1 A  Introduction, Statement of Purpose and Improvement Objectives and Aims of Learning Community

1 B  Establishment Standards and Quality

Submission of reports:

The establishment report should be submitted electronically to Education Resources (Kay Anderson, Clerical Assistant: kay.anderson@southlanarkshire.gov.uk) no later than the end of 24th June 2015.
The Standards in Scotland’s Schools etc Act (2000) places a duty on schools to produce an annual report on its work and the strategies it is implementing to raise education standards for all pupils.

This report has been written to provide information to parents/carers and other stakeholders about the work of Robert Smillie Memorial Primary and to celebrate our successes.

Robert Smillie Memorial Primary is situated in the catchment area of Strutherhill, Larkhall. Strutherhill has a mix of council, private let and ex council properties. There is a 52% free school meal entitlement. The school has 155 mainstream pupils, 60 nursery children and a further 7 children on placement in our Nurture Group. These children are drawn from across the authority.

The SMT is comprised of the Head Teacher and is supported by a Principal teacher. There are 8 mainstream classes, a nursery class and a Nurture class.

Support staff and visiting services are deployed to address the additional support needs of our pupils. The school works in close partnership with many outside agencies to support children and their families. There is a strong supportive and nurturing ethos throughout the school in which all children, parents and staff are treated with unconditional positive regard. The school is regarded positively within the community.

We promote positive relationships within the school and foster an ethos which encourages all pupils to respect themselves and others. We have achieved our First Level Rights respecting School Award.

In Robert Smillie Memorial Primary we are committed to providing a broad general education to all our pupils that reflects and develops the values, purposes and principles of a Curriculum for Excellence in an inclusive and nurturing learning environment; while fostering an ethos of respect, fairness and equality for all. By embracing and recognising the strengths and experiences of staff, pupils, parents and the wider community we will support and encourage all to achieve their potential socially, emotionally and academically; and celebrate their achievements as they strive to be Successful Learners, Confident Individuals, Effective Contributors and responsible Citizens in the 21st Century.

There is a wide range of extra-curricular activities available to pupils within Robert Smillie Memorial Primary. A Breakfast club is provided free of charge every day. A lunch club is available for badminton. After school clubs available are Football, Grub Club, Go Bananas and 324 Club. Throughout the year additional activities and short term clubs are offered to all stages such as Bikeability Scotland and a Girl’s Basketball Club.

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The vision of South Lanarkshire Council is to *Work Together to improve the quality of life for everyone in South Lanarkshire*.

The purpose of Education Resources is to support this vision through ensuring that all learners:

- are effectively supported to raise their attainment and achieve their full potential;
- benefit from an appropriate range of learning opportunities which match their individual needs;
- are actively engaged, as appropriate, in evaluating the quality and impact of their learning experiences, and
- are safe and feel valued when using Education Resources premises.

This will be achieved by ensuring that all learners:

- access a curriculum which reflects national and council priorities and best practice in education;
- experience a motivated and professional workforce who demonstrate best practice in providing opportunities for learning;
- have access to modern resources which are used effectively to maximise the impact of learning experiences, and
- benefit from partnership working and the integration of services.

### Aims of the Learning Community

All staff in establishments and teams in the Larkhall Learning Community are committed to working together to:

- raise standards of educational attainment and achievement especially in the core skills of literacy and numeracy at all stages;
- share practice, use current knowledge, reflect on and evaluate practice to support continuous improvement;
- promote and secure equality and help every young person benefit from education with particular regard to pupils with additional support needs;
- work in partnership with parents and others in the community to develop the children's respect for self, one another and others in their community;
- integrate services to support all children to become successful learners, confident individuals, responsive citizens and effective contributors, and
- create and maintain environments which are conducive to high quality learning and teaching.
How well do our children learn and achieve?

QI 1.1 IMPROVEMENT IN PERFORMANCE

Existing Strengths:
Data gathered through a well-established monitoring programme and feedback from annual staff, pupil and parental questionnaires indicate that:

- Children benefit from a range of opportunities to develop the four capacities and learn new skills. Curricular planning ensures development of knowledge and application of that knowledge.
- Children’s success in relation to the four capacities is celebrated in each class on a monthly basis and at the end of the school year.
- Through the introduction of Book Banding, a Boys reading Club and Guided reading identified on the School Improvement Plan progress is being made in literacy across the school.
- Children are continuing to gain leadership and citizenship skills through participating in the School Leadership programme. Groups offer the children skills for life, learning and work and include Web Tech, Gardening and Rights Respecting Ambassadors. The school has achieved its first level as a Rights Respecting School.
- In working with others in Leadership Groups and House events the children are further developing their personal and social skills.
- Parents of children attending the nurture unit from our school and from other schools continue to comment very positively on the progress the children make and the welcoming ethos.
- The Masterclass initiative continues to enable children to spend 5/6 weeks mastering new skills of their choice.

