



Lanark Primary School and Early Learning and Childcare

Standards and Quality Report 2019





Lanark Primary School is set in the Burgh of Lanark within the rural area of Clydesdale. It is a non-denominational school with 277 pupils. Of our 277 school pupils, 8.2% live within SIMD 1 & 2, 15.8% are entitled to Free School Meals. We have a 30/30 Early Learning and Childcare service for 3-5 year olds (currently 29/21 attend). During Sessions 2019-20 and 2020-21, we move to an ELC that provides fully funded 1140 hours for 3-5 year olds.

Our school rebuild was completed in November 2013 and has a varied catchment area which draws from a mix of private and council housing. The school is set in beautiful grounds with its own forest and gardens which are used to deliver outdoor education and woodland play. The school currently has four Forest School trained teachers who work alongside staff to deliver a creative outdoor curriculum throughout the school. The school has one shared play area, outdoor covered areas and each class has its own outdoor learning space.



There are many extra facilities such as an outdoor stage, outdoor classroom, gardens and multi - purpose games arena.

At Lanark Primary School and ELC, learning is at the heart of all we do. We strive to provide rich learning experiences that build confidence and self-belief. We foster a 'can do' attitude which enables everyone to reach their full potential. We work in strong partnership with our parents and the wider community to ensure that we feel safe, included and valued within our school community...and beyond. We value Being Active, Good Manners, Learning, Working Hard, Teamwork, Responsibility, Respect, Trust and Honesty, and Kindness.

The management team is made up of the Head Teacher, Depute Head Teacher and Principal Teacher. There are ten classes with a total of thirteen teachers and one class with two teachers in it to the increased roll. Our Early Learning and Childcare provision consists of a permanently appointed Early Learning Teacher (0.8 FTE), an Early Years Team Leader and three Early Years workers, two of whom are part-time. Over the session, our staffing has been stable.

We know the importance of working in partnership across the school community and have established links with a range of agencies. Our Parent Council continue to work alongside the very active Lanimer PTA, providing support for the school as it continues to make improvements. We have strong links with Lanark Learning Community with effective planning in place for P7-S1 transition to Lanark Grammar School. We also work closely with partner ELC establishments to ensure smooth transition to P1.



Review of SIP progress session 2018-19

Priority 1:

- To raise attainment in Reading with a particular focus on quality questioning and feedback (school)
- To develop literacy skills with a particular focus on developing phonological awareness (ELC)

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: 2.2 Curriculum, 2.3 Learning teaching and assessment, 2.5 Family learning, 3.2 Raising attainment and achievement/Securing children's progress, 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning

Progress and Impact:

This session, two staff members attended initial training with Dylan Wiliam and follow-up workshops. All Teaching and Early Years staff have engaged with workshops led by these staff members, implementing strategies within class/ELC to support the development quality questioning and feedback with a focus on AifL (Assessment is for Learning) in Reading. Almost all teaching/EY staff gained confidence in providing feedback to children to support next steps in learning.

The majority of stages increased their attainment in Reading from last year. Reading at P1 increased by 18% compared with attainment in P1 in 2017/18. There was a 6.3% increase in attainment in Reading at P2 from last session, 1.5% at P5 and a 5.7% increase at P7.

As a school, we developed a Reading Strategies Overview for P1-7. This provides a pathway for strategies to be implemented at P1, P2/3, P4/5 and P6/7. This correlates with our Active Literacy work carried out in previous sessions. It will allow there to be more consistency in the strategies and language used during the teaching of Reading, which will have a positive impact on the quality of feedback provided. Most staff now provide instant, verbal feedback and use a range of AifL strategies and techniques.

During learner conversations, pupils reported that their reading skills had improved through a variety of ways, including "teacher verbal feedback", "trio and partner work", "using strategies like metalinguistics, prediction and inferences", "using challenging texts" and "choral reading".

In the ELC, the majority of children have effectively made use of phonological awareness learning and are observed transferring this into other learning experiences/discussions in the playroom.

A novel study was implemented at P6/7, as a way of developing Reading for Understanding within a context. This was very successful with most pupils reporting that this helped 'deepen their understanding' and provide 'evidence of learning'.

Next Steps:

Our Early Level teachers report that the TLC (Teacher Led Community) work on questioning has led to improvements in this area. They have identified a need to continue to focus on questioning in order to support continuous improvement at P1.

The *Pie Corbett* Reading Spine will be introduced at each stage- exploring higher order questioning through Listening and Talking activities related to levelled texts.

The TLC group will continue in 2019/20 in order to further support feedback, as well as provide a consistent approach to the use of 'Blooms' / 'Higher Order' Thinking Skills.

Early learners will continued to be immersed in phonological awareness activities and will relate this to emergent writing skills.

These areas will now be targeted in our *Maintenance Agenda* in our *2019-20 School Improvement Plan*.

Priority 2:

- To develop effective approaches to teaching Mental Maths to improve attainment in Numeracy (school)
- To develop effective approaches to teaching Numeracy at Early Level (ELC)

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: 2.2 Curriculum, 2.3 Learning teaching and assessment, 2.5 Family learning, 3.2 Raising attainment and achievement/Securing children's progress, 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning

All Teaching and Early Years staff were trained August 2018 in *Big Maths*. Our DHT has worked closely with all stages to decide on the progressive use of the programme to provide consistency to teaching mental agility across ELC-P7. Overall attainment in Numeracy at P1, P4 and P7 has increased from Session 2017-18 by 19.5%. Almost teachers report that the consistent use of *Big Maths* has led to improved mental agility across P1-P7, with pupils observed to be engaged in their learning. Early Learners in the Playroom have engaged in the *Little Big Maths* programme by being exposed to number rhymes, songs and 'sticky play'. This has linked well with their phonological awareness work with staff reporting that the majority of learners have progressed in all areas of numeracy as a result.

Most pupils agree that the programme has helped improve their mental recall of numeracy facts. Comments made during a pupil self-evaluation focus group support the use of Big Maths, with statements like "I like learning how to add and I know some doubles," (P1 Pupil), "I'm getting better and better every week. I think estimating is fun," (P4 Pupil) and "Big Maths is amazing. It has helped me with my tables so much and the results are brilliant. I am fluent at them," (P7 Pupil).

In November 2018, pupils delivered a parental workshop on *Big Maths* to introduced the programme and methodologies used. This was very successful with parents/carers providing feedback like, "Excellent presentation. Well explained and clearly demonstrated. Impressed with the ability to present, write on the board and calculate. Well done!", "Fantastic presentation skills from the children. Very clear and good to have information to support (learning) at home," and "Brilliant job. Well presented. It is great to see learning tools that will help do maths calculations in your mind."

Next Steps:

As an ELC and school, we will continue to implement Little Big Maths and Big Maths as we are seeing a positive response to the programme from parents, staff and pupils.

