworking and committed to continuous improvement. A high level of nurturing from all staff leads to a strong ethos of pastoral care where achievement for all is promoted and celebrated throughout the school.

Health and Wellbeing are a priority and strength of the school; and we use innovative approaches to empower our pupils to make positive decisions regarding their personal health and wellbeing. We have achieved and maintained our Gold status as a Health promoting School. Throughout the year we offer a wide range of extra-curricular clubs which provide sporting opportunities and encourage children to adopt health lifestyles, these have included; Football, Badminton, Netball, Outdoor Learning, Fun Fitness, Athletics, etc.

We promote Global Citizenship in a variety of ways, including through our commitment to Social Enterprise. This has been recognised through gaining a Social Enterprise in Schools Award two years consecutively, a first in Scotland. We added to this accolade by winning the Scottish Youth Led Social Enterprise of the Year Award for ‘Udston’s Earthly Enterprises’ which was presented by John Swinney MSP, at the Scottish Parliament.

Our aims are to provide an education that will help all pupils to achieve their potential academically, physically, aesthetically and morally; to learn to live and work harmoniously with their peers and have respect for the attitudes and feelings of others. By doing this we hope to help pupils acquire the knowledge and skills relevant to a fast changing world which requires flexibility and adaptation; that they may take their place and play a useful part in their society.
The vision of South Lanarkshire Council is to ‘Work Together to improve the quality of life for everyone in South Lanarkshire’.

The purpose of Education Resources is to support this vision through ensuring that all learners:

- are effectively supported to raise their attainment and achieve their full potential;
- benefit from an appropriate range of learning opportunities which match their individual needs;
- are actively engaged, as appropriate, in evaluating the quality and impact of their learning experiences, and
- are safe and feel valued when using Education Resources premises.

This will be achieved by ensuring that all learners:

- access a curriculum which reflects national and council priorities and best practice in education;
- experience a motivated and professional workforce who demonstrate best practice in providing opportunities for learning;
- have access to modern resources which are used effectively to maximise the impact of learning experiences, and
- benefit from partnership working and the integration of services.

### Aims of the Learning Community

All staff in establishments and teams in the [name of learning community] Learning Community are committed to working together to:

- raise standards of educational attainment and achievement especially in the core skills of literacy and numeracy at all stages;
- share practice, use current knowledge, reflect on and evaluate practice to support continuous improvement;
- promote and secure equality and help every young person benefit from education with particular regard to pupils with additional support needs;
- work in partnership with parents and others in the community to develop the children’s respect for self, one another and others in their community;
- integrate services to support all children to become successful learners, confident individuals, responsive citizens and effective contributors, and
- create and maintain environments which are conducive to high quality learning and teaching.
Establishment Aims

Key performance outcomes:
- Udston Primary will continue to maintain high standards of educational attainment and achievement. Core skills of literacy and numeracy and health and wellbeing will have a prominent role at all times. We will continuously aim to improve our performance to ensure progress and quality of achievement and enable pupils to become successful learners, confident individuals, effective contributors and responsible citizens. We will self-evaluate using HGIOS 4 and a variety of assessment methods, both formative and summative will be used to evaluate and track progress for all. There will be a strong focus on moderation. Pupil participation will be encouraged through a wide range of pupil committees and a wide variety of extra-curricular activities will be offered such as sports, music, science & engineering, enterprise and residential experiences. Pupils will be encouraged to become independent, responsible and confident citizens who are given the opportunity to demonstrate their creative skills. Emphasis on positive relationships amongst all members of the school community will ensure a nurturing, inclusive environment where the achievements of all are celebrated and recognised.

Impact on Learners:
- Udston Primary will continue to work as a team to share good practice, and to build and extend our knowledge, while continuously reflecting and evaluating our daily practice to support continuous improvement. We will create a learning environment in keeping with the principles and purposes of Curriculum for Excellence. Assessment is for Learning, Global Citizenship, Enterprise in Education and Rights Based Learning. The school will work with parents / carers and families to ensure that the learning experiences support and challenge learners. We will engage fully with the CfE outcomes and target setting will take account of previous learning and involve young people, parents/carers. Young people will be encouraged to see adults within the school as role models in developing a positive attitude to learning. Pupil Focus Groups will add a further dimension to evaluate the impact of learning experiences on our learners.

Impact on staff:
- As a staff we will have a shared understanding of what is involved in providing high quality education for all learners. Individual expertise, skills and talents of staff will be recognised to ensure the greatest impact and benefit for all children. Appropriate Professional Learning opportunities will be accessed throughout the session with self evaluation against the GTCS Standards for Registration. Staff will be updated on the implications and requirements of the various equalities and child protection procedures and legislation. Staff focus on providing opportunities for our young people to develop within a safe, valued and secure environment where raising the standard of achievement and attainment is of paramount importance, and where fairness, justice, inclusion, innovation and original thinking are actively promoted. Staff will continue to develop their role in promoting the Wellbeing Indicators outlined in GIRFEC and the UNCRC articles.

Impact on the community:
- We recognise the role of the school within the community and the need for strengthening communities. We will continue to seek every opportunity to work in partnership to support children and their families, for example through our developing programme with Home School Partnership. We will continue to provide innovative approaches to learning and challenges arising now and in the future, roles in society through success in social enterprise activities, community involvement and sports achievements by actively seeking out partnerships to enrich
and deepen these contributions to our curriculum. There will continue to be a focus on global citizenship and work with Rights Education will be further enhanced.

