

Standards & Quality

Report

Libberton Primary School

2018-2019





Context of the school:

Libberton Primary School is a two teacher school set in beautiful, open countryside looking across to Tinto Hill and the River Clyde, between the villages of Libberton and Quothquan, about six miles from the nearest town, Biggar.

There is no safe pedestrian route to the school and all children are either brought to school by bus or car. The local area is a varied mixture of farms, social and private housing and while 97% of families sit within SIMD 5-7, just under 50% of our children are receiving FSM.

Our school was rebuilt in 2016 and is an excellent environment for learning and teaching with great access to PE and IT facilities and an extensive outdoor area. We share a Head Teacher with Wiston Primary, a single teacher school about 9 miles away. There is a Principal Teacher and a class teacher. At present our role is 31 in two classes. We have a part time cleaner/caretaker, a cook and one full time and two part time school support assistants.

We have an active and helpful Parent Council and parents are keen to be involved in the life and work of the school. We seek to offer a wide selection of lunchtime and after school clubs eg basketball, dance and judo.

Our curriculum at Libberton Primary School is based on our school vision and values, ensuring that all our learners are at the centre of everything we do



At Libberton Primary School we aim to provide a safe, caring environment in which everyone feels welcomed and valued and where we work hard and always do the best we can

Our values are **RESPECT FAIRNESS ENJOYMENT and CREATIVITY**

We are part of the Biggar Learning Community which has twelve primary schools feeding into Biggar High School. Younger children attend a mixture of school and private nurseries in the area and we work closely with them and with Biggar High to ensure smooth transitions. Nine of our Learning Community schools are either two teacher or less schools and we have developed close links to enhance learning and teaching for staff and children across these establishments.

Priority 1: To raise attainment in literacy for all learners

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, 1.3, 2.2, 2.3, 2.4, 3.2

Progress:

This session we have piloted North Lanarkshire Active Literacy and focused on reading and phonics/spelling. All teaching staff have been trained in NL programmes. We have reviewed our planning in these areas, book banded our reading programme and purchased additional resources to supplement our existing eg a wider range of novels and reading material and phonic based readers. Some teaching staff and support staff have been trained in Catch Up Literacy and it is being used in school as well as The 5 Minute Box.

Our school PEF was allocated to 0.2 additional staffing which facilitated smaller, more focussed group sessions using novels/Big Books to develop reading skills using North Lanarkshire strategies and then to use this as a context for writing.

We moderated reading with three neighbouring schools and children in Primaries 1, 4 and 7 took part in the SNSA

Impact

The impact has been positive and visible. All staff are more confident using the NL programme. Most children are more engaged and more challenged in literacy- debating how words are formed, discussing the storyline in their novel, writing extended pieces, choosing to read more.

Those children experiencing literacy difficulties and not meeting their milestones are receiving 1:1 support through targeted intervention Catch Up Literacy and/or 5 Minute Box.

Recent data illustrates our attainment levels are steadily improving. In a recent reading assessment 92% of children scored average or above average and in the SNSA reading assessment of Primaries 1,4 and 7, 10 of the 12 children tested scored High in their writing and 11 of the 12 scored High in their reading assessments

Next Steps:

- Continue with PEF funded reading/writing to embed reading/writing strategies
- Develop school writing programme using as a basis, Pie Corbett’s Talk for Writing. All staff to be trained
- Pilot Talking & Listening tool
- Pilot Dyslexia Friendly Toolkit online



Priority 2: To use formative and summative assessment as a basis to develop learning conversations with learners

<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • 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. 	<p>National Improvement Framework Key Drivers</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information
---	--

HGIOS 4 QI: 1.1, 1.2, 1.3, 2.3, 2.4, 3.2

Progress:

- We have set up and are using SLC Tracking and Monitoring system to monitor and track pupils
- We had started online profiling using the Seesaw app but this has been halted as South Lanark shire investigate it through GDPR
- Taking on board two aspects of NL Active Literacy meant devoting a great deal of time and resources to it. This meant less time for this priority. We were working on this priority jointly with Wiston PS and it was being led by a Libberton teacher, as part of her Middle Leadership studies. She has visited other establishments to view their systems and worked with staff in Libberton and Wiston to share ideas, discuss current practice and how to move forward. We have used many of the ideas within HGIOS4 How Good is OUR school. She has been working within her own class pilot setting learning targets and evaluating their learning At school assemblies the focus has been on 'What is learning?' 'What does a learning classroom look like in practice?' Children have taking part in Learning Walks to examine and feedback what learning looks like. We have purchased large notepads where children can annotate their skills and knowledge and highlight their learning

Impact

- We now have an effective system of tracking and monitoring pupils to track attainment and to identify and work with children needing additional support or challenge
- We are beginning to develop an ethos where pupils are leading their learning and are able to discuss where they are and their next steps.

Next Steps:

- To share Tracking and Monitoring System with all staff to enable them to analyse data and use information gained to plan for pupils and track progress
- To further develop learning conversations with pupils.
- We have developed a programme for staff to follow to initiate learning conversations with individual pupils linking in with a new Learning Diary which will be taken home to parents for feedback.



The National Context for Education

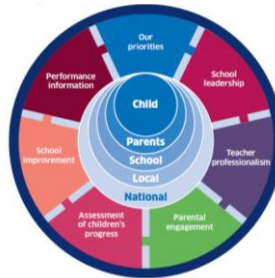
The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed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

The key priorities of the National Improvement Framework are:

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

Key drivers of improvement have also been identified, these are:

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



South Lanarkshire Council's overall vision is to "improve the quality of life of everyone in South Lanarkshire Council."

Education Resources' key purpose is to:

"Raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities"

The priorities relating to this are:

- Deliver high-quality early learning and childcare to give our children the best educational start
- Raise standards in literacy, numeracy and close the poverty-related attainment gap.
- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion and equality are at the heart of what we do.

Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP).

Assessment of children's progress throughout the Broad General Education (to end of S3)

As one of the drivers, our school, alongside all schools in Scotland, has been required to report on



Curriculum for Excellence levels for literacy and numeracy achieved by all children at the end of stages P1, P4, P7 and S3. This data is submitted to South Lanarkshire Council in June each year and collected subsequently by the Scottish Government. This data is based on teacher judgement, informed by a wide range of assessment evidence including standardised testing where appropriate. As from session 2016/17 all schools in Scotland will be required to participate in the new Scotland National Standardised Assessment (SNSA) project. This will further help inform teacher judgement of levels.

The following table shows benchmarks for children achieving Curriculum for Excellence Levels.

Level	Stage covering 3 years approx.
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and abilities. Many children not attaining National Levels will have an Additional Support Plan (ASP) and may be making good progress but against different milestones e.g. individual targets. Learning progress is not about how fast children move through the levels but about 'how much' and 'how well' children learn, having depth and breadth of experiences at each level.

Assessment of these levels is based on a wide variety of evidence and ways of measuring progress such as assessment of projects, general class work, observations and peer assessment. Where possible, children and young people are encouraged to be directly involved in the assessment process.

Schools and teachers work with others to set shared standards for assessing progress. These standards are based on National "benchmarks" for each area of the curriculum. This process is called moderation and it ensures that schools have similar expectations.

Achieving Excellence: Overall Progress towards National Improvement Framework Priorities Session 2017-18
Use all available evidence (including data)
Literacy:

Progress	satisfactory	good	very good	excellent
		X		

Strengths

- We have piloted North Lanarkshire Active Literacy session 17 18. All staff are trained in the programme and are enthusiastic about implementing it.
- We have had a major focus on writing/spelling/phonics and reading this session. Within classrooms children are actively engaged with literacy either discussing word families, reviewing their novels or writing extended pieces.
- We have purchased new reading material for the younger children, new sets of novels for the older ones and additional phonic novels for additional support.
- Intervention programmes- Catch Up Literacy and 5 Minute Literacy Box have been used effectively
- SLC Tracking & Monitoring programme enables staff to provide targeted support /challenge as appropriate
- All children in Primary 1 and Primary 4 and most in Primary 7 have reached their milestones in reading, talking and listening and writing.

