

# Standards and Quality Report 2017-18

## Blacklaw Primary School



Session 2018-2019

Calderglen Learning Community

## Context of the school:



Blacklaw Primary is one of 124 primary schools throughout South Lanarkshire Council. The school is situated in the St Leonards area of East Kilbride. The school was opened in 1969 and as part of South Lanarkshire Council's Schools modernisation programme a new building was constructed and officially opened in May 2009.

Blacklaw's associated secondary is Calderglen High School and the school is part of the Calderglen Learning Community.

Our school vision is **"Caring, Believing, Achieving"**

At Blacklaw Primary School we have a caring ethos where everyone is valued. We believe that, working together, we will provide opportunities for all members of our community to achieve their full potential and experience success.

Our school's aim is to continually improve our practices and to ensure that all our children are safe, healthy, achieving, active, respected, responsible, included and nurtured.

We promote positive relationships within the school and foster an ethos, which encourages all pupils to work cooperatively with others, show respect and strive to achieve their best. We work in partnership with parents/ carers and other agencies to support us to achieve this ethos.

Partnership with parents and the wider community is an important feature of the learning and teaching process in Blacklaw. We wish for all parents to feel welcomed and be given opportunities to be involved in the life of the school, that they are fully informed about their child's learning, that they are encouraged to make active contributions to their child's learning and that they can support learning at home.

We have a Parent Council who play an integral role in school life and an active PTA who support the school in many ways including organising a variety of events for pupils and parents and fundraising.

At Blacklaw we have a wide range of extra-curricular activities that our pupils can be involved in. Activities include badminton, football, netball, athletics, scripture union, choir, knitting and dance.

We also work in partnership with our local community and have close links with Claremont Parish Church.

In session 2017-2018 the school had a roll of 248, in 10 classes. There is a staffing complement of 12.3 FTE teachers, and 6.0 FTE support staff.

Review of SIP progress session \_\_\_\_2017-2018\_\_\_\_\_

Priority 1: Improve consistency of learning and teaching in P1-7 Literacy – Reading (Higher Order Reading Skills).

<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>
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HGIOS 4 QI: 2.2 Curriculum QI: 2.3 Learning, Teaching and Assessment

**Progress and Impact:**

New literacy pathways for reading and comprehension have been implemented by all staff and there is a consistent approach across the school to planning which is relevant and ensures progression. Evidence of this has been noted in forward planning and in teaching and learning approaches, where key features of reading lessons have been observed in almost all classes. Staff display confidence using a variety of questioning strategies to enhance learners’ experiences and enable higher order thinking skills. When surveyed learners at all stages could list and describe a variety of skills which they use in class. Most learners are now applying these skills in other curricular areas. E.g. science, IDL and RME.

Most staff are developing their understanding of literacy benchmarks in relation to reading and have participated in professional dialogue to identify significant benchmarks for achievement of a level as part of a moderation activity within Calderglen learning community.

In most classes learners’ awareness of the benchmarks has been raised through the sharing of learning intentions and learners being involved in identifying success criteria. This has been observed during ‘drop-in’ sessions in almost all classes, through conversations with most learners and in evaluations of learning (jotter monitoring). Learners have a clearer idea of how to be successful in reading.

The school has invested in purchasing new books through PEF to support the implementation of active literacy approaches and most staff have also been trained in this approach. When surveyed 67% of learners reported that they enjoy the books that they read in school and 87% of learners reported that their reading had improved.

The literacy coordinator and two members of support staff have been trained in Catch Up Literacy and there has been 6-month increase in the reading age of two learners who have received consistent support via this intervention.

**Next Steps:**

Implement active literacy approaches across all stages in reading to further develop learners’ experience and improve attainment.

**Priority 2: Raising attainment in P1-7 Literacy – Writing (Focus on staff training and implementation of Active Literacy)**

**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:**

**Progress and Impact:**

New literacy pathways for writing have been implemented by all staff and there is a consistent approach across the school to planning which is relevant and ensures progression. Evidence of this has been noted in forward planning. Most staff have begun to adopt the principles of the active literacy approach within their writing lessons. Staff have reported that they have observed an improvement in learners' writing and that learners' writing assessments confirm this.

Most staff are developing their understanding of literacy benchmarks in relation to writing and have participated in professional dialogue to identify significant benchmarks for achievement of a level as part of a moderation activity within Calderglen learning community.

The writing working party have been involved in producing pupil -friendly criterion scales to raise learners' awareness of writing benchmarks and through sharing success criteria and involving learners in creating success criteria. This has been confirmed through HT conversations with most learners, who displayed confidence talking about their learning, were able to share what they were learning and discuss what their next steps to improvement were.

Almost all staff participated in 'school-based' professional learning on the active literacy writing resource and have reported that the impact of their learning and teaching approaches to raising attainment in writing are that learners can identify their core targets, learners are proud to share their writing and the quality of learners writing has improved; evidenced from learners writing assessments- many learners moving up a level.

