



# Lanark Primary School and Early Learning and Childcare

## Standards and Quality Report 2018





Lanark Primary School is set in the Burgh of Lanark within the rural area of Clydesdale. It is a non-denominational school with 279 pupils and a 30/30 Early Learning and Childcare service for 3-5 year olds (currently 30/29 attend).

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, newly appointed Depute Head Teacher and Principal Teacher. There are nine classes with a total of fifteen teachers and three classes with two teachers in them due to the increased roll. Our Early Learning and Childcare provision consists of a recently 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, we have had a number of staff shortages, including within the senior management team, which have had an impact on our rate of progress towards our school improvement priorities this session.

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 2017-18

**Priority 1:** Raise attainment in literacy with a focus on technical accuracy in reading and writing.

### 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:

Over the session, staff engaged well in the Active Literacy Training, with four teachers taking the lead in cascading this training to all other teaching staff. The sharing of this practice led to pedagogical changes in the teaching of Spelling and Reading. Early indicators suggest that the overall progress in Spelling is good, with almost all P2-7 pupils making progress within a 12-month period. Of our 'targeted' pupils, 100% pupils have made progress in their Spelling, ranging from 10 months to 2 years. Our Open Afternoon in September, alongside our Parent-Pupil Homework Club, provided parents/carers with information and examples of Active Spelling approaches and how these could be supported at home.

Staff also worked collaboratively to produce a progressive Grammar planner, as previous self-evaluation work showed that there were some 'gaps' in the teaching and learning of Grammar across P1-7. Over time, this should improve technical skills in writing alongside future improvements to the teaching of extended writing. Parents/Carers were further made aware of the assessment procedures in place for tracking and monitoring progress in Literacy. This provided an opportunity for them to see examples of our Reading, Spelling and Writing Assessments (both ongoing and termly/annually).

### Next Steps:

Our evaluations tell us that there needs to be a continued focus on Reading and Reading for Understanding. We plan to link this to our work next session on developing effective questioning and feedback for learners. The ELC will look at how they can support our Early Learners in the development of phonological awareness and skills.

**Priority 2:** Raise attainment in numeracy with a focus on improving learners' skills in mental maths and problem solving.

#### **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:**

Over the session, staff have looked at a range of support materials for the teaching of problem solving. Learners in the ELC have experienced a range of problem solving and creative thinking activities in both Outdoor Learning Activities (Forest Schools and Mud Kitchen for example) and investigative activities in the Playroom. Learners in the school accessed individual/group activities using identified 'strategies' to support continuity across the stages. Most children were introduced to the acronym RUDE (**R**ead the question, **U**nderline key words in the question, **D**raw pictures to help solve the problem, **E**stimate your answer before solving it) and we will look to monitor the use and impact of this next session.

Our initial plans for making improvements to practice in teaching mental maths are still at the very early stages. This was mostly due to being short staffed for much of the session, including two months without a Depute Head Teacher/Numeracy Coordinator.

#### **Next Steps:**

We will be investing in the 'Big Maths' and 'Little Big Maths' programme in order to improve the teaching and learning of mental maths skills from ELC to P7. This will provide a progressive programme to improve, track and monitor the mental maths attainment in the school and ELC.

**Priority 3:** Continue to develop leadership for learning across the school.

**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, 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning

**Progress and Impact:**

Most children behave well across the stages and are motivated in their learning. In most classes, children are active in their learning and use peer and self-assessment techniques to help reflect on their own and others' progress. Almost all pupils (95%) agree that staff help them to understand how they are progressing in their school work and that they are encouraged to do the best they can. The sharing of learning intentions and success criteria is leading to increased confidence and independence in learning and in a few classes, children are successfully given the opportunity to 'co-construct' criteria to help them achieve success. Some children can also make effective decisions about how and what they learn in class and this now needs to be developed across the whole school and ELC to ensure consistency. However, all children are encouraged to make decisions that will influence school-wide procedures, provide guidance or lead initiatives through our Pupil Leadership Teams (PLTs). As this is the first year of all P1-P7 pupils being a member of a PLT of their choice, it is too early to comment on the impact, but the initial feedback from staff, partners and pupils has been very positive.