Next steps

- To continue embedding NL phonics /spelling and reading
- To review writing programme
- To review Talking and listening programme

Numeracy:

Progress	satisfactory	good	very good	excellent
		X		

Strengths

- All children in Primary 1 and Primary 4 and most in Primary 7 reached their expected levels of attainment.
- SLC Tracking & Monitoring programme enables staff to provide targeted support /challenge as appropriate
- Most children identified as not meeting their milestones have Additional Support Plans with specific targets to improve attainment. They been given 1:1 support either with Catch Up Numeracy or 5 Minute Numeracy Box
- Most children have been working in small groups to build up confidence in problem solving strategies

Next steps

- To continue to monitor and track pupils and support and challenge as identified
- Identify standardised summative assessments for use across the school
- Provide holistic maths assessment to challenge pupils

Health and Wellbeing

Progress	satisfactory	good	very good	excellent
		X		

Strengths

- The caring , supportive and inclusive ethos of the school was highlighted in our recent questionnaires of pupils and parents.100% of parents felt that their child was happy at Libberton and that the school’s values and attitudes have a positive effect. All children responded that they enjoyed learning at Libberton.
- We have established strong links with Active Schools and other partners in the community eg rugby and tennis.
- We are keen to offer a wide range of lunchtime/after school clubs- eg dance, judo, basketball and we are tracking participation both in and out of school to identify children who may require support. Only one child did not attend at least 2 clubs.

Next steps

- Next session we aim to work with as a Learning Community to engage with NHS Healthy Schools Plus programme which will aim to strengthen home, school and community links.
- Only 53% of pupils felt that their Learning Journey helped with learning and we have identified this as a main improvement priority in SIP

Employability Skills/Positive Destinations

satisfactory	good	very good	excellent
	X		

Strengths

- Our clan system encourages leadership and team building skills particularly with our older children who have to plan and organise clan events e.g. Fantastic Friday Challenges. These focus on skills for learning, life and work and the children are encouraged to identify the specific skills each activity cultivates.
- Our Getting It Right Groups, buddy system, pupil focus groups encourages pupil voice



- IDL plans incorporate Career Education Standards (CES) and teachers are to recognize which of the CES can be developed through the topic. We regularly invite parents and member of the community in to speak about their career pathways.
- Across all stages pupils are given opportunities to develop enterprise skills through fund raising, campaigns, Christmas Fayre etc

Next steps

- To continue to embed skills for DYWF across four contexts of learning
- To enhance pupils' IT skills
- To develop Pupils Leading Learning to enhance leadership skills in children.



Overall quality of our learners' achievements
Highlights of session 2017-18

CONFIDENT INDIVIDUALS



Performing at our
Scottish afternoon



Leading our Harvest
Thanksgiving



Outdoor Learning

EFFECTIVE CONTRIBUTORS



Practising our pottery
skills



Team Work



Bubblegum and Fluff at
Christmas with Rev Shand

It has been another incredibly busy year for our school, full of many experiences and achievements that we have enjoyed sharing with all of our stakeholders through our website, newsletter and our local newspaper.

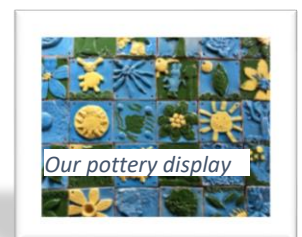
One of the highlights of this session has been Primary 7's contribution to the school in developing our Clan System and enhancing their leadership skills with their Fantastic Friday Challenges

We are very keen to get our children out into the community. Visits to a Viking festival, Blair Drummond Safari Park

Transition events have proved highly successful this session. In November our primary 6 and 7 pupils had an amazing time during a week-long residential trip with other local small schools to an outdoor centre in Hexham. Later in the year, they attended a bridge building workshop at Biggar Primary school, a STEM Day at Biggar High and an enterprise event at Biggar