Most staff have ensured when planning writing activities that across the school session learners experience a variety of opportunities to write across different genres and when surveyed 73% of learners reported that they had enjoyed the variety of genres they had covered this year.

During evaluation of learning (jotter monitoring) almost all staff are maintaining a consistent approach to providing quality feedback to learners' through a whole school approach of 'tickled pink' and 'green for growth' linked to learning intentions and success criteria. and when surveyed learners at all stages could list and describe a variety of AiFL strategies, including 'tickled pink and green for growth' and pupil rewards that are used in class to provide feedback and 43% of parent/carers confirmed this having observed learners' work. 98% of parents/carers who returned their questionnaire reported that they have noted an improvement in their child's writing and 83% of learners reported that their writing skills were improving.

**Next Steps:**

Continue to develop pedagogy in writing based on active literacy approaches.

**Priority 3:** Continue to raise attainment in numeracy ensuring that ‘Number Talks’ is fully embedded.

**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:**

**Progress and Impact:**

New numeracy pathways for writing have been implemented by all staff and there is a consistent approach across the school to planning which is relevant and ensures progression. Evidence of this has been noted in forward planning. All staff have implemented the ‘Number Talks’ approach within numeracy lessons. Staff have reported that they have observed an improvement in learners’ ability to calculate mentally particularly at Early and First Level.

Almost all staff are developing their understanding of the numeracy benchmarks through utilising the numeracy pathways developed during session 2016-2017 by the numeracy working party.

During learning conversations with the Head Teacher, learners displayed confidence talking about their learning and were able to share what they were learning and discuss what their next steps to improvement were.

Almost all staff participated in ‘school-based’ professional learning on ‘Number Talks’ and in most classes numeracy sessions begin with this approach at least 3 times per week. When surveyed 64% of learners reported that they enjoyed number talks and 83% reported that they thought their mental maths skills had improved since the implementation of this approach.

Twenty percent of parent/carers attended a ‘Number Talks’ parent workshop and completed an evaluation. All parents/carers reported that they found the workshop useful, that having attended the workshop that they now had a clearer understanding of the ‘Number Talks’ approach and that it would support if their child received regular Number Talks homework.

During conversations with learners almost all learners were able to correctly find the answer and explain the strategies they used when given a sample of calculations to solve.

**Next Steps:**

Increase how often numeracy lessons begin with number talks particularly at First and Second Level.

Review the progression of strategies from Early to Second Level by reducing the number of strategies taught at each stage.

Incorporate a ‘Number Talks’ option into the numeracy homework programme at all levels.

**Priority 4: Numeracy and Mathematics: Planning for progression and developing a growth mindset (LC priority).**

**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:**

**Progress and Impact:**

All staff have engaged in professional learning in 'Growth Mindset' through accessing literature and most staff attended a learning community presentation and discussion on Growth Mindset and shared good practice with colleagues.

A whole school approach to mindsets was introduced through three whole school assemblies which provided learners with the opportunity to learn about how a 'Growth Mindset' can have a positive impact on their learning and wellbeing.

All learners have participated in a series of six lessons at either Early, First or Second Level introducing the concept of Growth Mindsets and have engaged in discussions and reflected on ideas and responded well to planned activities.

