

Standards and Quality Report 2016-17

School Name: Beckford Primary School



Context of the school:

Beckford Primary is situated in North Hamilton – a busy regeneration area of the town. The modern building we currently occupy was opened in November 1988 and replaced the original Victorian school (named Beckford Street Primary). A new extension was completed in July 2015, and this has allowed for greater flexibility and improved teaching facilities across the school. The school roll is currently 168 and the accommodation includes seven classrooms, a nurture suite named Rowan Cottage, an ICT suite / library and PE / dining hall. Beckford Primary is one of twelve Scottish Attainment Challenge (SAC) schools within South Lanarkshire Council and has been part of the programme over the last two years.

Our school vision is to provide a nurturing, happy and inclusive environment where children are challenged and supported to help them develop skills for life, work and learning.

Through our values we aspire to be; Respectful, Responsible, Caring and Friendly. These aims are promoted through our weekly assembly Class Values Award and through the strong relationships throughout the school.

An Acting Head Teacher has been in post since August 2017. Due to a couple of longer-term absences, promoted staff have had to cover classes over the year.

Staff, Parent Council members, parents and pupils are involved in the creation of a positive school ethos that encourages good learning habits, high quality interaction and a sense of purpose and achievement. This ethos is evident in our welcoming environment and our commitment to the establishment of good relationships with parents and the wider community.

We are part of the Hamilton Learning Community and have developed strong links with colleagues from local schools to engage in moderation across the Learning Community with a focus on improving standards of writing for our learners this year. We work well with the range of feeder nurseries and Hamilton Grammar to ensure that smooth transitions are planned for.

The National Context for Education

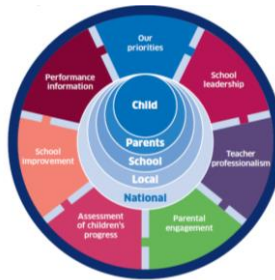
The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government’s vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed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



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.

What follows is our school's data about achievement of these levels for sessions 15/16 (when data was first collected) and 16/17.

1.1 Attainment data - Attainment of Curriculum for Excellence levels 2015/16 (teacher judgement)

| School | Reading | | | Writing | | | Listening & Talking | | |
|------------------|-----------------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|------------------------------|
| | P1 Achieved Early or better | P4 Achieved First or better | P7 Achieved Second or better | P1 Achieved Early or better | P4 Achieved First or better | P7 Achieved Second or better | P1 Achieved Early or better | P4 Achieved First or better | P7 Achieved Second or better |
| Beckford Primary | 72.7% | 73.9% | 70.8% | 72.7% | 47.8% | 66.7% | 86.4% | 78.3% | 70.8% |
| SLC | 80.0% | 75.2% | 72.3% | 78.2% | 67.9% | 62.7% | 83.8% | 82.6% | 79.7% |
| National | 80.8% | 75.2% | 72.3% | 78.2% | 69.3% | 65.1% | 85.0% | 80.9% | 77.4% |

| School | Numeracy | | |
|------------------|-----------------------------|-----------------------------|------------------------------|
| | P1 Achieved Early or better | P4 Achieved First or better | P7 Achieved Second or better |
| Beckford Primary | 86.4% | 65.2% | 62.5% |
| SLC | 83.0% | 71.2% | 67.9% |
| National | 83.9% | 73.1% | 67.8% |

1.2 Predicted Attainment

National Improvement Framework - Attainment of Curriculum for Excellence levels 2016/17

| School | Reading | | | Writing | | | Listening & Talking | | |
|------------------|-----------------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|------------------------------|
| | P1 Achieved Early or better | P4 Achieved First or better | P7 Achieved Second or better | P1 Achieved Early or better | P4 Achieved First or better | P7 Achieved Second or better | P1 Achieved Early or better | P4 Achieved First or better | P7 Achieved Second or better |
| Beckford Primary | 85% | 76% | 89% | 85% | 63% | 78% | 95% | 86% | 89% |

| School | Numeracy | | |
|------------------|-----------------------------|-----------------------------|------------------------------|
| | P1 Achieved Early or better | P4 Achieved First or better | P7 Achieved Second or better |
| Beckford Primary | 95% | 70% | 79% |