**Delivery of Education:**
- We will deliver a broad and balanced curriculum ensuring coherence and progression across all elements to meet the needs of all stakeholders. We will continually reflect on emerging practice in the curriculum and in teaching and learning approaches and adapt to ensure that we address the principles, purposes and outcomes of Curriculum for Excellence. Through rigorous self evaluation we aim to offer high quality education through a range of progressive, innovative and creative programmes that can be adapted to suit the needs of all learners. In doing so, we aim to transform learning and inspire all learners. A strong emphasis will also be on celebrating achievement and sharing success throughout the school and wider community.

**Policy Development and Planning:**
- We will ensure that all position statements and policies are up to date and reflect practice within the school. We will ensure that all stakeholders are consulted and informed about the school’s work and development. Curriculum matters will be discussed at Parent Council meetings and reported in parental newsletters.
- Udston Primary will continue to participate in a reviewed approach to Improvement Planning, as led by CQIS this session.

**Management and Support of Staff:**
- Udston Primary will continue to develop agreed processes of quality assurance in relation to the management and support of staff. Reflection and self-evaluation are embedded in our culture which focuses on improving learning and teaching and reducing barriers to learning. Staff respond positively to challenges, research and advice for the benefit of the whole school community. We will continue to foster a collaborative and collegiate approach to our work. Staff will have clear remits focused on the needs of learners. The staff PRD will be undertaken annually, and will reflect the Professional Update requirements. Opportunities for relevant and appropriate Professional Learning will be available and staff will be supported and encouraged to extend their knowledge and skills and identify areas for development. Professional Learning is at the heart of Professional Update and the school will support staff to develop an integrated approach to this.

**Partnership and Resources:**
- Udston Primary will continue to develop and maintain partnerships with all stakeholders within the school, local and wider communities. We will continue to make best strategic and operational use of all resources available to the school. We aim to maximise the use of all available resources in accordance with Best Value practices. We will ensure that all school finances are targeted to improve the educational experience of all pupils and we will work in partnership with the Calderside Learning Community, a variety of partners and with other agencies to ensure the best possible learning and teaching environment.

**Leadership:**
- We promote a culture where staff are able and confident to undertake lead roles within and beyond the classroom. These will include membership of Development Groups, leading pupil groups such as Pupil Council, Health & Wellbeing, Eco, Fairtrade, Website, Community Links, Global Citizenship and Enterprise. Staff are collaborative learners who support and encourage each other. Opportunities are provided to develop leadership qualities allowing all members of our school community to develop as leaders. The school’s vision is firmly based on outcomes for learners and is in line with local and national priorities. The results of audits and consultations are the basis of change and using the principles of Curriculum for Excellence we foster a creative and innovative approach to learning for all within the school community. The
school performance profile will be updated to reflect evaluative information and school improvements. We aim to provide clear expectations of behaviour that are shared by all staff, learners, parents and carers that are consistent and fair and we all take responsibility for promoting positive values within the school. We promote a positive appreciation of equality, social justice and diversity in society and incidents are dealt with openly, promptly and consistently. Adults have a strong personal commitment to furthering their own leadership and learning and model this for pupils. At every opportunity children will be encouraged to take on leading roles for example House Captains, Play Leaders, Peer Mediators, Sports Captains, Sports Leaders and leadership through Vertical Learning Pupil Committees. This session, we will be re-introducing Primary 7 Buddies who will support our new Primary 1 pupils. Pupil Focus Groups represent their peers and take a lead role in the improvement of the school.

The leadership process involves everyone, and Udston Primary will continue to build school capacity by developing leadership in others through the encouragement of collegiate practices. Participative leadership is encouraged at all levels amongst staff, pupils and parents: Opportunities are provided for all staff to be Leaders of Learning both within the class environment and beyond it. Improvement groups reflect priorities in the school’s IP and this year we took a departmental approach in terms of how each target was led and developed by staff. Our Parent Council were consulted in the development of our RSHP programme (which had initially been developed with a small parental group). Parental representation on the school’s Rights Respecting School’s Steering Group meant direct involvement in leading the school towards first level status. Likewise, our Parent Council liaised with our Pupil Council over the session.

**1C Establishment Standards and Quality report**

**How well do our children learn and achieve?**

The school has a positive ethos where all are welcomed and their contributions valued. Staff have high expectations of pupils and effective pastoral care is in place to meet the needs of all pupils and their families.

The overall quality of how children learn and achieve is very good. Our children are making very good progress in all aspects of their development in learning and achieving.

**Existing Strengths:**

The majority of children in our school are motivated and eager participants in their own learning and all have become increasingly involved in target setting through AifL which permeates strongly through classroom practice. Active learning approaches and a variety of learning styles have had a considerable impact on pupil motivation. Almost all, including those who face barriers to learning, have progressed well and make very good progress from prior levels of attainment and achievement. Achievements are regularly celebrated at whole school and whole school community events. Social and Emotional Health and Wellbeing is embedded in classroom practice through programmes such as RSHP, Relax Kids, Massage in Schools Programmes and a high level of nurturing from all staff leads to a strong ethos of pastoral care and supports the development of the whole child. Give Us A Break sessions were provided for a targeted group of P7 pupils, as were also provided for their
parents/carers. The introduction of the GIRFEC Wellbeing Indicators, through characterisation of the SHANARRI Family, has led to a deeper understanding of what each of the Indicators means to our learners and how these link to their Rights. By doing so, this has enabled a consistent approach in terms of general understanding and the language being used by everyone across the school environment.