This will now be targeted in our *Maintenance Agenda* in our *2019-20 School Improvement Plan*.

Priority 3:

- To develop strategies and approaches to engage with parents to support learning (School & ELC)

National Improvement Framework Key Priorities

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

National Improvement Framework Key Drivers

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

HGIOS 4 QI: 1.1 Self Evaluation for self-improvement, 1.2 Leadership for learning, 1.3 Leadership of change, 2.2 Curriculum, 2.3 Learning teaching and assessment, 2.4 Personalised support, 2.5 Family learning, 2.6 Transitions, 2.7 Partnership, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement/Securing children's progress, 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning

We worked with the Parent Council and wider Parent Forum to create a *Parental Engagement & Family Learning* Booklet that will be issued and updated regularly to share our strategies and approaches to engage with parents. This year we supported parental engagement and family learning in a number of ways, including P1-7 Homework Club, Curricular Events, Parental Surveys, Celebrating Success opportunities. We also supported parents to take a lead in supporting extra-curricular learning through our Book Club, Forest School and Sports sessions. We established a parent 'Chit Chat' group in the ELC where parents and staff meet regularly to share and shape the work of the ELC.

We intend to regularly seek parental views on our school improvement planning. We issued a 'parent friendly' overview of our Improvement Plan and a summary of our work over the session (see below).

Almost all parents (91.1%) agree or strongly agree that they receive helpful, regular feedback about how their child is learning and developing e.g. informal feedback, reports and learning profiles. This is an increase of 15.7% on Session 2018-19. Most parents (89.2%) agree or strongly agree that the information they receive about how their child is doing reaches them at the right time. This is an increase of 12.0% on Session 2018-19.

We began to focus on sharing how we assess learners in the school. This led to an increase of 14.5% of parents understanding how their child's progress is assessed from the previous session.

Next Steps:

We will continue to engage with parents/carers throughout Session 2019-20. The *Parental Engagement & Family Learning* Booklet will be issued at the start of term and remain a 'standing item' at Parent Council/Forum meetings.





Interventions and progress towards closing the poverty-related attainment gap 2018-19

Intervention 1: Raising Attainment and Achievement in Literacy and Numeracy

- Most targeted children increased their engagement and enjoyment in reading.
- Active Literacy strategies and resources have been implemented across P1-P7. Classroom observations and professional dialogue supports the improvement in pedagogy in Reading and Spelling.
- 37.5% of targeted pupils using Catch-Up reached appropriate age/stage in Reading.
- 100% of targeted pupils have made progress in Literacy
- Overall attainment in Numeracy has increased from Session 2017-18.
- P2 Numeracy Attainment for targeted learners has increased by 13%.
- Attainment for 10% of targeted learners across P1-7 has increased to age/stage appropriate levels.

Intervention 2: Improving Feedback to support learners

- Almost all teaching/EY staff will gain confidence in providing Feedback to children to support next steps in learning (with a focus on Reading)
- 7% increase in attainment in Reading at P2, 3% at P3. 5% decrease at P4, 3% at P5, 10% at P6. 8% increase at P7.
- Overall whole school Reading attainment has remained the same.
- Overall, there was an 11% increase in Reading from our target group (SIMD 1-2 and/or FME)

Intervention 3: Health and Wellbeing

- Most P5-7s have a greater understanding of growth mindset and the benefits it could have.
- Almost all staff have a greater understanding of growth mindset and the benefits it could have.
- Some parents have a greater understanding of growth mindset and the benefits it could have.
As Growth Mindset has only been introduced formally this session, we see these results as an increase in awareness and understanding from parents, pupils and staff.
- Almost all targeted children have increased their sociability skills during observed play.
- Improved language and communication skills of targeted children has been evidenced through observations and professional judgements.

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.

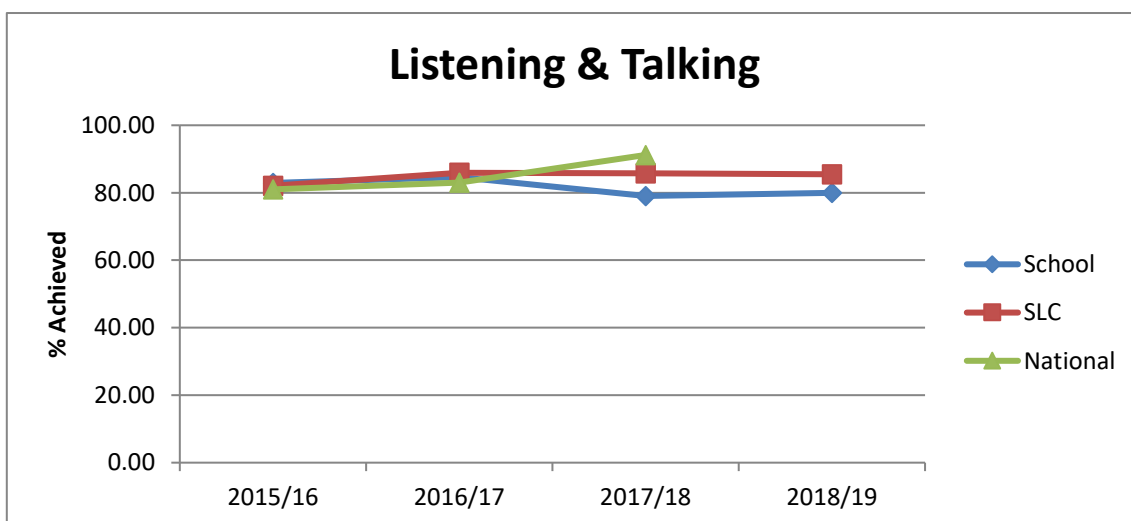
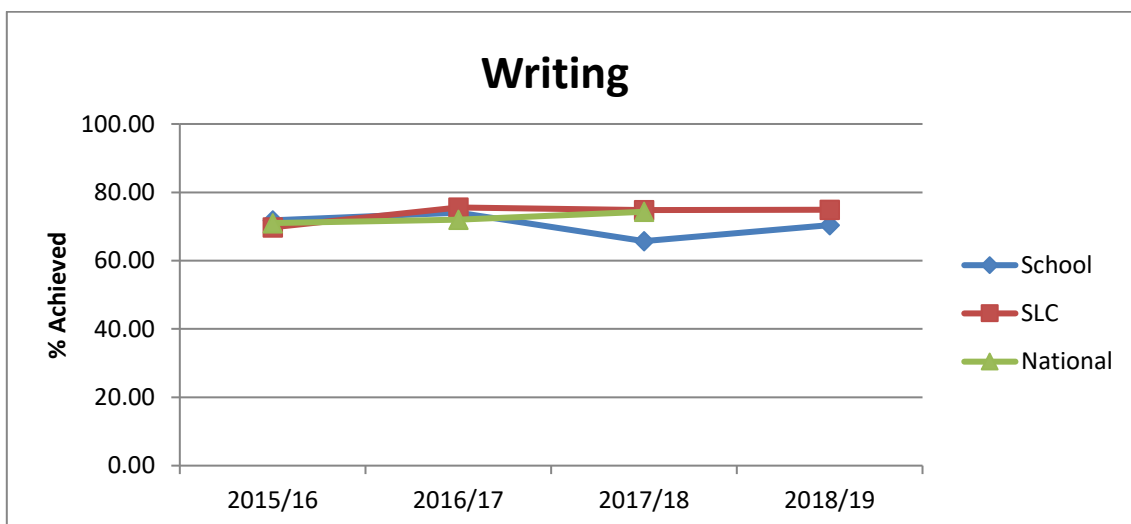
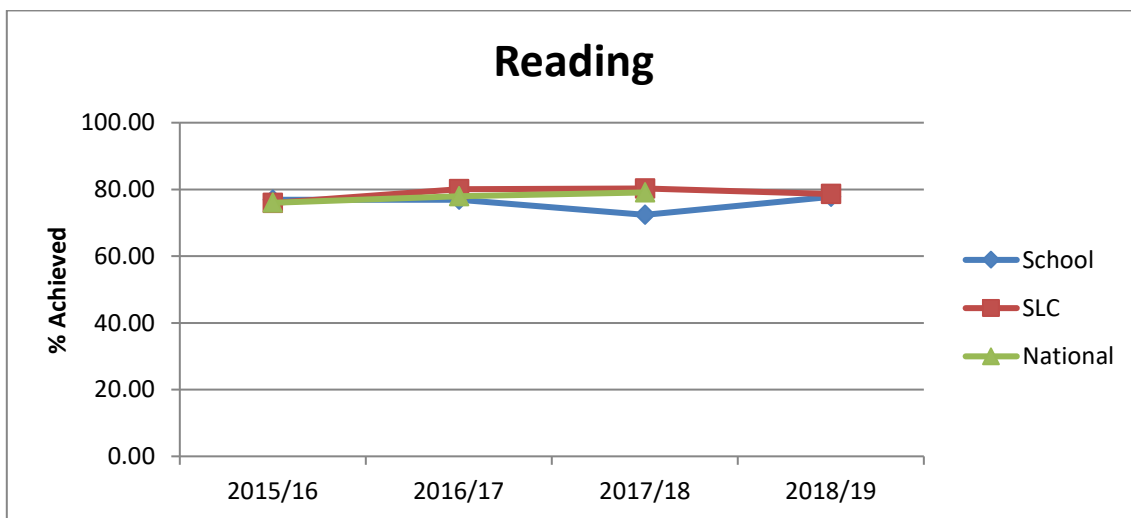
Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and abilities. Many children not attaining National Levels will have an Additional Support Plan (ASP) and may be making good progress but against different milestones e.g. individual 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.