**Next Steps:**

We will continue to develop PLTs in the school to support Pupil Participation, introducing the 7 Golden Rules of Participation and will audit current DYW and Careers Education within the school and ELC. We will work as a staff on improving questioning and the quality of our feedback to support learning and progress.

**Priority 4:** Continue to develop systems for assessing, tracking and monitoring children's attainment and achievement.

**National Improvement Framework Key Priorities**

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

**National Improvement Framework Key Drivers**

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

**HGIOS 4 QI:** 1.1 Self Evaluation for self-improvement, 2.4 Personalised support, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement/Securing children's progress

**Progress and Impact:**

The majority of children and young people are attaining appropriate levels, and a few have exceeded these. Attainment levels in literacy and numeracy are a central feature of our priorities for improvement. Our plans to support our most disadvantaged have led to raised attainment. We have updated our tracking and monitoring procedures to track attainment over time in Literacy, Numeracy and Health and Wellbeing at all stages. The school's data demonstrates most learners are making good progress compared to previous levels of attainment. Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.

**Next Steps:**

To identify ways to track and monitor attainment across other curricular areas and further develop ELC and school wide procedures to support future progress.  
We will endeavour to ensure that all pupils reach the very best levels of attainment possible.

## 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 2017/18 all schools in Scotland will be required to participate in the new Scotland National Standardised Assessment (SNSA) project. This will further help inform teacher judgement of levels.