Appropriate tasks, resources and activities enable learners to make progress and enjoy learning. A focus on Active Learning has helped motivate pupils with a variety of learning styles. The use of Learning Logs throughout the school has also provided the opportunity to share pupils’ learning twice yearly, with pupils, parents/carers and teachers evaluating the strengths and development needs for every pupil. Pupils with ASPs are achieving their short term targets and are involved in setting new ones. ASPs are reviewed regularly and shared with parents / carers to monitor progress. School staff, specialist staff and partner agencies work closely together to ensure individual targets are resourced to support children with additional support needs.

An interdisciplinary approach to planning is adopted by all staff which reflects the needs and interests of all learners. This had had a direct impact on the motivation and enthusiasm of pupils of all abilities with more able pupils being suitably challenged. Pupils are consulted and involved in this planning process and are aware of the direction of their learning. A collaborative approach to whole school interdisciplinary planning takes place which provides a common focus ensuring maximum engagement and shared learning opportunities to take place. Interdisciplinary learning is celebrated and shared with parents in a variety of ways.

Through Outdoor Learning we create an environment that supports the principles of Curriculum for Excellence. We are developing a natural outdoor learning area which encourages imaginative and creative play thereby developing social skills and spatial awareness.

All pupils and staff are involved in developing our school values of Endeavour, Respect, Safety, Friendship and Understanding which are reflected in our agreed school charters. This session, we will be re-establishing our school values, vision and aims in partnership with all stakeholders. We promote a positive ethos where learning to live and work harmoniously and having respect for the attitudes and feelings of others is paramount. As a Rights Respecting School, we feel confident our Rights Education programme will also support the school in maintaining this aspect of pupil learning as a major focus next session. Our pupils are involved in developments across the school and they contribute effectively to the school and its community. We continued with our Vertical Learning Approach to incorporate all P2 – 7 pupils in development groups. These groups are Fairtrade, Enterprise, Website, Global Citizenship, Health and Wellbeing, Community Links, Pupil Council and Eco. The pupils also have many opportunities to celebrate diversity within our school community and are able to contribute effectively to society in general. Our pupils feel safe, healthy, active, nurtured, achieving, included, respected and responsible and are always striving to develop these qualities in others. Senior pupils have taken on the roles of House Captains, Vice Captains, JRSO, Junior Librarians, Sports Leaders, Peer Mediators and Play Leaders. A restorative approach to behaviour management is adopted by all staff and this is highly successful with pupils interacting to find solutions to potential problems, helping others and at times listening to others when adult intervention is not needed.

Through a wide range of in-school and community wide experiences and initiatives, learners are confident, successful, responsible members of the school and wider community. Children participate regularly in residential visits as well as curriculum-related trips. We invite individuals / groups with specialist skills / knowledge to our school and this helps impact greatly in the wider educational experiences for all.

Our curriculum is planned to suit the needs of learners, it incorporates the flexibility and cross-curricular opportunities offered by the Curriculum for Excellence and it is based on shared values. Pupils are engaged in their own learning and are making clear progress. Work undertaken by development
groups ensures the progression of the curriculum takes account of all stages, staff expertise and views of learners and has a whole school approach. It is designed to take account of school values and promotes challenge, enjoyment, breadth, depth, progression, relevance, coherence and personalisation. Teachers in school are confident in using responsive planning and taking into account the views of pupils. A flexibility of approach has helped teachers move away from resource driven programmes.

We refresh our curriculum on a regular basis and staff continually update their own skills. Time is always taken to engage in plenary sessions where staff reflect on current positions and plan appropriate next steps for development. We consult regularly with all stakeholders in order to plan appropriately for curriculum innovation, adaptation and opportunities for choice. The curriculum does leave scope for teams and individual teachers to introduce well considered innovations to meet the needs of learners. The improvements in our curriculum are based on rigorous self – evaluation processes. The School Improvement Plan reflects the views of staff, parents and pupils and promotes a shared vision for improvement and necessary steps to achieve it. Having all staff leading an area of school improvement has also raised staff confidence in having a leadership role.

We liaise closely with local nurseries to ensure a smooth transition between nursery and P1 and provide a well-structured, varied induction programme. This includes visits to early years establishments, parent and child workshops, parent information sessions, sports activities and a welcome lunch. Strong links with our associated secondary school are in place. This includes visits from secondary teachers and pupils, completion of pupil profiles, visits to the high school, extracurricular activities and parents’ visits. Transition programmes maintain continuity and progression for learning ensuring our learners develop enterprising and creative skills which prepare them for the world of work. Systems for passing on information about learning and pastoral needs are clear and well established to maximise learning for all pupils.

**Literacy and English**

This session, we piloted North Lanarkshire’s Active Literacy approach to teaching. Active Literacy is an integrated approach which is underpinned by evidence based research and focuses on reading, writing, listening and talking. Children are developing their phonological awareness which allow them to confidently decode unfamiliar words as well as learning a variety of strategies which help them read and spell common and tricky words. In the infant stages of the school, the Reading element of Active Literacy does not consist of using a reading scheme. Instead a book banded approach is adopted. Books from a range of publishers and authors, covering fiction and non-fiction, with variation in style and content, are graded in a colour system. The children can then be working on any book in the colour banding, therefore being exposed to a wide variety of books. As children move up the school, the reading programme focuses on developing children’s Higher Order Thinking and Comprehension Skills using novels and non-fiction texts. The use of higher order questioning strategies have also enhanced learners’ experiences. Feedback from pupils has been an increased enjoyment with this approach to reading, which has been further enhanced by the wider use of class novels across the school.