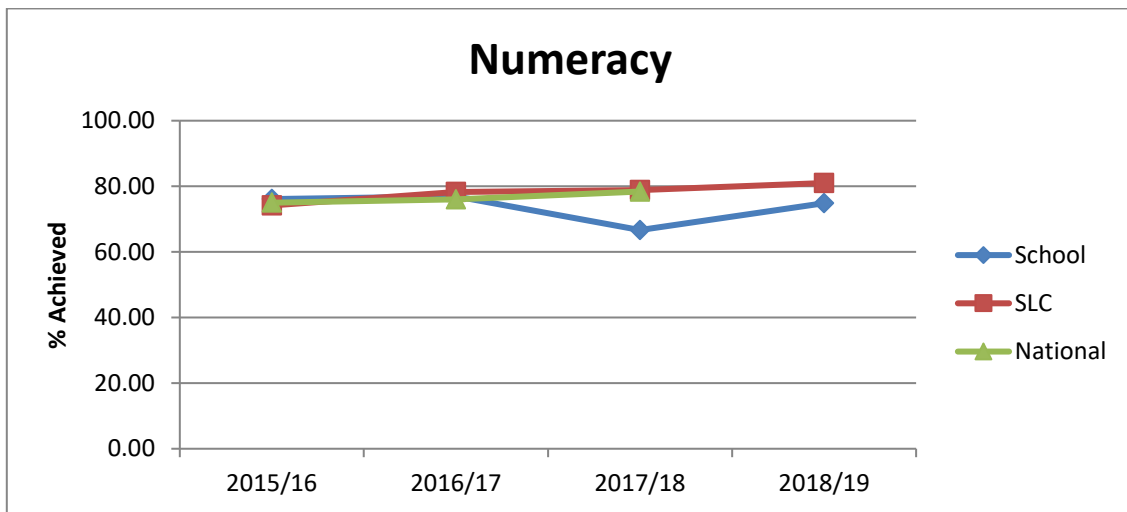
Schools and teachers work with others to set shared standards for assessing progress. These standards are based on National "benchmarks" for each area of the curriculum. This process is called moderation and it ensures that schools have similar expectations.

What follows is our school's data about achievement of these levels for session 15/16 through to session 18/19 which represents a three year trend.

1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement – confirmed levels – 3 year trend).



1.2 Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement – confirmed levels – 3 year trend).