Achieving Excellence: Overall Progress towards National Improvement Framework Priorities Session 2016-17

Use all available evidence (including data)

Literacy:

| Progress | satisfactory | good | very good | excellent |
|----------|--------------|------|-----------|-----------|
| | | X | | |

Strengths

- Our data and other evidence shows improvements in attainment levels across Literacy for stages 1,4 and 7 compared to 2015/16.
- Our data would suggest that the impact of the implementation of a whole school approach to the teaching of reading and writing through active literacy approaches has been positive.
- Our predicted attainment for 2016-17 performance in stages 1 and 7 exceeds the SLC and national averages.
- We now have 3 years of attainment data for our Primary 3-7 classes.

Areas for Development

- Attainment in Writing for the Primary 4 stage has improved this year but we have identified this as a cohort who could achieve more success as a result of more targeted approaches.
- Pupils in receipt of FME across the P.1,4 and 7 stages do not all achieve in line with the rest of the school and will benefit from targeted interventions and resources this year through PEF and SAC funding.

Numeracy:

| Progress | satisfactory | good | very good | excellent |
|----------|--------------|------|-----------|-----------|
| | | X | | |

Strengths

- Stages 1,4 and 7 show increased levels of attainment from 2015/16, with significant improvement in P1 and 7 stages.
- This year's predicted attainment is above SLC and national averages for Primary 1 and 7.
- We have 3 years of data available to track trends for stages 3-7.

Areas for Development

- Data for Primary 4 did not show significant improvement compared to 2015/16 data. Although in line with SLC averages, it remains behind the national average therefore this cohort will need targeted support to enhance progress.
- Half of the FME pupils have not achieve expected levels and the gap will be addressed through PEF and SAC spending.

Health and Wellbeing:

| Progress | satisfactory | good | very good | excellent |
|----------|--------------|------|-----------|-----------|
| | | X | | |

Strengths

- As a school we take a nurturing approach to developing children's well-being. Children report that they feel happy and safe at school and that their teachers care about their individual needs.

- Our Health and Wellbeing Curriculum provides progressive opportunities for children to learn about their physical and emotional health needs. We involve partners in this process wherever possible.

Areas for Development

- Ensuring consistency of nurturing approaches and initiating application for Nurturing Schools status.
- Development of a more coherent, progressive HWB programme which involves pupils, parents and partner agencies.
- Targeted work with children who need support with issues surrounding attachment, bereavement and emotional resilience.

Employability Skills/Positive Destinations:

| satisfactory | good | very good | excellent |
|--------------|------|-----------|-----------|
| X | | | |

Strengths

- Through world of work week, Science Week and Finance Week, visits from parents and local organisations, pupils have had opportunities to explore the skills required for life, learning and work.

Areas for Development

- We need to continue to develop skills for learning, life and work programme across all stages of the school. Tracking of skills is not yet underway. Partners e.g. local employers could be better involved in this area of work.
- Developing the Young Workforce policy will be undertaken within the school.

Overall quality of our learners' achievements Highlights of session 2016-17



There have been many highlights during the 2016-17 session, the first being a successful HMIE inspection in September. The inspectors were very impressed by the conduct of our learners and noted that they were provided with, ***'a wide range of opportunities such as sporting and cultural events which is helping them develop confidence, self-esteem and is enabling them to develop their personal interests further'***.

All classes have had access to a wide range of extra-curricular activities, including Netball, Football, Media Studies (Primary 6 & 7), Chess (Primary 5 & 6), Fit Kids (Primary 1 - 3), Multi-sports and Drama (Primary 5 & 4), Dodgeball (Primary 3-7), Dance (Primary 1 & 2) and Board games (Primary 1 – 3). The Pupil Council worked alongside the Active Schools Co-ordinator and the Parent Council to consult all classes on what extra-curricular activities they would like to participate in. The children chose Dance in Primary 1 - 2 and Dodgeball in Primary 3 – 7. The Parent Council funded these activities.

