

## Standards and Quality Report 2017-18

**School Name: Heathery Knowe Primary**

### **Context of the school:**

Heathery Knowe Primary School is situated in the Murray area of East Kilbride. The original school was opened in 1953 with the new school building being opened to pupils in August 2013. The new building provides an excellent, modern learning environment in which our children can learn and achieve. The current roll is 264 over 10 classes and the nursery has a role of 40/40.

Heathery Knowe is a welcoming, caring and inclusive environment where the staff team strives to provide a challenging and motivating learning environment, promoting positive attitudes, self-esteem and self-confidence in all our children.

We promote positive relationships within the school and foster an ethos that encourages all pupils to respect themselves and others.

Encouraging every child to meet their full potential is at the heart of everything we do in Heathery Knowe and we aim to ensure that all our children are nurtured, safe, active, healthy, achieving, included, respected and responsible.

The staffing situation regarding teaching and support staff has been fairly stable with few long-term absences and minimal staffing changes. However, the school has been through a period of change at senior management level with Acting Head Teachers being in post throughout session 2016/17. This is expected to stabilise moving forward into the new session.

We have an active and engaged Parent Council who play an integral role in school life, particularly in relation to fundraising. We have also established a Parent forum who support school improvement. We are developing local community links with a strong partnership with our local library being fostered for the benefit of our children.

We are part of the Calderglen Learning Community and we have developed strong links with local schools. We have taken forward joint ventures such as a residential trip to Robinwood for all P7 children. The vast majority of our children move on to Calderglen High to continue their education. We have strong partnerships with our Secondary colleagues to ensure smooth transitions.

## The National Context for Education

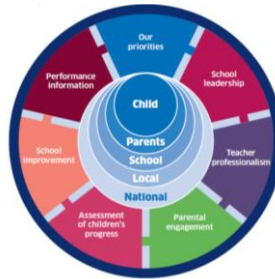
The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed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



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.

| <b>Level</b>            | <b>Stage covering 3 years approx.</b>   |
|-------------------------|---|
| <b>Early</b>            | The pre-school years and P1, or later for some.   |
| <b>First</b>            | To the end of P4, but earlier or later for some.  |
| <b>Second</b>           | To the end of P7, but earlier or later for some.  |
| <b>Third and Fourth</b> | S1 to S3, but earlier for some.<br>The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.<br>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. |
| <b>Senior phase</b>     | 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 sessions 15/16 (when data was first collected) and 16/17.

## 1.1 Attainment data - Attainment of Curriculum for Excellence levels 2015/16 (teacher judgement)

| 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 |
| Heathery Knowe Primary | 75.0%                       | 55.9%                       | 73.5%                        | 71.9%                       | 29.4%                       | 44.1%                        | 93.8%                       | 97.1%                       | 94.1%                        |
| 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 |
| Heathery Knowe Primary | 87.5%                       | 41.2%                       | 47.1%                        |
| SLC                    | 83.0%                       | 71.2%                       | 67.9%                        |
| National               | 83.9%                       | 73.1%                       | 67.8%                        |

## 1.2 Attainment data - Attainment of Curriculum for Excellence levels 2016/17 (teacher judgement)

### 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 |
| Heathery Knowe Primary | 91.5%                       | 68.1%                       | 60.5%                        | 89.4%                       | 57.6%                       | 60.5%                        | 100%                        | 93.6%                       | 60.5%                        |

| School                 | Numeracy                    |                             |                              |
|------------------------|-----------------------------|-----------------------------|------------------------------|
|                        | P1 Achieved Early or better | P4 Achieved First or better | P7 Achieved Second or better |
| Heathery Knowe Primary | 89.4%                       | 70.2%                       | 53.5%                        |

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

### Session 2016-17

#### Literacy:

| Progress | satisfactory | good | very good | excellent |
|----------|--------------|------|-----------|-----------|
|          |              | X    |           |           |

#### Strengths

- Our data and other evidence shows in session 2016/17 that areas of strength were our performance in Reading in both P1 and P4 and our performance in writing across P1, P4 and P7.
- North Lanarkshire Active Spelling is fully embedded across the school and is having a positive impact on achievement in writing.
- The development of HOTS throughout the school is having a positive impact on achievement in reading.

#### Areas for Development

- The planned introduction of North Lanarkshire Writing and Reading will provide a consistent and progressive whole school approach to delivering literacy across the school.
- We are in year two of collecting data in order to analyse a three year trend of progress to identify patterns or areas of consistently good practice.
- In terms of children in receipt of Free School Meals, we still have work to do to ensure that the attainment gap closes. Literacy is a key priority for our Pupil Equity Funding spend this year.