This session, following successful grant applications and fundraising, we created a whole school Library to promote and facilitate reading for enjoyment. The children attended a preview event this session and in August, the Library will be officially launched with sensory storytelling workshops for all classes. Following the launch event, the Library will be operated as a ‘lending library’ with the support of parental volunteers and Junior Librarians.

Children across the school are developing a better understanding of what they require to do to improve their writing. Staff, are developing their knowledge of the Active Literacy approach to writing, using the core and genre specific success criteria across the school. SMT have monitored the progress of this, and next session will progress further by facilitating moderation opportunities for staff at every level. The overall view from pupil groups was that they had an increasingly good understanding of where
they are in their learning and how to set next steps to improve their writing. This session three writing jotters were introduced across the school: Taught Writing, Writing Across the Curriculum and Daily Writing. Next session we will look to further develop the use of the Writing Across the Curriculum jotter to provide further opportunities for extended writing in a variety of contexts.

Across the school very good progress is being made in Listening and Talking. Class teachers ensure there are many opportunities for the pupils to take part in Listening and Talking activities; solo talks, circles time, discussions within school committees. To ensure progression throughout the stages, we will be introducing ‘Hearsay’, a listening and talking programme developed by West Dunbartonshire Council.

**Numeracy and Mathematics**

Evidence from our assessments show that the majority of children are making good progress in their development of numeracy and mathematics. The introduction of Education City has also proved to be an effective diagnostic tool for assessment. Easimaths software is being accessed by learners both in school and at home and parental workshops were delivered to facilitate this. Our staff development group has been focusing on further planning approaches and will continue to develop this next session. All staff attended in-set training in Big Maths and will begin to incorporate this into their planning and assessment. Our Spotlight on Maths week provided opportunities for learning in this area to be put into real-life contexts, for example a visit from the Dogs Trust involved the children learning about the costs associated with owning a dog.

**Assessment**

A whole school assessment programme was further developed this year, which has facilitated a more rigorous understanding of monitoring and evaluating the impact of learners’ experiences.

Assessment of Reading in the infants has been a major focus for improvement this session. All learners from Primary 1-3 were benchmarked using the PM Reading Assessment Resource which provided detailed information about learners’ reading level, reading behaviours, retelling indicators and comprehension. This ensured all learners were reading at the correct level. Progress was measured on an ongoing basis throughout the year and assessment results indicate that almost all learners have made very good progress. Identified pupils from Primary 4-7 were also benchmarked using this resource, the results from which were used to inform next steps in learning and teaching.

This session the staff have continued to see the value of using a more straight-forward approach to planning and reviewing of pupil progress, across the CfE. Staff highlight outcomes across the four terms – indicating if a major or minor focus was taught - and these will continue to be part of our planners in session 16/17. This allows staff to see progress and development and continue to ensure that we are providing depth and ensuring all outcomes are being taught. Strategically, SMT are better equipped to track and monitor outcomes and experiences across the school.

Next session, teaching staff will adopt a ‘Say, Make, Write, Do’ approach to planning and assessment.

**AfL Strategies**

Staff are committed to an ethos of continuous improvement and regularly reflect upon approaches to learning and teaching to raise attainment and achievement. Class visits by SMT and peers, along with professional dialogue evidence this. Tracking of experiences and outcomes within all curricular areas is now taking place within class planners.

**Areas for development:**

To maintain monitoring and tracking programme, ensuring class visits coincide with pupil focus group dialogues prior to Forward Plan Dialogue meetings.
Continue with NLC’s Active Literacy Approach across the school: book banding P1 – 3, having a supported and progressive link between all aspects of Literacy and English across the school. Promote the use of the Library to enhance reading for enjoyment and develop positive reading behaviours.

Staff to begin to build in moderation of reading and writing across the session.

Reading assessments for all learners to be conducted by SMT as per teacher judgement.

School maths recording format for maths assessment

As a staff, use the Big Maths Approach to build skills in Numeracy and mathematics across the school. Introduce First Steps Maths training as a robust diagnostic tool.

Pace and challenge across school to continue to be reviewed.

Lessons that have an impact on all learners will continue to be a focus. The greater use of Latest Pastoral Notes on SEEMiS

1C How well does the establishment support children to develop and learn?

Existing Strengths:

- Within Udston we have been working towards encouraging our children to learn in a variety of ways. Our children are learning to work independently, in pairs and groups. Learning targets are shared with all children and as a result they are clear about what they are learning and why. NLC’s Active Literacy approach has been introduced throughout the school this year. In the earlier stages, this promotes an active and reciprocal methodology to learning and teaching as well as adopting a book-banding approach which challenges and supports learning. As children progress through the school, they develop higher order thinking skills and strategies in a progressive and coherent way. The feedback this session has been extremely positive and this is further evidenced through our assessment results. The writing element of the Active Literacy programme has provided a progressive and skills-based approach to learning, teaching and assessment. The children have experience of reviewing their peers’ writing using pupil friendly success criteria. Introducing twice yearly Learning Log Weeks proved to be an effective opportunity for pupils, parents/carers and the school to evaluate strengths and development needs for every child. The children value their Learning Log Jotter and families’ feedback was very positive as they were given the opportunity to share their child’s learning over the course of a week.

