

Standards and Quality Report 2018-2019



Biggar Primary & Nursery

Context of the school:

Our school and nursery opened in August 2015 and serves the rural market town of Biggar and surrounding areas.

The school is non-denominational and co-educational and caters for children between the ages of three and twelve and half i.e. Nursery - P7. At present, session 18/19, we have a roll of 245 pupils over 9 classes.

The school also contains a nursery class, which was part of phase 1 to introduce extended hours to the nursery as part of the 1140 hours initiative.

Our school building is over three floors and is very spacious and airy with fantastic facilities and views. We have 11 classrooms, a dining hall, a library area, an ICT suite, a roof top terrace and a large gym hall with staging.

Our playground is still in the process of being developed but consists of a generous tarmac area, a MUGA pitch, a trim trail, raised beds and seating areas.

Biggar Primary School Vision Statement

This is Biggar Primary School! We are confident individuals and successful learners who take pride in, and contribute positively to, both the local and global community. We celebrate the individuality, skills and talents of others and ourselves.

Biggar Primary School Motto (BPS)

Believe **P**repare **S**ucceed

Biggar Primary Values

Our values are **Respect, Honesty, Fairness, Kindness, Ambition and Determination**

We are part of the Biggar Learning Community and have developed strong links across all schools particularly our transition links with Biggar High School.

We have well established positive links in the local community. These include partnership working with organisations such as Biggar Little Festival, Biggar Rugby Club and Biggar Rotary.

Review of SIP progress session 2018/2019

Priority 1: Improve attainment in literacy with a focus on writing

National Improvement Framework Key Priorities

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

National Improvement Framework Key Drivers

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

HGIOS 4 QI:

- 1.1 Self-evaluation for self-improvement
- 1.2. Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement/ securing children's progress

Progress:

- All staff attended training in term 2 and term 3
- Most staff have piloted Talk for Writing methodology with pupils
- Resources purchased for all classes
- Staff consultation day with Sue Cove, Talk for Writing trainer
- Moderation of writing exercise across Learning Community
- Learning Community in the process of building up a bank of exemplars to help with moderation
- Literacy expectations for next session have been discussed with staff in order to ensure the consistency of use of both Active Literacy and Talk for Writing
- Member of staff attended Education Scotland moderation training in literacy
- Two members of staff visited another school (Priorsford Primary) to observe/ discuss implementation of Talk for Writing

Impact:

Early indications demonstrate an increased quality and quantity of written work being produced for almost all children.

Staff have noted that approach is very good for scaffolding work for children requiring support and many have increased in confidence because of the approach. Initial observation from nursery is that because of Talk for Writing all pre-school pupils were able to focus, concentrate and tell a story. Member of Education Scotland Literacy QUAMZO led and supported staff in moderation process which impacted on personal and professional development. Staff who visited Priorsford Primary increased their own knowledge and disseminated this to other members of staff.

Next Steps:

- Further staff training focusing on non-fiction
- DHT and identified member of staff to receive leadership training in Talk for Writing and then develop their role within the school
- Establish working party to work on creating and implementing writing programme from nursery and throughout the school
- Link methodology to strands of Visible Learning
- Continue to resource programme accordingly
- Parent workshop to share Talk for Writing methodology

Priority 2: Staff will develop tools for gathering evidence of effective practice so they can plan for making learning visible for all pupils

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 for learning
- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement/ securing children's progress
- 3.3 Increasing creativity and employability/ developing creativity and skills for life and learning

Progress:

- Three Impact coaches identified for each level of Curriculum for Excellence and all have attended training specific to this role
- All staff have attended 'Foundation Day' training
- Senior Management Team have completed Capability Assessment
- Visible Learning team have completed Evidence into Action Plan
- Action plan focussing on visible learner in terms of learning dispositions has been achieved
- Information evening held for parents
- Information leaflet produced for parents

Impact:

Awareness has been raised of Visible Learning and the 5 strands across the school community.
Shared understanding of learning dispositions and consistent use of language across the school community.

Next Steps:

- Action plan for year 2 focussing on feedback and quality relationships to be implemented (Visible Learning Action Plan attached)

Priority 3: Transition with a focus on HWB

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
- 1.3 Leadership of change
- 1.5 Management of resources to promote equity
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.6 Transitions
- 2.7 Partnership
- 3.1 Improving wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/ securing children's progress

Progress:

- All staff participated in refresh training in order to further embed use of 'Healthy Schools' programme and ensure all wellbeing indicators were addressed
- Two members of staff trained in Hi-5 and Dynamic Youth Awards
- Member of SMT attended Healthy Schools Plus Partnership event

Impact:

Consistent approach to implementation of Healthy Schools across school
Links made and followed up from partnership event eg Police workshop on Internet Safety
Funding for Hi-5 Awards sourced

Next steps

- Launch of SLC Sex Education programme
- Staff training in whole school approach to nurture
- Further develop ways to track pupils' health and wellbeing based on the wellbeing indicators
- Increase frequency of 'Outdoor Classroom Day' with a focus on identified areas of the curriculum
- Nursery staff to trial home visits before child's starting date to get to know families and to ensure smooth transition into nursery
- Further develop accredited frameworks for achievements

Interventions and progress towards closing the poverty-related attainment gap 2018-19

Intervention 1

Improving learning and teaching through Visible Learning Plus Programme (Year 1 of 3)

- All staff have engaged in professional development, based on John Hattie's research and the principles of visible learning and visible teaching.
- Senior Management Team and Impact coaches for each CFE level have engaged in Foundation Day training.
- SMT and Impact coaches have also engaged in Evidence into Action training 1 & 2 sessions which resulted in evidence being gathered in relation to the 5 strands of Visible Learning between sessions.
- Impact coaches have engaged in training regarding their forthcoming role.
- An action plan has been drawn up based on the evidence gathered in relation to the five strands of Visible Learning within Biggar Primary.
- Parent information evening on 21/2/19. Parent information leaflet created and distributed at information evening.

This universal targeted approach is still in the early stages of development but feedback from the parent information evening on 21/2/19 was very positive with regard to growth mind-set and learning powers. Leaflet distributed to parents unable to attend. Awareness of the 5 strands of Visible Learning has been raised across the school community.

