

Standards and Quality Report 2017-18

School Name: St John's Primary, Hamilton

Context of the school:

St John's Primary School is situated in Hamilton with a role of 312 children; 42 children are in supported classes and 270 are in mainstream classes. Our catchment area includes families from a variety of socio-economic backgrounds with 23% of children in SIMD 1 and 2. This is slightly below the Scottish average of 26% of children living in poverty. In 2016-2017 we had 18.58% of children entitled to a free school meal.

With 13% of our role as ASN children we pride ourselves on the inclusive ethos which permeates all aspects of life in St John's.

Our vision and values and commitment to equity ensure that all children receive a welcoming, stable and secure learning environment in which to flourish.

Our school aim agreed upon by our Parent Focus Group is;

Children staff and parents work together to ensure every child reaches their full potential and leaves with a smile due to the experience learning and support they have shared.

Our Values are;

R-reliable

E-enthusiastic

S-sharing

P-polite

E-effective

C-caring

T-team



The introduction of Rights Respecting School Programme in 2013 has had a significant impact on children's awareness of their rights and how to become a responsible citizen. This is a regular feature in dialogue with pupils and has become embedded in learning throughout the school.

We have an increasing number of children with English as a second language. In session

2016-2017, 8% of our role was made up of children with English as a second or third language. This brings a new dynamic to the school with first hand experiences of lots of cultures and traditions- ranging from Russian to Chinese.

We have experienced a period of change in relation to staffing and leadership and have recently appointed a new Depute Head Teacher and Principal Teacher. We also have 5 new teachers appointed as full time permanent members of staff.

Attainment data - Attainment of Curriculum for Excellence levels 2015/16 (teacher judgement) **(Small schools: do not publish figures)**

School	Reading			Writing			Listening & Talking		
	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better
St John's Primary Hamilton	88.9%	78.1%	63.2%	88.9%	78.1%	42.1%	88.9%	87.8%	93.0%
SLC	80.0%	75.2%	72.3%	78.2%	67.9%	62.7%	83.8%	82.6%	79.7%
National	80.8%	75.2%	72.3%	78.2%	69.3%	65.1%	85.0%	80.9%	77.4%

School	Numeracy		
	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better
St John's Primary Hamilton	88.9%	92.7%	68.4%
SLC	83.0%	71.2%	67.9%
National	83.9%	73.1%	67.8%

1.2 Predicted Attainment 2016/17

National Improvement Framework - Attainment of Curriculum for Excellence levels 2016/17

School	Reading			Writing			Listening & Talking		
	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better
St John's PS	96%	78%	83%	78%	76%	65%	85%	93%	98%

School	Numeracy		
	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better
St John's PS	74%	83%	80%

Achieving Excellence: Overall Progress towards National Improvement Framework Priorities

Session 2016-17

Use all available evidence (including data)

Literacy:

Progress	satisfactory	good	very good	excellent
	X			

Strengths

The early identification of children who are struggling to reach their full potential and the planned targeted support has made a positive impact on children being able to attain improved results in reading, writing, listening and talking. The introduction of SRA from Primary 4- Primary 7 has improved reading scores, particularly for inference and creative thinking.

Strategic interventions to improve writing results with groups of children at key stages has had a positive impact on attainment.

Early intervention for Primary 1 children has contributed to closing the attainment gap for reading and writing.

Almost all staff use Blooms Buttons to support learning and Higher Order Thinking Skills.

Children demonstrate skilled use of questioning strategies in literacy and apply across other curricular areas.

Data is now more robust as staff are using Benchmarks to plan and assess children's progress.

Areas for Development

Continue to ensure that learning and teaching is structured to enable children to set independent targets which are well matched to their needs and interests.

Continue to develop staff confidence and skills in accurately using data to inform and identify gaps in learning.

Further develop differentiation across all lessons

Numeracy:

Progress	satisfactory	good	very good	excellent
	X			

Strengths

Most children are attaining appropriate levels for their age and can speak confidently about prior learning and most can make links with the application of what they have learned.

The introduction of practical maths activities has enabled children with different learning styles to access the curriculum.

The introduction of new resources and concrete materials has provided enhanced opportunities for children to consolidate the 4 number processes.

