



Harrismuir Primary School and Inveralmond Early Years Centre



PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

Willowbank,

Livingston

EH54 6HW



ABOUT OUR SCHOOL

Our vision for Harrysmuir is “**where the magic happens!**” and through this, we endeavour to provide motivating, aspirational educational of the highest quality for all children, within an ethos of mutual respect. We seek to uphold the rights of all children and to meet their educational, personal and spiritual needs, which will enable them to be successful learners, confident individuals, responsible citizens, and to make an effective contribution to society in their present and future lives. We have a strong commitment to ensuring excellence and equity for all our pupils and believe that everyone has the capacity to realise their full potential and to succeed. Our 5 core values sit firmly at the centre of what we want for all of our children: the desire for them to show **Determination** in their learning, **Kindness** and **Respect** for others whilst taking **Responsibility** for their own actions, to enable them to make positive choices, which lead to their own success and **Happiness**.

About our school:

Harrysmuir Primary School is a non-denominational school with a role of 368 Primary children. The school has 14 classes and both nurture/play provision and a small group setting for children with additional support needs. We currently have 15 class teachers and one Support for Learning teacher, two Principal Teachers, two Depute Headteachers and a Headteacher.

The school is well supported by a team of 5 Pupil Support Workers who support children both in and out of class. Clerical support is provided by one administration assistants and one clerical assistant. The school runs a very successful Breakfast Club as well as a wide variety of extra-curriculum clubs including; tennis, fitness, football, art and craft etc. The school has a chaplaincy team who support throughout the year. There is a close working relationship across the campus which consists of; Inveralmond Community High School, Ladywell Nursery School and Inveralmond Early Years Centre. Most (80%), of the children who attend Harrysmuir are placed within Quintile 1 and 2. With a Free School Meal uptake of approximately 40%, the school is allocated a significant amount of Pupil Equity Funding each session, to improve outcomes for the most disadvantaged children.

The school has positive links with its large parent/carer body and wider community. Partnership links around the Ladywell Community, help to support a variety of learning experiences for children.

About our early learning and childcare settings:

Inveralmond Early Years Centre is a non-denominational early years setting, providing seamless early learning and childcare for children aged 2-5.

This session the roll has been 28 morning, 20 afternoon children, 11 full day and a total of 22 eligible 2 year olds. Staffing comprises a shared head teacher with Harrysmuir PS, a shared ELCASM, an early years officer and a team of 9 practitioners and 3 pupil support workers (some part time). Administrative support is provided by Harrysmuir Primary.

A variety of events are provided to help develop parental engagement. These include regular Stay and Play sessions, the Big Bedtime Read, PEEP, story and rhyme sessions and planned parental consultations.

Our vision, values and aims are at the centre of everything we do. They underpin our teaching and learning and contribute to an environment which supports our children to be confident, curious, capable, independent and successful.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>Improvement in all children and young peoples wellbeing.</p> <p>Our measurable outcome for session 2022/23 was ALL (100%) pupils will benefit from a progressive, cohesive Health and wellbeing curriculum from P1- P7 (Placing the Human Rights and needs of every child and young person at the centre of education.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress. What did we do?</p> <p><i>From the beginning of the new session a new Head Teacher was appointed and the priorities stated in the School Improvement Plan (SIP) were revaluated with all stakeholders. Some adjustments were made to the proposed plan.</i></p> <p>In session 2022/23 we achieved the following.</p> <ul style="list-style-type: none"> • This year, Harrysmuir Primary School achieved its Bronze Rights Respecting School award (RRS). • All children implemented class charters. This involved co-creating a rights charter which placed pupil voice and the young person at the centre of education. • A right of the month was shared and celebrated in class. This ensured all children received consistent opportunities to explore and understand their rights. • Parent, staff and pupil questionnaire sent out to gauge understanding of rights and to help identify next steps. Raising the profile of our work in RRS and capturing all stakeholder voices will ensure we fully meet all learners needs. • Rights Respecting Schools club established to ensure child's voice is at the heart of the planning stage. • Information stand at the parents evening and a feedback sheet displayed. These were opportunities to engage with more stakeholders, raising the profile of the work undertaken by the RRS team. • Took part in anti-bullying week in November 22. Not only was this in line with national and local priorities, this action served as a direct consequence of stakeholder views on the need to tackle bullying. • The Rainbow Room, Den, Lunch Club and Breakfast club provisions were all established and ran throughout the entirety of last session. These provide a safe space and smaller setting with increased support for a number of children across all stages. • Zones of regulation (ZoR) training was initially used to support individual pupils. Following the success of this supportive framework, a whole school approach was taken to implementing ZoR throughout the school, for the benefit of all children/young people. • Celebrate 28 was a promoting positive behaviour programme which was created by all stakeholders in order to celebrate success and promote positive behaviour. This is underpinned by our RRS work, celebrate 28 refers to Article 28, A right to an education. <p>Evidence indicates the impact is:</p> <p>Impact of these changes</p> <ul style="list-style-type: none"> • In learning conversations most children could talk about 'Rights' (RRS) and why it is important that we ensure we are respectful to each other. • Most parents are more aware of 'Rights'. 70% answered yes from a 19% turnout of Rights Respecting Exit Parental Survey.