Outdoor Day



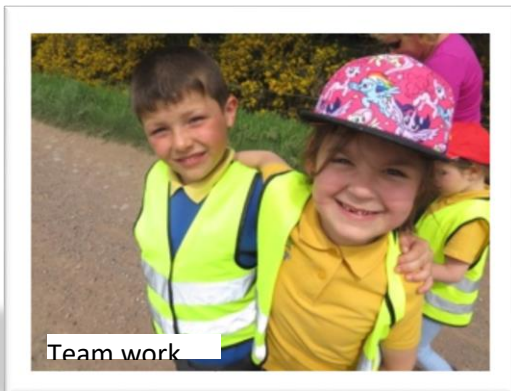
Our pottery display

We have had many visitors to Libberton Primary as well. A local potter came to do a series of workshops with the children and this resulted in each children producing a very colourful tile which will be on display at our front entrance.

*Dance practice*

Sports have continued to play a vital role in our school too, as we develop children's health and wellbeing, and their individual skills and talents. We have a wide range of extra curricular clubs on offer, either at lunchtime or after school, and this session we have participated in rugby, netball, benchball, triathlon and cross country at learning community level. A major success was the after school dance club led by a parent who performed at the Clydesdale Dance Festival and were highly commended by all who saw their 'Harry Potter' routine.

Outdoor learning is becoming an integral part of our curriculum with regular visits to the neighbouring forest. These experiences provide physical and mental health benefits as well as developing team work and communication skills.

*Team work**Bridge building*

RESPONSIBLE CITIZENS



Clydesdale Food Bank collection



ECO week workshop



Getting our garden growing.

SUCCESSFUL LEARNERS



Artist at work



Fantastic Friday Challenges from Primary 7



Sharing our learning with parents

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

- **HOUSE SYSTEM** This session we have established a House System to engage children in whole school activities, to promote leadership and enterprise, encourage positive behaviour and give the children more of a voice in the school community.
- **PUPILS LEADING THEIR LEARNING** We have identified the value of pupils engaging in learning conversations about what they are learning and how they can improve.
- **AUTHOR VISITS** Local authors came to visit the schools to encourage the children to read and create their own stories.

Everyone respects each other and plays fairly

I Like making friends and learning

children

STAFF

- Staff made very positive comments about our links with other schools eg moderating, literacy inservice. They welcome opportunities to share good practice and discuss current issues.

Libberton Primary has a very friendly and positive atmosphere and I feel my child has had a great primary school experience

PARENTS/CARERS

- **PARENT COUNCIL** The Parent Council held a successful BBQ which was well attended by the wider community to showcase our school.

I like the child centred atmosphere

- **STAY & PLAY** Parents and prospective families are invited to come to after school sessions to socialize which helps strengthen home school links and establish new ones
- **OPEN DOOR EVENTS** Parents came to the school for curricular based mornings to work within class and gain an insight into the work the children do and engage

them in their learning

- **PARENT HELPERS** Parents and carers come in to help in the school in a variety of ways: support for educational excursions, lead after school clubs, work with small groups, helping during events and supporting curricular areas. We have a parent who is a fluent French speaker and she came in for a two terms to work with the younger children and promote their awareness and enjoyment of the language. These all serve to strengthen home-school links

WIDER COMMUNITY

GARDENING CLUB, QUOTHQUAN LODGE, BIGGAR RUGBY CLUB, BIGGAR FARMERS, BIGGAR HIGH SCHOOL

- We are very keen to enhance our range and variety of external links for the school. Such links help to motivate the children and extend their interests.