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

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

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

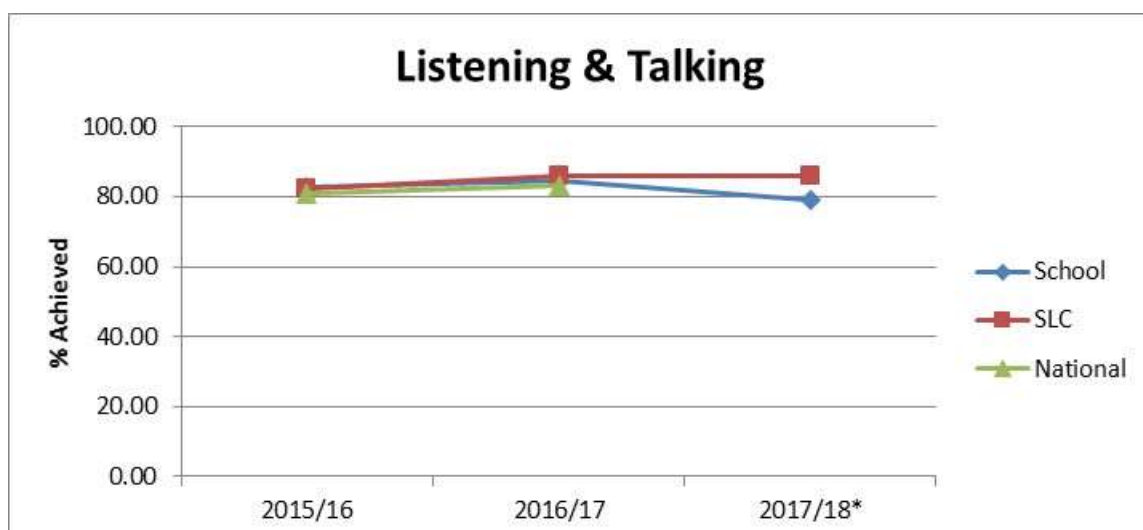
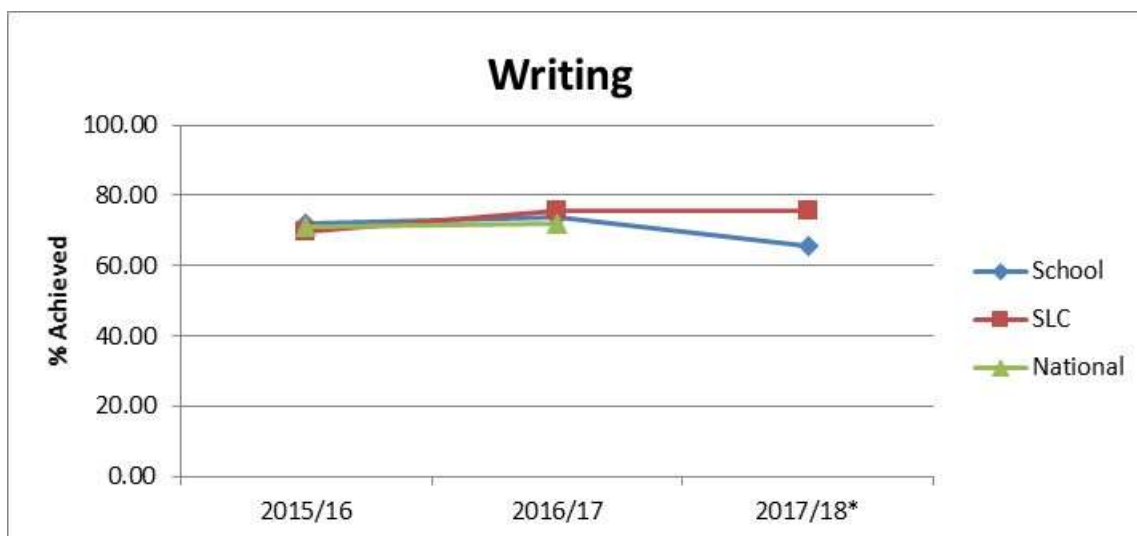
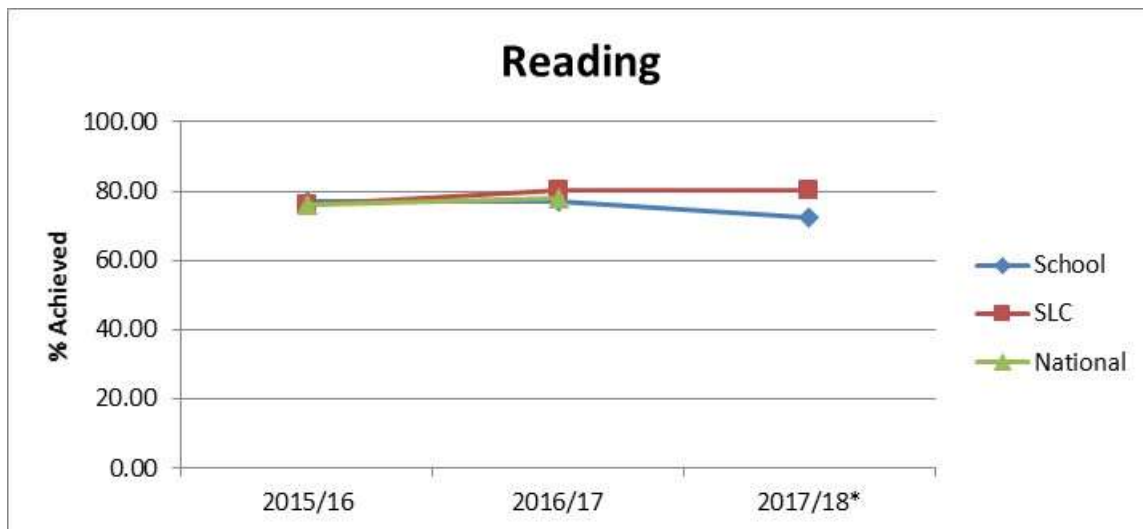
Assessment of these levels is based on a wide variety of evidence and ways of measuring progress such as assessment of projects, general class work, observations and peer assessment. Where possible, children and young people are encouraged to be directly involved in the assessment process.