There is evidence of shared understanding of learning dispositions and consistent use of language across the school community.

Intervention 2

Raising attainment in writing through 'Talk for Writing' methodology

- All staff attended training in term 2 and term 3
- Most staff have piloted Talk for Writing methodology with pupils
- Resources purchased for all classes
- Staff consultation day with Sue Cove, Talk for Writing trainer
- Moderation of writing exercise across Learning Community
- Learning Community in the process of building up a bank of exemplars to help with moderation
- Literacy expectations for next session have been discussed with staff in order to ensure the use of both Active Literacy and Talk for Writing
- Member of staff attended Education Scotland moderation training in literacy
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process. Staff who visited Priorsford Primary increased their own knowledge and disseminated this to other members of staff.

Intervention 3

Raising attainment in numeracy and literacy for targeted children through utilising trained Support Staff

- Staff member has continued to target individuals using;
 - 5 minute literacy and numeracy boxes
 - Catch Up Literacy and Numeracy
 - Readingwise

An opportunity arose to pilot IDL interventions in Literacy and Numeracy from January to Easter so this was arranged. 20 children were targeted for each area of the curriculum.

Assessments at identified periods indicate progress for almost all targeted children across all interventions implemented. Assessments also indicate progress for almost all children not in targeted group but who have been selected for interventions.

Feedback from most children in targeted and non targeted groups is that they like the one to one time with specific member of staff and feel that it helps them improve their work in literacy/numeracy or both.

Intervention 4

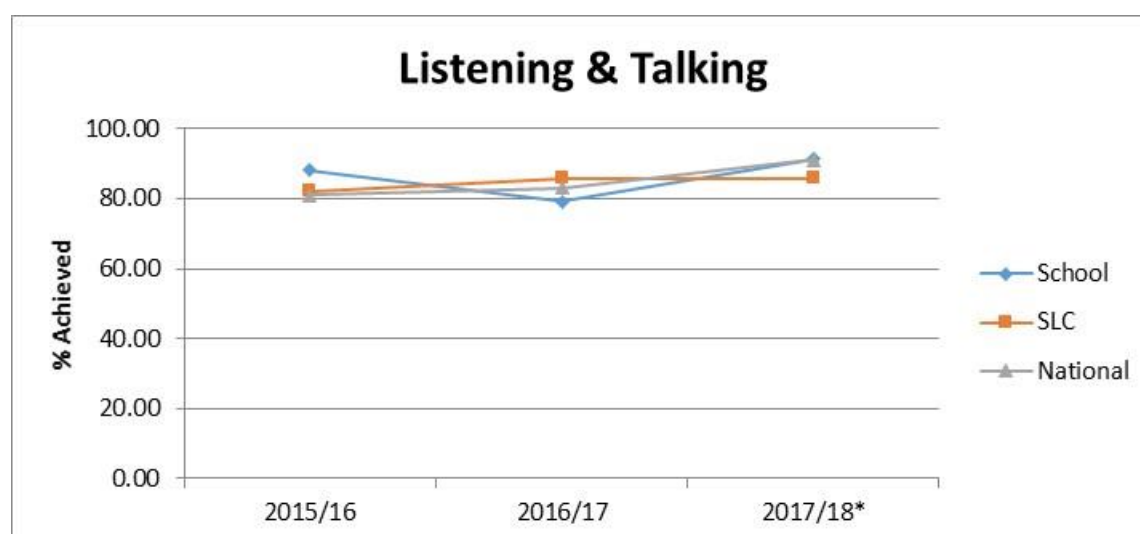
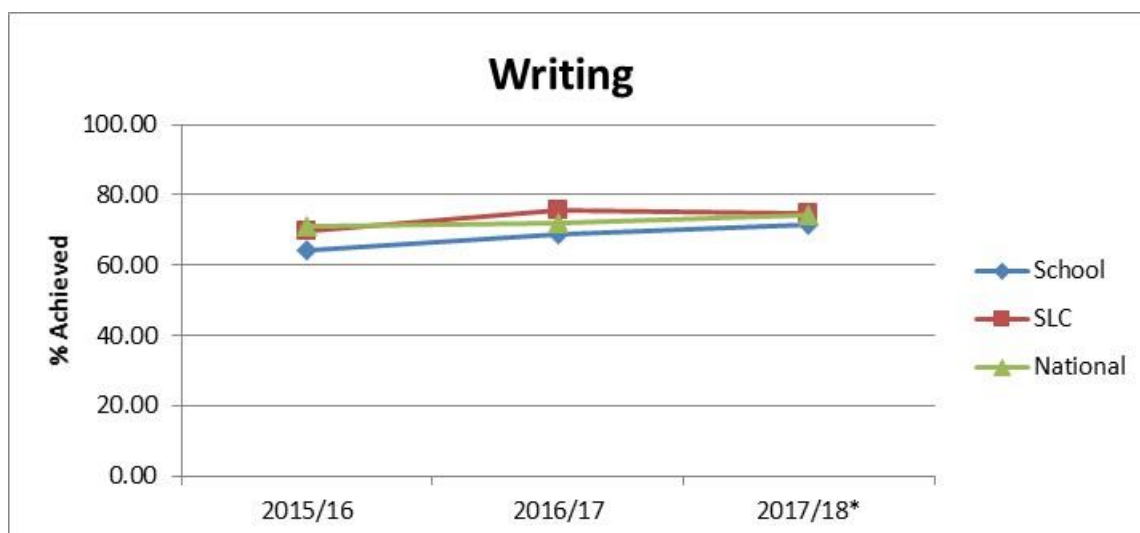
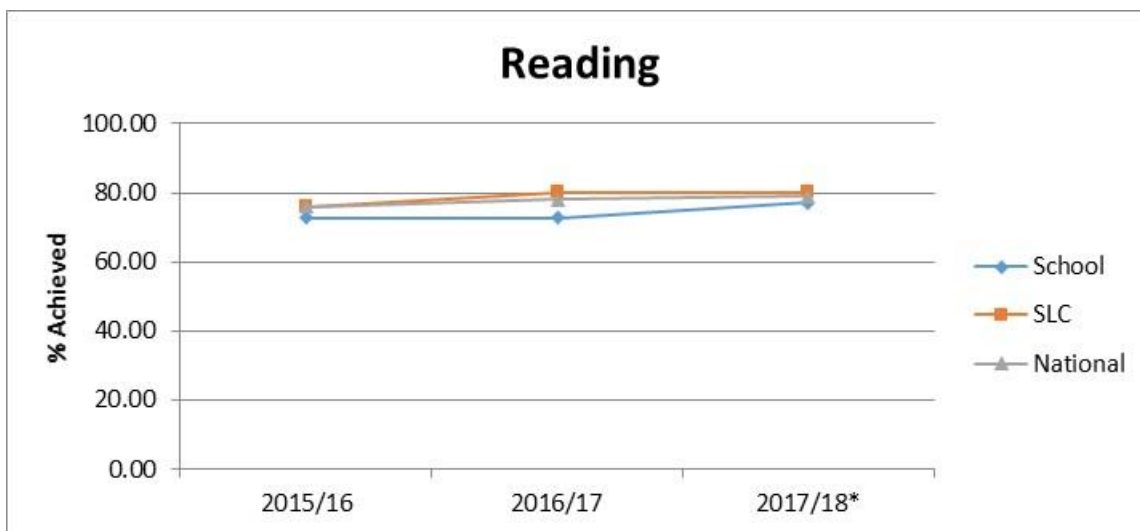
Developing health and wellbeing through nurture and recognition of achievement