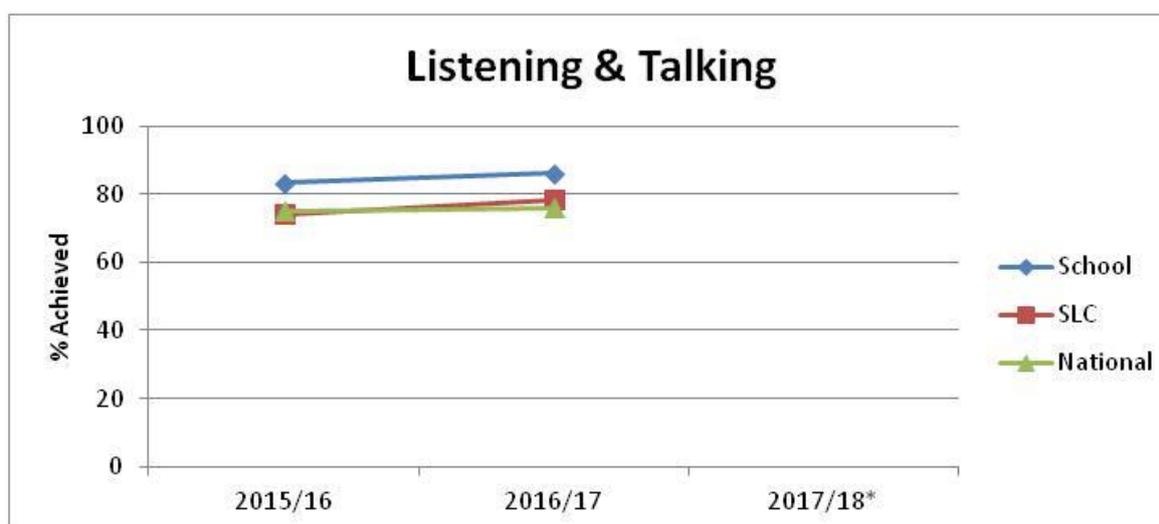
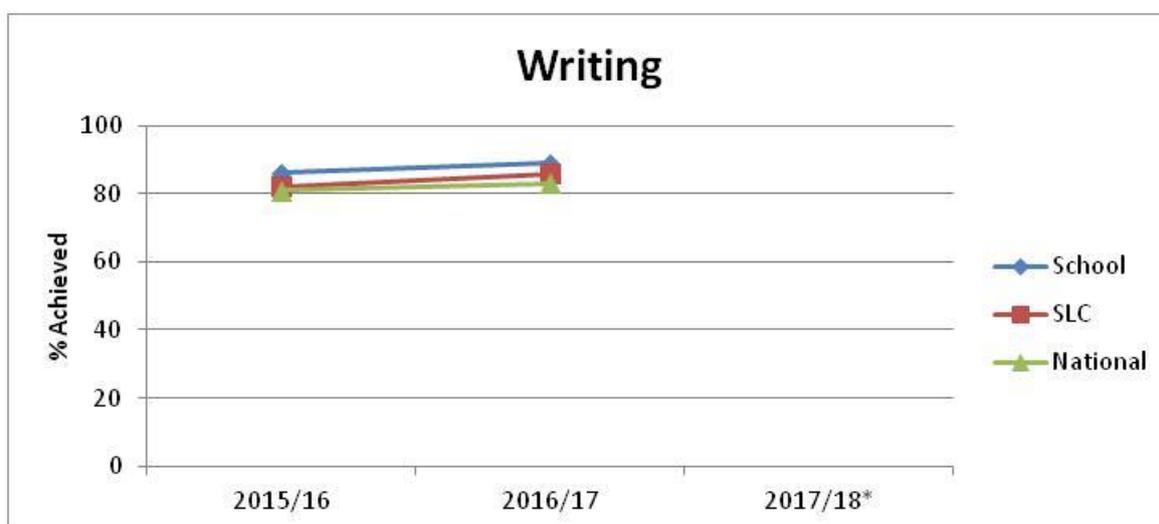
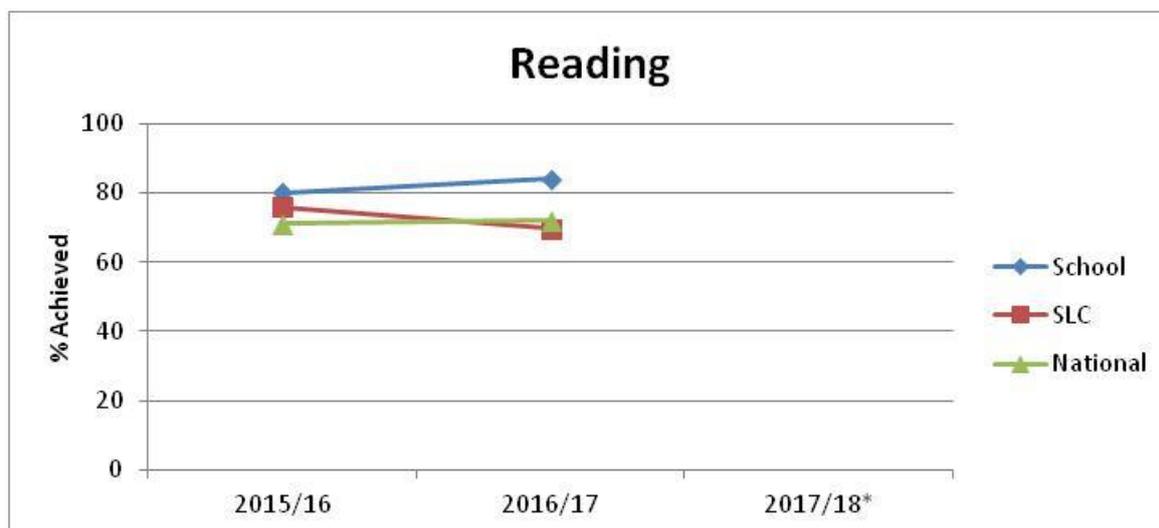
Most staff are using a range of effective learning and teaching approaches to promote positive attitudes and develop high expectations, confidence and resilience across different curricular areas.

When surveyed 70% of learners reported that they thought that learning about growth mindset had helped them to face new challenges more easily and 71% of parent/ carers surveyed reported that they have noticed a difference in their child's approach to facing a new challenge, this session, within and out-with school.