- The development of a whole school Library has already resulted in great interest and excitement on the part of our learners. We have a wide variety of fiction and non-fiction texts which meet the wide range of interests and abilities, as well as complementing our curriculum. Parental volunteers and Junior Librarians are currently being trained to assist in the daily operation and maintenance of our Library.

- All staff attended Big Maths in-set training and the feedback from this has been very positive from both teaching and non-teaching colleagues. The increasing use of ‘planning mats’ has encouraged teaching staff to take a more outcome-based approach to teaching Numeracy & Mathematics. Easimaths parental workshops were delivered in November and this resulted in increased usage of the programme at home. Feedback from families has been very positive.

- Through weekly assemblies the school’s vision and values are shared with all along with a celebration of success around the four capacities. This session we introduced a Merit Chart to encourage good behaviour, as outlined in the school’s Playground Charter. House awards are given in recognition of respectful behaviour towards other members of the school community. Totals are shared termly, with an overall winning house being recognised at the end of the session. We also continued with “Golden Ticket” awards to encourage appropriate social interactions, as outlined in the school’s Dining Hall Charter. Those pupils who demonstrate such behaviour can exchange their golden ticket for lunch being served to them by SMT.
In developing our curriculum, we are continuing to take account of the four contexts for learning and seven design principles. Interdisciplinary Learning provides pupils with meaningful contexts to motivate and challenge pupils.

We provide opportunities for pupils to take ownership of their learning through responsive planning and we create opportunities for pupils to reflect upon their learning. Pupils are supported in reflecting upon their own learning journey, setting their own targets and sharing their learning with parents twice yearly.

This session staff have worked in departments to collegiately plan and implement the Literacy & English curriculum across the school. This has involved a great deal of time and commitment in order to support the successful aims of the programme. Teaching staff have worked together to prepare resources, share knowledge from training sessions, observe colleagues, create assessment resources and review the impact on our learners.

The Wellbeing Indicators have been introduced across the school and used as a focus at weekly assemblies as well as reinforced in class. Our House Captains developed the SHANARRI Family as a tool for introducing the concept to all pupils. This has resulted in a shared understanding of what the Wellbeing Indicators mean to everyone within the school community.

Our Primary 6/7 class participated in UNICEF’s KidPower Project, led by Mrs Macleod. We were one of two schools from SLC chosen to participate in this exciting opportunity. Pupils learned about children’s right to a healthy diet and how they could directly help malnourished children across the globe by earning KidPower Points through physical activity. These points converted to funds donated to UNICEF who then provided therapeutic food packages to areas where malnutrition had been identified. At the end of this session, Primary 6/7 shared their learning with the whole school and it was evident that the project has had a lasting impact on the children and their families.

Parents were involved in reviewing RSHP resources, as well as evaluating the appropriate timings for more sensitive aspects of RSHP being introduced to pupils. Curriculum developments and the on-going work of the school are shared with parents through the website, regular newsletters, parent leaflets, and information sessions at Parents Night. The H & WB Development Group consulted with Parent Council prior to the programme being introduced this session.

Staff are developing their knowledge and understanding of various teaching strategies through effective Professional Learning activities and opportunities, including sharing practices within our school and across Learning Communities - specifically in Reading, Rights-based Learning, Science and Food and Health. This has resulted in increased quality teaching and learning experiences being delivered more consistently as staff and pupil knowledge and confidence increases.

Transitions from nursery to primary is well supported with HT and DHT visiting the wide range of nursery provisions to ensure they are able to identify pupils with needs alongside encouraging nursery pupils to get excited about the move to primary. This session the future P1s had a ‘book-bug’ session to increase awareness amongst the parents on reading with their child. Primary to secondary is also well organised and we identify those who may need additional support, providing a programme of enhanced transition where appropriate. The Head Teacher and P7 staff work collaboratively within the Learning Community to support curriculum continuity.

We wanted to share the learning experiences more with our parents. In addition to the P1 Open Afternoon, this session we continued with our “Meet the Teacher” session within two weeks of the start of session. This was received and attended very positively by families. Having new staff within the school each year means that opportunities facilitate positive relationships being built. It also offers an opportunity for families to share and celebrate the positive start our pupils had enjoyed from the outset. Homework tasks related to special school events proved popular with parents and families supported their children in many ways, for example, by helping them make a range of 3D models, write stories or share reading with them.
We had two formal parents’ nights in October and April, with final reports just beforehand. We also had Learning Log Weeks in November and June where families could share and evaluate their child’s learning over the course of both weeks. On both occasions, there was a three-way reflection of each child’s progress, involving the pupil, class teacher and parents/carers.

- We make use of wider partnerships with parents who come into school to support our curricular events such as Fairtrade, Eco, Science, Rights Respecting Schools and Health Weeks. Likewise, where a parent/carer’s area of expertise link with an aspect of the curriculum, we have had a number of interesting sessions where pupils have learned about specific areas from the world of work. We also link with local organisations and businesses to enhance pupils’ experiences within and across the curriculum. The feedback from pupils was very supportive of special days and weeks, as an interesting and exciting way to learn.

- We also work in close partnership with our Parent Council and fully support their calendar of events, such as providing whole school entertainment at the Daffodil Tea Party which was scheduled this year, as well as other fund-raising events, such as the Christmas Fair and Summer Fair.