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

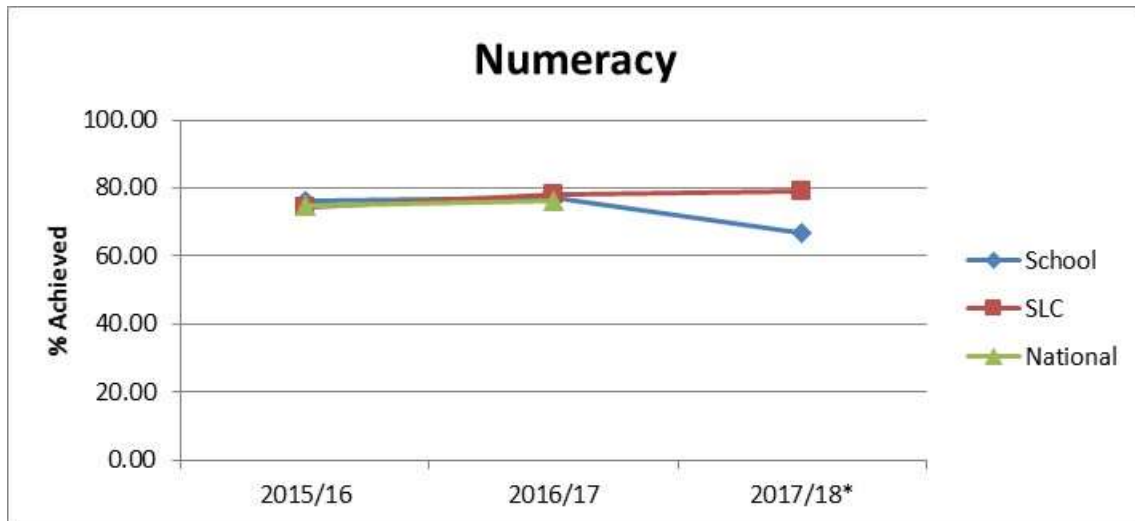
What follows is our school's data about achievement of these levels for session 15/16 through to session 17/18.



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



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



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

### Session 2017-18

#### Literacy:

Progress	satisfactory	good	very good	excellent
		X		

#### Strengths

Data gathered from teachers' judgements and summative assessments reports that we are making good progress in increasing the number of pupils making their age and stage related attainment levels compared to the previous year's predictions. Whilst there is no 2016/17 comparative data for P1, there has been a significant increase in attainment in all areas of Literacy of our P4s from their judged levels last year, with around 30% more pupils achieving CfE First Level than predicted. P7 data shows an increase from the P6 predictions in Reading (11.3%) and Listening & Talking (16.2%).

Much of this progress can be attributed to our targeted 1:1 Literacy Interventions and small group tuition. Of the 18 pupils who took part in Catch Up<sup>®</sup> Literacy, 14 pupils increased their reading ages (77%). These gains ranged from 6 months to 3 years. Of those using Hornets in P7, 4 out of 5 pupils (80%) have achieved Second Level in Reading before the end of P7, a progress increase of 40%. Of our P4 pupils who were targeted for small group tuition, 100% have made progress in their Spelling, ranging from 10 months to 2 years and the majority of these pupils also increased their reading and comprehension ages.

#### Next steps

Curriculum for Excellence levels for Literacy achieved by children at the end of stages P1, P4 and P7 in 2017-18 is lower than in previous years. Where there has been progress for pupils year on year, the comparative stage data is not increasing. 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 2018-19 will focus particularly on Reading and use of effective questioning and feedback to support progression.