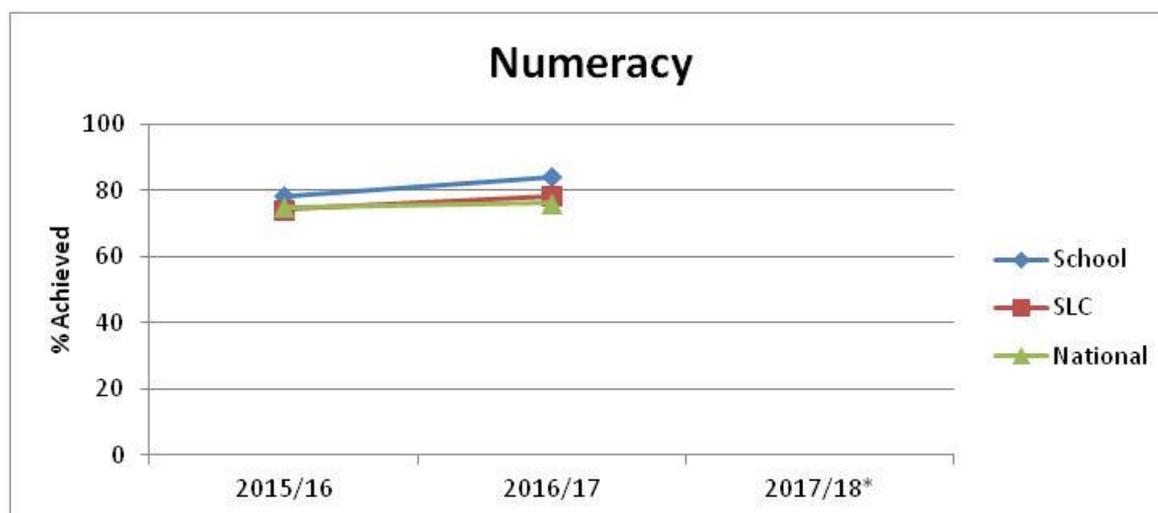
**Next Steps:**

Focus on promoting positive attitudes and developing high expectations, confidence and resilience in numeracy/ maths.

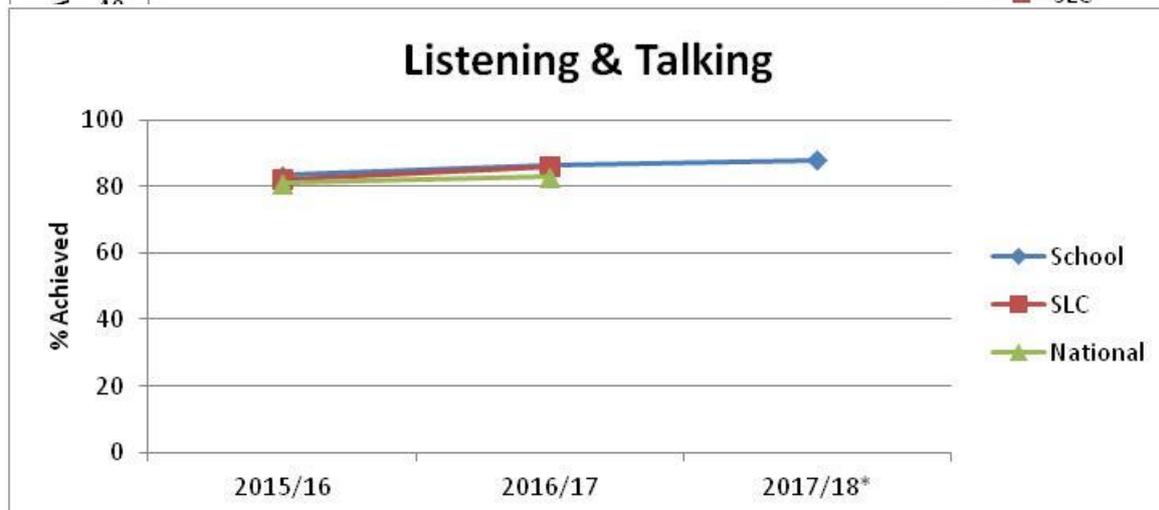
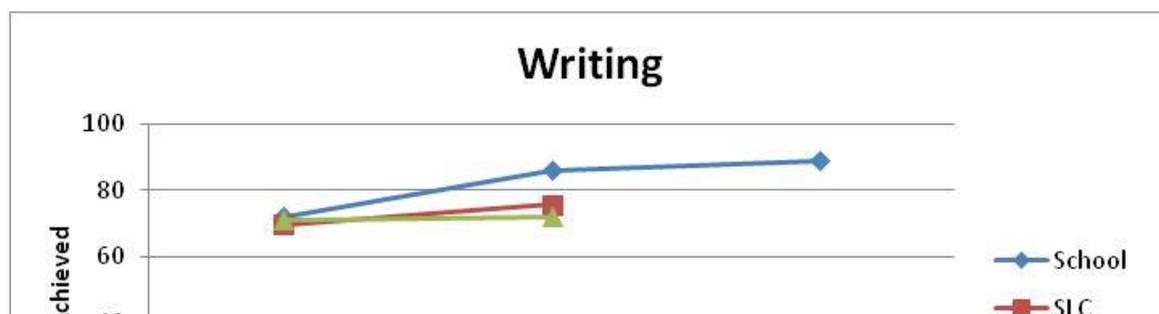
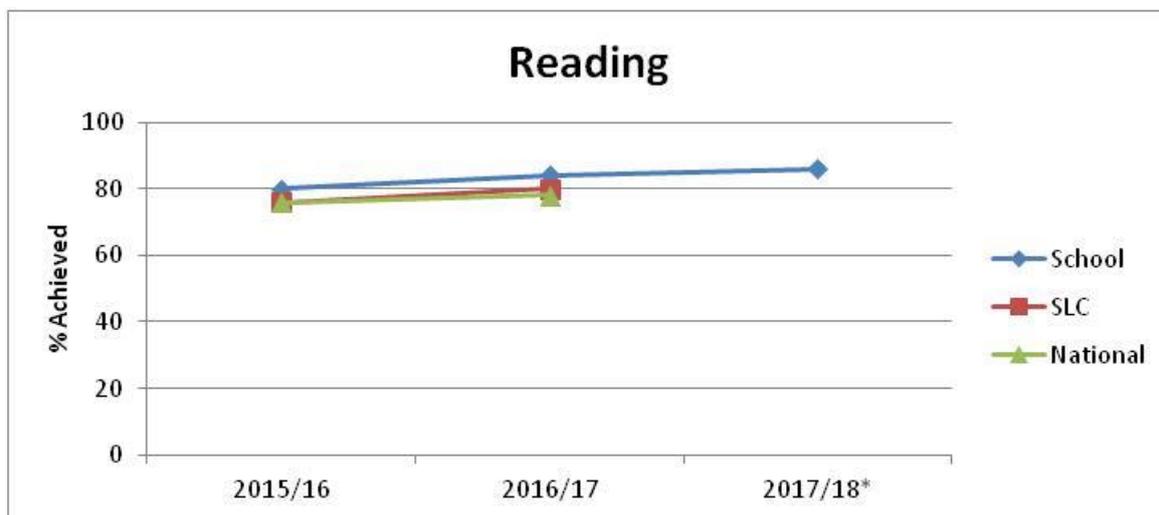
## 1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16 and 2016/17 (teacher judgement).



