

Standards and Quality Report 2017-18

School Name: St John's Primary Hamilton

Our School

St John's Primary School is situated in Hamilton with a role of 314 children; 46 children are in supported classes and 268 are in mainstream classes. Our catchment area includes 21% of children in SIMD 1 and 2. This is slightly below the Scottish average of 26% of children living in poverty. In 2017-2018 we had 19% of children entitled to a free school meal.

With 15% 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



In May 2018 our Pupil Council organised a competition for a new school moto. The unanimous winner was:

Practise like you've never won and perform like you've never lost. This has been adopted by the whole school.

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, 11% 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 Romanian to Chinese.

Review of SIP progress session 2017/18

Priority 1: To further develop a culture of high expectations that leads to effective learning, teaching and attainment throughout the whole school with an emphasis on numeracy and literacy to close the attainment gap.

National Improvement Framework Key Priorities

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

National Improvement Framework Key Drivers

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

HGIOS 4 QI: 2.3 Learning Teaching and Assessment
1.3 Leadership of change

Progress and Impact:

This target has successfully led to a greater understanding of the wide varieties of approaches and strategies which can be used to improve attainment.

Almost all staff are more confident in school expectations and there is an effective and consistent approach across the school.

Staff worked collaboratively to:

- identify good practice across the school
- discuss what made these teaching approaches successful
- collate examples of good practice
- create a new learning and teaching policy and assessment policy agreed upon by all.
- Implement new policies and SMT monitor impact and changes across classes, stages, and departments through forward plan dialogue meetings, tracking meetings, departmental meetings and CT Evenings.

From the above steps all staff have a shared understanding of expectations and their role in raising attainment for all learners.

Literacy and numeracy results have increased in comparison to previous session's results, which can be attributed, in part, to the collegiate working of staff.

Next Steps:

Staff to further develop teacher understanding of pedagogy and the variety of teaching approaches which can be used to raise attainment and learner engagement through active involvement in the Tapestry Programme:

Leading Learning: Improving pedagogy for equity

Teachers will use evidence of the learning to adapt teaching, or instruction, to meet children's needs using 5 key strategies;

1. Ensuring understanding of expected learning and criteria for success.
2. Using classroom discussions, questions and tasks that motivate and elicit evidence of understanding.
3. Providing feedback that moves learners on.
4. Providing opportunities for learners to support each other's learning.
5. Providing opportunities for learners to take responsibility for their own learning.

Priority 2: To develop a data rich school where accurate and relevant data is evaluated to improve progress for all.

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 of learning

Progress and Impact:

New template to record data in line with SLC policy, implemented in August 2017.

From using the new spreadsheet and adopting the assessment policy teachers have a bank of data which they can confidently access and update in order to effectively plan interventions to raise attainment for learners.

Actively participating in Learning Community and school moderation events provided teachers a focus for professional dialogue and to plan collaboratively to review practice to support learners.

Across the school year there has been a clear focus on monitoring and evaluating learning and teaching and attainment. From self-evaluation teachers have effectively planned and implemented improvements for individuals, classes, departments and the whole school.

Teachers have worked effectively as a team and continue to develop the ethos of sharing good practice to increase their skills and strategies to support learners.

The systematic use of data has supported the effective analysis of groups of learners to plan successful interventions.

Almost all teachers have developed their understanding of the pedagogy to teach literacy and have begun to use the new methods in their own classes. 16/21 teachers have now engaged in training to increase their knowledge and understanding of how to teach literacy and all SMT have actively engaged in training over the year.

As a result of this training, new methods are being observed across the school and good practice is regularly highlighted and shared at CT evenings and inset days with staff setting targets to develop their own teaching practice.

Next Steps:

The change in pedagogy, the effective use of data and self-evaluation has started to have an impact and will be further developed in the next 3 years where a cohesive whole school approach will have been adopted and embedded.

Priority 3: To create innovative approaches for all stakeholders to express their views which will help to inform change within a Rights Respecting School climate.