#### Numeracy:

Progress	satisfactory	good	very good	excellent
	X			

#### Strengths

Overall progress in Numeracy has remained steady. Data reports that P4 attainment has increased from the previous year's attainment predictions by 30%. P7 have maintained at a level where most pupils are meeting their age and stage related attainment (with no comparable data for P1). An emphasis on the use of ICT to enhance learning (mainly through use of RM Easimaths) has allowed most learners to consolidate their learning in an active and motivational way. In P1 and P7, 100% of pupils accessed the program and all 'targeted' pupils in P1 increased their practice of key numeracy skills by accessing the program from home. Planning continues to be made clearer, following lines of progression from Early Level through to Second Level. New problem-solving resources and linked strategies have been identified and introduced to allow there to be a more consistent approach to this area from P1-P7.

Our procedures for tracking and monitoring progress in Numeracy have improved, with the introduction of standardised testing across P2-P7. This will support more robust teacher judgements in attainment over time.

#### Next steps

There will be a focus on improving mental agility by using the 'Big Maths' approach. This, in conjunction with a greater knowledge of CfE Benchmarks and improved moderation activity, will support improvement in learning, teaching and assessment.

**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 strong. We have introduced the use of the SHANARRI indicators to track HWB in all pupils. 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.

Almost all pupils (95%) know that they are safe at school and staff treat them fairly and with respect and that the school encourages them to make healthy lifestyle decisions. Pupils are aware of the school's values and are encouraged to make good behaviour choices based on these values.

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 Silver SportScotland award for the last two sessions and we are on track to gain our Gold Award this year. We work in strong partnership with Active Schools to support our PEPAS work.

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. 90% of pupils report that their views are listened to. These PLTs will continue to be supported in order to support pupil participation and engagement.

**Next steps**

We will 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.

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.

**Employability Skills/Positive Destinations**

Progress	satisfactory	good	very good	excellent
	X			

**Strengths**

Skills for Life, Learning and Work continue to be discussed and shared as targets across the whole school at assemblies throughout the year. This is beginning to lead to pupils articulating how skills they are learning relate to the world of work.

Our P5-7 Careers Fair provided an effective opportunity for pupils to learn about a range of careers (mainly STEM focused), and what skills and qualifications are needed to undertake these roles.

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 create a 'skills' pathway that learners and staff can reference in terms of developing skills for life, learning and work. This will begin with an audit of our current practice in the ELC and school.

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

### Pupil Leadership Teams

Anti-Bullying Week saw the Kindness Council take the lead by presenting at assembly to discuss bullying and the impact it can have on children and their families with the rest of the school.

The JRSO took the lead on Road Safety Week, setting a 'Be Bright, Be Seen' competition as well as reminding everyone of the road safety rules. This Leadership Team also arranged for every pupil to take part in CPR life saving training- a fantastic opportunity.

Our Fairtrade Leadership Team led an assembly to share the importance of buying Fairtrade products whenever possible. The team organised and ran a Fairtrade Tuckshop in school. This work has led Lanark Primary School and ELC to successfully gain the Fair Aware School Award.

The Digital Team supported Internet Safety Day with the slogan 'Create, Connect and Share Respect'. The school joined other organisations across the country in supporting the use of technology in a responsible and respectful manner. The Digital Team shared important tips and advice with the whole school- well done team! The school held another successful Outdoor Learning Day. This consisted of a range of activities including mud painting, an Easter Egg hunt, loose parts play, healthy smoothie making, marshmallow toasting and outdoor reading. Our Playground and Outdoor Committees worked very hard to organise another great event. Our Eco Committee worked hard as a team to support a number of initiatives that help children to think about how they can look after the planet. These included The Great Battery Hunt (recycling old batteries) and supporting Earth Hour.



### 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, St. Valentine, The Egyptians, Diwali and Easter around the world.

The school and Parent Council held our annual Scots Evening on 7th 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 and a group performance of 'Address to a Toothache' by our brilliant P7s.

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 here at Lanark PS!