BIGGAR LEARNING COMMUNITY The staff and children in the schools across the learning community work closely together; staff link up in planned inservice days, moderation sessions and TLC groups. This is very beneficial for sharing good practice and innovation especially in the small school setting. Pupils from feeder primaries come together for curricular/sporting/social events which aids transition to High School

Quality Indicator	How are we doing?	How do we know?	Link to Improvement Plan 18 19	Maintenance Agenda 18 19	School Self-Evaluation
1.1 Self-Evaluation for Self-Improvement	<p>COLLABORATIVE APPROACHES TO SELF EVALUATION Self evaluation procedures are in place to gather the views of staff, children and parents which are then reflected in our school Improvement Priorities. The Quality Assurance calendar reflects the various evaluative systems</p> <p>ANALYSIS/EVALUATION OF INTELLIGENCE AND DATA We are becoming more confident in collecting and interrogating data and using this information to identify specific areas/ pupils to target. This session we have begun using SLC Monitoring and Tracking</p> <p>IMPACT ON LEARNERS' ATTAINMENT AND ACHIEVEMENT As a result of having more detailed information to track children's progress we have been able to identify those children requiring more support/ challenge.</p>	<ul style="list-style-type: none"> • HGIOS4 • Wee HGIOS4 • SLC Tracking & Monitoring • Attainment data • Participation data • CfE Tracking • Planning meetings • ASN register • SLC Tracking & Monitoring • CfE Tracking • Attainment data • Participation data • Planning meetings • ASN register 		✓	Satisfactory

<p>1.3 Leadership of Change</p>	<p>SHARED VISION AND VALUES Through our school assemblies/parent meetings stakeholders are now much more aware of our school vision and values.</p> <p>STRATEGIC PLANNING /IMPLEMENTING IMPROVEMENT AND CHANGE Staff are focused on making improvements to our school. Increased use of data for maths and language has facilitated the dialogue to identify areas to improve. Moderation activities within and across schools have helped staff become more confident in their own professional judgement. The small Schools’ TLC group has enabled staff to share good practice. All children are involved in a Getting It Right Group which links in with how well we are supporting our children with aspects of wellbeing and each group identifies ways it can improve a particular indicator</p>	<ul style="list-style-type: none"> • S& Q reports • SIP • CAT minutes • Parent Council minutes • Minutes of Getting It Right Groups • Displays • Staff responsibilities • Staff CPD eg Middle leadership • Moderation notes 	<p style="text-align: center;">✓</p>		<p style="text-align: center;">Good</p>
-------------------------------------	---	--	--------------------------------------	--	---



<p style="text-align: center;">2.3 Learning, teaching and assessment</p>	<p>LEARNING AND ENGAGEMENT Most children are happy and motivated and almost all are happy to be at school and the majority are engaged in their learning. Children benefit from being in an attractive, stimulating learning environment with excellent IT provision. Most children are confident and are positive about their involvement in the life of the school. Pupils are encouraging children to actively lead their learning and identifying their strengths and areas requiring support</p> <p>QUALITY OF TEACHING Staff in our multi composite classes are skilled in delivering differentiated lessons particularly in maths and literacy. This session, inservice learning community training sessions for staff have enhanced their skills in literacy through NorthLanarkshire Active literacy training .</p> <p>EFFECTIVE USE OF ASSESSMENT PLANNING TRACKING AND MONITORING Staff are becoming more confident in the processs of collecting evidence to support their professional judgement. Tracking</p>	<ul style="list-style-type: none"> • Questionnaires • Focus groups • Learning walk • Tracking & Monitoring • Participation tracking • Learning conversations • Support visits • Learning Walks • Peer visits • SLC Monitoring & Tracking • Tracking folder • Planning meetings • Forward plans 	✓		Good
--	--	---	---	--	------

	<p>and monitoring processes are in place for Maths Literacy to secure improvement and to identify children requiring additional support and challenge. Last session we begun the process of setting up a system to track other areas across the curriculum</p>				
--	--	--	--	--	--



<p style="text-align: center;">3.1 Ensuring wellbeing, equity and inclusion</p>	<p>WELLBEING Our nurturing approach puts a high priority on promoting the principles and practices of GIRFEC. A positive ethos permeates our school and it is evident that the children are happy and relationships are based on a climate of mutual respect. Almost all children are aware of the SHANARRI wellbeing indicators and their impact.</p> <p>FULFILMENT OF STATUTORY DUTIES Those children with additional needs are closely monitored and tracked. Staged intervention procedures are becoming established to ensure the needs of all learners are met</p> <p>INCLUSION AND EQUALITY As part of the PEF decision making process we are becoming more aware of children who may be affected by social deprivation and poverty and are taking steps to address this. All children take part in a Getting it Right Group to involve them in ensuring the wellbeing indicators are being addressed in school and how best to support them.</p>	<ul style="list-style-type: none"> • H&WB Position statement • ASN Register • Staged intervention paperwork • SLC tracking & monitoring • PEF returns • Forward plans • Minutes of planning meetings • Minutes of Getting it Right Groups • Questionnaires-pupil and parent • Learning conversations • Learning Diary 	✓		Good
---	---	--	---	--	------