Children at all stages continue to receive a broad, balanced and well-planned curriculum in line with Curriculum for Excellence. HMIE recognised that learning pathways are in place for all curriculum areas taking into account the seven principles of curriculum design, including support for personalisation and choice, and challenge and enjoyment for our learners. All classes have engaged in whole school focus weeks including themes based on Finance, Science/STEM, Scotland (with a focus on Burns and Scots language) and Health. Primary 7 learners were responsible for leading a Harvest Enterprise where they showcased their learning about the key themes of Harvest to family and the school community, collected food to send to the Hamilton Foodbank and organised a McMillan Coffee Morning, raising an impressive amount of money for the charity.

Raising the profile of reading for pleasure has been an important aspect of the School Improvement Plan this year. Using our Scottish Attainment Challenge Funding we have developed a literacy rich environment for learners, creating areas in the school for learners to enjoy reading and to access a wide range of texts daily. Learners have been involved in the development of the themes of the reading areas, creating imaginative and functional pieces of writing based on the three themes; 'The Magic Forest' (Primary 1 & 2), 'Under the Sea' (Primary 3 & 4) and 'Space/Science' (Primary 5-7). Learners also enjoyed dressing up for World Book Day in March and sharing their favourite books and characters with each other. The children in Primary 4, 5, 6 and 7 have participated in the First Minister's Reading Challenge and have kept a personal log of what they have read in school and at home too. All of the learners have had the opportunity to hear stories being told by a professional story teller, where the focus for the stories was based on the themes from the Reading for Pleasure areas. The purpose of hearing stories through the story teller was to give learners the opportunity to access the texts in a variety of ways and develop their vocabulary in preparation for writing.

Other highlights were the Halloween Disco, organised by our Parent Council. In December our families were treated to both the Nativity performed by Primary 1-3 called, 'Camel, Lights, Action' and a Pantomime, 'Cinderella, Rockafella' performed by Primary 4-7. Primary 7 organised the annual Beckford Burns Supper in January for staff, pupils and other invited guests. A range of Scots poems were performed confidently by

pupils from Primary 1 to 7 and the school choir also sang beautifully to the audience. All learners had the opportunity to take part in 'The Big Stampede' creativity competition. The Pupil Council chose aspects from several designs to create our entry into the competition. Humphrey the Hippo has been designed to show key aspects of our school including the values that we base all learning and experiences on.

Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community.



All stakeholders were consulted at the beginning of the school session as part of our inspection process, where the responses across the board were overall positive. Areas of strength recognised by learners were that they felt safe and cared for within the school and that they were given responsibility by staff for their own work in class. Parents recognised overall that their children were progressing well and that their children are treated fairly in school. Staff identified a variety of strengths that included that they share good practice across the school and that they communicate effectively with each other.

A 3-year cycle of self-evaluation using the Quality Indicators from How Good is Our School 4 has been developed this session. Staff have engaged collectively with core QIs identified by HMIE from HGIOS 4 and have also reflected on 1.2, 2.2, 2.4 and 2.7. HMIE have encouraged staff to continue to engage in peer observations, encouraging them to be 'critical friends', providing constructive feedback to each other. SMT have facilitated opportunities for staff to participate in peer observations with the focus being on learning and teaching through the Active Literacy approach for Reading. Through our Attainment Challenge Funding all members of teaching staff have participated in North Lanarkshire Council's Training on teaching Writing this session and resources to enhance this approach to Active Literacy have been purchased. Practitioners returned from the training more motivated and confident to teach Writing. Staff have engaged in evaluation of engaging parents and families through their professional development work with the Tapestry Programme, Great Teaching – Great Learning. This work will be built on during year 2 of the programme next session.

Pupil Voice is encouraged and the children have been consulted in a variety of ways including consulting the groups of children from a range of classes about the improvement work of the school and also through the work of the Pupil Council. The children have recognised this year that the improvement work has impacted positively on their learning and overall development. Some responses have included:

- Primary 4 pupil – The magnetic boards (for active spelling) let you find the letters and then read the letters. Working with them has helped me with both my spelling and handwriting.
- Primary 3 pupil – I think it helped me with my letters. I think I'm better at everything now! (5 Minute Box Work).
- Primary 4 pupil – reading real books has challenged me and helped me to learn more.
- Primary 3 pupil - I had to do reading with my mum, so now my mum knows what to do at home with me which helps! (Family Learning Literacy Event).