#### Numeracy:

| Progress | satisfactory | good | very good | excellent |
|----------|--------------|------|-----------|-----------|
|          |              | X    |           |           |

#### Strengths

- Our data and other evidence shows in session 2016/17 that areas of strength were our performance in Numeracy across P1, P4 and P7 with significant progress at P4.
- Big Maths has been fully embedded across the school and is having a positive impact on childrens basic numeracy skills and the application of these.

#### Areas for Development

- We are in year two of collecting data in order to analyse a three year trend of progress to identify patterns or areas of consistently good practice.
- In terms of children in receipt of Free School Meals, we still have work to do to ensure that the attainment gap closes.

#### Health and Wellbeing:

| Progress | satisfactory | good | very good | excellent |
|----------|--------------|------|-----------|-----------|
|          |              | X    |           |           |

#### Strengths

- Our children, staff and parents are fully conversant with the SHANARRI indicators and can link these to the class charters and their own personal health and wellbeing. Children report that they feel happy and safe at school and that their teachers care about their individual needs.
- Pupils share their views and opinions through COGS pupil voice groups and feel listened to and valued.

- Pupil success both in achievement and attainment within and outwith school is recognised and celebrated.
- We have started to review our vision and values through consultation with parents, pupils and staff.

**Areas for Development**

- As a school, we are developing a more consistent approach to nurturing our children. We have established links with Psychological Service to take this forward next session.
- We need to develop a consistent approach to tracking in health and wellbeing across the school.

**Employability Skills/Positive Destinations:**

| satisfactory | good | very good | excellent |
|--------------|------|-----------|-----------|
| X            |      |           |           |

**Strengths**

- As part of the Learning Community development plan, we audited our progress in relation to meeting outcomes for developing our young workforce. Some staff attended a showcase event at Sanderson High where good practice was shared.

**Areas for Development**

- We need to continue to develop skills for learning, life and work across all stages of the school including early years. Tracking of skills is not yet underway.
- Planning is in place for a 'World of Work' week during session 2017/18 where partnerships with the local community will also be further developed.

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

We have had a very busy and productive session at Heathery Knowe Primary School. Children at all stages continued to receive a broad, balanced and well-planned curriculum in line with Curriculum for Excellence. As part of a National Pilot, we were chosen to test out the new Standardised Assessments at P1, P4 and P7 and this went smoothly.

Our COGS pupil groups have organised events throughout the year including an Easter Fun Day, Teddy Bears Picnic and World Book Day celebrations. We also participated in The Big Stampede with our HK Hippo currently on display in Hamilton before he returns to us in September.

Most of our children in P6 participated in their first residential experience at Ardentenny. Our P7 children also enjoyed their residential experience at Robinwood with their peers from cluster primary schools.

Our children are encouraged to participate in sporting events throughout the year and have enjoyed developing their skills in football, handball, swimming and curling. We also recognise and celebrate our children's wider achievements and have children representing both team and country in football, dancing and gymnastics.

We have an active fundraising group as part of the parent council who have organised whole school events such as discos, fayres and gift shops. A particular highlight this session was a Little Mix Tribute concert which was very well supported.

Our HK Play Club, which is organised and run by parents, continues to be a strength within our school. The club is very well supported by the school community. A highlight for the children this session was a visit from the Wild Squirrel Forest School initiative who also provided CPD training for school staff.

Our children proudly represent our school at a variety of cluster and authority events throughout the year including sporting events. This session, our school choir was honoured to be invited to perform at the Head Teachers Quality Management seminar at council headquarters. Our children have also achieved success whilst representing the school at the K'Nex challenge, Rotary Burns Competition, Rotary Quiz and EK70 voices writing competition.

Our children's drama and performance skills have been developed throughout the year through a variety of performances including the 'Lights, Camel, Action!' infant nativity, Christmas Sing-a-long and HK Royal Variety Show.

We are continuing to build strong partnerships within our local community. We have re-established links with the East Kilbride Central Library and almost all of our children visited the library this session. We also have a 'therapist' dog who attends school once per week when our infant children read to him. We have strong links with local churches and our children have enjoyed a variety of events organised through these groups.

We celebrate the wider life of the school both through our newsletter and school website and through photographs in our school foyer.

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

This session, we have started to review our processes for consultation across all of our stakeholders. This was led by the Acting Head Teacher as part of her Into Headship project.

The Parent Council currently has a very strong fundraising group. However, it was suggested that a group of parents could be established who would focus on school improvement as parental input in our School Improvement Planning processes is an area which could be further developed.

The purpose of the Parent Forum group has also been clarified and been linked to school improvement. Raising the profile of the forum and issuing an agenda before the forum has led to greater support from the parent body this session.

We will build on these developments next year by focusing one of our strategic priorities on 'parental engagement' with a particular emphasis on engaging parents in their childrens learning.