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">3.2 Raising attainment and achievement</p>	<p>ATTAINMENT IN LITERACY AND NUMERACY Overall the majority of children are making good progress in maths and reading. Staff are becoming more aware of the need for rigorous tracking and monitoring of individual progress and confident in using standardised assessment data to identify and address areas of concern.</p> <p>ATTAINMENT OVER TIME Tracking and monitoring procedures are in place for Maths and Literacy. Particularly in reading and spelling, we are building up a detailed profile of individual progress over time. Standardised data and professional discussions are used to target support</p> <p>OVERALL QUALITY OF LEARNERS' ACHIEVEMENTS Achievements are regularly recognised and celebrated. All children are keen to be involved in the life and work of the school. This session we set up a clan system with older pupils supporting the younger ones in events. Most children participate in a wide range of extra curricular activities.</p>	<ul style="list-style-type: none"> • SLC tracking & monitoring data • PEF returns • Forward plans • Minutes of planning meetings • PRD records • ASN register • Staged intervention procedures linked to wellbeing tool • Clan system • Celebration wall • Website, newsletters • Learning Diaries • Focus groups • Questionnaires-pupil and parent 	✓		Good
---	---	--	---	--	------

	<p>EQUITY FOR ALL LEARNERS</p> <p>We are committed to ensuring equity for all learners and are keen to address barriers to learning whether it be social, emotional or academic. Standardised data and professional discussions are used to target support and remove barriers to learning. We have an open door policy and have developed close relationship with parents. If necessary we will involve outside agencies to provide additional support for families.</p>				
--	--	--	--	--	--

Overall impact of establishment's actions to improve excellence and equity (PEF)
Amount allocated: £7200

How are we doing?	How do we know? (Evidence measures of success)	What are we going to do now?
<p><i>We used our PEF funding to pay for 0.2 staffing and this was used to split the class between two teachers, to enable the delivery of more age/stage appropriate literacy lessons</i></p> <p><i>As part of our Improvement planning process 2017-2018, we were introducing North Lanarkshire Active Literacy and had moved from a reading scheme to novels from Primary 3/4. Looking at the CfE levels it was clear that reading and writing were major concerns across the school; only 1 of the 10 targeted FSM children was on track for reading/writing.</i></p> <p><i>We decided to use novels to promote writing and reading skills. This gives the children a context for writing as well as promoting higher order reading skills. In the younger class the children were split into the more confident writers and those in the early stages. The younger group worked with the class teacher on developing early writing using Foundations of Writing as a starting point. The older/more able initially used Big Books and then moved on to small novels.</i></p>		



By splitting the class and planning age/stage appropriate lessons teacher can identify and focus more on the needs of the individuals.

This intervention has been very successful with positive outcomes for all children with 6 out of 10 of the targeted children now on track for reading and 7 out of 10 on track for writing. This approach will continue next year with the funding being used for 0.2 staffing. Those children who did not see a marked improvement in their levels are also receiving 1:1 support for literacy either with Catch Up Literacy or 5 Minute Literacy Box.

Overall evaluation of establishment's capacity for continuous improvement

Our overall capacity for continuous improvement at Libberton Primary School is very good
This is based on

- The positive ethos within the school underpinned by its shared vision and values
- Levels of commitment, drive and leadership of our staff
- Our children show a respect for and a commitment to learning
- Productive partnerships with parents, other schools and the community
- Positive feedback about Libberton Primary from the parents and children that gives us confidence in what we do.

Signed: Elma McGregor

Date: August 2018