QI 2.1 LEARNERS EXPERIENCES

Existing Strengths:
Data gathered through a well-established monitoring programme and feedback from annual staff, pupil and parental questionnaires indicate that:

- There is a strong, supportive and nurturing ethos throughout the school. Children are motivated and enjoy learning in a positive learning environment. Most feel safe, secure and enjoy coming to school. At all stages children are becoming skilled at working independently and being active.
- Through the use of AiFl strategies, weekly target setting and Learning Journals children are developing skills in setting goals and becoming more independent in their learning.
- Children are involved in assessing their own work using self and peer assessment strategies.
- As a Rights Respecting school a high priority is placed on developing children’s health and well-being. The emotional literacy and health and well-being programmes are key elements of this priority. As a result children’s emotional literacy is well developed across the school.
- Children feel staff know them well as individuals and are confident almost all concerns are dealt with quickly and fairly.
- At all stages children work well through collaborative approaches to learning.
- Classes use a system of 4 weeks teaching and 1 week assessments to ensure learning is taking place and progress is on target. The tasks undertaken allow children to apply their knowledge and show understanding.
- Children are attentive during lessons. They follow instructions well and engage in the tasks and activities. Most children make good progress with additional support in place for those requiring it to achieve. Some make very good progress.
- A variety of extra-curricular clubs are available throughout the year – tennis, basketball, Grub
How well does the establishment support children to develop and learn?

**QI 5.1 THE CURRICULUM**

Through a Cloud 9 strategic audit and regular professional dialogue to plan, evaluate and moderate the curriculum it is evident that:

- We have a clear focus on our vision, values and aims which we reflect by linking these with school improvement.
- The curriculum offers breadth and is delivered through IDL and subject learning.
- A high priority is placed on promoting equality and diversity across the curriculum.
- Staff are continuing to gain confidence in incorporating the seven principles into their Curriculum Club - which allows children to develop their skills further. This also allows them to be introduced to new experiences they may not have considered previously.
- Showcase events are used regularly to share pupil learning and achievements with parent/carers.
- Pupil learning is enhanced by visits and visiting speakers/specialists throughout the year.
- Class visits P1-P7 formal and informal show that class teachers use a range of interactive teaching and learning approaches on a regular basis.
- Through the use of interdisciplinary learning children are becoming more skilled at recognising which learning approaches are best suited to the individual. Consultation processes enable them to be involved in the development of skills and knowledge needed.
- The children have many opportunities to represent the school in local events and sporting tournaments. A strong link has been formed between the school and the local church, with pupils’ carol singing and assisting in a Community café.
- All teaching/support staff contribute to focus weeks on Health/ Science/Scottish Theme.
- We are continuing to develop a range of outdoor learning experiences in our playground - outdoor play/outdoor PE activities/residential visits/trips and outings/development of the garden/new playground physical activity equipment.
- A number of planned events to support local and national charities are organised for throughout the year.

**Areas for development:**

- Further develop a variety of approaches to Outdoor Learning across the school ensuring they are incorporated into all planning.
- Review and update the ICT curriculum across the school to ensure quality learning experiences.
- Further develop guided reading and book banding to improve attainment in reading.
- Develop the Boys Reading Club to provide greater opportunities for contributors from the wider community.
- Review and further develop the teaching of numeracy and mathematics to further develop childrens’ skills and learning experiences.
A curricular review has led to improved curricular provision across almost all curricular areas ensuring greater coverage of Experiences and Outcomes and progression across all areas. Transition arrangements between new Nursery starts and Nursery, Nursery and Primary 1 and Primary 7 and S1 are effective and provide children with a range of experiences to ensure continuity in learning appropriate to their needs. A programme is in place for new Nursery children to experience a visit to the Nursery before their start in the new term. All children receive 2 hours of good quality physical education per week. Significant Aspects of Learning are beginning to be incorporated into planning, lessons and assessment. Children throughout the school from Nursery through to P7 are taught and making good progress in French. Primary 4 children participate in learning activities based on the Spanish language. Learning is enriched through a variety of educational outings and activities. Children learn about Christianity and the other world religions of Judaism and Islam through the school’s religious education programme. Staff use the school, local community and visitors to enrich children’s learning. Extra-curricular activities include football, basketball, skiing, badminton and tennis.