- Two members of staff have been trained in Lego ABC,
- Two members of staff have been trained in Hi5 Awards
- A member of SMT has been trained in Boxall profile

No impact as yet due to timing of training but will be implemented next session as appropriate

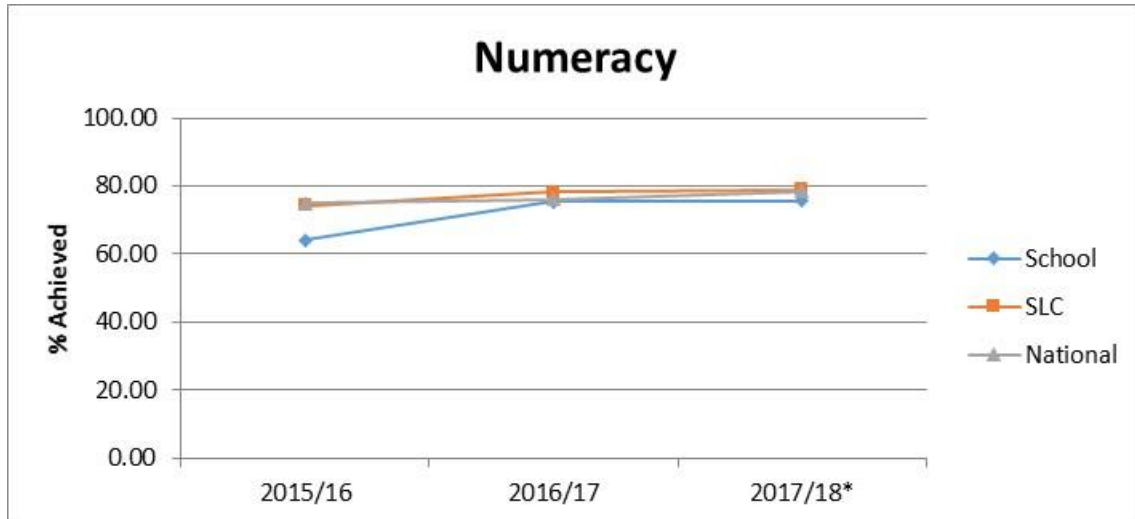
1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement – confirmed levels – 3 year trend).