	<ul style="list-style-type: none"> • Most children have enjoyed taking part in the Rights Respecting Schools club and it has helped them to find more of a voice. (Rights Respecting Committee in class survey of P4-7). • Lots of work has been done through local projects e.g. the hedgehog walkways, local litter picking, meeting with local councillors and car parking posters to help with school safety • All Teaching staff have had formal Zones of Regulation (ZoR) training, focusing on how this can be used in the classroom environment. Through a range of professional dialogue opportunities staff have demonstrated an increased awareness of ZoR. • Since establishing 'Celebrate 28' the number of recorded incidents decreased throughout the year. • Following work on anti-bullying week, or our school community now has a shared understanding of the signs of bullying and the shared responsibility we have to stop it continuing.
ELC	<ul style="list-style-type: none"> • ELC Early Years Officers, EEL and DHT participated in ZOR training provided to the setting by the Inclusion and Wellbeing Service. This will now be cascaded to all ELC staff. This has led to reflection on how we support our most emotionally vulnerable children and a plan has been developed on how to take this forward next session. • Changes to the mealtime experiences provided to children increased opportunities to develop independence and social skills. These included changes to the layout of the room, the use of music to promote a calming atmosphere, staff eating alongside children and the introduction of roles of responsibility linked to GIRFEC. Lunchtimes were observed to be nurturing and calm with the pace being child-led. Through staff observation there was a notable increase in children's confidence and self-esteem through the introduction of the 'lunch helper' role.
<p>2.</p> <p>Raising attainment for all, particularly in literacy and numeracy</p> <p>Our measurable outcome for session 2022/23 was – Most (80%) children will make the required progress in writing and numeracy and maths, across the school and especially at first level.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • The Numeracy Pedagogy Officer, revisited the teaching of Maths concepts during collegiate time. Teachers were also supported on a one to one basis to ensure theory is evident in practice. • Across First Level (P2-4) Connected Quality Improvement sessions were led by the DHT in Numeracy in order to identify the right supports and interventions for groups of children and individuals. • Pupil Support Workers ran targeted interventions in both literacy and numeracy. • A Primary 1 progression through play framework was created by the school and supported by the Equity Development Officer to help develop consistent approaches to progressive learning experiences. • The Early Years Practitioners delivered improvements in attainment within phonics, using planned outcomes delivered through play base approaches in P1. • Targeted Reading groups were led by the PT, using outdoor learning as a catalyst to improve both engagement and attainment. • Support for learning was deployed throughout school. Support for learning teachers successfully identified barriers and supported children to develop strategies to overcome these barriers. • All targeted children made progress through these interventions.

<input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Following the role of the Numeracy Pedagogy officer and the connected quality improvement process, quality assurance procedures evidence that teachers are planning in line with the WL numeracy progression pathways. • Attainment data demonstrates an increase in literacy attainment at all stages. • Attainment data demonstrates an increase in numeracy attainment in most stages.
<p>ELC</p>	<ul style="list-style-type: none"> • Numicon training was provided to all ELC staff focusing on the development of key numeracy and maths through Numicon and play. This impacted positively on planning and assessment which in turn resulted in the development of learning experiences for children in this area. Observations of learning linked to this increased. • Pathways Through Play sessions were provided for parents and children. These were well attended and feedback from parents and children was extremely positive. This led to the development of our PEEP sessions using the same framework so that parents could gain further insight into how we develop learning thematically from child-initiated interested through a play pedagogy approach. Sessions will continue next year. • Introduction of Rhyme Time Challenge with pre-schoolers. This was implemented as a home-school project and included training for parents on the link between knowledge of rhyme and reading ability – ‘Rhymers will be readers’. Children’s levels of motivation and engagement in this experience was high and all children increased their level of understanding based on pre and post intervention assessment.