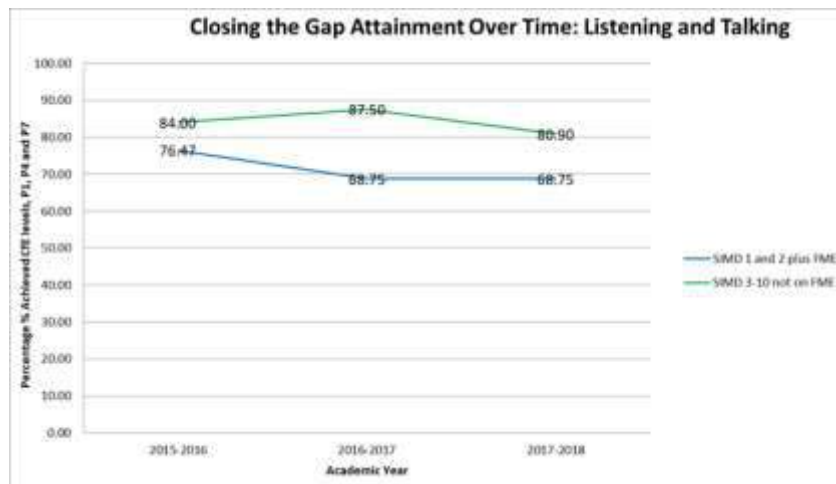
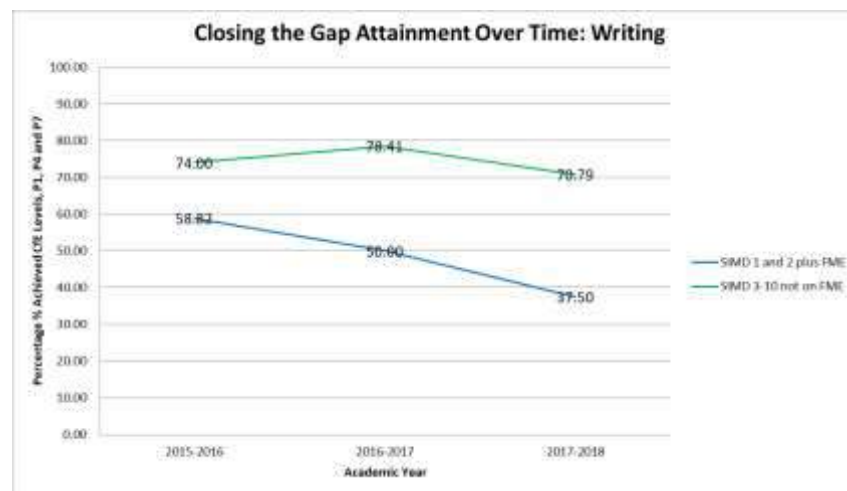
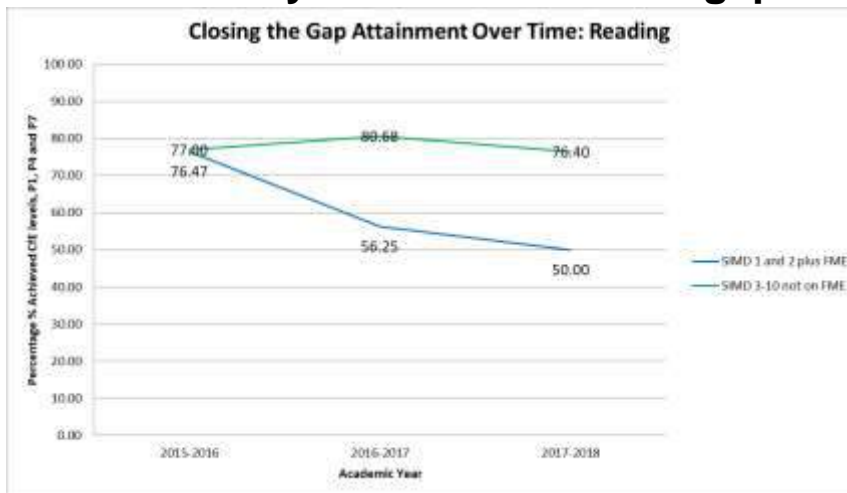
All four areas show a positive trend in 2018-19.

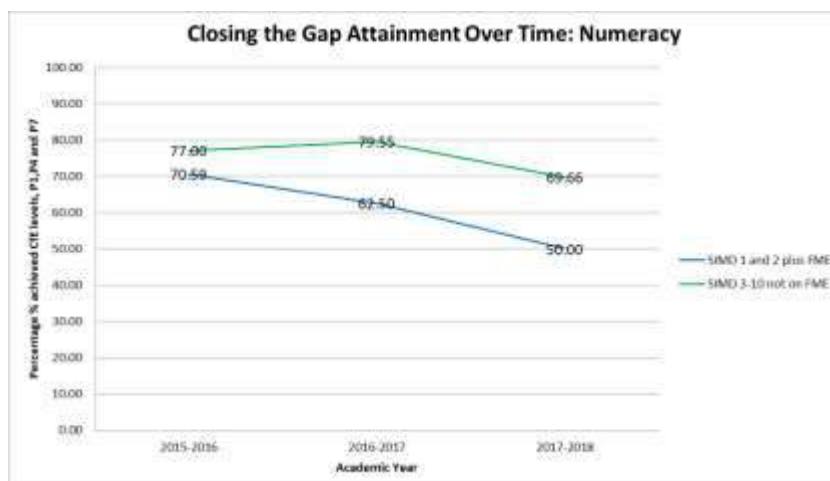
Reading is in-line with SLC's average.

However, Writing is 4.52%, Listening & Talking is 5.45% and Numeracy is 6.18% below.

This has resulted in Writing becoming a priority in our 2019-20 School Improvement Plan. Listening and Talking will be a priority across Lanark Learning Community and Numeracy will remain on our Maintenance Agenda, specifically focusing on *Big Maths* for mental agility.

1.3 Poverty-related attainment gap data





The graphs show our whole school poverty-related attainment gap over time. This information is a collation of the % of children who are achieving expected CfE levels at stages P1, P4 and P7 according to teacher professional judgement. We have seen an increase in 'targeted learners' over the last 3 years, going from 9.7% of learners being in SIMD 1-2 and/or FME to 20.7%, an increase in 11%. This has had an impact on our 'gap' analysis over the last few sessions.

Of our 277 school pupils, 8.2% live within SIMD 1 & 2, 15.8% are entitled to Free School Meals. These pupils are present in all stages of the school with interrogation of this data showing that nearly 60% of these pupils require support in Literacy and/or Numeracy. This relationship between those entitled to FSM and not meeting relevant attainment in Literacy and/or Numeracy is most intense at P5, where 7 out of 8 pupils (87.5%) are identified as being in this category. This has led to additional support continuing to be allocated to this stage, with an additional teacher providing small group and one-to-one tuition twice weekly (paid using the Pupil Equity Funding).

When considering SIMD1 & 2, FME pupils and Care Experienced pupils collectively, the highest distribution is in P1 (10 pupils = 25% of stage) and P7 (10 pupils = 24.4%). This has meant planning a listening and talking focus support by play based learning at the early stages. This has led to us making the biggest progress within Listening and Talking – the gap has closed by 6.5 percentage points since last year. As a Learning Community, we are continuing to look at ways to develop Listening and Talking for all learners using a range of specific strategies. However, our P1 attainment figures for SIMD 1 + 2 + FME in 2018/19 indicate an increase in the poverty-related attainment gap. Most learners have made good progress in this area by providing Nurture Support, but not enough to attain sufficiently to achieve Early Level. These learners will continue to be a target group in P2, with two pupils attending a supported Nurture Provision each morning.

Currently, Writing shows the biggest gap at 33.29%. This, alongside our attainment over time, that Writing should be a feature of our School Improvement Planning next session. The significant gap also indicates a need to consider targeted interventions for individuals/small groups and possible approaches to support Writing development.

An 'Active Literacy' approach, teamed with specific small group and 1-1 interventions are being used to help support the development of Reading. Using Feedback to improve Reading also featured in our overall SIP for 2018/19. We expect to see a reduction in the gap at P1, P4 and P7 collectively for Reading in 2018/19.

We implemented Big Maths as a whole school programme, and we fully expect to see an increase in overall attainment as well as a reduction in the gap in our 2018/19 figures. We will continue to embed Big Maths as well as introduce IDL Numeracy to target individual learners.