***Example below – schools will be sent their own customised data during the summer term**



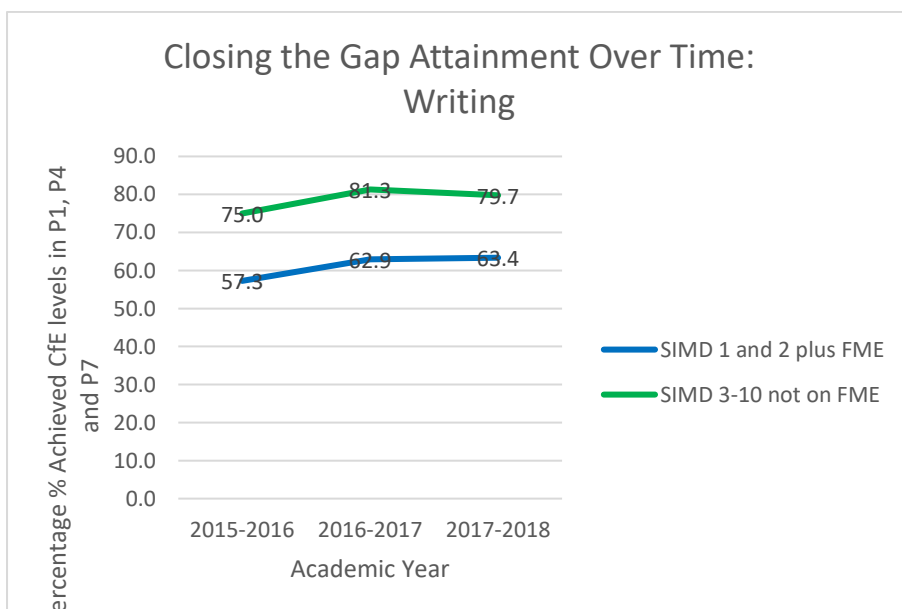
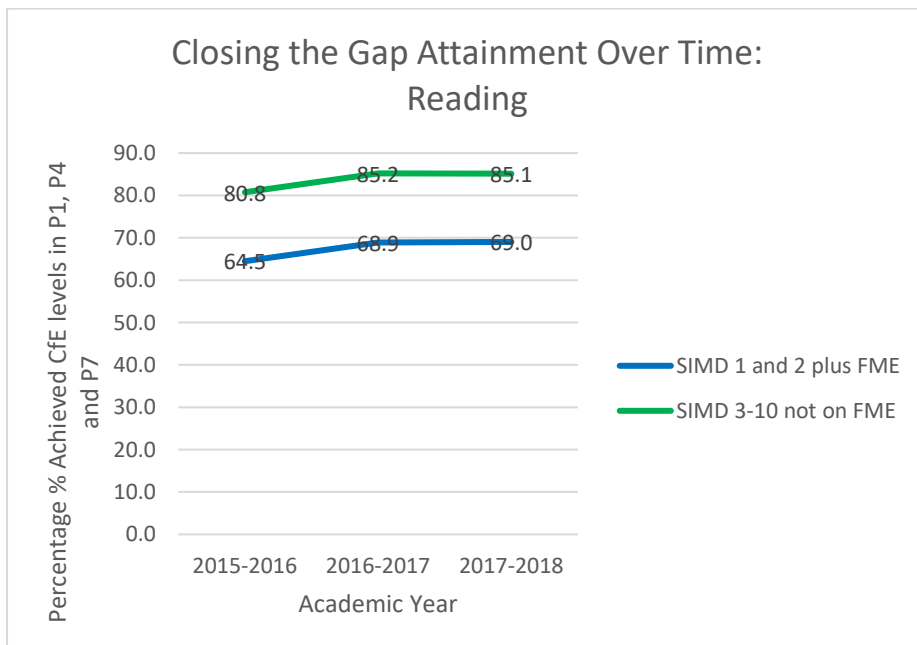
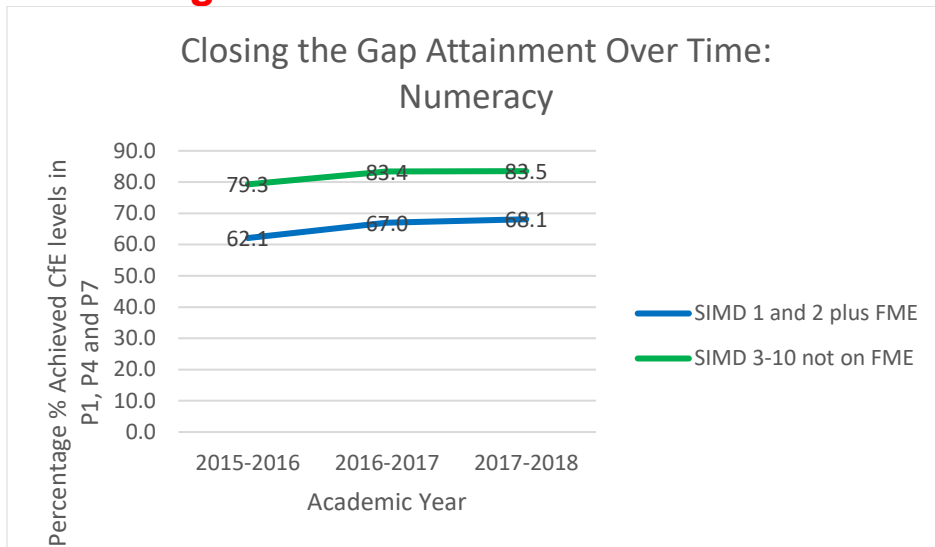
1.2 Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement – confirmed levels – 3 year trend).

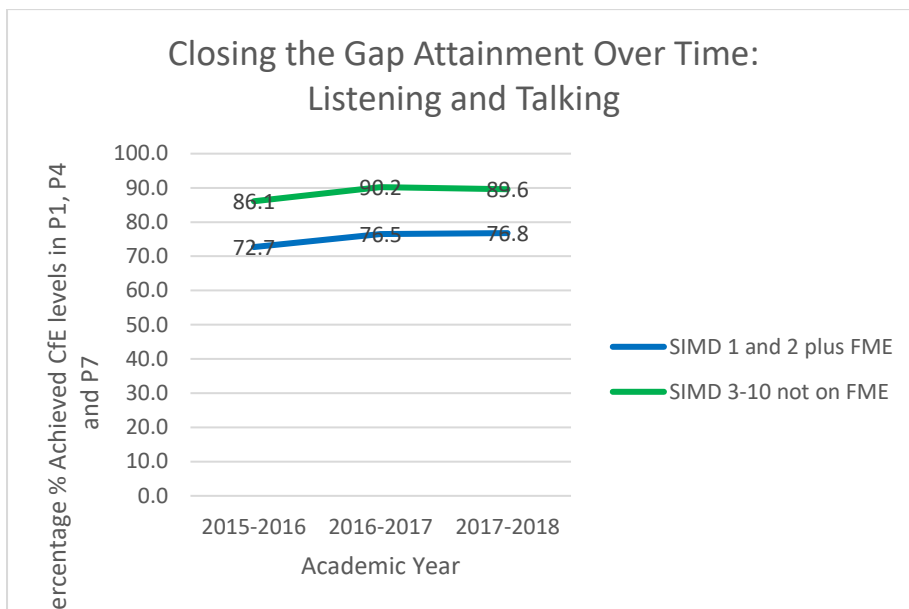
***Example below – schools will be sent their own customised data during the summer term**



1.3 Poverty-related attainment gap data

*** Example below – schools will be sent their own customised data during the summer term**





***Example text on analysis of “Closing the Gap” data:

The graphs show our whole school poverty-related attainment gap over time. This information is a collation of the % of children who are achieving expected CfE levels at stages P1, P4 and P7 according to teacher professional judgement. We have made the biggest progress within Numeracy – the gap has closed by 1.8 percentage points in 3 years, whilst the smallest progress has been in reading; this has closed by only 0.2 percentage points in 3 years, as a result reading will be a focus for this year’s funding. Our stage-by-stage gap over time data reflects this; P3, P4 and P7 gap over time data shows an increase in the gap for reading by 0.2, 0.3 and 0.1 percentage points respectively, as a result these stages will be our focus for reading this session.