- A staged intervention approach is employed to meet the needs of individuals and Additional Support Plans are shared and reviewed with pupils and parents. All staff including ASN teacher work cooperatively to provide a supportive learning environment for all children.

- Through more rigorous termly assessments in literacy and numeracy, staff are aware of the strengths and areas of development for each child. These inform planning and are impacting positively on attainment.

- We work in partnership with a wide range of professionals to ensure the needs of our pupils are met. This includes regular working with Specialist Support Teacher, Educational Psychologist, Integrated Children’s Services, Outreach Services, Speech and Language Therapists, Occupational Therapists, Visual Impairment, Physiotherapists, Yorkhill Hospital Diabetic Service and Social Work Services. Through Staged Interventions and regular consultation with partner agencies and parents/carers, we ensure the needs of our pupils are best supported.

- All aspects of Equalities legislation are implemented and reported on an annual basis.

- We have Child Protection procedures in place. All staff have a clear understanding of their roles and responsibilities and carry these out consistently. SMT make use of Ecare alerts and ensure updates are added to pastoral notes. SMT attend all Core Group meetings in order to ensure there is a multi-agency approach in place.

**Areas for development:**

- Continue with whole school approach to Teaching of Active Literacy through NLC training and resources.
- A timetabled programme to be introduced across the school next session for the Library, including supported study sessions and family literacy workshops.
- The introduction of Fast Forward banded books for older readers to support children with ASN.
- To continue to develop our planning and assessment of Numeracy & Mathematics.
- Whole school approach to Outdoor Learning with staff inset and classes with a range of outdoor activities to follow.
- Introduction of the HWB: Responsibility of All framework, including how to make links between the UNCRC, GIRFEC and CfE Es and Os.
- Staff to be further training in Staged Intervention approach, including the My World Toolkit
- To continue to encourage collegiate planning, where appropriate.
How well does the establishment improve the quality of its work?

Existing Strengths:

The leadership of improvement and change through self-evaluation is good. All staff within the school take leadership responsibilities to ensure improvements in performance and necessary changes.

- HT and DHT, along with staff, share responsibility for the monitoring and evaluating of learning and teaching through a planned programme of classroom observations; sampling course work and review of planning documents. This enables consistency across learning and teaching.
- All staff were involved in ‘Meet the Teacher’ session. The timings for these were between an afternoon slot and after 3:30 slot to allow more parents to attend. Majority of staff are confident about meeting parents and developing the beginning of a partnership with them.
- Staff at every stage attended training on NLC’s Active Literacy Approach and all staff are now developing these skills through daily implementation of the programme.
- All staff were members of the school’s development groups this year.
- All staff were involved in following the assessment programme for writing, reading and maths and numeracy across the session.
- Staff participated in peer visits throughout the session, with the focus specifically being on teaching the Active Literacy programme. All staff engaged in professional dialogue relating to the introduction of this new approach. Ongoing self-evaluations and reflections of learning and teaching, as well as sharing examples of good practice, informed our next steps.
- All staff were involved in the PDR process, with the opportunity to self-evaluate their own practice. Self-Evaluation is also a key part of the planning process and this continues to develop. Professional Learning opportunities were linked to the school improvement plan priorities, as well as the authority’s priorities. Two staff were scheduled to undertake Professional Update this session and a great deal of preparatory work has been covered to support the process. Further CAT sessions were required to better equip staff for the changes.
- Mrs Turnbull, DHT, leads the school’s Literacy programme and in addition to coordinating the cascading of the Active Literacy programme across departments, also led the banding of books in the Infant department. This involved support staff organising and categorising resources. This also involved leading a number of Literacy-based events, such as Book Week Scotland, Scots Language Week, Storytelling Day and World Book Day.
- Mrs Turnbull, DHT, and Mrs Drennan (Acting PT) leads the continuity and development of Health and Wellbeing across the school, including an annual Health Week. This involves coordinating an extensive extra-curricular programme across the school.
- Mrs Drennan (Acting PT) led the RSHP Development Group and coordinated the introduction of our reviewed programme. This involved consultation with staff, parents/carers and pupils.
- Mrs Turnbull (DHT) and Mrs MacLeod (Acting PT), in partnership with our House Captains, led the development of the Wellbeing Indicators in the form of the SHANARRI Family.
- Mrs Henry, HT, is a CEOP Ambassador and leads the development of the Safe Use of Technologies across the school, including parents/carers.
- Mrs Turnbull and Mrs MacLeod (Acting PT), maintained the school’s Level 1 Accreditation of RRSA and will continue to lead the Making Rights Real Framework and Responsibility of All. We continue to be used by the Local Authority as an example of good practice and have supported a number of establishments across the authority and outwith. In addition, we were selected by SLC to participate in the International Conference coordinated by Education Scotland which focused on “Embedding HWB Across Learning”. We hosted a visit specifically from Dutch education colleagues to exemplify how HWB policy and legislation in Scotland is put into practice, resulting in positive outcomes for learners.
Mrs Findlay-Conaghan and Miss Bell maintained the school’s Eco School’s Initiative, and continued to promote Eco values reflecting our commitment to our second green flag.

At the start of the session, Mrs MacLeod and Mrs Turnbull organised Science Es and Os into ‘bundles’ for Early, First & Second Level. In addition, all Es & Os were broken down into knowledge and skills and planners were started for each ‘bundle’ and this will continue in the next session.