Families have received high-quality universal and targeted support that enables them to access learning activities which meet their needs. The P.1 - 3 staff ran a successful Literacy workshop for parents and carers

in January. The teachers invited the parents into the classroom to observe the new approaches to Literacy and participate in a range of learning activities alongside their children. Magnetic whiteboards and 'Read. Write, Count' resources were also given to parents along with practical ideas and strategies to try at home. The event was very well attended and feedback from parents was very positive.

In partnership with our School Home Partnership Worker, we have worked with groups of parents focusing on working with their children on developing literacy and numeracy skills, learning in science and developing healthy lifestyles. All of which have been well attended.

The Parent Council have met monthly to discuss and review the school improvement plan, providing feedback as well as identifying opportunities for fundraising in the school. The Parent Council representatives have engaged with the Engaging Parents and Families evaluation tool from Education Scotland as well as Q.I 2.7 from HGIOS 4. This is something we will continue to build on next year. The parent forum have also been given the opportunity to comment on ideas for the spending of our PEF funding and their ideas have been built into the PEF plan.

Review of SIP progress session (2016/17)

Priority 1: To raise standards, expectations and attainment levels in literacy through excellence in learning and teaching of reading, spelling, phonics and writing across and beyond the curriculum.

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: 2.3, 3.2

Progress and Impact:

- Active Literacy is now well embedded across the school and having a positive impact on learners' engagement and attainment. (See data and comments above).
- Approaches to planning, teaching and assessing literacy are more consistent across the school.
- Staff report higher levels of confidence when teaching writing and spelling. Infant staff feel positive about book banding approach to reading and upper school staff report high levels of pupil engagement through the introduction of media studies.
- Parental engagement with active literacy programme has been high; with 2/3 of parents attending recent workshops and providing positive feedback on their experiences. Resources sent home to support phonics and spelling work in stages 1-3 have also been met with positive responses. Much work has been done to ensure consistent approaches between home and school, particularly in P.1-3 classes.
- Questionnaires indicate higher numbers of pupils engaging in reading for enjoyment both within and out with school. The new library areas are well used and pupils are actively requesting titles and are

keen to take more books home, which will be tracked next year through Junior Librarian scheme.

- Interventions such as Catch Up, 5 Minute Box, Toe by Toe and Success Maker have been highly successful in closing the attainment gap for many pupils. Support Staff and the Principal Teacher have led these interventions and given positive feedback on the impact on pupils and their own professional development.
- Moderation activities within the school and across the learning community have helped teaching staff to develop more confidence in their planning, teaching and assessment of writing.
- Visits from storytellers, drama groups and Zoolab helped to promote ideas and deeper engagement in the writing process across stages.

Next Steps:

- Develop a range of consistent, engaging approaches to planning, teaching and assessing talking and listening across the school.
- Continue to build staff confidence in approaches to teaching and assessing reading in upper school.
- Ensure a targeted approach to closing gap for children in receipt of FME.
- Provide additional, targeted support within classes with attainment below SLC/national average. For example, writing within P.4 stage.
- Continue to develop a 'literacy rich' environment with additional resources for non-fiction, learning through play and Junior Librarian. Provide more opportunities for writing across the curriculum through joint planning opportunities, visits from storytellers etc.
- Engage 'harder to reach' families in the learning of their child.