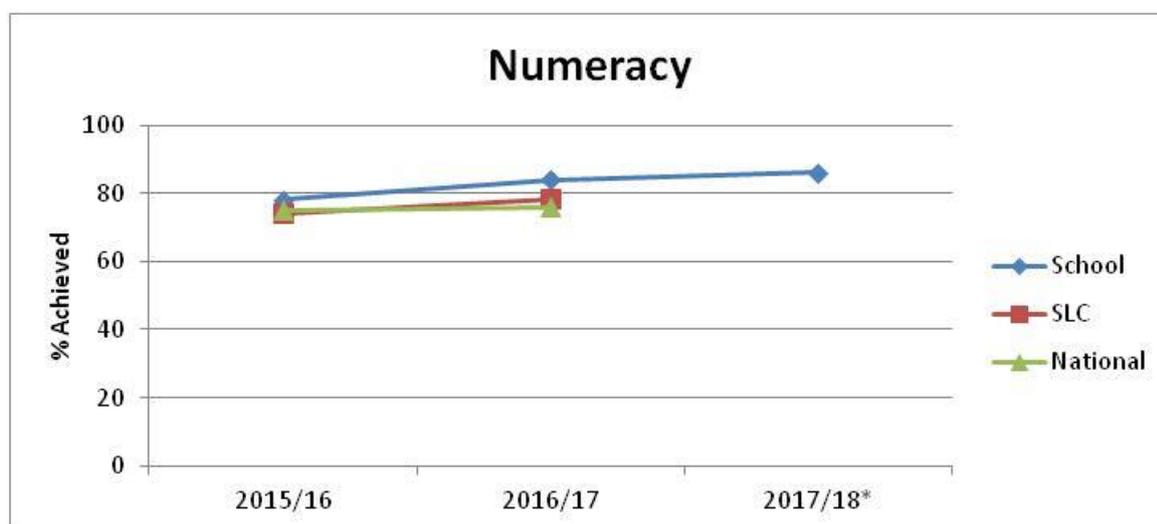
## 1.2 Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16 and 2016/17 (teacher judgement).



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



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



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

### Session 2017-18

#### Literacy:

Progress	satisfactory	good	very good	excellent
		x		

#### Strengths

- Our data and other evidence shows in session 2016/2017 that our attainment in reading at Early Level increased by 5.5% and by 6.2% at First Level. Our predicted data builds on this performance in reading at Early Level.
- Our data for writing shows an increase in attainment for writing across Early and First Level from session 2015-2016 to 2016 -2017.
- Attainment levels in listening and talking have improved by at least 3% across all stages.

#### Next steps

- Data from 2016/2017 suggests that writing at the P7 stage is an area that needed to improve. However, this year's predicted attainment indicates an improvement of 20%.
- In terms of pupils in receipt of Free School Meal (FME), we still have work to do to ensure that the attainment gap in writing at First Level closes.