Areas for Development

Further develop the pedagogy of how to teach mathematical concepts in order to increase pace and challenge for all learners.

Further develop the consistent use of verbal and written feedback in jotters to improve attainment.

Health and Wellbeing:

Progress	satisfactory	good	very good	excellent
		X		

Strengths

The introduction of RRS programme has enabled learners to have an active voice across the school which has led to greater pupil voice and leadership opportunities for children.

Almost all children are confident in talking about their rights and can link these to the school ethos.

Through classroom systems pupil voice is highly valued increasing pupils' sense of ownership in all aspects of school life.

Children have stated that they know who to speak to when they need help and are confident in the adult dealing with the raised issue sensitively.

Almost all children in Health and Wellbeing questionnaires 2015/16 and 2016/17 have stated that they feel safe, secure and respected in the school.

A nurturing ethos can be seen in the manner that staff interact with children and parents. Systems are in place in the school to ensure that all staff are appropriately updated on children's wellbeing.

Areas for Development

Develop more opportunities for pupil voice through further consolidation of pupil leadership teams.

Employability Skills/Positive Destinations:

satisfactory	good	very good	excellent
	X		

Strengths

Children are able to demonstrate innovative ICT skills particularly across P5-P7.

Children are encouraged to actively participate and share their views through a variety of ways.

The range of opportunities for children to lead and participate in activities provides them with a scaffold to practise how to be responsible.

There is a culture of setting personal targets and celebrating these as a class and school.

The introduction of a child lead Credit Union has provided children with the opportunity to complete application forms, interview and run the Credit Union in the school.

Annual World of Work Week provides a real life experience of application of taught skills which motivates and encourages children to reach their full potential.

Making links from abstract teaching to real life application in daily lessons supports children to understand the point of the lessons they are participating in.

Creative and child led IDL work has allowed children to use the context of Dragon's Den television programme to gain an understanding of real life process of product development and marketing.

Areas for Development

Continue to build the curriculum to reflect the needs and context of all children.

Further develop World of Work Week and links within the community.

Achieving Equity : Closing the Attainment Gap (Small schools: do not publish figures)

To automatically calculate the percentages, double click on the table and enter numbers of pupils in all of the blue cells:

	Total	FME
P1	27	2
P4	46	8
P7	40	5

	Reading			Writing			Listening & Talking			Numeracy		
	P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
	Achieved Early or better	Achieved First or better	Achieved Second or better	Achieved Early or better	Achieved First or better	Achieved Second or better	Achieved Early or better	Achieved First or better	Achieved Second or better	Achieved Early or better	Achieved First or better	Achieved Second or better
No of pupils achieved	26	36	33	21	35	26	23	43	39	20	38	32
No of FME pupils achieved	2	6	4	1	6	2	2	7	5	1	6	2

Percentages calculated automatically

	Reading			Writing			Listening & Talking			Numeracy		
	P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
	Achieved Early or better	Achieved First or better	Achieved Second or better	Achieved Early or better	Achieved First or better	Achieved Second or better	Achieved Early or better	Achieved First or better	Achieved Second or better	Achieved Early or better	Achieved First or better	Achieved Second or better
School average	96.30%	78.26%	82.50%	77.78%	76.09%	65.00%	85.19%	93.48%	97.50%	74.07%	82.61%	80.00%
Non FME pupils percentage	96.00%	78.95%	82.86%	80.00%	76.32%	68.57%	84.00%	94.74%	97.14%	76.00%	84.21%	85.71%
FME pupils percentage	100.00%	75.00%	80.00%	50.00%	75.00%	40.00%	100.00%	87.50%	100.00%	50.00%	75.00%	40.00%
GAP	-4.00%	3.95%	2.86%	30.00%	1.32%	28.57%	-16.00%	7.24%	-2.86%	26.00%	9.21%	45.71%
SLC	26.0%											
National												

(SLC and National Figures should be taken from information provided by J McMahon)

Analysis of Attainment Gap

See previous page for data around closing the gap.