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: 2.5 Family learning

Progress and Impact:

Positive relationships have been enhanced by creative approaches to engaging parents in their children's learning and the wider life of the school.

85 families attended parent workshops which were organised to coincide with the school disco. This is the highest level of attendance in the last 8 years.

A variety of workshops were offered to support families and were run on an informal basis to ensure parents felt at ease. From participating in the workshops parents reported that they felt more skilled to help their child with their learning and had a greater understanding of strategies used in classes.

Staff actively engaged with a trainer for Early Bird Programme. Parents and staff attended this programme over a 10-week period. As a result of this programme staff and parents have gained a deeper understanding of ASD and how to improve relationships with the child.

A new app was purchased in consultation with our Parent and Pupil Councils to provide up to date news to parents and carers directly to mobile phones. This was proving to be successful with 218 parents signed up to using the app but after new advice from SLC we have moved to using twitter.

A have your say board was started in the school foyer which provided an opportunity for all visitors to the school to add their ideas and suggestions. The suggestions were reviewed by the Pupil Council and action taken when appropriate.

A successful new Primary 1 induction programme was undertaken which had 94% attendance.

Next Steps:

To further develop home school links through embedding the use of twitter and updating the school website. We aim to build on the success of the Parent Workshops by introducing more at key stages over the school year when children are already in the building.

The National Context for Education

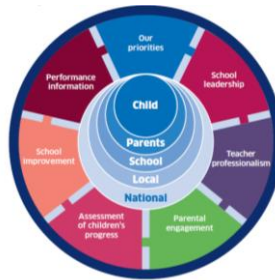
The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

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

Key drivers of improvement have also been identified, these are:

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



South Lanarkshire Council's overall vision is to "improve the quality of life of everyone in South Lanarkshire Council."

Education Resources' key purpose is to:

"Raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities"

The priorities relating to this are:

- Deliver high-quality early learning and childcare to give our children the best educational start
- Raise standards in literacy, numeracy and close the poverty-related attainment gap.
- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion and equality are at the heart of what we do.

Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP.)

Assessment of children's progress throughout the Broad General Education (to end of S3)

As one of the drivers, our school, alongside all schools in Scotland, has been required to report on Curriculum for Excellence levels for literacy and numeracy achieved by all children at the end of stages P1, P4, P7 and S3. This data is submitted to South Lanarkshire Council in June each year and collected subsequently by the Scottish Government. This data is based on teacher judgement, informed by a wide range of assessment evidence including standardised testing where appropriate. As from session 2016/17 all schools in Scotland will be required to participate in the new Scotland National Standardised Assessment (SNSA) project. This will further help inform teacher judgement of levels.