Priority 2: To enhance and improve the health and wellbeing of all of our pupils and families through a social, emotional and mental health programme

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: 2.5, 3.1

Progress and Impact:

- All members of staff, including teaching and support staff, participated in a one day Nurture Training Course in August 2016, led by The Nurture Group Network. Professional reading resources have also been made available to staff to improve understanding and approaches to issues surrounding attachment. Staff have used this knowledge to improve how they identify and support children throughout the school. Learners have become more confident in articulating their thoughts and feelings in the classroom and the playground, which we believe is due to the inclusive, nurturing ethos that continues to be built on at all levels within the school (as noted by HMIE in the school inspection in September 2016).
- All Primary 5, 6 and 7 pupils (73 learners) engaged in 'The Youth Mindfulness Children's Programme' in September 2016. The learners engaged in two, one hour sessions per week. Class teacher participation in the Mindfulness techniques, has allowed them to incorporate these techniques into their day-to-day practice. This training has provided the children with an enhanced understanding of their feelings and how they can react appropriately to them. The management team have noticed that when some learners have found themselves to be anxious or upset, the children are able to refer to the techniques practised. Feedback from the children shows that they have an increased appreciation for this technique and how it can support them in their learning.
- The school Breakfast Club has been funded by the school since September 2016, through our attainment challenge funding. It is open to parents/carers on a Tuesday and Friday morning too. The

children who attend enjoy the benefits of coming along to Breakfast Club, with the desired impact being on improved attendance, punctuality and readiness to learn at the beginning of the school day. Although the uptake from parents has not been as anticipated, this is an area we plan to develop further next session.

- Nurture staff have attended Lego Express training and resources have been purchased to use in classes. Currently, the nurture staff use this approach to support children with social and emotional difficulties who attend afternoon groups within Rowan Cottage. It is planned to cascade this knowledge to other staff within the school allowing more children to benefit from this approach.
- Four targeted groups of children have engaged in a six week block of nurture intervention during the session. Three children have had one-to-one support over the year from the school nurture teacher. These children have been targeted for a variety of reasons including lack of friendships, social and emotional vulnerabilities, all of which had been impacting on their ability to engage in learning fully. Overall these children have shown an increased confidence to express needs to teaching and support staff and most are more confident to approach a wider circle of friends within school than they had previously.

Next Steps:

- Nurturing principles and approaches will continue to be developed wider than the Nurture class; specialist school staff will support all staff to continue to develop a nurturing approach across the whole school.
- Staff development will support our application towards recognition of “Becoming a Nurturing School” through the Nurture Group Network.
- To further develop our work in Social Language and to help support our pupils with social and communication needs, we will establish a relaxation and sensory room. Pupils will be identified through the school staged intervention process. Support will be offered to pupils and their families through this targeted approach.
- Family learning clubs and masterclasses, e.g. homework clubs, reading clubs, cooking clubs, ICT clubs, etc. will also be introduced/continued to help families engage with their children through literacy, numeracy and HWB activities. Our PEF funded teacher will help to support this.
- Parent workshops will be delivered outlining teaching and learning approaches with resources in literacy and numeracy. Numeracy/literacy and HWB sacks will be issued for home use and to further support children in their learning.
- To build on the success of the Parent and Child Breakfast Club, to continue to provide informal opportunities to engage with parents in a more relaxed environment.
- All staff to engage in South Lanarkshire Council Psychological Services ASD training.

| Quality Indicator | Key Strengths | Areas for Development | School Self-Evaluation |
|---|---|---|------------------------|
| <p>1.1 Self-Evaluation for Self-Improvement</p> | <p>The whole school community has a shared understanding of the strengths and improvement needs of the school. This session staff and the parent council representatives have engaged in self-evaluation through the HGIOS 4 QIs. These evaluations have impacted on the development of the school improvement plan for 2017-18. Staff are beginning to take lead roles in aspects of school improvement.</p> | <p>We will continue to build on the looking inward, outward and forward approach in our evaluation and improvement activities, through moderation and partnership working. We need to continue to work with children, parents and other partners to fully involve them in our self-evaluation processes.</p> | <p>Good</p> |
| <p>1.3 Leadership of Change</p> | <p>Our strong nurturing ethos is clearly based on our school vision, values and aims. The vision, values and aims are woven into all aspects of our work – every member of the school community is aware of them and they are actively promoted in classes and around the school through our ‘School Values’ award. All staff are aware of the local context and we use this to shape the curriculum rationale. The curriculum takes account of, and responds to changing needs. Strategic priorities are based on self-evaluation activity and focused on raising attainment. There is a commitment to dedicating time for whole school self-evaluation and collegiate learning. Staff engage in quality professional discussions and share views on SIP priorities and Standards & Quality Report. The pace of change is well managed. Staff have engaged with QIs from HGIOS 4 to aid effective self-evaluation.</p> | <p>We will continue to develop the strong nurturing ethos of the school building on the roll-out of a whole school approach to nurture, as we work towards the ‘National Nurture School’ Award through the Nurture Group Network. We will continue to expand on leadership opportunities at all levels, particularly at middle leadership stage. We will build on the good practice developed through the Tapestry Programme this session and continue to encourage and engage in professional enquiry and small tests of change, to increase pupil attainment in literacy through a targeted homework club. We will further increase opportunities for pupil voice across the school, for example, through the creation of learning circles across the school.</p> | <p>Good</p> |