Our catchment area includes families from a variety of socio-economic backgrounds with 23% of children in SIMD 1 and 2. This is slightly below the Scottish average of 26% of children living in poverty. In 2016-2017 18.58% of children are entitled to a free school meal. We are aware as a school that around 12 children or 4 % of mainstream children, although technically living within SIMD 1 or 2, are in fact living in relatively affluent homes. Therefore, our analysis uses intelligence beyond raw data and we encourage an individualised approach to identifying children who will be the focus of our Pupil Equity Fund Interventions. We have good school links and relationships with families and try to be as responsive as possible to meet individual circumstances and needs. We are also aware that some children are not classed as living in SIMD 1 or 2 but still face challenges of poverty and life choices.

A careful analysis of figures shows that children in receipt of Free School Meals are underperforming in writing and numeracy, with some of the biggest gaps identified at the P1 and P7 stages.

We plan to target this gap through our **Raising Attainment and Learning and Teaching** priorities.

We have targeted P1, P4 and P7 as priority stages where all children who are under achieving in numeracy and writing will receive additional teaching support through the PEF funding.

We are training staff to run a nurture class to benefit our P1-P3 children and to raise their attainment and wellbeing.

We are training staff to deliver a remedial numeracy programme called Catch Up Numeracy which will target children who are not attaining for numeracy across P2-P7.

We have enrolled in Sumdog Equity which is a personalised approach to the mastery of numeracy.

Individual teachers keep a track of engagement in after school clubs and activities and it is noted that 33 children of SIMD 1 and 2 engage in regular out of school learning. Over the academic year the school has run 11 after school and lunchtime clubs with 214 attendees.

Attendance is monitored and Parents are invited into school to discuss any issues and ways in which the school can support to increase attendance. Children with poor attendance are still making progress and reaching appropriate milestones due to the interventions put in place by teaching and support staff.

42% of pupils with attendance under 90% live in SMID 1 or 2.

We plan to support parents and children through our new Parenting Course which will run in 2017/2018.



Overall quality of our learners' achievements Highlights of session 2016-17

We had a very busy and productive session. Children at all stages continued to receive a broad, balanced and well-planned curriculum in line with Curriculum for Excellence.

Most classes benefitted from a wide variety of visitors sharing their knowledge and life experiences and provided opportunities for children to make links to real life situations;

- Authors/ World Book Day
- Scientists from St Andrew's University
- Researchers from University of West of Scotland
- World of Work guests
- Dragons for the Dragons Den
- STEM research
- Google Expeditions
- Scottish Parliament
- Guide Dogs
- Music specialists
- Annual P7 residential trip to Auchengillan
- Health Week
- We are working towards our Silver Sport Scotland Award

The whole school has been involved in lots of different charity and fund raising events including;

- Children in Need
- Red Nose Day
- STV Children's Appeal
- Donations to local food bank

We have participated in the First Ministers Reading Challenge and had two children selected to be Dyslexia Scotland Ambassadors.

Our Annual P1 Nativity Performance "It's a Star" took place in St John's Church and was greatly enjoyed by all.

Our P6 And P7 Ceilidh at Christmas was a highlight for senior children.

P6 enjoyed a traditional Burns Supper and had fun tasting the haggis, neeps and tatties.

We also had a whole school Showcase of Scottish poems to celebrate Burns Day in February.

The school has offered all children opportunities to be involved in leadership groups;

- Pupil Council
- Eco Committee
- Sports Committee
- Buddy Programme
- Rights Respecting School Steering Group

Displays in the school foyer reflect the achievements of children in and out of school.

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

This session we reviewed our processes for communication across all our stakeholders. We have worked with our Parent Council and are trialling in August a new system to allow us to send text messages directly to Parent/Carer phones. The introduction of a new School House System has enabled children to become more enthused and motivated in all areas of learning.

Our annual World of Work initiative has led to improved relationships with local businesses and we will build upon this for next session.

The moderation evening for the Parent Council allowed parents to gain a greater understanding of how written work is assessed and how next learning steps are agreed upon.

The Dance Showcase in Hamilton Town House provided an opportunity for children to build their self-esteem and for parents to see their child confidently performing in a different context.

We have developed links with local Early Years Establishments where our older children read their favourite stories to nursery children and have begun to write stories for a particular audience.