Currently, reading and writing shows the biggest gap (16.4% and 16.1% respectively), and so a whole-school approach to reading and writing is planned introducing Active Literacy. As a school, we have this information per stage and have analysed it at school level. Our analysis shows that within individual stages, the biggest gaps are in P4 (30% gap) and P5 (25% gap) for Numeracy. For Reading the biggest gaps appear to be in P3 (35% gap), P4 (40% gap) and P7 (30% gap). For writing the biggest gaps are also in P3 (38% gap), P4 (30% gap) and P7 (28% gap). These stages will be the focus for this year’s equity fund, as outlined in plans below.

Achieving Excellence: Overall Progress towards National Improvement Framework Priorities

Session 2018-19

Literacy:

Progress	satisfactory	good	very good	excellent
		x		

Strengths

- Our data and other evidence indicates that attainment in ;
- Reading over time has increased slightly to 85.98%(17/18) remaining above SLC and National average.
- Writing over time dipped slightly taking us below SLC and national average.
- Listening over time has increased slightly to 88.79% (17/18) remaining above SLC average and just below the national average.
 - Shared understanding of Talk for Writing methodology
 - Active Literacy methodology for Reading and Spelling/ Phonics firmly embedded as practice across the school- as evidenced by classroom visits/ learning discussions
 - Interventions implemented for identified pupils proved to be successful for almost all pupils (based on pre and post assessments)
 - Standardised tests used to track and monitor progress in reading and spelling
 - Reading resources now book banded in order to support and challenge pupils to read more effectively

Next steps

- Establish working party to work on creating and implementing writing programme from nursery and throughout the school
- Parent workshop (nursery and school) to share Talk for Writing methodology
- Embed use of PM benchmarking to support use of book-banded resources
- Link methodology to strands of Visible Learning

Numeracy:

Progress	satisfactory	good	very good	excellent
	x			

Strengths

Our data and other evidence indicates that attainment in numeracy remains stable at 77% (17/18) which is almost on a par with SLC average and national statistics.

- Introduction of shared computation policy across the Learning Community
- Introduction of maths assessment to support teachers' professional judgement
- Interventions implemented for identified pupils proved to be successful for almost all pupils (based on pre and post assessments)

Next steps

- Populate maths planners to reflect Heinemann Active Maths resources
- Continue to develop holistic assessments of taught skills on a termly basis
- Investigate 'Number Talks' resource

Health and Wellbeing

Progress	satisfactory	good	very good	excellent
		x		

Strengths

- Achieved Sport Scotland Gold Award
- Further embedded use of 'Healthy Schools' programme to ensure all wellbeing indicators were addressed
- Introduction of 'Fit Friday' walking sessions which have encouraged pupils, parents and staff to walk at least a mile a week round the astro turf pitch
- Increased pupil voice through the introduction of monthly 'swarm time'
- Continue to offer and track a wide range of clubs and activities which promote health and wellbeing throughout the school e.g. Bikeability, swimming, sewing, rugby, football, tennis etc
- Shared understanding (pupils, staff and parents) of growth mindset and language of learning to encourage positive mindset and visible learning
- Outdoor area of nursery has been developed to create a more natural and stimulating learning environment
- Biggar Bees introduced in nursery through stories written by older children
- Celebration of 'Outdoor Classroom Day' organized by parents (playground committee)

Next steps

- Launch of SLC Sex Education programme
- Staff training in whole school approach to nurture
- Develop ways to track pupils' health and wellbeing based on the wellbeing indicators
- Increase frequency of 'Outdoor Classroom Day' with a focus on identified areas of the curriculum
- Nursery staff to trial home visits before child's starting date to get to know families and to ensure smooth transition into nursery

Employability Skills/Positive Destinations

satisfactory	good	very good	excellent
	x		

Strengths

- Staff member attended Education Scotland DYWF leadership training
- Increased pupil voice through the introduction of monthly 'swarm time'
- We encourage leadership, pupil voice and responsibility through swarms, house captain, buddy system etc
- Money week is an established, successful annual event during which we invite speakers to talk about different occupations
- P5 participation in STEM engineers competition
- Participation in Science Week based on Crest awards – our senior pupils achieved Discovery Crest Awards

Next steps

- Staff member to lead working party on DYWF
- Appoint specific roles to pupils in swarm time
- Further develop roles of house captains
- Investigate possibility of formal accreditation for Crest Awards/ Go Outdoors Challenge (RSPB) etc

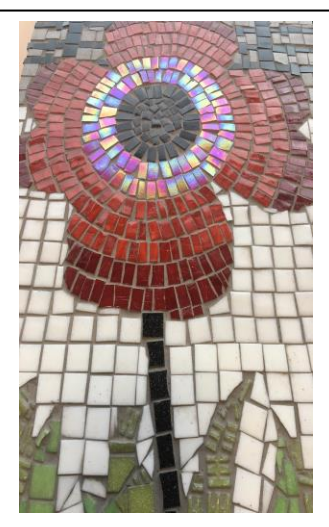
Overall quality of our learners' achievements

Highlights of session 2018-19

Our learners are provided with the opportunity to participate in a wide range of curricular and extra-curricular activities to work towards the four capacities within school and beyond. Achievements are celebrated on a regular basis through a variety of communication platforms.

September Captains and Vice Captains were elected and representatives for all our new '**Swarms**' were selected from P3-7 to encourage increased pupil voice across all committees Health, Eco, Fairtrade, Citizenship, Digital Wizards, BPS (Building, Playground & Safety) Rotakids and Biggar & Better.

Primary 6 (former P5 Rocking Readers) were very successful in the **Tycoon in Schools** final. Representatives of the class travelled to Windsor Castle and were awarded first place in their age group and second place overall. This was a tremendous achievement as the competition was nationwide with over 800 schools taking part. HRH Prince Andrew, Duke of York and Peter Jones, CBE presented the awards and spoke to the children to find out about their project.



October We once again participated in **Biggar Little Festival**, a community arts project. The annual festival provides the context for enterprise (a cross cutting theme of Curriculum for Excellence). Following on from the success of previous years', artwork from nursery to P7 was displayed in the shop windows as part of a Street Gallery. This year the theme was 'World War 1.' The pupils worked in partnership with 60 shops in the local community and many members of the community within the arts and crafts sector. In particular, Primary 7 worked with local artist Susheila to design and create a mosaic to commemorate the centenary of the end of the Great War and this is now displayed in the museum. The project provides a real context for learning and expands the pupils' knowledge of the World of Work. Feedback from the local community and visitors to the town was very positive. Continuing on the same theme as BLF all pupils in Primary 6 and Primary 7 presented the drama of the very emotional story of 'Archie Dobson's War' to an audience of parents and friends.