### Forest School/Kindergarten and Outdoor Learning

Our ELC, P1 and P4 learners enjoyed a range of outdoor activities as part of their Forest School/ Kindergarten sessions. Experiences have ranged from shelter making, bug hunting, storytelling, fire and den making as well as developing resilience, team working skills and problem solving. 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 fencing to abseiling and a fantastic time was had by all.



### 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. The whole school took part in Book Week Scotland, including creating a 'river of readers' throughout the school and ELC. Our ELC, P1s and P4s visited Lanark Library and the 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.



## 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. We were delighted that our children were able to develop skills for learning and work through this partnership.

## 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 Silver School Sport Award last year. The Silver School Sport Award is recognition of our dedication to place sport at the heart of our planning, practice and ethos- we are hopeful that we will be awarded Gold this year!



Many of our P6 and P7 pupils took part in the annual Cross-Country Event at Lanark Race Course. They all enjoyed taking on the challenge of completing the course and they were proud of their efforts. The pupils were a credit to the school on the day and performed very well, with many securing medals at the event. Due to these wonderful performances ten of our pupils also qualified for the South Lanarkshire Championships.

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 have now been awarded the 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, P6/7 Triathlon and the Clydesdale Track and Field Athletics. All P5s received swimming tuition. Many of our P6 & 7 children excelled themselves at the Clydesdale Sports Championships resulting in qualification for the area finals Clydesdale Track and Field Championships. 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, including football, yoga, gymnastics, circuit training, competitive races and potted sports. P5-7 heard from a professional gymnast and how she prepared mentally and physically to represent Scotland at The Commonwealth Games.

Also, this session we offered extra-curricular clubs in football, netball, gymnastics, dancing, tennis, club golf, yoga, 'get up and go' 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.**

### **Charitable Work**

The learners in P4/3 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!

P4 raised a staggering £775 for Little Haven Charity with their very successful Toy Sale. This was planned, organised and run by the pupils in P4 as part of their enterprise topic.

P5 raised over £150 for the Children's Hospital Charity by making, packaging and selling their own slime. This was a very popular choice amongst pupils and as well as raising money, provided a rich interdisciplinary learning experience for pupils.

### **LGS Learning Community Events**

P7 children attended "Lanark Grammar's Associated Primaries Spelling Bee 2018" this session as part of their transition events. The team put in a strong performance- making it to the final round. They were great ambassadors for the school- well done!

P7 children took part in the Rotary Quiz at Robert Owen Memorial Primary. All the children represented the school extremely well.



### **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, P4, went along to a local Retirement Home to perform to some of the town's senior citizens.

P6 and P7 members of our Sing-A-Song choir visited Health Valleys at the old Lockhart Hospital to perform for some of their service users. It is great to know that our children are doing so much in the community!

### **Homework Club**

This provided an opportunity for parents and children to work together, alongside support from our teachers, on aspects of literacy and numeracy as well as providing some games-based learning opportunities too. The Homework Club was well received, and we will look to continue this next session.



### **Youth at Heart Club**

Following on from the success of P6/5's visits to McClymont House (a local residential care home), each class, with the support of P6/5, hosted a community club for our elderly 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 hope to support it again next year.

### **Careers Fair**

We hosted what we hope will be an annual P5-7 Careers Fair in June. Parents and members of the community came along to share information and stories about their careers, which included Engineering, Chemistry, Finance, Physiotherapy and Radiography. We wanted to focus mainly on careers in the STEM field and were delighted with the response from our community and from the children themselves.



### **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 Overall School (First Place) for our entry, Monopoly Madness.