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

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

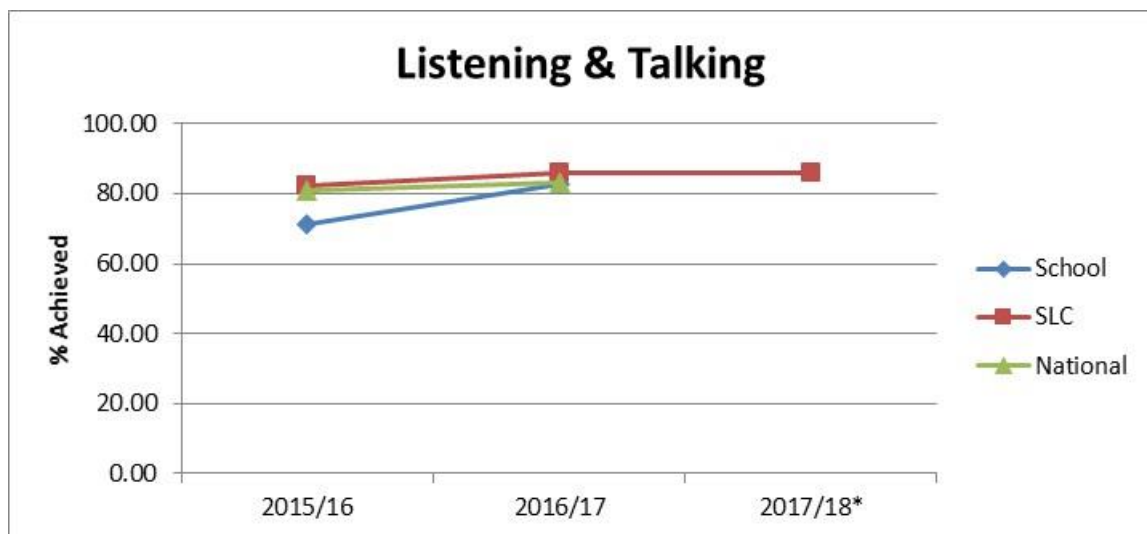
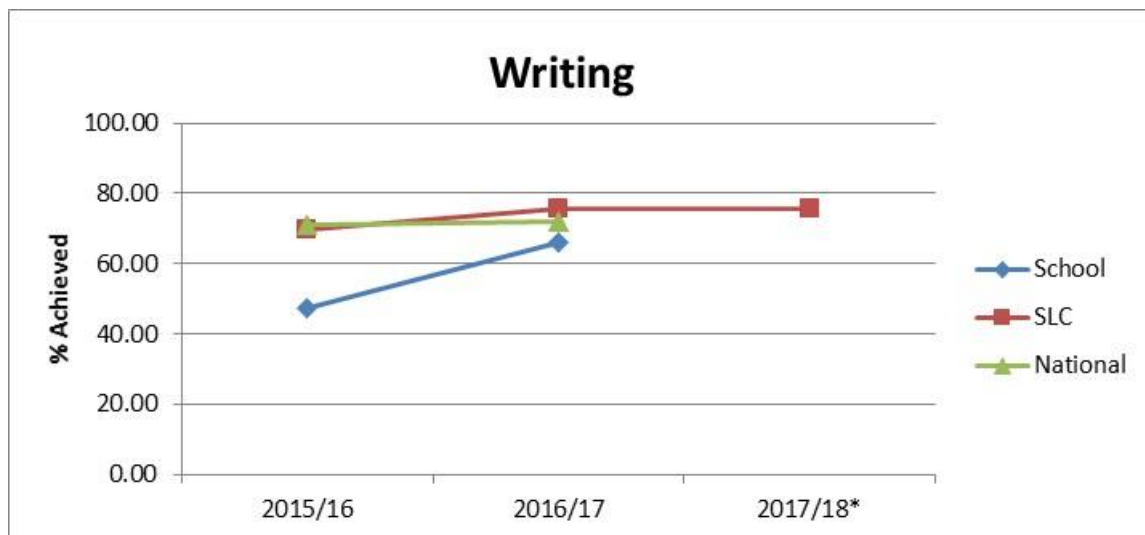
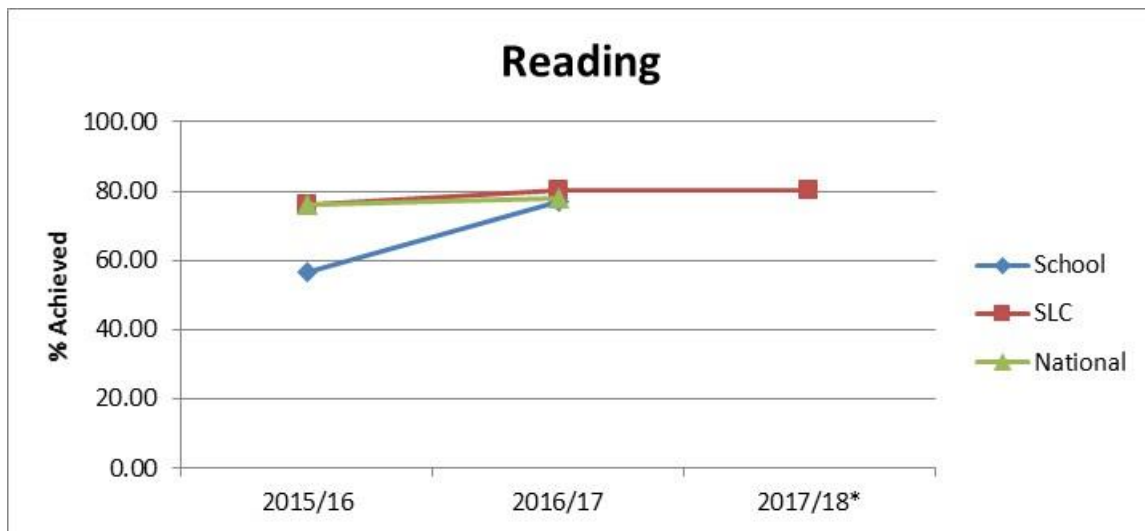
Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and abilities. Many children not attaining National Levels will have an Additional Support Plan (ASP) and may be making good progress but against different milestones e.g. individual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