November- Following on from a lunchtime dance club 15 pupils from Primary 7 participated in the **Clydesdale Dance Festival** in Lanark Memorial Hall. The dance troupe performed a routine to a medley of Abba songs.

Primary 4/5 presented a class showcase based on 'The Firework Maker's Daughter' by Philip Pullman. Through a combination of music and drama, the children took everyone on a whistle-stop tour of the setting, plot and main characters in this book. Parents then worked collaboratively with their children to make fireworks, as this was a main feature of the plot.

December- Primary 1 successfully operated a **Post Office** selling stamps to other pupils and delivering cards. The **Infant Nativity** was 'A Really Noisy Nativity' and this version was fun, lively and effective in sharing this Christian belief.

Christmas Fayre-All classes were involved in creating and organising fun activities at a variety of stalls e.g. guess the weight of the cake, snowball putting

12 Days of Christmas- For the third year we supported our local charity WomanKIND Clydesdale by collecting grocery items and toiletries over the advent period to be distributed to those in need in the area.

Primary 5 presented a very informative assembly about growth mind-set called 'The Power of Yet'. This was reprised later on the session at our parent workshop on Visible Learning.

Carols Round The Tree piloted a change to the format this session by involving all pupils from P4-7 in singing Christmas songs and was another successful event. Representatives from each class followed this event with visits to residential homes in the community to entertain residents.

January- Article 31 of the United Nations Convention on the Rights of the Child states that every child has the right to enjoy their own culture and this right was embraced as we celebrated and commemorated the life and works of our

national poet, Robert Burns. We held a whole school event where the winners in **Scots poetry recital** from each stage performed before judges to take the competition to another level. The celebrations continued with our **Burns Supper** for pupils in P5-7, which is organised every second year.

Primary 7 pupils took part in a **STEM** (Science, Technology, Engineering and Maths) day at Biggar High. The children participated in several collaborative tasks.

Primary 6 pupils took part in an enterprise challenge called "**Enterprise is the Business**" at the Municipal Hall. The children had the opportunity to meet and work with peers from other primary schools in the Learning Community and worked in mixed school teams on the day.

The focus of both days was on skills for work and business. While working in teams, pupils used numeracy, communication and team working skills as well as creative thinking.

February- Ferocious Vikings invaded the gym hall but after the initial scare, we discovered it was the pupils of **Primary 4** in disguise. Through various mediums, they taught us many facts about various aspects of Viking Life. It was a very informative, entertaining and engaging assembly.

March-We organised our fourth annual **science week** from nursery to P7. Following an introductory assembly, each class focussed on the theme of 'Journeys'. Follow up work included investigating the journey of a sneeze, designing and testing aeroplanes and transporting eggs as part of a 'Mission to Mars' challenge. Pupils in P6 & P7 successfully completed the latter tasks as accreditation for a Crest Discovery Award.

Primary 3 delighted visitors when they held their class showcase based on their class work of 'From Farm to Fork.' They started with an informative Power Point and then parents were invited to rotate around different activities devised by the children, including tasting different types of milk, matching and sequencing exercises and quizzes.

May -The **residential experience to Scarborough** proved to be a highlight for many of our senior pupils. A residential trip of this nature provides the opportunity for personal development as well as developing knowledge and skills. The pupils were a credit to the school and themselves. They participated in various activities throughout their stay.

Primary 2 shared their learning with parents and friends through a showcase. It was based on children demonstrating our new writing programme 'Talk for Writing'. The children and parents rotated around activities based on the book 'The Sheep and the Goat' by Pie Corbett. The activities included creating alliterative sentences, sculpting animal characters out of playdough, creating animal masks for role-play and personalising their own story maps. The session was encapsulated by the song 'Imagination' which the children sang beautifully.

We held our first collective **Outdoor Classroom Day** which was organised by the Playground Committee. The children were all given the opportunity to rotate around different stations which included; outdoor kitchen, floor islava, playground games, chalk painting, weaving, story stones and loose materials.



June- We held our fifth annual **Money Week**, which incorporated links to Developing the Young Workforce by having daily speakers from the parent forum and community at assembly. It was fascinating to hear about the varied careers, which included a florist, a lawyer, an IT specialist, a GP, an animator, a joiner and representatives from the hospitality trade. Nursery children had a visit from a member of the RAF who shared facts about their job.

We have, as a whole school, been involved in the campaign '**Join Up Send My Friend to School.**' for **10** years. We annually join with thousands of children across the UK to speak up for the right to education. As part of the campaign pupils had to identify barriers to education and think of solutions to suggest to world leaders. We sent our evidence to the Prime Minister for consideration.

Primary 1 pupils hosted a class showcase based on pirates to share their learning with family and friends. In addition to sharing their learning, the pupils involved their parents in various activities including changing the characters on story maps, digging for treasure words, cannon ball numeracy toss and writing messages in bottles.

The **STEM** theme continued with our first ever entry into the Scottish Engineering Leaders Award. There were a staggering 17,500 entries with 524 being shortlisted to be put on display alongside the 22 winners.

Two Primary 5 pupils were shortlisted with distinction from our school and had their work displayed at a Public Exhibition at Strathclyde University.

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.

Pupils

This session we made changes in an effort to increase pupil perception around their pupil voice. Instead of only having 2 representatives from each class on a committee, we restructured our committees into 'Swarms' that included every child from P3-7. The following swarms were established: Eco, Health, Citizenship, Fairtrade, BPS Taskforce (Building, Playground & Safety) Rotakids and School Improvement **Biggar & Better**. Through all committee work, all children have developed a wider sense of local and global citizenship and those directly involved in committee work have developed a wide range of leadership skills.