Review of SIP progress session 2016/17

Priority 1: To improve attainment in literacy, develop a system to track and monitor progress in literacy and further develop moderation activities for assessment

|   |  |
|---|--|
| <p><b>National Improvement Framework Key Priorities</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged children;</li> <li>• Improvement in children and young people’s health and wellbeing; and</li> <li>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul> | <p><b>National Improvement Framework Key Drivers</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children’s progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul> |
|---|--|

HGIOS 4 QI: 2.2, 2.3, 3.1 & 3.2

**Progress and Impact:**  
 All staff are now confident in the delivery of North Lanarkshire Active Spelling and a consistent approach has been established across the school. Impact is demonstrated by an increase in spelling ages and raised attainment in writing at P1, P4 and P7.  
 A small group of staff have begun engaging with the North Lanarkshire Writing pack and are preparing to launch this next session.  
 Staff have engaged with moderation activities at both school and learning community level with a focus on writing at school level and reading at learning community level. This has further developed teacher confidence in making professional judgements regarding children achieving a level.

**Next Steps:**  
 To introduce the North Lanarkshire Reading and Writing packs and embed a consistent approach to teaching writing and reading across the school.

Priority 2: To improve attainment in numeracy, develop a system to track and monitor progress in numeracy and further develop moderation activities for assessment

**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, 2.3, 3.1 & 3.2

**Progress and Impact:**

A whole school progressive programme focusing on the development of basic numeracy skills has been implemented across the school. Staff have worked together to produce clear, consistent tracking grids to monitor pupil progress. The impact of this programme is clearly demonstrated in the attainment data gathered this session which indicates progress in attainment at P1, P4 and P7 with significant progress being made at the P4 stage. The numeracy working party created assessment folders to track pupil progress in each area of maths which clearly demonstrates breadth, application of skills and progression.

**Next Steps:**

To transfer tracking information into an electronic format and ensure these are used consistently across the school.

Priority 3: To review the impact of learning logs across the school and increase parental involvement in their use

**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, 2.7 & 3.3

**Progress and Impact:**

Learning logs are well developed in the Nursery with children being consulted regarding what they would like to include in their logs. Parents engage with the nursery team termly to discuss and agree new targets for their children. The children can use their learning log to confidently talk about their learning and their targets.

**Next Steps:**

To work alongside parents to develop a consistent whole school approach to tracking pupil progress and sharing targets.

| Quality Indicator  | Key Strengths   | Areas for Development   | Self-Evaluation                                    |
|--|---|---|--|
| <p><b>1.1</b><br/>Self-Evaluation for Self-Improvement</p> | <p>All staff understand the importance of self-evaluation and are committed to continuously using this process to further develop themselves as professionals and the school overall. We consult with children through whole school COGS groups on a variety of issues.</p> <p>Staff regularly engage in moderation activities both at whole school and learning community level with a current focus on writing.</p> <p>As a staff, we are beginning to develop confidence in analysing data in order to monitor and track the progress of all learners across all areas of the curriculum. This data has highly influenced the decision making process in relation to our focus for PEF funding. This will continue to be a priority for us next session.</p> <p>Learning logs are well established within the nursery class. Parents views are sought in relation to setting targets and reviewing childrens progress.</p> | <p>We need to continue working with children, parents and other partners to fully involve them in our self-evaluation processes. Parental engagement in learning will be a key feature of our School Improvement Plan for next session. Opportunities for parents to share their views will be developed including the further development of the Parent Forum.</p> <p>A more consistent approach to gathering data, including the use of digital technology, will be implemented next session. HT will work with staff to develop confidence in analysing data in order to monitor and track the progress of all learners.</p> | <p>School – Satisfactory</p> <p>Nursery - Good</p> |
| <p><b>1.3</b><br/>Leadership of Change</p>                 | <p>There is a strong commitment from all staff to achieve the highest standards for all learners. A process of consultation with parents, children and staff is underway in relation to the creation of our school vision, values and aims.</p> <p>There are opportunities for professional dialogue and collegiate development.</p>  | <p>Multiple changes at senior management level over this session have impacted on the pace of development across the school. Plans being developed for next session are clear, concise and focused which will ensure sustainability despite any further changes within the staff team.</p>  | <p>School – Satisfactory</p> <p>Nursery - Good</p> |