We have worked collegiately with our local secondary school to provide a transition programme to ensure children are confident about moving onto secondary education. We plan to build upon this collegiate approach and have modified the new transition programme.

We aim to focus one of our strategic priorities on “Family Learning” with a particular emphasis on engaging with harder to reach parents.

We will continue to use the postcards of praise and parent postcards for parents’ evening to encourage children to strive to do their best and parents to be directed to what their child values from their daily work.

We aim to continue to engage parents/carers through Literacy and Numeracy workshops and school showcases to allow all children to reach their full potential.

Review of SIP progress session 2016/2017

Priority 1:

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
2.2 Curriculum

Progress and Impact:

From the audit staff identified 3 specific areas to develop over the session.

1. Training and refresh of teaching strategies
2. Implementation of PE pack Making the Connections and using SLC website for additional activities.
3. Purchase of new resources
4. Current and new resources stored appropriately

Most staff now refreshed in teaching PE and confidently use the Making The Connections Pack to ensure challenge and continuity across the school.

Resources are now appropriately stored and used for age and stage. Most staff confident in the use of new resources and activities to enhance PE lessons.

Clear pathway developed for all stages which staff have agreed and adhere to for the future.

Next Steps:

For staff to become familiar with the Health and Wellbeing Benchmarks and to use to plan and accurately assess children's progress.

Priority 2:

National Improvement Framework Key Priorities

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

National Improvement Framework Key Drivers

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

HGIOS 4 QI: 1.2 Leadership of Learning
 2.3 Learning, teaching and assessment
 3.2 Raising attainment and achievement/ Securing Children's Progress

Progress and Impact:

A coherent pathway for literacy has been created, including reading strategies and benchmarks for each primary stage.
 A planned approach to the order of teaching reading strategies has been agreed and will be adhered to next session. Resources have been created and collated to provide support for teachers in the planning, teaching and assessment of writing, reading, listening and talking.
 Individual target sheets have helped most children to identify achievements and set next learning targets. Targets are shared termly with parents.
 Homework tasks have been started and will be completed by September 2017.

Next Steps:

Ensure that benchmarks are being used to plan, teach and assess at all stages.
 Review pathway and forward plan template to reflect the literacy benchmarks.

Priority 3:

National Improvement Framework Key Priorities

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

National Improvement Framework Key Drivers

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

HGIOS 4 QI: 3.1 Ensuring wellbeing equality and inclusion
3.3 Increasing creativity and employability/ developing creativity skills for life and learning

Progress and Impact:

PASS 1 survey was implemented with all children in October 2016. Data was analysed and stakeholders informed. From the analysis of data individual supports were put in place to help targeted children improve their attitude, wellbeing and self-esteem.

Targeted interventions demonstrated that children's self-esteem and motivation to tasks had improved. Staff became more confident in analysing data and selecting appropriate interventions which impacted upon the child.

Annual planner includes a World of Work Week which highlighted to children the skills and attitudes required to find employment. From this most children are able to identify skills which they possess which will enable them to gain employment. Some are clear in their career pathway already.

Staff have utilised resources already in school to promote wellbeing and confidence and used oral and written feedback across the curriculum to motivate and engage children.

PASS 2 was not undertaken due to the high level of results from PASS 1. A very small number of children scored below average and these children had targeted intervention to improve their self-esteem.

Instead of using PASS 2 we adopted a term of RRS Launch pad which was more appropriate to whole school needs. From this most children are confident in being able to identify their rights and where to seek help and support both in school and in the community.

Next Steps:

Health and Wellbeing benchmarks to be used to monitor progress across all organisers.

Continue to use RRS Launch Pad in session 2017/2018 term 2.