The **Health** Swarm received the good news in September that they had achieved the criteria to meet the Sport Scotland Gold award and they organised a whole school assembly to celebrate receiving this award. They also took on responsibility in partnership with Active schools to promote Fit Friday. This was an initiative we piloted in response to the request to incorporate the Daily Mile into the curriculum. The project was so successful that we continued it and made a target in the last term to walk from Biggar to London. Where will we go next session? In addition to organising school events such as Fairtrade fortnight the **Fairtrade** Swarm continued their involvement with the community steering committee working towards driving our town to Fairtrade status. Our annual event of a Fairtrade Quiz night was well attended and raised funds for this cause. Other awareness-raising events included the Biggar Show and Christmas Fair.

The **Eco** Swarm continued to promote the important messages and as a result, we were awarded our fifth green flag. Through a variety of interesting projects including a battery recycling competition and reusing plastic design competition they continue to raise awareness throughout the school community.

The **Citizenship** committee continued to work on our rights respecting agenda and commenced the session by organising fund raising on BBC Children in Need Day. They also joined with WomanKIND a charity in our community to promote the writing of jokes for a joke book, which will be circulated in nearby hospitals.

This session saw **Rotakids** develop as a swarm in conjunction with the Rotary Club. They were responsible for organising a 'Bring and Buy' sale and a whole school sponsored walk to raise funds for the charity 'Aqua Box' who help provide safe drinking water and humanitarian assistance to countries affected by natural disasters. They also took advantage of the opportunity to attend the Rotakids Rally to network with other groups and share good practice. Our Rotakids swarm have also established a link with 'Interact' – the high school version of Rotakids.

The **Digital Wizards** surveyed all the pupils to find out what type of clubs they would like, created, and displayed a timeline of the development of technology in the ICT suite.

The **BPS (Building, Playground and Safety)** swarm made posters for loose materials.

Having looked at 'How Good is OUR school' the **Biggar and Better (school improvement)** swarm focussed on making our school more welcoming. They designed a welcome booklet in an electronic format to go on the website and the app so that parents and pupils can refer to it as important information about our school. They also reviewed our progress in implementing the school improvement plan and discussed what they would like to include in a pupil-driven school improvement plan.

Staff

Staff continued to commit to regular professional reading group sessions, which focussed on a variety of pertinent topics.

Staff set aside time each term to work collaboratively to discuss the impact of collective CPD and used this to update their individual GTCs profiles. This proved very popular and will continue next session.

The collaborative approach across the learning community nurseries has continued to be successful in looking inwards and outwards at good practice in order to develop aspects of the curriculum.

Parents

In nursery we have continued to host termly coffee and chat sessions for interested parents and they have provided valuable feedback. Stay and Play sessions proved very popular providing parents with an opportunity to meet other parents, join in free play with their children and look at their learning.

Our Playground Committee, a sub group of the parent council with a particular knowledge and interest in developing outdoor play has continued to develop. This session they attended some Swarm meetings and organised the Outdoor Classroom Day in May. They have also continued to have a voice in the playground developments for Phase 1 which will hopefully be completed during the summer break.

Our parent council has continued to campaign on the issue of road safety and improved the safety in the surrounding environment with bollard covers and campaigning to relocate the school crossing patrol.

Our annual questionnaire distributed in May 2019 had a positive response rate with most responses being strongly agree and agree.

Comments from parents about things we do well:

Implementation of visible learning - exciting and fascinating process, which will I am sure, yield many benefits to the children. Caring and nurturing atmosphere and understanding of children's needs and development at the different stages.

As always, I think the school does particularly well in encouraging confidence in the children. They are also extremely polite and well-mannered children in general in public and learn a lot from Biggar bees.

Good standard of learning and teaching celebrating achievements children are happy and respectful towards parents and teachers

I think these are all excellent changes. The school app is handy and the snapshot jotters offer a different view of what is happening in the classroom. Fit Friday is great and even better when it got a wee bit more relaxed about starting times as it means if you are running late you feel you can still do some at least. Committees are valuable ways of children working with others, having and voicing an opinion and listening to the ideas of others.

The Primary School App is great! Snapshot jotters were useful to see what my child was learning. Fit Fridays is a good initiative and shows a good example for everyone. My daughter feels the restructuring of committees is good as nobody is left out.

Wider community

We have continued our community involvement with all of our partners such as the local embroiderers club, library, rugby club, bowling club, Rotary, church and businesses. We participated in the annual 'Street Gallery' for Biggar Little Festival and this continues to be a successful project to engage shop owners /businesses with the children and displays children's work to the whole community. This session we also managed to extend our community links by collaborating with our local hospital, The Kello and the Pond Regeneration Group. We also continued to work in partnership with our local Womankind group to improve the outcomes for local people and global citizens.



Leadership Group for Burns Supper



Fish released at Wolf Clyde at end of Clyde in Classroom project

Quality Indicator	How are we doing?	How do we know?	School Self-Evaluation	Nursery Self-Evaluation
<p>1.1 Self-Evaluation for Self-Improvement</p>	<p>We have an established and systematic approach to self-evaluation in the nursery and school. As a learning community, we have established a 3-year cycle to evaluate quality indicators. We take a collaborative approach to self-evaluation, focusing on the revised QI's within HGIOS4, HGIOELC and How Good is <i>OUR</i> School. All stakeholders are involved in aspects of school improvement and their views have an impact on improvement planning. We gather a wide range of data and information to track progress of all learners, and staff are beginning to analyse this to ensure all learning needs are met.</p>	<ul style="list-style-type: none"> • Cyclical plan to audit quality indicators • Records of annual self-evaluation process • Staff maintain records of personal and professional development noting impact on learning and teaching. • Parent council minutes • Evidence of discussions with pupils at Biggar and Better Swarm sessions. • Annual questionnaire to parent forum • Focus stations to gather feedback on certain developments at parents' night • Opportunities and feedback from staff who have had opportunity to work within and out with our school e.g. moderation at learning community and national level • Tracking and monitoring system from SLC • Peer visits 	<p>Good</p>	<p>Satisfactory</p>
<p>1.3 Leadership of Change</p>	<p>We encourage pupil voice and leadership at all levels. Some staff have taken on additional leadership roles.</p> <p>Nursery and school staff are committed to change which results in improvements for learners and are fully involved in the process.</p>	<ul style="list-style-type: none"> • Standards and Qualities report • Review process of improvement plan • Celebration of achievements and progress • Staff record impact of CPD opportunities • Capability Assessment and Evidence into Action tools informed 	<p>Satisfactory</p>	<p>Satisfactory</p>