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

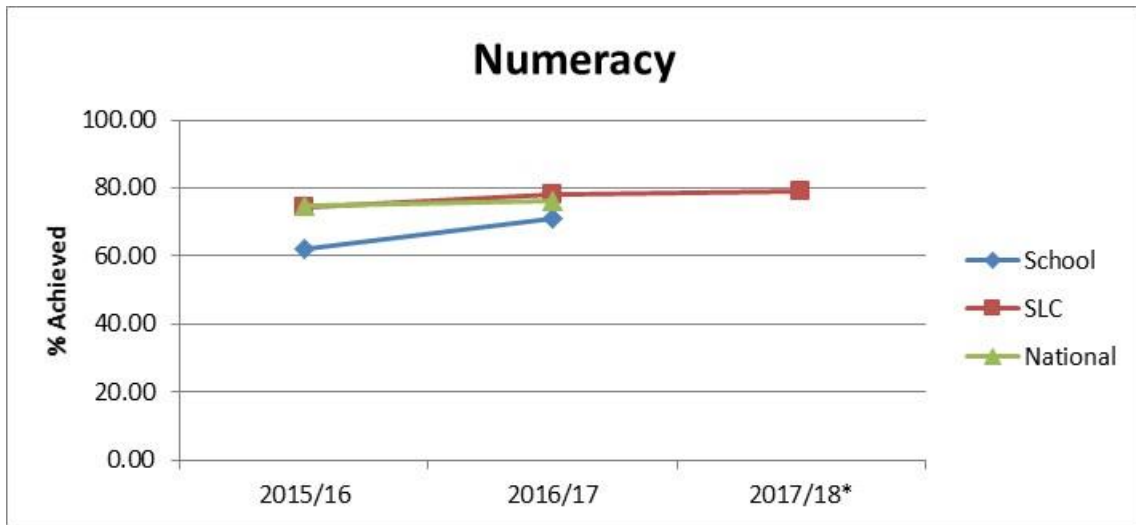
Schools and teachers work with others to set shared standards for assessing progress. These standards are based on National "benchmarks" for each area of the curriculum. This process is called moderation and it ensures that schools have similar expectations.

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

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



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



Achieving Excellence: Overall Progress towards National Improvement Framework Priorities

Session 2017-18

Use all available evidence (including data)

Literacy:

Progress	satisfactory	good	very good	excellent
		X		

Strengths

Teachers know learners very well. Learners needs are at the centre of our literacy curriculum and changes have started to be adopted across the school to increase the pace of literacy in respect of reading and spelling.

Teachers set high targets for learners and share these regularly with parents. Parents and school work closely to ensure that progression develops at an appropriate pace for the learner.

Literacy data demonstrates an increase in attainment from the previous two years. This in part is due to teachers being more confident in teacher judgements and using SNSA data, moderation and professional dialogue to further inform decisions.