Quality Indicator	Key Strengths	Areas for Development	School Self-Evaluation
<p>1.1 Self-Evaluation for Self-Improvement</p>	<p>Almost all staff understand that self-evaluation is an integral aspect of our approach to continuous improvement and are committed to improving outcomes for all learners. From this self-evaluation the pace of change is structured and carefully planned in consultation with stakeholders.</p>	<p>We need to continue working with children, parents and other partners to fully involve them in our self-evaluation processes. WE want to include children in the setting of School Improvement Targets for 2018/2019.</p>	<p>Satisfactory</p>
<p>1.3 Leadership of Change</p>	<p>Distributive leadership is evident at all levels with almost all staff taking responsibility for implementing change and promoting equity and social justice across all their work. This has led to high quality provision and promoted continuous improvement.</p> <p>Almost all staff are fully committed to professional development which has a clear impact upon the quality of learning and teaching.</p>	<p>We now need to improve processes to protect time for professional dialogue and collegiate working. This has been affected this year by some staffing issues. We have readdressed our Working Time Agreement and have agreed upon longer CT evenings and departmental meetings.</p> <p>We need to ensure that our PEF funding is appropriately and carefully used to ensure that the children receive the very best education possible.</p>	<p>Satisfactory</p>
<p>2.3 Learning, teaching and assessment</p>	<p>Almost all our children have an enthusiastic approach to learning and are provided with appropriate experiences and challenge. Curriculum rationale provides opportunities for children to lead learning and to become active participants in taking responsibility for their own learning.</p> <p>Through the development of RRS programme almost all children have contributed towards building a secure and predictable environment to learn and play.</p>	<p>With numerous changes in staff this year we are aware of the need to provide greater consistency for learners. Across the school, pace and challenge need to increase in literacy and numeracy. In addition, we require a sharper focus on the need for differentiation; group, individual and whole class teaching approaches.</p> <p>We will continue to use digital learning to support, motivate and consolidate innovative teaching across the school.</p>	<p>Satisfactory</p>

	Assessment approaches are matched to learners' needs and are used to create a clear body of evidence to support judgements for next learning steps.		
3.1 Ensuring wellbeing, equity and inclusion	Our shared understanding and high value placed upon wellbeing for all children and their families demonstrates that children feel secure and respected. Almost all children can identify a trusted adult to talk to and most parents are confident in the school's approach to wellbeing. Staff care deeply about all stakeholders and work hard to ensure that all receive appropriate support in learning and pastoral care.	We need to continue to embed our RRS initiatives and nurturing approaches and ensure staff training and knowledge is keeping abreast of new developments within GIRFEC e.g. named person.	Good
3.2 Raising attainment and achievement	St John's has a key focus on achieving the best possible outcome for all learners. Most pupils are attaining appropriate levels in literacy and numeracy. Across literacy and numeracy the attainment of individuals and groups of children has improved over time.	Some children living in SIMD 1 and 2 are not reaching their full potential. We aim to improve this through the planned intervention with the PEF funding. Staff will become more confident and adept at analysing data and identifying trends at key stages and planning appropriate interventions. Engagement with parents through workshops, parenting classes, nurture groups will provide parents with strategies to work alongside the school to raise their child's attainment and wellbeing.	Satisfactory
3.2 Securing children's progress (for schools with nursery class)			

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

Amount allocated: £79,200 (Small schools: do not insert figure)

How are we doing?	How do we know? (Evidence measures of success)	What are we going to do now?
<p>(High level paragraph addressing the three questions)</p> <p>Although we cannot comment at this stage on the impact of our first PEF spend, we are confident that the plans we have in place will lead to improvement. See the School Improvement plan for details of our planned projects in this area.</p> <p>We have planned;</p> <ul style="list-style-type: none"> Employ a fulltime teacher to raise attainment in literacy and numeracy across the school focusing on key stages. Start a Nurture Classroom and train staff to embed a nurture approach in P1-P3. Train staff to run parenting classes in the evening to support parents to help with literacy and numeracy. Employ support staff to run after school clubs targeting children with EAL, homework, literacy and numeracy. Increase Early Years Workers hours to support learning in Primary 1. Use Sumdog website to enhance numeracy teaching and home school links. Training for remedial maths programme for 3 staff. Deliver curriculum evenings during school discos to encourage more parents to attend. 		

Overall evaluation of establishment's capacity for continuous improvement

Our school was inspected in May 2017 on the following QIs;

- 1.3 Leadership of change
- 2.3 Learning Teaching and assessment
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing Children's Progress.
- 2.4 Personalised Support
- 2.2 Learning Pathways
- 2.7 Partnerships

We are awaiting the draft report. (June 15 2017.)

Signed _____ (HT)