Achieving Excellence: Overall Progress towards National Improvement Framework Priorities Session 2018-19

Literacy:

Progress	satisfactory	good	very good	excellent
	X			

Strengths

Data gathered from teachers' judgements and summative assessments reports that the majority of stages have made progress in Reading, increasing the number of pupils making their age and stage related attainment levels compared to the previous year's predictions. Whilst there is no 2017/18 comparative data for P1, there has been a significant increase in attainment in Reading compared to P1 attainment last year, with an increase of 18%.

In Writing, we have seen a decrease in attainment in Stages 2, 3, 4 and 6 compared to their attainment the year before. Throughout our self-evaluation activity, we have recognised this as an area of development and have identified this as a priority for school improvement in 2019/20. There was an increase in P1 comparative data by 4.8%, P5 by 0.7% and P7 by 4.3%.

As a Learning Community, we continued to look at ways to develop Listening and Talking for all learners using a range of specific strategies. This has led to an increase in attainment in P2 (2.3%), P4 (5.6%), P6 (0.1%) and P7 (0.4%). This will remain a priority on the Learning Community Improvement Plan. Through our self-evaluation work, 100% of staff in the LC agreed or strongly agreed that "this session's work had been successful in further enhancing a progressive approach to skills development in learning and teaching across our learning community."

We continued to support individuals and small group of learners through a range of interventions, including IDL, Catch-Up Literacy, ABC Reading, 5 minute box and Hornets. Targeted learners in P5 benefitted from an additional teacher working with them twice weekly on Reading and Writing. This has led to an increase in attainment in both these areas this session.

Next steps

Data from Session 2018-19 shows an increase in P1, P4 and P7 attainment in all areas apart from P1 (Listening & Talking) and P7 (Reading), compared with P1, P4 and P7 in Session 2017-18. We will continue to have a focus on improving attainment in Literacy, both through learning and teaching, and through our targeted interventions. Our School Improvement Plan for 2019-20 will focus particularly on Writing and use of effective strategies and approaches to support progression. The TLC will continue to support the use of Feedback and AifL strategies in Literacy.

Numeracy:

Progress	satisfactory	good	very good	excellent
		X		

Strengths

Overall attainment in Numeracy at P1, P4 and P7 has increased from Session 2017-18 by 19.5%, although there has been a decrease in comparative attainment at P7 by 5.8%. P1 comparative data shows an increase of 17.3% and P4 an increase of 13%. Teacher evaluation suggests that much of this increase can be attributed to the introduction of *Big Maths*, which will continue next session. Our largest year on year progress can be seen at P2 (5.6%). There has been a slight increase at P3 (1.4%) and no change at P6.

We have developed a consistent approach to the teaching of mental maths across ELC- P7, using a range of resources and ICT to enhance learning. Parents are involved in their children's learning at home through the use of termly 'learn-its' that support progress.

Next steps

We will plan supports and interventions where appropriate to target learners and raise attainment. This will be done through continued use of Big Maths, small group support and the use of interventions such as IDL Numeracy, small group tuition and 1-1 coaching in Numeracy, using Plus 1 and The Power of 2 Coaching system.

Health and Wellbeing

Progress	satisfactory	good	very good	excellent
		X		

Strengths

Our processes for meeting, supporting and improving the Health and Wellbeing of our pupils is good. Teachers and pupils regularly use the Wellbeing Indicators to track HWB. Every month we introduce/reinforce one of the areas which helps our children explore their wellbeing and how this can be improved or supported using the Wellbeing Indicators. This is shared at assemblies and included in the monthly newsletter for parents/carers to focus on at home. All staff (100%) report that they have a clear understanding of the social, cultural and economic context of the school and are skilled at recognising any difficulties that pupils may face.

Pupils are aware of the school's values and these are prominently displayed and discussed on a daily basis by all members of school staff.

The school's planning and implementation of PEPAS (Physical Education, Physical Activity & Sport) is very effective and all pupils experience two hours of quality PE each week. We have a rich and varied programme of extra-curricular activities on offer, such as club golf, gymnastics, tennis, netball and multi-sports. We have received our GOLD *SportScotland* award. We work in strong partnership with Active Schools to support our PEPAS work. 82% of pupils have attended one or more extra-curricular clubs at Lanark PS. We reduced the number of targeted children who did not attend at least one club by 7% to 32%. This was achieved by creating specific clubs for non-attenders which matched their interests.

Our Parent Council have subsidised educational trips for all pupils this session. The overall impact of participation on attainment has been positive and we believe that this has acted as an incentive for further engagement in learning.

All pupils in the school are part of a Pupil Leadership Team (PLT), allowing them to make decisions which affect the school. These PLTs will continue to be supported in order to support pupil participation and engagement.

Next steps

We will continue look at the How good is OUR school? Publication alongside the Seven Golden Rules for Participation in order to encourage high quality input from pupils. Due to our change of provision in the ELC, we will now look to include our early learners in our Pupil Voice work.

We will continue to provide the high level of extra-curricular input already offered whilst targeting the small number of pupils who currently do not undertake any extra provision which would allow for personal achievement.

We have evaluated ourselves as making 'good' progress in HWB as we recognise the need to focus on children's emotional and mental health and how we can support this.

This will now be targeted in our 2019-20 School Improvement Plan.

Employability Skills/Positive Destinations

Progress	satisfactory	good	very good	excellent
	X			

Strengths

The Careers PLT carried out an audit of current practice around *Developing the Young Workforce*. This has provided an opportunity to highlight good practice as well as piloting the use of a skills based profile to encourage learners to recognise the strengths and development needs related to skills for life, learning and work. We continue to discuss and share skills based targets across the whole school at assemblies throughout the year. This is leading to pupils articulating how skills they are learning relate to the world of work.

Enterprise Education and Outdoor Learning continues to provide opportunities for pupils to take the lead in developing their future employability skills, including experiencing the job application process (including completing CVs, applications and interviews), engaging with community partners and projects, and developing knowledge of the world of work within the Lanark Community.

All pupils are part of a Pupil Leadership Team, where children have the opportunity to participate in how the school can improve, including making decisions and working together to organise and present learning opportunities for other pupils in the school.

Next steps

To further pilot the use of a skills profile in the school.

To create a 'skills' pathway that learners and staff can reference in terms of developing skills for life, learning and work, including skills developed during Outdoor Learning.

This will now be targeted in our *2019-20 School Improvement Plan*.

Overall quality of our learners' achievements Highlights of session 2018-19

Pupil Leadership Teams (PLTs)

Our PLTs continue to be a successful way to encourage Pupil Voice and our value of teamwork across the school. The Kindness Council took a lead in developing the school's Anti-Bullying Statement by working together with staff, pupils and parents to create a position statement that reflects the school's values and ethos, whilst encouraging the slogan 'be a buddy, not a bully'.