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|--|--|---|--------------------------------|
| | <p>Professional learning is having an impact on learners' experiences, particularly in literacy. Our PT has led very successfully on this, and worked collaboratively with all staff and their classes. As a school we are committed to tackling bureaucracy and therefore spending less time on written planning and more focus on impact for children.</p> | | |
| <p>2.3 Learning, teaching and assessment</p> | <p>The school's positive and inclusive ethos is reflective of children's rights and takes into account the context of the school. The school has been identified as a Scottish Attainment Challenge school and, as such, is totally committed to providing learning experiences that reflect children's needs and improve attainment by "closing the gap." The school has benefitted from being part of the SAC network and from partnership work with the Attainment Advisor for SLC. Pupils benefit from a range of learning experiences both within and out with the classroom, including in outdoor settings. Overall, these are of a good standard. Almost all pupils talk enthusiastically about their learning and the many feel they are suitably challenged. Staff training in active literacy has increased pupil motivation and engagement. Learners are routinely involved in setting targets for lit/num/HWB. The majority of lessons incorporate appropriate challenge and are set at the correct pace for learning. Pupil voice is evident and continues as an area of development.</p> | <p>We will continue to ensure consistency across pupils' learning experience and to promote levels of challenge particularly across upper stages. We will continue to build on the existing good practices in literacy, to extend active learning approaches other curricular areas. Provide increased opportunities for staff to engage in moderation activities across the school and Learning Community with a focus on numeracy during the 2017/18 session. Through our work with tapestry we will further develop teacher skills in data analysis. We will continue to work on "achieving a level" across all curricular areas. Further enhance teachers' engagement with educational policy and ideas in a wider sense e.g. the Tapestry Partnership Programme, Great Teaching, Great Learning etc. Use the refreshed school tracking system from South Lanarkshire Council taking account of pupil attainment and achievement.</p> | <p>Satisfactory -> Good</p> |

| | | | |
|----------|---|--|--|
| <p> </p> | <p>Pupils benefit from a variety of wider achievement opportunities and these are regularly celebrated.</p> <p>Teaching is generally of a good standard across the school with some examples of very good practice. Most teachers use questions, explanations and instructions effectively.</p> <p>Differentiation is evident across most lessons. HORS are an integral part of our literacy programme and have resulted in increased levels of engagement and confidence.</p> <p>Teachers observe learners closely to inform appropriate and well-timed interventions.</p> <p>Most staff provide opportunities for pupils to take a lead role in their learning.</p> <p>Teachers use a range of assessment strategies and make use of key milestones and are beginning to engage with the benchmarks for literacy and numeracy.</p> <p>Assessment strategies include a balance of formative and summative approaches.</p> <p>The needs of the most vulnerable children are assessed, planned for and closely monitored.</p> <p>Teachers plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. As a result of our processes to monitor and evaluate learners' progress we have clear information on their attainment in literacy & numeracy. We use data to ensure appropriate interventions for those children who face additional challenges.</p> <p>Assessment data, both formative and summative, is</p> | | |
|----------|---|--|--|