Mrs MacLeod led Languages 1 + 2 implementation across the school community and provided development opportunities for staff during Development Days and CAT sessions. Cross-curricular French activities were planned involving all staff in the form of a French Day in June which was successfully coordinated and implemented. This will now be part of our school calendar.

Mrs Turnbull is the ICT Coordinator and had successfully led Professional Learning opportunities for all staff to extend and enhance their own skills in using Technologies as a resource to develop and improve the quality of learning and teaching across the curriculum. This has also included training on WordPress for all staff to upload class information on our new Website.

Mrs Fearnsie-Brogan and Mrs Reeks supported student teachers in their Infant placements in November. This involved supporting their planning and implementation of learning activities.

Mrs Cowden and Mrs Hamilton have successfully led the Christmas Show. The Infant staff, Mrs Findlay-Conaghan, Mrs Brown, Miss Hood, Mrs Fearnsie-Brogan and Mrs Reeks led the Infant Nativity. Our NQTs, Miss Bell and Miss Hood, worked in partnership with pupils to plan the whole-school talent show. These events strengthened community links and were well supported by families.

Mrs Drennan and Mrs Goulding led “Olivia” end of year production, consisting of P4 – 7 Drama Club. Both staff members played a valued part in the successful production of the show.

Mrs Henry (HT) participated in a ‘Transforming Learning’ course through University of Glasgow and this has had a positive impact when reflecting against HGIOS 4.

Mrs Henry continues to be part of the authority’s Strategic Leadership Groups, including being a coach for the Into Headship Programme.

Mrs Drennan is currently undertaking the Postgraduate Certificate in Middle Management through SLC and the University of Strathclyde. This is having a positive impact on the quality of the school’s work.

Miss Brown is currently undertaking a Masters Degree and Mrs Findlay-Conaghan is continuing with the ‘Child’s Healthy Weight’ Masters Module, both through the University of Glasgow. These Professional Learning opportunities are impacting positively on the school’s professional knowledge.

This session, the school participated extensively in a Health and Fitness Survey of Scottish School Children conducted by University of the West of Scotland. The purpose of the project was to determine the health and fitness status of our pupils as well as pupils across the authority. The level of participation from our families exceeded any other schools involvement and this also led to further discussions between the university and our parents to establish the reasoning behind this. The feedback to date would suggest the reason as being our already well established emphasis on the importance of HWB and our strong partnerships with families across the school. More information will be forthcoming from UWS next session which will then be shared with all participants.

Almost all teaching staff have undertaken Local Authority’s training on Professional Languages Learning (French) and this has resulted in increased confidence in the delivery of French across the school.

Following Mrs Reeks’ training as Food and Health Representative on a nationally recognised programme, all pupils continue to participate in active cooking sessions. Mrs Reeks provides ongoing support to staff on the use of all resources and continues to support staff in developing their skills and confidence.

HT coordinated the ASN Programme within the school. Organising reviews and meeting with
parents and psychologists for children with ASPs, as well as enhanced transitional meetings for senior pupils. HT also completed all SAA and Requests for Assistance to comply with the Staged Intervention approach.

- HT attended all Locality Group meetings to ensure pupils’ needs continue to be met.
- HT coordinated the return of assessments across the school for reading, writing and maths.
- The Parent Council was informed of progress throughout the year and the wider school community was kept informed by frequent newsletters and information uploaded on our website.
- The children took on leadership roles within the class and across the school. P7 pupils were successful indoor leaders, providing support for pupils during breaks. P6 pupils trained to be Playleaders and were responsible for breaktime activities in the playground.
- P5 – 7 pupils were trained as mediators, as well as all support staff and identified teaching staff across each stage.
- Likewise, J.R.S.O. reps and House Captains/Vice Captains worked to support whole school events across the session.
- This year we introduced Primary 7 Sports Leaders who were trained by Active Schools. Sports Captains were also introduced as part of our journey to achieving a SportScotland School Sport Award (Silver).
- Various enterprise projects have given children across the school valuable experience of running small financial ventures, for example, our Primary 4 pupils led a ‘Marvellous Mallow Munchies’ initiative to raise funds for BloodWise.
- Pupils are engaged in regularly reflecting on their learning and identifying next steps to address. This is done through using a wide range of AfL strategies. All pupils engage in self and peer assessment in a range of curricular areas and are becoming more confident in giving constructive feedback.
- All staff engage in evaluating their own teaching on a regular basis and this is evident through Forward Plan Consultations with SMT every term.
- The progress of the school Improvement Plan is taken forward by staff within a range of Development Groups and Cat and Development Day sessions.
- All information regarding school improvement progress is shared across the school community through meetings, newsletter, school displays, website and twitter.

**Areas for development:**

- To further promote the school’s profile by sharing its successes and achievements through regular updates in local newspapers and media. Our school website has proven to be an excellent communication channel for most of our parents. Our group email distribution list provides alerts for parents/carers whenever an update is posted to the website. This has been greatly welcomed by families and we aim to continue to provide this additional service next session. We shall continue to further enhance our methods of communication in this way, as well as continue to offer paper copies to families for whom internet access may be a difficulty.
- To offer more opportunities for parental/carer information sessions on NLC’s Active Literacy Approaches, Family Literacy sessions in our new Library, Internet Safety and numeracy workshops.
- Following on the positive impact from last session’s input, P1 staff to attend Early Literacy Training next session.
- Review Vertical learning Pupil Committees approach and continue to provide opportunities and time for all staff to lead school improvements.
- Continue to provide leadership opportunities for pupils both in class and the wider school, for example through the implementation of the P1 Buddy Programme.
• Continue to develop whole school assessment programme, introducing numeracy and mathematics assessments which are being developed by SLC Development Group, of which one of our staff is a member.
• Two class teachers shared the Acting PT post which has resulted in positive developments for the school as well as enhanced professional learning. Mrs Drennan was the successful candidate at recent interviews and will take up post in the new session on a permanent basis.