For Mainstream pupils:

	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
2016/2017	96%	78%	83%	78%	76%	65%	85%	93%	98%
2017/2018	91%	91%	93%	94%	86%	84%	97%	98%	100%

Next steps

All to staff to have engaged in training to enhance the pedagogy of the teaching of active literacy across all stages.

New strategies to be implemented over the session.

From the introduction of these active teaching strategies we aim to increase by 2% the number of children in P1 achieving early level in reading and by 2% the number of children achieving first level in P4 in reading.

New resources identified and purchased to support the new teaching methods.

Parent information handouts and workshops to increase parental understanding of the changes and how best to support their child.

Numeracy:

Progress	satisfactory	good	very good	excellent
		X		

Strengths

Numeracy has been a key focus this session, providing teachers the opportunity to deploy a wide variety of innovative and creative resources and teaching approaches. Teachers focused on the moderation of numeracy within the Learning Community and had the opportunity to plan collegiately and then moderate results to ensure a greater understanding of attainment of a level.

Children were identified as requiring extra support at the start of the session and timetables were adjusted to accommodate this intervention.

From previous years' data numeracy attainment has increased, this can be partly attributed to the clear focus for the session on supporting learners in middle range groups to attain a level.

For mainstream pupils:

	Numeracy		
	P1 Achieved Early or better	P4 Achieved First or better	P7 Achieved Second or better
2016/2017	74%	83%	80%
2017/2018	97%	91%	95%

Next steps

To continue to build upon the work started this session for active numeracy.

To ensure time is allocated to teachers for moderation of children's work.

To continue to use some of the extra staffing bought into school through PEF and NQT allocation to support learners.

To use the strategies discussed from Tapestry programme with learners to raise attainment, focusing on P4 with an aim to increase by 2% the number of children achieving first level.

To develop teacher and learner conversations to engage in self-assessment and to use the conversation to set new learning targets.

Health and Wellbeing

Progress	satisfactory	good	very good	excellent
		X		

Strengths

Children's wellbeing is paramount. Achieving our Silver Award for Rights Respecting Schools and Sport Scotland has increased learners, parents and staff awareness of children's rights.

All staff are confident in accessing supports for learners and differentiated learning programmes are clearly seen across the school.

St John's is a very inclusive learning environment where successes are celebrated. Children report that they feel safe and secure in school.

Pupil voice groups have effectively contributed to our action plans for RRS and Sport Scotland Awards and to the school improvement plan.

Next steps

To work towards attaining gold level for both RRS and Sport Scotland by June 2019.

To work in co-operation with our Parent Council and the local community to create a safe woodland area for children to play in at the side of the school.

Employability Skills/Positive Destinations

satisfactory	good	very good	excellent
X			

Strengths

Creativity skills are recognised and valued by teachers and learners across the school. Learners are encouraged to link current skills being taught to applications in life. Digital technology is a key feature of our curriculum with coding being taught from P5 onwards to support employability skills for the future. World of Work Week is a highlight for both learners, local community and parents sharing experiences and skills.

Next steps

To develop the application of creativity skills as a higher order thinking skill and link to new literacy and numeracy pedagogies.

Overall quality of our learners' achievements

Highlights of session 2017-18

The development of skills is essential to learning, helping our children to become successful learners, confident individuals, responsible citizens and effective contributors. The skills and attributes which children develop provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential. In session 17/18 we provided many opportunities for our children to learn and develop these lifelong skills. Below are some of the highlights.