	We have successfully completed year 1 of our Visible Learning journey	Visible Learning action plan with a focus on learning dispositions and now have a shared language amongst all stakeholders		
2.3 Learning, teaching and assessment	<p>Biggar Primary and Nursery Class provide a safe and nurturing environment, which encourages learners to achieve their full potential. Our learners are motivated and eagerly participate in a wide range of learning experiences in school and within the local community.</p> <p>Learners' achievements in and out of school are celebrated and most have an understanding of how these achievements help them develop skills for learning life and work.</p> <p>Staff use a variety of AIFL strategies</p> <p>Staff employ a range of teaching and learning strategies e.g. ICT, outdoor learning to engage pupils in their learning.</p> <p>Teachers use both formative and summative assessment to inform next steps in learning. Most teachers give effective feedback to pupils to ensure they are aware of their next steps in learning.</p> <p>SMT have been trained in SLC tracking and monitoring systems and teachers continue to develop skills in data analysis in order to plan for improvement.</p>	<ul style="list-style-type: none"> • Assessments • Forward plans • Moderation • Monitoring and tracking • Sampling jotters • Ask me about my learning jotters 	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	<p>As a Rights Respecting School, all staff including nursery and most pupils have a shared understanding of well-being and children's rights.</p> <p>All staff promote a safe and secure learning environment</p>	<ul style="list-style-type: none"> • Vision, values and aims are displayed and regularly referred to all aspects of school life. • Behaviour policy • Rights respecting school 	Good	Good

	<p>and model school vision and values.</p> <p>All staff are aware of the benefits of outdoor learning on wellbeing and most classes use outdoor space regularly for teaching and learning.</p> <p>All staff understand the role they have to play in ensuring the health and wellbeing of all pupils and create a positive ethos where all stakeholders are welcomed and supported. The school promotes resilience through developing a growth mind-set and using the language of learning.</p> <p>All children are encouraged to have a voice through involvement in committees, clubs and other events.</p> <p>Pupils know that they can discuss concerns and worries with staff.</p> <p>We promote an inclusive learning environment. Pupils with additional support needs are identified through early and staged intervention and we work closely with parents and partners to address needs.</p> <p>The curriculum provides pupils with opportunities to explore diversity, inclusion and to challenge discrimination.</p> <p>Our health programme promotes good health and develops knowledge and understanding around the well-being indicators.</p>	<ul style="list-style-type: none"> • Targeting identified children through pupil • Pastoral notes • ASN files • Use of well-being indicators and Growth Mindset through teaching • Transition planning and enhanced transitions • Programme of playground development • Child protection 		
<p>3.2 Raising attainment and achievement</p>	<p>Achievements in and out of school are valued and celebrated across the school. All staff systematically track participation in clubs and activities in and out of school. On the basis of this further opportunities are offered to target and interest those</p>	<ul style="list-style-type: none"> • S & Q report • Jotters • SLC tracking and monitoring • Classroom observations records • Analysis of data across the school • ASPs for identified children 	<p>Good</p>	<p>x</p>

	<p>children who have been identified as not participating. Attainment levels in literacy and numeracy are a focus of our school and learning community's priorities for improvement.</p> <p>Specialised intervention programmes for targeted pupils are resulting in raised attainment.</p> <p>Most pupils are attaining appropriate levels and a few have exceeded these.</p> <p>All teachers are becoming more confident in making professional judgements using benchmarks and an appropriate range of assessments.</p> <p>SMT have been trained in SLC tracking and monitoring systems and teachers are developing skills in data analysis in order to plan for improvement in attainment.</p> <p>Attendance levels are high. Exclusion rate is at zero and inclusion is mostly successful through staff training and collegiate working with parents and external agencies.</p>	<ul style="list-style-type: none"> • P7 profiles • Revised planning related to benchmarks 		
<p>3.2 Securing Children's Progress (Nursery)</p>	<p>Almost all children make very good progress while developing their social, emotional, physical and cognitive skills. Online learning profiles record and share progress in literacy, numeracy and health and well-being and other areas of the curriculum. Quality learning experiences are provided to develop early literacy and numeracy skills and promote health and well-being. Early years workers know the children well and make sound judgements about children's progress which is shared with parents.</p>	<ul style="list-style-type: none"> • Online learning journals • Floor books • Planning wall • Feedback wall • Responsive planning • Coffee and chat mornings • Open sessions for parents to observe learning and teaching • ASP's • 	<p>x</p>	<p>Good</p>

	Opportunities are provided for parents to contribute and be fully involved in their child's learning journey.			
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Overall evaluation of establishment's capacity for continuous improvement

All intervention programmes for literacy have been successful in that, according to assessments carried out, almost all pupils have improved. As yet teacher professional judgement does not appear to support this but this may become evident over time.

Active Literacy in reading and spelling is now embedded ensuring consistency of approach across the school.

Talk for Writing has been piloted in almost all classes and so far feedback from staff and pupils has been positive. We will embed Talk for Writing methodology throughout the nursery and school and intend to increase parental engagement through workshops and leaflets.

In terms of future planning our budget for 2019-20 is £32,200.

In session 2019-20 we intend to continue with a three strand approach in order to maximise our funding to best effect. We will split the funding three ways with one third continuing to target staffing/existing interventions, one third targeting resources/training in the three core curricular areas and one third targeting effective teaching and learning using the Visible Learning Approach.

We intend to continue with intervention programmes introduced in session 2018-19; continuing the allocation of our PEF funded member of support staff as 5 days and introducing the IDL literacy programme to reinforce reading skills for targeted pupils and non targeted pupils.

PM benchmarking for reading will be carried out with the lower end of the school and targeted children further up as part of our assessment calendar to ensure breadth of reading experience and suitability of texts.

Signed:

Date: 4.7.19