Our Eco Team took a prominent lead in looking after our environment by encouraging a number of initiatives including 'The Great Big Battery Hunt', 'Rag Bag', 'Crisp Packet' recycling in conjunction with Tesco and Earth Hour. Our JRSO ran the Road Safety calendar competition as well as the 'Walk on Wednesdays' and 'Big Pedal Campaigns'.

Our Junior Librarians worked hard to organise and label the books in the library and wrote book reviews to encourage others to read, the School Improvement Team looked at how maths is taught and what helps them learn, and the House Captains arranged House Assemblies and a House Quiz this session, as well as presenting a report at the Parent Council AGM.

Our Gardening Club worked together to create a wonderful flower tub for Lanark's annual Flowerfest. This year the brief was to design a tub that represented the Women's Worldcup.

All pupils across P1-7 are involved in a Pupil Leadership Team, this means they are able to make decisions and take a lead in areas that have a direct impact on their learning and life in school.



Performances and Events

We again had a range of events over the course of the session including our ELC Christmas Concert, P1 and P2 Christmas Nativity, sharing the learning assemblies based on Fairtrade, Native Americans, Our Planet, The Rainforest, Les Miserbullies (Anti-Bullying Campaign) and P7 Oscars. P5-7 also took part in a Scottish Opera performance of The Jacobites, delivering a rousing singing and acting performance to pupils, parents/carers and invited guests.

The school and Parent Council held our annual Scots Evening in February.

This was to tie in with the language work that had been going on in classes to celebrate all things Scots! The evening was a great success. It showcased the talents of our pupils as we were entertained by our poetry recital winners as well as our super talented musicians/singers.

Our Drama Club also organised and ran the 'LPS Has Talent' show in June, which included arranging auditions, choosing acts and creating the script for the event. This was a fantastic opportunity to showcase some of the outstanding talent at Lanark PS!





Forest School/Kindergarten and Outdoor Learning

Our ELC, P1 - P4 and P7 learners enjoyed a range of outdoor activities as part of their Forest School/ Kindergarten sessions. Experiences have ranged from fire and den making, using tools, cooking and covering some of the curriculum's Science outcomes. Our P7s attended the residential trip to Lockerbie Manor and had a wonderful, fun-filled, extremely busy time. They were given the opportunity to try out a range of activities from low rope walking to kayaking and a fantastic time was had by all.

STEM

All P7 pupils took part in the Powering Up workshops led by National Museums Scotland. These workshops encouraged experiential learning in Science, Maths, Engineering and Technology based on the use of Solar, Wind and Water Energy. They also took part in the first STEM event held by Lanark Grammar School, enjoying a launch day and working in teams to create their own technical designs.



Book Week Scotland & Other Literacy Initiatives

The school supported a number of initiatives to help support attainment, particularly in reading. ELC and P1 pupils received a Bookbug Bag, P2 and P3 received a Read, Write, Count Bag and P4-7 took part in the First Minister's Reading Challenge. We launched the P1-3 Bags at a family event in the school, encouraging parents to read with their children and enjoy the literacy activities on offer. The whole school took part in Book Week Scotland, including creating a 'river of readers' throughout the school and ELC. Our ELC held weekly Bookbug sessions where parents/carers were invited to join their children in fun activities.

As well as this, the school, with the support of parents, run a very successful Book Club as a way of encouraging a love of reading. Children save 50p each week and once they have saved £1.50, they can choose any book on offer- giving the opportunity for everyone to purchase high quality books at affordable prices.



Maths Week Scotland and other Numeracy Initiatives

The school celebrated on things maths during September. We held an assembly to encourage learners to have a 'can do/can't do yet' approach to Maths and Numeracy. Donald Duck even took the children on a tour of *Maths Magicland* to show us that numbers are all around us! We also took part in National Numeracy Day, again focusing on



how numbers are needed throughout the curriculum, including the outdoors. There was a positive reaction to the implementation of *Big Maths* as one of our main priorities in the school. This alongside the numerous number initiatives had a positive impact on our learners. Almost all pupils in our Numeracy Focus Group, agreed that *Big Maths* had improved their mental agility:

"I like learning how to add and I know some doubles- 4 add 4 is 8" (P1 pupil).

"I think Big Maths has helped me because it has learn its so if you do an assessment and it comes to a question that's a learn it, you can sing the song in your head and find the answer. Also it has helped me with my times tables and fact families" (P5 pupil).

"Big Maths is amazing! It has helped me with my tables so much and the results are brilliant. I am fluent at them" (P7 pupil).



PEPAS (Physical Education, Physical Activity & Sport)

We were delighted to find out that Lanark Primary School and Early Learning setting had been awarded a SportScotland Gold School Sport Award last year. This is in recognition of our dedication to physical activity and sport, supporting learners to experience a range of activities to develop their health and wellbeing. We continue to work in partnership with Active Schools, volunteers and staff to provide motivating experiences across the school.

Many of our P6 and P7 pupils took part in the annual Cross-Country Event at Lanark Racecourse and the Clydesdale Athletics Finals in Carluke. They all enjoyed taking on the challenge of competing and were proud of their efforts. The pupils were a credit to the school and performed very well, with many securing medals at the event. Due to these wonderful performances some of our pupils also qualified for the South Lanarkshire Championships in both Cross Country and Athletics.

P6s took part in Bikeability Training with the whole school being encouraged to cycle to school through The Big Pedal initiative. Due to our commitment to this we continue to hold our Cycle Friendly School status.

We continued to commit to a number of community and authority wide sporting events this year including the P4 Tennis Competition, SLC Gymnastics Competition, Active Schools Football Festivals, P6/7 Triathlon and Rugby. All P5s received swimming tuition. A group of our pupils performed at the Clydesdale Primary Dance Festival held at the Memorial Hall. The group did an amazing job and produced an impressive performance which was thoroughly enjoyed by the audience.

As part of our Health and Wellbeing programme we held our annual Sports Week in May. This was a remarkable success which culminated in our Sports Personality of the Year event. Congratulations to all our winners, runners-up and those who took part in any of the activities over the week. The school were delighted to welcome a local professional footballer to present the awards.



Throughout the session we offered extra-curricular clubs in football, netball, dancing, tennis, club golf, yoga, 'get up and go', 'Monday Movers' and hula-hooping.

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.

Throughout Term 1 2018/19, the school had an opportunity to participate in an extra-curricular activity club for every age group. This is supported by the dedicated network of volunteers, school staff and teaches who deliver these clubs. This dedication contributed to the school having 83% of pupils participating which was an increase of 5% on 2017/18."



This session, evidence gathered showed that 98% of parents surveyed agreed or strongly agreed that the school was well led and that overall, they were happy with the school. There was consultation based on homework and the 'cost of the school day'.

We will continue to improve our processes for consultation with the Parent Council and Parent Forum as there is an identified need for an increase in parental engagement with children's learning. We carried out a number of parental events, including workshops on Big Maths and Growth Mindset. As part of our School Improvement Planning, we created a Parental Engagement and Family Learning Programme alongside the Parent Council.