<p>Successful learners demonstrate:</p> <ul style="list-style-type: none"> ➤ <i>enthusiasm and motivation for learning</i> ➤ <i>determination to reach high standards of achievement</i> ➤ <i>openness to new thinking and ideas</i> <p><i>Some examples</i></p> <ul style="list-style-type: none"> • Winning Hamilton Rotary Club School Quiz • Runners up for Hamilton Grammar Maths Challenge • STEM research • First Minister's Reading Challenge 	<p>Confident individuals demonstrate:</p> <ul style="list-style-type: none"> ➤ <i>self-respect</i> ➤ <i>a sense of physical, mental and emotional wellbeing</i> ➤ <i>secure values and beliefs</i> <p><i>Some examples</i></p> <ul style="list-style-type: none"> • Attaining our Silver award for Sport Scotland • Winning the Sportsmanship trophy for the second consecutive year for football • Researchers from University of West of Scotland • Annual Nativity in Church
<p>Responsible citizens demonstrate:</p> <ul style="list-style-type: none"> ➤ <i>respect for others</i> ➤ <i>commitment to participate responsibly in political, economic, social and cultural life</i> <p><i>Some examples</i></p> <ul style="list-style-type: none"> • Achieving our Silver Award for Rights Respecting School • Increase in the variety and uptake of afterschool clubs • World of Work event • Scottish Parliament • Charity events over the year 	<p>Effective contributors demonstrate:</p> <ul style="list-style-type: none"> ➤ <i>an enterprising attitude</i> ➤ <i>resilience</i> ➤ <i>self-reliance</i> <p><i>Some examples</i></p> <ul style="list-style-type: none"> • Glee club performing over the session • Winning the Shinwell Cup • Authors/ World Book Day • Whole school show about countries

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.

St John's has a very supportive Parent Council who are able to include almost all parents in different ways over the year.

The Parent Council run a Facebook page which supports parents with queries about homework and events. The introduction of twitter has increased parental awareness of all the activities which go on within the school on a daily basis and has led to a reduction in phone calls to the school office about events.

The change in timing of Parent Workshops encouraged our highest level of attendance to date and we aim to build on this for next session.

The pupil voice groups;

- Pupil Council
- Sports Leaders
- Rights Respecting School Group
- Junior Librarians
- Junior Road Safety Officers
- Fair Trade Committee

Have all contributed to school improvements and have actively sought learners' opinions over the session.

The Pupil Council and The Rights Respecting School Groups have both effectively contributed to writing part of the school improvement plan for session 2018-2019 and plan to monitor the evaluations and feedback we receive next session.

Our parents are very supportive and keen to be involved in school improvements. They can be relied upon to make constructive suggestions via questionnaires, meetings and meet the teacher days. On our Meet the Teacher Day in September 2017 89% of our learners were represented by an adult and of this 89%, 96% returned highly positive feedback forms.

In June 2017, 214 questionnaires were sent out to families about our allocated PEF money, asking parents what they would like to see the money spent on. The highest priority was to employ more teachers.

In June 2018, 217 questionnaires have been sent out and we are awaiting their return.

We hosted a highly successful week of World of Work in October 2017 where parents and the wider community came to school to talk about their jobs and experiences of work. This is a very popular week for children and parents. We have a very high level of engagement from local businesses as well as parents. From this week we continue to develop links within our community and plan to build on these for the future.

Quality Indicator	How are we doing?	How do we know?	School Self-Evaluation
1.1 Self-Evaluation for Self-Improvement	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.	Self-evaluation built into CT and Inset day agendas. Moderation in school and Learning community provided opportunity for teachers to become more confident of assessing attainment of a level. Pupil voice groups met regularly throughout year and have actioned suggestions and had an input to SIP.	Satisfactory
1.3 Leadership of Change	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. Almost all staff are fully committed to professional development which has a clear impact upon the quality of learning and teaching.	Collegiate working across Learning Community provided leadership roles for staff working with P6 and P7 learners. PEF funding ensured that support to middle attainment groups was available at correct time. Collegiate work on new school policies has ensured that all staff are clear about their role and expectations and has provide a robust framework to new colleagues.	Satisfactory
2.3 Learning, teaching and assessment	Almost all our children have an enthusiastic approach to learning and are provided with appropriate experiences and challenge. We use a wide range of learning environments and creative approaches to encourage learners to be creative, independent and confident when tackling challenges. Our updated Assessment Policy informs effective practice and provides a scaffold for teachers to set ambitious targets for learners. As a result of our development of feedback this session, learners receive high quality	We have high attendance rates across the school. Almost all learners volunteer for tasks with increased responsibility appropriate to their stage. We have a high uptake of participation in Pupil Voice Groups and suggestions for learners to follow up on. Increase in attainment for literacy and numeracy demonstrates that changes in practice and pedagogy are starting to have an impact. Assessment approaches are matched to learners needs and are effectively used to support clear dialogue about targets.	Good