#### Numeracy:

Progress	satisfactory	good	very good	excellent
		x		

#### Strengths

- Our data and other evidence shows that in session 2016/2017 that learners performance at Early, First and Second Level is above SLC and national averages.
- Our whole school focus on 'Number Talks' is having a positive impact on our numeracy levels and our predicted levels for session 2017/2018 indicate that this improvement will be maintained
- Our numeracy curriculum pathways at all levels ensure a consistent approach to planning which is relevant and ensures progression.

#### Next steps

- Predicted data for P4 indicates that our overall performance at this stage has decreased. A key priority for our Pupil Equity Funding will be to utilize some of this funding to purchase additional support hours for learners at this stage and to utilize some of our management time to provide additional support.
- We will continue to support all learners to adopt positive attitudes and develop high expectations, confidence and resilience in numeracy/ maths.

## Health and Wellbeing

Progress	satisfactory	good	very good	excellent
		x		

### Strengths

- We are continuing to embed nurturing approaches to develop learners' well-being. Across the whole school learners' have been encouraged to develop 'growth mindsets' to support their achievement across all curricular areas.
- Learners report that they feel that through learning about growth mindset they are more confident facing new challenges.
- Our Physical Education and Physical Activity and Sport (PEPAS) programme has ensured that almost all classes receive a high quality of experience and learners have participated in a wide variety of sports both within class and within the learning community.

### Next steps

- We will continue to support learners to develop resilience through a growth mindset model with a focus on numeracy/maths.
- We will build on the positive work that has begun to improve learners' physical activity by implementing a whole school 'run/walk a daily mile' initiative.

## Employability Skills/Positive Destinations

satisfactory	good	very good	excellent
	x		

### Strengths

- Almost all staff have incorporated a skill focus as part of their forward planning in interdisciplinary learning and have implemented higher order reading skills within literacy lessons and most staff are also providing learners opportunities to apply these skills in science and RME.
- Across all levels learners have experienced a curriculum through which they have learned about the world of work and employment opportunities and have focused on key skills and strengths required for various career opportunities.
- Almost all learners at First and Second Level have engaged in meaningful discussions about their skills development and have been assisted to reflect on a career pathway that matches their skills.

### Next steps

- Staff will actively engage in implementing learners' entitlements as outlined in 'Developing the Young Workforce Career Education Standard (3-18)'.

## Overall quality of our learners' achievements

### Highlights of session 2017-18

#### Learning, Teaching and Assessment

Our pupils have had a very successful year and learners at all stages continue to receive a wide variety of learning experiences in line with Curriculum for Excellence.

We have now implemented Number Talks – a structured approach to teaching learners to calculate mentally. This has proven to be very successful and we will continue to embed this approach next session. In April parents/carers attended a presentation and observed 'Number Talks Live' within classrooms.

We continue to work towards raising attainment in reading. Almost all class teachers have attended training in active literacy approaches and this is an area that we intend to take forwards next session.

Learners continue to participate in literacy and numeracy assessments tri-annually, to ensure that they continue to make good progress with their learning. This session our P1, P4 and P7 pupils also completed online standardised assessments in literacy and numeracy. These assessments were introduced as part of the National Improvement Framework for Scottish Education to provide teachers with objective, comparable information about progress, which will help improve outcomes for all children and young people.

We have also delivered a whole school approach to mindsets through three whole school assemblies and six class lessons which have provided learners with the opportunity to learn about how a 'Growth Mindset' can have a positive impact on their learning and wellbeing.

Not only have learners been working very hard within class, they have also participated in many other school events: Warbuttons Workshop, Pantomime Trip, Scottish Assembly, Healthy Eating/ Nutrition Workshops, Karate Training, Class Trips, Visits to Sky Studios, Sports Day – Well done to all who took part.

#### Achievements

This session our school has been recognised as being a 'Fairachiever School'. Thanks to our Fairtrade ALLOYS group, staff, pupils and parents who worked together to achieve this award.

Our pupil council were also instrumental in raising £1000 for our 'Let us Shine' project supporting Comfort and Joyce to attend school in Kenya, through their 'fill a Smarties tube' initiative. The pupil council also organised a fundraising event to raise money to purchase a new scooter rack. The new rack has arrived, and this will be installed soon.

Across our school pupils have demonstrated their skills as responsible citizens and effective contributors and have raised over £780 for various charities. We also received £480 from our Christmas card fundraiser, £580 from Tempest photography and £600 commission from our SCHOLASTIC Book Fayre.

Our gardening club also applied for funding to support making outdoor learning fun and received a £2000 grant from Tesco. This money has been used to purchase a polytunnel, base rail, ventilation and staging, as well as soil, compost, slabs and raised beds. Our gardening team will continue to endeavour to improve our school grounds and educate our school community about growing their own vegetables and preparing nutritious foods with it.

Our dance, football, netball, gymnastics and athletics teams have also worked hard this session achieving success in games/tournaments.