Attendance at open afternoons, assemblies and sporting events was very good and almost all parents attend parental consultations with staff.

Examples of engagement in action...

Lanark Learning Community

All staff from across our primary establishments, ELC establishment and some staff from the English Department at Lanark Grammar worked together at various times throughout the year on moderation activities to develop a clearer understanding of Listening and Talking expectations and the skills to be developed and built upon within each CfE level (see **Lanark Learning Community Improvement Plan**). Staff shared current good practice in order to create a bank of assessment activities and evidence to demonstrate on track/achievement of a level of all organisers within Listening & Talking. 100% of staff agreed or strongly agreed that this session's work has been successful in further enhancing a progressing approach to skills development in L&T across our Learning Community. 96% of staff agreed or strongly agreed that this session's work has been successful in developing a shared understanding amongst teachers which reflected National expectations. 90% of staff agreed or strongly agreed that this session's work had allowed them to explore new L&T resources and possible associated assessments. 100% of staff agreed or strongly agreed that this session's work has facilitated the sharing of good practice.

Book Club

To raise the profile of reading as well as supporting learners to develop an understanding of 'saving' as part of financial education, we started our own Book Club this session. This has been a huge success with parent volunteers coming in weekly to run the club independently. It has raised the profile of Reading within the school and has provided a platform for further work to be carried out around the theme of '*Reading for Pleasure*'.

Forest School/Outdoor Learning

Parents and community leaders came together throughout the session to support our Forest School and outdoor learning sessions. The school also took part in the annual Outdoor Classroom Day and Eco Day, where many of the activities in our woodlands were supported by our parents and community links. These motivating, exciting, creative, challenging and relevant experiences and opportunities have had significant impact on our pupils, from our early learners in the ELC all the way through to our P7 pupils. They have developed many personal and learning skills including self confidence and self-esteem, teamwork, communication, problem solving and resilience. Our pupils have been introduced to skills that will last a lifetime such as nature watching, craft skills, risk assessing, using tools safely and cooking outdoors. Our pupils have reported that they have taken their experiences home to share with friends and family and have encouraged them to visit local woodlands more frequently.



Youth at Heart Club

Following on from the success of P6's visits to McClymont House (a local residential care home), P6 hosted a community club for our local residents. This was a great support to our work in the community, bringing generations together to interact in a positive way, allowing learners to develop their talking and listening skills and our elderly community to feel valued and cared for. This initiative has been very successful, and we look to support this annually. Feedback from staff, pupils, parents and clients of McClymont House have reported that the experiences shared have been highly effective in building relationships, feeling a sense of responsibility and a real asset to the community.

Charitable Work

The learners in P3 worked hard to encourage the school community to think of others in need. They decided to collect foodstuffs for the Clydesdale Foodbank Appeal. They were overwhelmed with the amount donated- it was fantastic! P5 raised money as part of their Rainforest topic to sponsor endangered animals and P4 raised £393.47 as part of their Micro-Tyco Enterprise topic. The class split into four different business groups. These were: Dress Down Day, Odd Job Day, Guess the Pennies in the Jar and the Stationery Shop. Each team had to organise and plan their business. The school raised an amazing £320 as part of the 'Wear Yellow' campaign for St. Andrew's Hospice.



NLC SLC Family Group Work

As a continuation of work started in 2017-18, this session we continued to meet with our Family Group Schools across North and South Lanarkshire. We identified ideas on how to involve staff and pupils in the work of this Self-Improving Attainment Family Group, so our six schools identified areas for improvement that would positively impact on everyone and empower pupils to support school improvement using How Good is OUR School? Over the course of the session, identified P1, P4 & P7 staff from each establishment met to share expectations/examples of assessment evidence to show achievement of a level in Numeracy (related to one of our Improvement Priorities) and staff used CfE Benchmarks in Numeracy in a consistent way to support teacher judgement. Identified pupils from each establishment visited to learn about each of the other schools. Each visit focused on challenge questions and pupils engaged in activities such as learning walks, discussions and sharing good practice.

Lanark Primary Learner participation

► Task 1: Learning walk

How attractive and well maintained is our school and grounds?

► Task 2: Self-Evaluation

Participation Mapping Tool- four areas: Learning, Teaching & Assessment; Opportunities for Personal Achievement; Decision Making Groups; Wider Community

► Task 3: Sharing Evidence

Pupils worked together to identify good practice within their own schools (four areas)



LGS Transition Events

P7 children attended "Lanark Grammar's Associated Primaries Spelling Bee" this session as part of their transition events. The team put in a strong performance and were great ambassadors for the school.

P7 children took part in the Rotary Quiz at Robert Owen Memorial Primary. All the children represented the school extremely well. This year, P7s also took part in a STEM Launch Day, encouraging all learners to engage in STEM subjects.

Singing in the Community

Lanark Primary School Sing A Song Choir took part in the annual community concert in support of Christian Aid. As well as this, P6 and P4, went along to a local Retirement Home to perform to some of the town's senior citizens. This provided an opportunity for children to develop their confidence and performance skills in front of an audience.

Beat The Street

A fun, free game saw Lanark transformed into a giant game where pupils and their families could see how far you can walk, cycle and run in just 6 weeks. The game was played from 15 February - 29 March and our pupils registered to gain points throughout that time. Every journey added to their points total and engaged our families in choosing walking/cycling over travelling by car. Our pupils even made it into a special promotional video for the event! <https://www.youtube.com/watch?v=t6WVs4rGAAc>

During this time, pupils from Lanark Primary School & ELC and their families (443 entrants in total) walked over 5000 miles during the games, ranking fifth across all schools in Lanark and Rutherglen!

Homework Club

We once again ran a very successful P1-7 Homework Club. This provided an opportunity for learners, their parents/carers and teachers to work together to support learning. It also provides free access to ICT and other equipment to help with home learning projects. Parents report that the Homework Club provides a stress-free learning environment where teachers are on hand to provide help and support when needed.

Business Partners

We have continued to work closely with one of our business partners- Feenans Keystore. One of the successes of the year was the winning of Kellogg's Cereal for our free morning Breakfast Club. The children were delighted to be nominated and be the eventual successful school!

Lanimers

Our Lanimer PTA worked together to produce a fabulous entry for the local Lanimer celebrations, held in the community every June. This was a fantastic display of teamwork and dedication to support the children who took part with a wonderful 'lorry', costumes and stage performance. This effort resulted in the school winning First Place and the Vancouver Shield (Best School on Show) for our entry The Weather Report.