1C How do you we ensure equality and inclusion and promote diversity across our establishment/service (delete as appropriate)?

We are fully committed to inclusion and we work very well with partner services to meet the needs of all. Inclusion is included into daily programmes of work in order to allow each child to develop fully and attain the highest standards. There are a high number of vulnerable learners in the school and a range of strategies are used to engage and support these children and their families. We strive to work towards individual children’s strengths and showcase them. Whole school values have been developed in collaboration with pupils, Parents/ Carers and staff and the school has achieved its Level One of the Rights Respecting School Award. This has a high profile throughout the school. These values promote fairness and justice. We promote equality and diversity within our school. The Promoting Positive Behaviour Programme ensures a whole school approach and children are encouraged to take ownership of their actions. We continually reflect and endeavour to engage disaffected learners and their families in order for us to enable them to experience success and belonging within the school.

Partnership working is our key to ensuring an inclusive school. Embedded in school policy and practice children’s rights are recognised, explored and discussed with pupils. Staff are given regular updates on SLC policy related to disability, gender and race and action plans are discussed at liaison sessions in order to ensure a whole school approach. All staff are expected to demonstrate a strong commitment to equality and fairness.

We have strong guidelines to ensure equality and fairness in the school. Our House system ensures that all children take ownership of their behaviour and attitude. Children and staff have shared expectations and understand that high standards are the key to achieving success.

Effective partnerships are established with the School Chaplain who contributes regularly to School Assemblies and the life and work of the whole school community. Likewise, we have established a positive partnership with the local Food Bank.

All pupils, through a variety of pupil led social enterprise initiatives and events, have demonstrated a high degree of compassion and sense of justice. During session 2015/2016 children supported a wide range of local, national and global projects, including Sport Relief, Children in Need, the local Food Bank in Hillhouse, The Dogs Trust and Bloodwise. Whilst we will continue to support different charities, teaching and learning about global citizenship has focused on supporting fair trade, campaigning against injustice through contacting organisations or individuals to influence decision-makers, taking steps to live sustainably and pupils learning to regularly question their own and others’ assumptions and perceptions about people, places and issues. This was evidenced through the school’s participation in the UNICEF OutRight Campaign which focused on the rights of children in humanitarian emergencies, UNICEF KidPower Project which involved children earning points for physical activity which were then converted into food packages for severely malnourished children, and Send My Friend to School Campaign.

Diversity is celebrated in Udston and our programme for Spotlight Curricular Weeks and other initiatives all actively promote equality and fairness for all.

This year we continued with our Vertical Learning approach to Pupil Committees at Udston to ensure equality in terms of pupil voice and providing opportunities for pupils to have their voices heard, contributing their ideas to the wider life of the school. All children from Primary 2-7 were allocated to a Committee, led by one or two teachers and/or a member of support staff, which met on a Friday.
afternoon. Our Primary 7 pupils took a lead role in their committees by supporting the younger children and we really appreciate all of their help. As a result of the hard work of the staff and pupils involved in each committee, the school has achieved a great deal of success this year, including:

- The Fairtrade Committee, led by Mrs Brown and Miss Brown, successfully organised Fairtrade Fortnight and various tuck shops. The committee raised awareness across the school by presenting at assembly and organising a Fairtrade focus day.

- The HWB Committee, led by Mrs Reeks and Miss Hood, contributed to a successful Sport Relief Day and Spotlight on Health Week. The committee also prepared and sold healthy snacks.

- The Eco Committee, led by Mrs Findlay-Conaghan and Miss Bell, initially focussed on litter and were visited by Litter Prevention Officers from SLC. Subsequently, a litter rota was developed and this is ongoing. Biodiversity was another focus which resulted in the committee making bird feeders and monitoring the usage of these as well as building a bug hotel to encourage natural habitation in the school grounds. Additionally, they planted seeds and bulbs, growing a variety of flowering plants to encourage wildlife.

- The Global Citizenship Committee, led by Mrs Macleod and Mrs Orr, joined the Send My Friend to School Campaign which reminds world leaders of their promise that all children should get the chance to go to school. Not only did the activities raise awareness across the school, but also involved sending this important message to our local MP who then delivered our correspondence to the House of Commons.

- The Pupil Council and Enterprise Committees, led by Mrs Hamilton, Mrs Kirkland, Mrs Fearnside-Brogan and Mrs Logie, planned and delivered whole school awareness days for Children in Need and Sport Relief. This involved the children working cooperatively across both committees and resulted in funds being raised for both initiatives.

- The Community Links Committee, led by Mrs Cowden and Mr Cooper, organised an iPad Workshop for older members of our community. This was well attended by parents, grandparents and great-grandparents. The children in this committee understand the meaning of ‘community’ and why it is so important.

- The Website Committee, led by Mrs Turnbull and Mrs Goulding, organised whole school website ‘header’ competitions at Christmas and Easter. Learners were introduced to WordPress software and the Serif design programme. Learners successfully uploaded photographs and updated the website following ‘Happy Feet Day’.