|  |   |   |   |
|--|---|---|---|
|  | <p>Staff reflect on and develop their practices to meet the needs of all learners within their classrooms. New approaches such as Big Maths and North Lanarkshire spelling have been successfully established within classrooms and systems to monitor and evaluate the impact of these new approaches on attainment are being developed.</p>   | <p>Opportunities for staff to develop leadership roles at all levels will be fostered throughout the school.</p>  |   |
| <p>2.3<br/>Learning, teaching and assessment</p> | <p>Children’s views are sought, valued and acted upon and are used to contribute to the life of the school. Our school ethos reflects a commitment to children’s rights and positive relationships. Learners experiences are enjoyable and well matched to their needs and interests. Our learners are successful, confident and responsible and are encouraged to develop their independence. Learners achievement both in and outwith school are equally valued and recognised. A system to record this is being developed. The children understand how these achievements help them develop skills for learning, life and work. Staff understand the value of targeted high quality feedback for children and use this effectively. Some staff use class dojo to share this feedback with parents as well as with the children. Assessment is integral to our planning of learning and teaching. A range of assessment approaches are being developed to allow learners to demonstrate their knowledge, understanding and skills in different contexts</p> | <p>A more consistent and focused approach to developing higher order thinking skills will be implemented across the school. Training will be provided to staff in order to develop confidence in the use of digital technology to motivate learners. Programmes of work will be implemented to support children in developing their resilience in learning and in life.</p> | <p>School – Satisfactory<br/>Nursery – Good</p> |

|   |  |   |   |
|---|--|---|---|
|   | <p>across the curriculum.<br/>Children within the nursery class are actively engaged in purposeful play both indoors and outdoors. Children are encouraged to develop their independence and creativity.</p>   |   |   |
| <p><b>3.1</b><br/>Ensuring wellbeing, equity and inclusion</p>                  | <p>Our nurturing approach focuses on promoting wellbeing and the principles and practices of GIRFEC. Staff are sensitive and responsive to the needs of our children and promote a climate where children feel safe and secure. There is a supportive and positive ethos within the staff. The children are fully conversant with the SHANARRI principles and can explain them in detail. Our learners are included, engaged and involved in the life of the school.</p> | <p>A proactive approach in promoting positive behaviour and relationships is being developed in consultation with staff, children and parents. Communication with parents will be further developed to ensure consistency in application and strengthen the home/school partnership link. Staff have requested training in nurture and attachment in order to further develop their skills in supporting children. This will be prioritised for next session.</p> | <p>School – Good<br/><br/>Nursery – Very Good</p> |
| <p><b>3.2</b> Raising attainment and achievement</p>                            | <p>Most children are making progress from their prior levels of attainment in literacy and numeracy appropriate to their age, stage and ability across the school. We have raised attainment in literacy and numeracy for most learners. All children are given opportunities to become successful, confident, exercise responsibility and contribute to the life of the school.</p>   | <p>A key priority for next session will be the development of a robust tracking system to provide evidence of sustained improvement over time. Staff will be supported in making more effective use of assessment to confirm their professional judgement.</p>  | <p>School - Satisfactory</p>                      |
| <p><b>3.2</b> Securing children’s progress (for schools with nursery class)</p> | <p>Our nursery environment encourages children to be increasingly independent in their ability to express themselves socially and creatively. Within our setting, most children make good progress across almost all aspects of their learning and development. Children are encouraged to make choices and talk about their learning.</p>   | <p>We will further develop our approach to target setting to ensure that appropriate targets are being set for each child in literacy, numeracy and health and wellbeing.<br/>We will further develop our learning logs to reflect children’s wider achievements outwith nursery.</p>   | <p>Nursery - Good</p>                             |

|  |  |  |  |
|--|--|--|--|
|  | <p>Our staff know each child well as an individual and as a learner. We place high value on recognising children's individual achievements and celebrate this at nursery and whole school level.</p> |  |  |
|--|--|--|--|

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

**Amount allocated: £66,000**

| How are we doing?  | How do we know?<br>(Evidence measures of success) | What are we going to do now? |
|--|---|------------------------------|
| <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> |   |                              |

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

Our school was last inspected in 2006 and was awarded the following;

How good are learning, teaching & achievement? *Good*

How well are pupils supported? *Very Good*

How good is the environment for learning? *Good*

Improving the school *Very Good*

However, the educational landscape has changed significantly since then and taking on board the messages from HGIOS 4 is an on-going journey. We are aware that the bar has been raised significantly in some respects, especially with regards to the need for rigorous tracking and monitoring of attainment. We are certainly not complacent and are committed to continuous improvement in all areas. With the change of staff at senior leadership level in the past year, it will be important to keep abreast of staff training and internal monitoring processes to ensure that all classes are receiving a consistently high learning experience. In addition, we need to place a sharper focus on the needs of those children who are living in poverty and ensuring that the gaps identified within this document are planned for and addressed. We are confident that we have a leadership team and group of staff who are both committed and solution-focused and have the will and ability to take our school from good to great.

Signed *Julie McKee* (Acting HT)