Quality Indicator	How are we doing?	How do we know?	School Self-Evaluation
<p>1.1 Self-Evaluation for Self-Improvement</p>	<p>Staff understand and use a range of self-evaluation approaches both individually and collaboratively. We have taken part in a range of moderation activities across the Lanark Learning Community and reflected on our practice alongside our 'Family Schools' group from North & South Lanarkshire Councils. At the heart of our self-evaluation practices are the successes and achievements of our learners- making decisions for improvement based on evidence gathered from teacher assessments and moderated standards. Quality Indicators from HGIOS 4 are used regularly and are reflected upon as part of our ongoing self-evaluation practices. We regularly reflect on attainment data to support planning for improvement and actively evaluate new initiatives and ideas to ensure effectiveness.</p>	<ul style="list-style-type: none"> • Staff have had the opportunity to work within and out with the school to share and improve practice. • Consultations with staff, parents and pupils take place annually through questionnaires and when required throughout the session. • Tracking and Monitoring Data and Analysis • Review of SIP 	<p>Good</p>
<p>1.3 Leadership of Change</p>	<p>There is shared ownership of the school and ELC's vision and values, which are referenced and supported by all. Leadership at all levels allows our school community to work together towards the school's vision. All teaching staff are involved in the process of change. They work together on self-evaluation practice and activity, planning and reflecting on school improvement priorities and the progress made within these. Staff at all levels take responsibility for implementing change through leadership roles, related to the curriculum, pupil voice and/or their own skills and interests. Staff are committed to change and improvement in order to ensure equity for all learners.</p>	<ul style="list-style-type: none"> • Agendas and Meeting Notes of Pupil Leadership Teams • Assembly Presentations and Newsletters • Professional Learning Feedback to all staff during collegiate activity time • Classroom/playroom observations • Learning Walks 	<p>Good</p>
<p>2.3 Learning, teaching and assessment</p>	<p>Almost all learners are active participants in their learning. They interact well with all members of the school community with some showing a highly-motivated attitude towards</p>	<ul style="list-style-type: none"> • Consultations with staff, parents and pupils take place annually through questionnaires and 	<p>Good</p>

	<p>their learning. Most activities are well planned and matched to pupil needs and interests. On a few occasions, activities planned do not take the learning forward or challenge able learners. Almost all pupils under the purpose of their learning which has been supported by the work of the TLC. Almost all teachers share the learning intentions and success criteria with pupils and they report that this has led to more appropriate feedback being given which informs and supports progress in learning. We use a range of assessment approaches to allow learners to demonstrate their knowledge and understanding. P1, P4 and P7 practitioners worked alongside colleagues from South and North Lanarkshire schools to share expectations across our schools of standards to achieve Early, First and Second Level. They discussed what is meant by a 'quality body of evidence' to support teacher judgement.</p>	<p>when required throughout the session.</p> <ul style="list-style-type: none"> • Tracking and Monitoring Data and Analysis- including from Pupil Progress Meetings • Classroom/playroom observations • Learning Walks • Behaviour Monitoring • Jotter Monitoring • Forward Planning 	
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>We know and can demonstrate that almost all of our children feel safe, healthy, achieving, nurtured, active, respected, responsible and included through our focus on the Wellbeing Indicators, as part of the curriculum and as part of the school's vision and values. Our approach to ensuring wellbeing, equality and inclusion ensures that staff know children well as individuals. Almost all parents surveyed in 2019 agreed or strongly agreed that their child felt safe at school and that staff supported pupils well as individuals.</p> <p>We comply with statutory requirements and codes of practice in line with national and local authority guidelines for all children and young people.</p> <p>There have been no exclusions in Session 2015/16, 2016/17, 2017/18 or 2018/19. We will, however, continue to monitor behaviour of identified pupils alongside attainment levels to analyse any trends.</p>	<ul style="list-style-type: none"> • Child Protection files • Pastoral notes • ASN files • Meeting Notes • Use of outdoor learning spaces to promote wellbeing • Use of wellbeing indicators within learning and teaching • Children's understanding and application of the wellbeing indicators in their school life and out-with • Tracking & Monitoring • Observations of learning and teaching • Promoting of wellbeing, equality and inclusion through the school 	<p>Good</p>

		website, newsletter, Twitter	
<p>3.2 Raising attainment and achievement</p>	<p>At P1, P4 and P7, there has been an increase in attainment for most areas of Literacy and Numeracy compared to last session. Learners continue to make progress across the curriculum. We track Literacy, Numeracy and HWB across the session and will now look to improve the tracking and monitoring across the rest of the curriculum where appropriate. Almost all staff make effective use of assessments and work closely together to share standards and make professional judgements about pupils' learning. Teaching and SMT staff are involved in <i>Pupil Progress Meetings</i> to ensure continues progress and the identification of interventions and support where necessary.</p> <p>We celebrate pupils' success regularly and share these with the wider community. Through our Pupil Leadership Teams, learners contribute to the life of the school and the wider community. There are many opportunities for our learners to exercise responsibly as global citizens, including charitable work, work with local community groups, Earth Hour, Fairtrade and Enterprise work.</p> <p>As a school, we have effective initiatives in place to promote equity. Participation is tracked and opportunities planned to support all learners, including those most disadvantaged. The parent Council support families by providing a Hardship Fund. As a school, we have looked at the 'cost of the school day' and have taken steps to minimise unnecessary costs, including a free uniform/clothing bank, free excursions and a free Breakfast Club/Toast to Go initiative.</p>	<ul style="list-style-type: none"> • Consultations with staff, parents and pupils take place annually through questionnaires and when required throughout the session. • Formative and Summative Assessments • Teacher Judgements • Tracking and Monitoring Data and Analysis- including from Pupil Progress Meetings • Classroom/playroom observations • Learning Walks • Behaviour Monitoring • Jotter Monitoring • Forward Planning • Achievement Wall/Screen 	<p>Good</p>

Overall evaluation of establishment's capacity for continuous improvement

Lanark Primary and Early Learning and Childcare setting (Nursery) was last inspected by HMIE in October 2007 which resulted in a follow-up inspection in October 2008. This concluded that:

"the headteacher and the staff had made good or very good progress in addressing the main points for action in the initial inspection report of October 2007. They had demonstrated high levels of commitment and much greater teamwork in taking forward key initiatives to improve the quality of learning and teaching. The school now provided pupils with a wider range of suitably challenging experiences in an enhanced environment for learning to help them make appropriate progress. Staff made effective use of improved arrangements to record and track pupils' progress and monitor and evaluate the quality of the school's work."

In order to build on this, we are committed to improving our systems and procedures for assessing, tracking and monitoring children's attainment and achievement. We are aware that all stakeholders need to play a greater role in supporting this improvement and believe that over time we are developing the appropriate systems for Lanark Primary School and Early Learning and Childcare.

Through professional discussions, all staff are aware that self-evaluation is integral to 'journey' of improvement and that pupils now need to feature more effectively in the process. There is a strong focus on increasing attainment and supporting the achievements of all learners in our care and a realisation that this can only be done by involving all stakeholders in our planning for improvement practice

Signed: 
Farah Crook- Head Teacher

Date: June 2019