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. This session we took part in a Validated Self-Evaluation which has helped us gain a shared understanding of our strengths and improvement needs. 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 &amp; 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.</p>	<ul style="list-style-type: none"> <li>• Staff have had the opportunity to work within and out with the school to share and improve practice.</li> <li>• Consultations with staff, parents and pupils take place annually through questionnaires and when required throughout the session.</li> <li>• Validated Self-Evaluation Feedback</li> <li>• Tracking and Monitoring Data and Analysis</li> <li>• Review of SIP</li> </ul>	<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. Pupil Voice is strong and there are high expectations of learning and behaviour. 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 are committed to change and improvement in order to ensure equity for all learners- this is a strength here.</p> <p>Staff are increasingly reflective in their daily practice and use these reflections to identify and initiate well-informed change. This needs further work, particularly in the ELC, in order to build capacity to respond and adapt to change more readily.</p> <p>Most staff are confident in discussing how their practice has improved as a result of professional learning. Next, we will look to have effective strategies embedded to evaluate the impact of our professional learning on outcomes for learners.</p>	<ul style="list-style-type: none"> <li>• Agendas and Minutes of Pupil Leadership Teams</li> <li>• Assembly Presentations and Newsletters</li> <li>• Professional Learning Feedback to all staff during collegiate activity time</li> <li>• Classroom/playroom observations</li> <li>• Learning Walks</li> </ul>	<p>Good</p>
<p>2.3 Learning, teaching and assessment</p>	<p>Staff work hard to make learning enjoyable and lessons are well prepared. Most of the time, planned activities are differentiated well and meet the needs of learners, with clear instructions and explanations to help</p>	<ul style="list-style-type: none"> <li>• Consultations with staff, parents and pupils take place annually through questionnaires and when</li> </ul>	<p>Good</p>



	<p>children understand their learning. The consistency of this now needs to be improved as on a few occasions, planned activities are too difficult or do not provide enough challenge for learners. Strategies are in place to reduce potential barriers to learning and progress, with regular Pupil Progress Meetings between teaching staff and the Senior Management Team. From this dialogue, Support Staff are deployed to best meet learners' needs and support progress. In almost all classes, children are actively engaged in their learning. Very few children are passive listeners and almost all children were confident and comfortable in giving and receiving feedback. This is evident from P1 to P7 as well as in the ELC. Almost all children confidently participated in peer and self-assessment. They can express their view that the ethos within the school was one of doing your best. Consideration will now be given to the time set aside for Listening and Talking in certain classes to ensure that this provides effective learning opportunities. Pupils welcome feedback from staff and see this as a natural part of their learning journey.</p>	<p>required throughout the session.</p> <ul style="list-style-type: none"> <li>• Validated Self-Evaluation Feedback</li> <li>• Tracking and Monitoring Data and Analysis-including from Pupil Progress Meetings</li> <li>• Classroom/playroom observations</li> <li>• Learning Walks</li> <li>• Behaviour Monitoring</li> <li>• Jotter Monitoring</li> <li>• Forward Planning</li> </ul>	
<p><b>3.1</b> Ensuring wellbeing, equity and inclusion</p>	<p>Our approach to ensuring wellbeing, equality and inclusion ensures that staff know children well as individuals. Almost all parents surveyed in 2018 agreed or strongly agreed that their child felt safe at school and that staff supported pupils well as individuals. We comply with statutory requirements and codes of practice in line with national and local authority guidelines for all children and young people. We will now look at how our planning for individual learners reflects the SHANARRI indicators and how parents are involved in the planning process.</p> <p>There have been no exclusions in Session 2015/16, 2016/17 or 2017/18. We will, however, continue to monitor behaviour of identified pupils alongside attainment levels to analyse any trends.</p>	<ul style="list-style-type: none"> <li>• Child Protection files</li> <li>• Pastoral notes</li> <li>• ASN files</li> <li>• Minutes of Meetings</li> <li>• Use of outdoor learning spaces to promote wellbeing</li> <li>• Use of wellbeing indicators within learning and teaching</li> <li>• Children's understanding and application of the wellbeing indicators in their school life and out-with</li> <li>• Tracking &amp; Monitoring</li> <li>• Observations of learning and teaching</li> <li>• Promoting of wellbeing, equality and inclusion through the school website, newsletter, Twitter</li> </ul>	Good
<p><b>3.2</b> Raising attainment and</p>	<p>We have continued to identify ways to support learners so that almost all attain the appropriate levels. Where most learners</p>	<ul style="list-style-type: none"> <li>• Consultations with staff, parents and pupils take place annually through</li> </ul>	Satisfactory