QI 5.3 MEETING LEARNER’S NEEDS

Data gathered through a whole school assessment programme, moderation and tracking formation and Learning Conversations with both staff and pupils indicate that:

- There are many examples of vulnerable children across the school who are making very good progress with their Health and Wellbeing.
- In our Nurture Group staff measure the progress of children through the Boxall profile which they use in conjunction with the Health and Wellbeing experiences and outcomes. This allows them to gauge progress and target support effectively.
- Home visits to new Nursery intake allow staff to build up a profile of the children who will be attending in the new session. The SHANARRI indicators are used to form the basis of a series of questions for parent/carers to answer.
- All staff feel they know the children very well. They take full account of their personal circumstances and meet their care and welfare needs.
- In all classes staff create a caring and nurturing climate.
- Staff work well together and with support staff, parents and outside agencies to help address the barriers to learning.
- Increasingly staff use approaches which extend children’s learning and thinking skills. Tasks and activities are made relevant to the needs of most learners.
- There is an extensive range of support working within and outwith the school to meet the needs of children requiring additional support with their learning.
- Staff are well organised and differentiate materials to meet the needs of learners.
- Staff use questioning well to help children extend their learning. Learning intentions and success criteria are shared and understood in classes.
- The home-school partnership worker works closely with the school to ensure programmes are in place to meet the needs of some of the most vulnerable children and their parents. Her contributions impact greatly on the ethos of the school and impact on the children. She helps to support Tea with the Teacher and runs craft and parenting groups.
- The school has a clear approach to staged intervention which is understood by teaching staff therefore children requiring additional help are identified at an early stage.
By using the GIRFEC approaches vulnerable children and those with specific needs are assessed and appropriate plans put in place i.e. ASP’s and CSP’s.

All staff are assigned pastoral roles within the school.

The school works well with partner agencies to support individual and targeted groups of children. These include staff from Psychological Services, Women’s Aid, ICS, Social Work, Occupational Therapists, CAMHS and the health service.

Classroom support assistants provide very good support to children and teachers making a very supportive contribution to improving children’s learning.

The school has a high level of children requiring additional support with their learning. Staff access and implement appropriate support and resources to help these children make appropriate progress in their learning.

**QI 5.2 TEACHING FOR EFFECTIVE LEARNING**

Classroom monitoring visits and professional dialogue confirm:

- Staff are skilled at questioning to help children extend their learning. Learning intentions and success criteria are shared and understood in all classes.
- Staff plan activities which motivate most children and encourage them to learn.
- Staff value children’s contributions and continue to involve them in planning for their learning.
- A very positive ethos for learning is created in classes through the enthusiasm of all staff.

**QI 5.8 CARE, WELFARE AND DEVELOPMENT**

Data gathered through a whole school assessment programme, moderation and tracking formation and Learning Conversations with both staff and pupils indicate that:

- Children’s emotional literacy continues to improve and the school has a calm and purposeful atmosphere. The most vulnerable children and their families are well supported. They feel welcome in the school and the school is proactive in targeting appropriate support with external agencies for them.
- School support staff timetables are designed to provide class based support for a range of pupils. They are flexible to the needs of the children.
- We continue to take a pro-active approach to working with our partner agencies in order to access appropriate support for our pupils.
- All staff trained annually in Child Protection protocols and procedures.
- All staff sensitive to individual circumstances and in turn respond appropriately to pupil needs.
- All Teachers continue to increase their knowledge of GIRFEC approaches.
- Both the head teacher and the Principal Teacher are fully trained in Restorative Practice.
- Pastoral notes on SEEMIS are used by Senior Management Team to record all incidents of bullying, aggressive and challenging behaviour and any significant events.

**Areas for development:**

- Increase access and develop planning processes to encourage outdoor learning within the curriculum.
- Use guided reading and writing strategies to develop cooperative approaches.
- Encourage children to develop their learning logs by contributing their own ideas and sharing them with their parents.
- Further develop assessment and moderation procedures within school and the learning community.
How well does the establishment improve the quality of its work?

**QI 5.9 IMPROVEMENT THROUGH SELF-EVALUATION**

**Existing Strengths:**
The annual monitoring and evaluation programme activities and planned liaison time provides opportunities throughout the session for staff to engage in regular self-evaluation of practice, progress and improvement. Using the Cloud Nine approach we have reviewed, evaluated and are at present developing a strategic plan for our future development. Staff feedback during professional dialogue, planning and PDR meetings and HMIE feedback indicates that:

- Staff engage in Learning Conversations and have a collegiate approach to decision making.
- All staff are fully committed to self-evaluation and are very reflective. They evaluate learning and teaching on a daily basis and identify next steps for children to progress in their learning.
- Termly Forecast and Review meetings engender professional dialogue focusing on improving children’s attainment, achievement and meeting all of their needs.
- The monitoring calendar provides a clear overview of self-evaluation activities. Staff receive and offer constructive and helpful comments about their work which they use to improve children’s learning.
- Learning visits focus on a specific theme or topic. Information gathered during these visits includes feedback from a group of children with records of their views on a specific learning experience.
- A Heads to Head programme is in place where the Head teacher visits classes to discuss and receive feedback on their learning experiences.
- The school consults well with parents both formally and informally. Parental feedback suggests that they appreciate the steps the school takes to keep them informed. A suggestion box is now available for pupils and parents in the school entrance.
- Vulnerable children are closely monitored through record keeping which links to their classroom experiences.
- Children’s skills in numeracy and literacy are closely monitored and tracked to establish progress. The Scottish Criterion scale is used as a method of assessing and moderating children’s writing. Criterion scales are also used in reading and numeracy to improve tracking of progress.
- Staff share good practice at planned stage meetings and through Learning Community Sharing Good Practice meetings.
- Children work closely with staff in a wide variety of Leadership Groups including the Rights Respecting Schools Group and Pupil council.
- Tracking and target setting approaches are used to focus upon improvement. The school is active in sharing good practice with the Learning Community and beyond.