Dance – Pupils from Primary 5 represented the school at the East Kilbride and Strathaven Schools Dance Festival. Their performance was outstanding!

Football – Our Football team reached the Quarter-finals of the East Kilbride and Strathaven end of session Football Festival.

Netball – Our netball team again achieved success at the East Kilbride Primaries Netball tournament where they achieved 1<sup>st</sup> Place.

Gymnastics – This year was the first year that our school competed in the SLC gymnastic qualifiers. We were very successful winning many medals at pre-level and level 1. The pre-level team then qualified for the finals in Perth, where they performed very well.

Athletics – Our athletics team have represented the school at various events throughout the school session.

- Cross Country: Our P7 girls team achieved 2<sup>nd</sup> Place
  
- SLC Track Event: P7 girls relay team – 2<sup>nd</sup> place and qualified for the finals  
P6 girls relay team – 2<sup>nd</sup> place and qualified for the finals  
Long jump – 2<sup>nd</sup> place and qualified for the final  
Javelin – 2<sup>nd</sup> place and qualified for the final
  
- SLC Athletics Finals: P6 girls relay team achieved a silver medal  
Long jump winner setting a new SLC record.

We are extremely proud of our pupils for all the achievements that they have gained both within and out with school.

**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.**

We have worked effectively with our Active Schools Coordinator to create a pupil leadership group – the Activators. Senior pupils were trained to lead sporting activities for younger pupils. Pupils' leadership skills were developed throughout this training and they were responsible for planning a programme of events, organising the groups, ensuring that younger pupils attended their club on the correct day, and that equipment was set out and cleared away at the end of each activity.

P7/6 P6 and P3 pupils have been involved in enterprising activities as part of their Interdisciplinary Learning to raise funds for various charities. Each class was invited to attend, and throughout these activities learners have developed skills for learning, life and work.

We have continued to maintain close links with Claremont Parish Church. Our Primary 6 pupils took part in Bubble Gum and Fluff and our P7 pupils attended the Easter Code. Our school choir also contributed as part of the church's 50<sup>th</sup> Year celebration.

Engagement from a range of stakeholders has been successful over the course of the year. Consultations with parents/ carers on a range of areas has continued. These have included questionnaires on our school improvement targets and our 'Number Talks Live' workshops. These have been well supported and feedback has been collated and will be analysed at the start of next session.

We continue to work with St Leonard's library to promote reading for enjoyment. Our school participated in the local summer reading challenge as well as 'The First Minister's Reading Challenge'. Our infant pupils also enjoyed visits to our local library throughout the school year.

Quality Indicator	How are we doing?	How do we know?	School Self-Evaluation
<p><b>1.1</b> Self-Evaluation for Self-Improvement</p>	<p>We have continued to use a range of effective self-evaluation approaches to ensure that staff, learners, parents and our wider school community are actively engaged in self-evaluation. We have collated and analysed the results of our whole school self-evaluation and have begun to formalise an action plan to ensure that the feedback received.</p> <p>Within the school and learning community we have engaged in regular quality improvement and moderation activities. Throughout the school session we have gathered a range of data and information to monitor and track learners' progress and have analysed and used this information well to provide support and challenge for learners and to inform our decision making with regards to PEF planning.</p>	<p>This session we have focussed attention on tracking and monitoring learners' progress tri-annually, ensuring that planning identifies next steps in learning and that assessment information is used to inform learners' progress within a level. Staff have worked effectively to share good practice through our AiFL professional learning group and this has had a positive impact on the quality of feedback learners' receive.</p> <p>Feedback from our self – evaluation activities evidence that our learners are engaged in their learning and the work of the school.</p> <p>Parents and carers continue to engage in regular opportunities to support improvement by participating in a range of formal and informal activities.</p>	<p>Good</p>
<p><b>1.3</b> Leadership of Change</p>	<p>Our school vision is now fully embedded, and all staff are committed to ensuring the best outcomes for learners. There is effective leadership at all levels. Learners are continued to be actively involved in opportunities to share their views through our 'learning circles, and all staff are involved in the process of change and in evaluating the Impact of improvements. Through our AiFL professional learning group staff have engaged in opportunities to review and refresh their pedagogical practice.</p>	<p>Our school vision is displayed throughout the school, including within each classroom and learners demonstrate good understanding of our school vision and they are supported in this through tri-annual staff planning of the four contexts for learning.</p> <p>Our learners were actively involved in reviewing our school improvement targets and evaluating the effectiveness of our plans.</p> <p>We have successfully revisited Assessment is for Learning and have created an AiFL policy which will be implemented across the school.</p>	<p>Good</p>
<p><b>2.3</b> Learning, teaching and assessment</p>	<p>Observations from learning and teaching drop-ins', learner conversations and observations around the school confirm that almost all learners are actively engaged in their learning, and motivated to learn. Across the school learning is effectively shared and learners are becoming more involved in setting success criteria. Learners</p>	<p>During learner conversations learners were able to discuss their work and comment on what their next steps would be to further improve. Evaluating learning through regular jotter monitoring evidenced a consistent approach to providing feedback to learners in writing in most classes. Learners across the school clearly understand this</p>	<p>Good</p>