<p>achievement / Securing children's progress</p>	<p>have made good progress, our attainment levels for P1, P4 and P7 have decreased this session, therefore Literacy and Numeracy have remained central to our journey of improvement. We will continue to improve our tracking and monitoring procedures to support this. We will look at ways to improve the tracking of achievements for pupils, helping them to identify the skills they are developing and how these can be transferred across the curriculum.</p> <p>We have continued to improve the quality of interactions and observations in the ELC setting, particularly during Outdoor Learning/Forest Kindergarten sessions. Staff-learner dialogue has begun to include more effective questioning/feedback but this will continue to be a priority next session. Early learners have been given increased opportunities to lead their own learning and develop their curiosity and investigative skills, mostly through significant changes to the setup of the learning environment.</p>	<p>questionnaires and when required throughout the session.</p> <ul style="list-style-type: none"> <li>• Validated Self-Evaluation Feedback</li> <li>• Formative and Summative Assessments</li> <li>• Teacher Judgements</li> <li>• Tracking and Monitoring Data and Analysis-including from Pupil Progress Meetings</li> <li>• Classroom/playroom observations</li> <li>• Learning Walks</li> <li>• Behaviour Monitoring</li> <li>• Jotter Monitoring</li> <li>• Forward Planning</li> </ul>	
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**Overall impact of establishment's actions to improve excellence and equity (PEF)**

**Amount allocated: £55,200**

How are we doing?	How do we know? (Evidence measures of success)	What are we going to do now?
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**(High level paragraph addressing the three questions)**

We have reduced the poverty-related attainment gap in P1, P3, P4 and P5 across all organisers.

There has been an increase in the gap at P2 and P7 across all organisers and little change at P6 (increased gap in Numeracy). This points towards our interventions having some success, but there now needs to be more impact and across all stages. Our initial PEF plans highlighted the need for small group tuition for pupils in this year's P6. Unfortunately, we were unable to secure the additional member of staff for the extra input (two mornings per week). From the success at P4, we are sure that this would have had an impact for this stage at reducing 'the gap'. We will also need to evaluate further the needs of our current P2 to reduce the poverty-related gap.

Asking for input from all stakeholders is an effective way to gather views. With more robust assessment of our interventions, and evaluated impact of what was implemented, there is a 'better' baseline in which to move forward from. Most of our decisions have been made in terms of raising attainment in Literacy and Numeracy, and where there has been some success, this needs to be built upon. We will analyse information gathered from our consultation processes (PEF and non-PEF related) in order to help plan for future interventions. Decisions will be taken collaboratively and take into account suggestions made by all stakeholders. Wherever possible we want the decisions we make to positively effect outcomes for all learners- allocation of resources that also help support our improvement planning aims.

However, it is important that funding decisions are made where they can have the biggest impact in closing the poverty-related gap and that support the vision and values of Lanark PS & ELC.

We have effective procedures in place to manage resources and finance. All staff have a shared understanding of how child poverty can affect equity. We feel that our decisions have supported progress which will ultimately lead to increased attainment and achievement.

Where our main spend has been aimed at additional staffing (teaching, support staff and specialist input) we need to also look at continually improving the learning and teaching across the school. There needs to be a balance between targeted and universal support that will raise attainment and close the attainment gap. Literacy, Numeracy and HWB needs to be developed across the school in order for targeted support to have the most impact. We need to look at how effective we are at monitoring the impact of resources in improving learning and teaching. This includes how robust and useful our data is to help support future planning decisions.

## Overall evaluation of establishment's capacity for continuous improvement

Lanark Primary and Early Learning and Childcare setting (Nursery) was last inspected by HMle 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:



Date: June 2018