**QI 9.4 LEADERSHIP OF IMPROVEMENT AND CHANGE**

Data gathered through a well-established monitoring programme and feedback from annual staff, pupil and parental questionnaires indicate that:

- The Senior Management Team is very committed to the school and to bringing about improvement to the quality of provision.
- Staff access a range of CPD opportunities and use these to support them in reflecting on and carrying out their own practice.
- Parents are comfortable and confident in their approaches to the school. They feel that the Senior Management Team and staff are very approachable and open and take their opinions on board.
- The Principal teacher effectively coordinates P.E., CPD, CCC, Outdoor Learning and Equality throughout the school.
- Leadership roles are taken on by un-promoted members of staff. They are effective in taking forward initiatives that benefit children’s learning. These include literacy, ICT, music and health.
and wellbeing.

- Priorities identified in the School Improvement plan are taken forward by working parties of staff from mainstream, Nursery and Nurture. Early Years Workers' also contribute to the Improvement Plan. Remit responsibilities are identified at annual PRD meetings.

Areas for development:

- Continue to develop self-evaluation processes in both the nursery and school ensuring quality assurance approaches are in place to monitor and track the developing skills of every child.
- Continue to develop monitoring and tracking systems to ensure the progress of each learner.
- Build on existing strengths and leadership and develop capacity in everyone to lead with improvements and innovation.

1B How do you we ensure equality and inclusion and promote diversity across our establishment

QI 5.6 EQUALITY AND FAIRNESS

Robert Smillie Memorial Primary and Nursery has a well established ethos which promotes a strong sense of equality and fairness through the curriculum and all aspects of school life. We promote and sustain an inclusive culture where we celebrate the individuality, skills and talents of ourselves and others.

- We continue to actively promote equality of opportunity and the fostering of good relations for all.
- Through the introduction of a Boys Reading Club we have enlisted the help of male role models from fathers of children in the school, the local Secondary school and the wider community. These role models have had a significant impact on the reading engagement of boys in the school. This has been reflected in end of term reading test results.
- The Equality Coordinator ensures that all statutory documentation is in place and reviewed annually.
- Annual staff briefings on policies and procedures put particular emphasis on Child Protection.
- Throughout the school there are personalised opportunities for all pupils to develop skills for learning, life and work.
- In our school we ensure that the principles and practices of Curriculum for Excellence underpin curricular and extra-curricular opportunities for all.
- Bullying incidents are reported to the head teacher and are dealt with through the school's policy on Anti Bullying.
- The school’s robust care and welfare policy and procedures and partnership links ensure vulnerable children’s needs are identified and met and appropriate interventions are identified and implemented.
- Nurture staff, behaviour support teacher, EAL teacher and ASD outreach teacher all provide support and advice to enable children to access the mainstream curriculum.
- We adopt a solution focussed approach to ensure that barriers to learning are removed for our pupils. This involves us in multi agency working with a wide range of partner providers.
- Our Social Studies programme offers opportunities for pupils to learn about different cultures and countries. Pupils also develop an understanding of the distribution of wealth through Global Citizenship studies and events.
- School and class libraries contain texts which reflect cultural diversity.
- All P7 pupils participate in an annual programme of events designed to challenge sectarianism. This is done as a Learning Community and has been awarded the Nil by Mouth Community Award for Excellence.
- Senior pupils are involved in Artsnet workshops and performances which explore a range of equality issues. In addition we plan theatre performances and visits where all pupils can enjoy a
variety of cultural experiences and develop their awareness of social issues.

- Class teachers adopt an inclusive approach when preparing showcase sessions and assemblies and strive to include all of their pupils in the performances.
- Our Pupil Council is elected annually by our pupils and represents girls and boys at all stages in our school.
- Our culture is one which promotes attainment and achievement and is manifested on the principles of inclusion, participation and positive behaviour based on mutual respect and trust.
- We welcome and celebrate diversity. All stakeholders are treated with respect and in a fair and just manner. In this school, cultural and language, disability, gender, race, religion, sexual orientation and additional support needs do not become barriers to participation and achievement.
- We are proactive in ensuring equality of opportunity and access in our school community.