	<p>demonstrate confidence working independently and collaboratively. A variety of assessment approaches are used to allow learners to demonstrate their knowledge and understanding in literacy and numeracy and assessment information is used to report on learners' progress. Our planning, tracking and monitoring procedures ensure that we effectively support learners' learning.</p>	<p>whole school approach to providing feedback and particularly at Early Level the standard of learners' writing has improved. Assessment information both standardised and formative has been utilised alongside teacher's professional judgment to predict learners' progress across the session and SLT has worked with staff to record, analyse and use assessment information to identify support for individual learners and specific groups. The SLT and staff use tracking and monitoring approaches to effectively ensure improved outcomes for all learners.</p>	
<p><b>3.1</b> Ensuring wellbeing, equity and inclusion</p>	<p>We adopt nurturing approaches and are proactive in promoting positive relationships across the school. Learners' are supported as individuals and are involved, where appropriate in discussions and decisions that may affect them. We have utilised a proportion of our Pupil Equity Funding to support improving the attainment and achievement of learners who are entitled to free school meals as well as learners with additional support needs. All staff promote our school vision and ensure that our school ethos supports learners to feel safe and secure.</p>	<p>All staff have received professional learning on 'Growth Mindset' approaches and promote positive attitudes, high expectations, confidence and resilience in learners. We have effectively supported learners with additional support needs and involved all parties in effectively setting, agreeing and evaluating additional support plan targets. Staff continue to ensure that the welfare of learners is a priority and follow appropriate codes of practice to improve outcomes for learners.</p>	<p>Good</p>
<p><b>3.2</b> Raising attainment and achievement</p>	<p>We are continuing to work towards our strategic priority to raise attainment in reading writing and numeracy/maths. Learners are making good progress from their prior learning in reading and numeracy/ maths across all levels. Learners are encouraged to have a say in the quality of their learning experiences and how to improve. Our tracking and monitoring data, assessment information and professional dialogue have provided appropriate evidence to measure progress over time.</p>	<p>Our predicted attainment data confirms that we are continuing to raise attainment in literacy and numeracy across all levels. 87% of learners reported that their reading has improved this year and results from the New Group Reading Test confirm that at the P4 stage 30% of learners' reading ages and at P6 stage 21% learners reading ages increased by 1yr+ within 6 months. In numeracy, 86% of learners reported that their mental maths skills have improved since its introduction. We have developed effective practices in planning, assessing, moderation and tracking and monitoring, to support staff to effectively report on learners' attainment.</p>	<p>good</p>

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

Continuous improvement within Blacklaw Primary school is a high priority. Staff and pupils are encouraged to be active participants in the work that we have been doing to improve our school.

All staff are now confidently implementing 'Number Talks' within their numeracy/ maths lessons and this has supported learners to improve their ability to calculate mentally using known strategies.

In literacy three staff have been trained in 'Catch Up' literacy and we intend to build on this training to support struggling readers. Eight members of our teaching staff have been trained in Active Literacy and our focus for session 2018-2019 will be to implement these approaches, focusing on reading to raise attainment. A further 4 members of staff will be trained next session.

Staff have benefitted from our internal professional learning on Assessment for Learning strategies and we will develop this learning further by participating in improving pedagogy for equity through professional learning via the 'Tapestry programme' over the next two school sessions.

All of these will continue to support us to close the attainment gap, raise the bar and support learners' needs.

This session we have introduced 'Growth Mindset' to support learners to build resilience and adopt an 'I can't - yet' approach when facing challenges. Learners are displaying more confidence and independence when working on their tasks. We will continue to support learners to build resilience and as a school we will focus through our maintenance agenda on staff and pupil wellbeing through 'mindfulness' training, with input from appropriate agencies. Both teaching and support staff will continue to increase their professional learning on supporting learners with autism through research, training and dialogue with external agencies.

Our self-evaluation programme will continue to be outlined in our Quality Calendar and staff will continue to participate in professional dialogue when planning experiences for learners and in monitoring and tracking learners' progress. We will continue to use robust evidence from assessment, moderation activities and staff professional judgement to support our decisions on achievement of levels. We plan to use HGIOS4 to monitor and evaluate areas across the school each session as part of a 3-5 year rolling programme

PEF funding is providing additional support staff hours to aid our plans to close the attainment gap. It has also been used to provide staff training in literacy and HWB and to purchase resources to support literacy and numeracy plans.

Continuous improvement within our school is possible because all staff are committed to this vision. Staff, both teaching and non-teaching take on leadership roles within and out-with their classroom and are committed to the leadership roles they undertake. We have a staff and leadership team who are committed to providing high quality experiences for our learners within a caring, believing, achieving school environment.

Signed: *Noreen Black*

(Head Teacher)

Date: 28<sup>th</sup> August 2018