<p>3.</p> <p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Our measurable outcome for session 2022/23 was to The majority (70%) of male pupils, and especially those in Q1 and Q2, will make the required progress in Reading and Writing by the end of Second Level. ... NIF Driver(s):</p> <p><input type="checkbox"/>School and ELC Improvement.</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • The school was awarded £147,208 of Pupil Equity Funding (PEF) • The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning. • 27 priorities were planned and 30% of these priorities were fully achieved with 45% making good or better progress (19% moderate progress and 6% made no progress). • PEF was used effectively to recruit a PEF lead to oversee all equity priorities across the school, to provide training for staff in literacy and numeracy approaches and interventions and to fund two additional pupil support workers to help support the needs of identified learners. • Interventions this year have focused on increasing attendance, addressing gaps in literacy and supporting life skills. Examples include the introduction of a walking bus, breakfast and lunch clubs, vocabulary boost intervention in P1-P2. • Reading – Lead by the PT and Literacy Pedagogy officer. A targeted group of Male Q1 and Q2 learners was established. Fun opportunities were created in collaboration with a local book store for the children to create pupil led reading groups (book club). Pupils led purchasing of books which involved a physical visit to the book shop. Pupil voice
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<ul style="list-style-type: none"> ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information 	<p>was at the heart of this. On a weekly basis the PT extract the 'book club' to engage in reading with support.</p> <ul style="list-style-type: none"> • We used the outdoors to re-create elements of their books. Created a link to writing by preparing book reviews and recommendations. Produced a display in the Library entitled 'Read All About It'. Shared their journey with their parents. • Pedagogy Officer worked with class teachers to support collaborative moderation of planning, teaching and assessment of writing. Support included team teaching and modelling. Due to a change in the Pedagogy Officer role, the ceased in December 2022. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • All Identified P1 pupils increased their reading age, knowledge of sounds and blends and the number of Fry's words they could read and write. • Attendance of identified pupils increased by at least 6%. • Participation in after school clubs of targeted learners increased by 45% • All PEF Staff reported an increase in confidence and knowledge of high-quality learning, teaching and assessment in literacy and in making effective use of literacy interventions to best meet the needs of learners. • All of the P4s increased their PM Benchmarking scores significantly (more than two levels) • The attitude questionnaires showed all of the P4s and P5s enjoyed reading to some extent with one P5 responding to 'Do you enjoy reading?' previously as 'a bit' then post 'quite a lot' he also moved from 'hardly ever reading for fun' to 'reading a few times a week'. • Most children in the P4 targeted reading group increased their engagement in reading when these skills were applied in an outdoor learning context. • Quintile 1 Reading attainment has increased from by 10% (from 71%-81%) • Quintile 1 learners Writing attainment has increased by 10% (from 66-76%)
<p style="text-align: center;">ELC</p>	<ul style="list-style-type: none"> • Our Excellence and Equity Lead (EEL) further developed the use of Mother Songs, NYCOS singing games and a Kodaly approach to develop pre-literacy skills with children. This had an impact of listening skills, awareness of rhythm and rhyme as well as syllable awareness. This started as a targeted intervention but as a result of children's interest and observed impact, became offered as a universal experience.
<p>4.</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Staff working group set up in term 4 to further develop learning progressions in social subjects/IDL and approaches to teaching, planning and assessing IDL considering digital learning as a driver. • Stem leaders were created and delivered learning opportunities throughout the school.

<p>Our measurable outcome for session 2022/23 was to The majority (50-60%) of learning experiences across school will be linked to our school values and The Career Standard, to increase pupils' skills for learning, life and work.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information</p>	<ul style="list-style-type: none"> • In collaboration with West Lothian College, P7 children were given opportunities to experience 'cyberdrive' which developed their understanding of coding and it's use in the wider world. • Pupil leadership groups across school to be broadened to include STEM and UNCRC. • Extra curriculum programme to include opportunities for pupils to develop skills for learning, life and work. • All P5-7 children experienced developing the young workforce (DYW) opportunities in collaboration with Sky Studios. Each class undertook a project to create a news story. They visited the studios and were deployed in the varying roles(jobs) required to produce a live TV broadcast. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • A collaboratively created curriculum has been created and will be implemented in August 2023. Creative, freedom and learning linked to relevant contexts are at the heart of this. • A stem leadership team was created from our senior pupil group. During our QI visit, the role of our STEM leaders was highlighted as a strength. This has also resulted in all pupils receiving an increase in targeted STEM learning opportunities. • Partnerships have been created across a number of sectors, these include Sphero workshops from Herriot-Watt University and cyberbus experiences from West Lothian College and P5-7 working with Sky Studios.
<p>ELC</p>	<ul style="list-style-type: none"> • Staff interactions with children focussed on making explicit links between the skills children are developing in their play and how these are used by professionals in the wider world of work e.g. children drawing plans of their block play constructions to planning used by architects' or engineers' etc. Photographs displayed in different areas of the nursery showing people using skills in their jobs – helping to promote relevance.

Overall school attendance has increased by from 88% to 89%. Overall attendance from targeted group has increased by 6%

Overall exclusions have reduced from last session from 3 periods to 2.

School have utilised parent events to engage with improvement participation. For example, using parents evening for parents to vote on the use of the participatory budget. Parents Evening have seen a turnout of approximately 95%. All school Performance indicators are emailed to parents and displayed on the school website which is a public domain accessible to all.

Our Wider Achievements this year have been:

- Rights Respecting Bronze Award
- Silver Reading Accreditation
- Hedgehog Friendly Schools Gold Award
- Big Hog- Friendly Litter Pick Challenge – British Primary School Winners
- Eco Schools 8th Green Flag
- P6- Attained John Muir Award

- Stem Leadership Team established – Stem Leaders leading learning throughout school
- Sphero Project in collaboration with Herriot-watt university
- Cyberdrive Project in collaboration with West Lothian College
- Lead sustainable activities - Weekly community litter picks and cluster/community Mini –COP approach.
- Pupil presentation to Livingston South Local Area Committee on environmental projects we lead.
- Developed and enhanced the community garden in partnership with West Lothian College.
- Fairtrade Café for the school community.
- P7 Supported 'Winter Ready' Event at Forrestbank Community Centre.
- Gowanbank consultation survey

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Satisfactory

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

+Delete if not relevant

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)