| | | | |
|---|--|--|------|
| | increasingly used to support next steps in learning. | | |
| 3.1 Ensuring wellbeing, equity and inclusion | <p>The school benefits from a strong sense of belonging and identity, and has a positive reputation within the community. Positive relationships between staff and pupils are evident across the school and all adults know the pupils well. Staff care deeply about our pupils and work hard to ensure that no child is missing out on appropriate support in terms of learning or pastoral care, as recognised as a key strength during our HMIE inspection. A Rights based Learning approach has been introduced and is contributing positively to The whole school ethos. All staff are fully aware of Education Resources CP procedures and their roles and responsibilities. Concerns in respect of care and welfare are supported through a multi agency approach. All staff are committed to the principles and practices of GIRFEC to improve the wellbeing of our children. We work closely and effectively with a range of agencies, both internal and external to ensure pupil wellbeing is at the core of all that we do. Children with additional support needs have appropriate plans in place, with targets set and reviewed on a regular basis, in consultation with pupils and parents. We value diversity and challenge discrimination. Our Nurturing ethos supports at attainment of our most vulnerable pupils.</p> | <p>Continue to build on staff development in Nurture to further extend approaches and opportunities to continue to support mental, social and emotional wellbeing.</p> <p>Build on the schools approach to Rights Respecting Schools Learning through the Making Rights Real strategy.</p> | Good |
| 3.2 Raising attainment and achievement | <p>Attainment in literacy and numeracy is generally good. Pupils are making progress</p> | <p>We will continue to track pupil progress across literacy and numeracy and begin to engage</p> | Good |

across stages. Most pupils have attained at an appropriate level and some have exceeded these. We now have 3 years of attainment data for our Primary 3-7 classes. Plans are quickly put in place to support pupils where attainment has not progressed as expected. There is a clear focus on raising attainment in our School Improvement Plan, particularly for our lowest achieving pupils. Staff make effective use of both formative and summative assessment approaches leading to improvements in attainment.

Learners can discuss what they are learning and why. They can apply some of these skills across the curriculum. All pupils are routinely tracked and monitored in literacy and numeracy. Attainment of some of our senior pupils is improving and they are achieving at a higher level in secondary school. Our learners have opportunities to exercise responsibility and contribute to the life of the school and the wider community.

in benchmarks for other curricular areas. We will formally track pupil progress in HWB through the use of Sulp and PASS assessments. The school will work towards further ways in which children's achievements can be recognised.

Overall impact of establishment's actions to improve excellence and equity (PEF)

Amount allocated: £51,800

| How are we doing? | How do we know? (Evidence measures of success) | What are we going to do now? |
|--|---|------------------------------|
| <p>Although we cannot comment at this stage on the impact of our first PEF spend, we are confident that the plans we have in place will lead to improvement. See the School Improvement Plan for details of our planned projects in this area.</p> | | |

Overall evaluation of establishment's capacity for continuous improvement

Our school was inspected in September 2016 and was awarded the following:

| | | |
|-----|--|--------------|
| 1.3 | Leadership of Change | Good |
| 2.3 | Learning, Teaching and Assessment | Satisfactory |
| 3.1 | Ensuring Wellbeing, Equality and Inclusion | Satisfactory |
| 3.2 | Raising Attainment and Achievement | Good |


Key strengths identified in our inspection included:

- Confident children, whose conduct both in the school and beyond is in keeping with the high-profile school values.
- The commitment of staff to improving the life chances for children attending Beckford Primary School.
- The inclusive ethos which results in children feeling safe, supported and cared for.
- The strong leadership of the headteacher in driving aspects of school improvement.

Areas for improvement identified were:

- Continue to improve attainment across all curriculum areas.
- Continue to work towards achieving a consistency of high-quality learning and teaching to ensure all children experience the support and challenge they require.
- Develop children's skills and provide further opportunities to equip and enable them to become confident independent learners.

HMIE recognised the school's capacity to continue to improve in collaboration with the CQIS team from South Lanarkshire Council. We have produced an action plan following our inspection to ensure these areas of improvement are taken forward, including points of action to be addressed in the School Improvement Plan for 2017-18. We are confident that we have a leadership team and a group of staff who are both committed and solution-focused to lead and contribute to our plans for continuous improvement.

Signed  (HT)