	<p>feedback focusing on strategies to improve their learning at the best time and way.</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>Most learners are clearly able to discuss their learning; current targets and what they are aiming to move onto. Most are able to provide constructive feedback to peers following structure taught by teachers.</p> <p>Learner's achievements in and out of school are recorded on our Gold Board and links are made to skills required for future life, learning and work.</p>	
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>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.</p>	<p>Inclusive practices ensure that almost all children take part in the day to day life of school. Timetables are carefully and thoughtfully planned to ensure equity of resources, time and staffing to all learners. Wellbeing indicators are referred to by staff and learners and are becoming more prevalent with the introduction of the use of the new Wellbeing Application. SSA training and teacher training has had a positive impact supporting learners with additional support needs and this will be continued next session using PEF funding.</p>	<p>Good</p>
<p>3.2 Raising attainment and achievement</p>	<p>St John's has a key focus on achieving the best possible outcome for all learners. Almost all mainstream pupils are attaining appropriate levels in literacy and numeracy.</p>	<p>Literacy and numeracy attainment has increased this session, in part due to consistent staffing and PEF funding.</p> <p>Teachers are becoming more confident of planning using Es and Os are clear about using benchmarks to assess literacy and numeracy.</p>	<p>Good</p>

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

Amount allocated: £72,900

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)

The PEF funding has increased attainment in numeracy, developed confidence in learners across the school and upskilled staff to enable them to effectively meet learners needs.

The introduction of a Nurturing Classroom has proved highly successful in that a positive outcome was achieved for all 16 targeted pupils. Attainment for mainstream pupils who attended the group has increased. All targeted pupils are now on track to attain the appropriate level for the end of their stage. The 16 pupils have developed clearer communication skills, good team work and increased their social awareness. From this improvement a raised level of independence and resilience can be seen. The Rainbow Room and nurturing approach will be continued into next session and extended to offer a further half day per week to allow more children to attend.

Numeracy attainment has increased due to the careful targeted support to P4-P7 learners by a teacher and in P1-P3 by an Early Years Worker. This intervention proved successful in that a positive outcome was achieved for 24 of the 36 targeted pupils. Alternative strategies will be looked at next session to maintain and develop this improvement for all of the 36 targeted pupils. Of the 12 who have not reached their target alternative pedagogy will be explored through Tapestry training. Of these 12 children all have made progress but have, as yet, not reached age appropriate milestone. 5/12 are working to achieve their own milestones. Targeted learners working out with the classrooms also had an impact on the remaining learners as teachers had more teaching time to focus on a smaller number of learners providing more in-depth teaching and dialogue at all stages.

Literacy attainment has also risen due to staff training and new methods being used in classes. This intervention has started to have an impact on the pedagogy of teaching literacy and will be further developed in the next 3 years where the cohesive whole approach will have been adopted and embedded. Literacy scores are expected to fluctuate over time due to the number of learners with English as an additional language at particular stages across the school.

Overall evaluation of establishment's capacity for continuous improvement

All practitioners demonstrate commitment to improving their work and have a shared vision for learners in St John's which underpins all we do.

Training opportunities and robust collegiate work across the Learning Community provides a framework for professional dialogue to enhance practice.

There is a clear focus on strategic improvements and self-evaluation which are carefully planned to enable staff to raise attainment for our learners.

Signed:

Date: